



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Walton Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Jennifer Kreger for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/walton/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <http://bit.ly/2tPd14H>

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

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

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

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

Our school has not been given one of these labels.

We have had a 1% decrease in ELA and a 5% decrease social studies. To address our goal of increasing proficiency levels in ELA, we will continue to improve our intervention program with increased progress monitoring and incorporate more small group instruction in the classrooms. Teachers will be supported to grow as professionals with weekly coaching with planning and instructional practices.

State law requires that we also report additional information.



## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2017-2018


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

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

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

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

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn



first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

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

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


#### 2016-2017

Achieve 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.

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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.

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


2017-2018

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

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

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

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



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

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


**MATH-** We continue to implement a math achievement program which focuses on math facts, general knowledge, and academic vocabulary for all grade levels. Workshop is used to build extensions and correctives for math to facilitate student growth. Implementation of daily thinking and problem-solving practice with students. Implementation of RTI five days a week for approximately 30 minutes provided additional assistance to students depending on their academic tier.

**WRITING-** Writing was embedded in content areas to express ideas in written form to demonstrate student learning in the learning goals. There was an instructional focus to give evidence and explain reasoning across all subject areas in all grade levels.

**READING-** We have implemented a strong Balanced Literacy program for grades K-2. Reading fluency and words per minute in monitored bi-weekly for all students in K-2 and students below the 25<sup>th</sup> percentile in grades 3-8. K-8 instruction maintains a focus on comprehension in narrative and informational texts. Our reading specialists continued to provide pull-out for students in the bottom 10th percentile. Reading Recovery program continues to meet the needs of our most at-risk first grade students. Using data, students are grouped for strategic small group differentiated instruction in the classroom. Classroom teachers intentionally plan for over 60% of instruction to be delivered in a small group setting. We use common assessments in our reading program to be able to accurately determine student mastery and growth. This helped determine student learning needs for intervention and for classroom instruction. The RTI team scheduled each grade level a minimum of 30 minutes a day, five days a week to provide additional assistance to students with a structured instructional tool. We also incorporate the Accelerated Reader program to encourage and motivate students to want to read. Our students with IEP's and EL students continue to work to increase their proficiency levels through this program, as well as an opportunity for individual testing sessions. After school tutoring is for select students that are identified as "at risk" as measured by standardized tests.

**SCIENCE AND SOCIAL STUDIES-** To address our goal of increasing proficiency levels in science and social studies we use 45-60 minute blocks of instruction for each subject in grades 4-5. Sixth grade will have 90 minutes of science and 45 minutes of social studies daily. Students in grade 7-8 have 45 minutes of science and social studies daily. Summary tables have been implemented for these grades to increase students thinking, discussion, and processing of information.

**ALL CONTENT AREAS-** We continue to implement the formative assessment process by designing instruction to incorporate differentiated instruction and student monitoring of learning.



Students receive specific feedback to ensure a growth mindset. We have included implementation of CCSS to our lesson plans and delivery to support our high learning expectations in all content areas. Workshop is included in our master schedule for reading and math to address individual needs for RTI.

Class lists for the 2018-2019 school year were designed using an academic achievement strategy. This formation used a triangulation of data to create one homeroom that was above proficiency and the other two were mixed achievement levels for grades 6-8. Our strategy in doing this was to narrow the standard deviation in each homeroom to increase the focus for differentiation.

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

Overall our SIP was used as a working document to improve student achievement. We strategically determined 3 goals and actions steps to reach those goals each 12 weeks. The SIP team met to analyze action steps and create next steps of action. The data from our action steps and the staff feedback show that our SIP has been successful. We outperformed the local district in all subject tests. By implementing the common core state standards, focusing on the essential skills and increasing common assessments in all grade levels; Walton is able to continue to close the gap with the state average. Students demonstrated 58% typical growth with a rate of growth of 108%. The SIP directed our focus and it has helped us improve our strategies to increase student achievement.

The School Improvement Team formally reviewed progress against its 2017-18 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-19 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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

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





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

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

2016-2017

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

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

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

**MATH-** We continue to implement our Math Blast program which focuses on math facts, general knowledge, and academic vocabulary for all grade levels. Workshop is used to build extensions and correctives for math to facilitate student growth. Implementation of daily thinking and problem-solving practice with students. Implementation of RTI five days a week for approximately 30 minutes provided additional assistance to students depending on their academic tier.

**WRITING-** Writing was embedded in content areas to express ideas in written form to demonstrate student learning in the learning goals. There was an instructional focus to give evidence and explain reasoning across all subject areas in all grade levels.



**READING-** We continue to use Guided Reading for K-5, as well as reading workshop for K-8 with a focus on comprehension in narrative and informational texts. Our reading specialists continued to provide pull-out for students in the bottom 10th percentile. Reading Recovery program continues to meet the needs of our most at-risk first grade students. Using data, students are grouped for strategic small group differentiated instruction in the classroom. Classroom teachers intentionally plan for over 60% of instruction to be delivered in a small group setting. We use common assessments in our reading program to be able to accurately determine student mastery and growth. This helped determine student learning needs for intervention. The RTI team scheduled each grade level a minimum of 30 minutes a day, five days a week to provide additional assistance to students with a structured instructional tool. We also incorporate the Accelerated Reader program to encourage and motivate students to want to read. Our SPED and EL students continue to work to increase their proficiency levels through this program, as well as an opportunity for individual testing sessions. After school tutoring is for select students that are identified as “at risk” as measured by standardized tests.

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**ALL CONTENT AREAS-** We continue to implement the formative assessment process by designing instruction to incorporate differentiated instruction and student monitoring of learning. Students receive specific feedback to ensure a growth mindset. We have included implementation of CCSS to our lesson plans and delivery to support our high learning expectations in all content areas. Workshop is included in our master schedule for reading and math to address individual needs for RTI.


Our 2017 Summer Learning Program was a half-day program for 3 days, 4 weeks. The program focused on closing the gap in reading and math through structured teacher planned lessons. We had 4 nights that were designated for parents to bring their students in for tutoring, check out library books, and computer learning. Our programs were designed to reach more students to reduce summer loss.

Class lists for the 2017-2018 school year were designed using an academic achievement strategy. This formation used a triangulation of data to create one homeroom that was above proficiency and the other two were mixed achievement levels for grades 6-8. Our strategy in doing this was to narrow the standard deviation in each homeroom to increase the focus for differentiation.

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focusing on the essential skills and increasing common assessments in all grade levels; Walton is able to continue to close the gap with the state average. Our students surpassed the state average in eighth grade ELA by 3%. Students demonstrated 65% typical growth with a rate of growth of 121%. Improving the utilization of paraprofessionals in all 3 of the kindergarten classrooms, this helped us meet or exceed 69% growth from fall to spring. The SIP directed our focus and it has helped us improve our strategies to increase student achievement.

The School Improvement Team formally reviewed progress against its 2016-17 SIP goals and objectives in spring 2017, as part of its preparation for the 2017-18 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

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

2017-2018

Walton Charter Academy is located on the north west side of the city of Pontiac. A vast majority of our 804 students come from the city of Pontiac with some students from the neighboring districts of Waterford, Auburn Hills, Clarkston, and Rochester. Our student backgrounds are diverse. Our student body includes 2% Asian, 9% Caucasian, 35% African American, and 54% Hispanic. 92% of our students qualify for Free and Reduced Lunch. 42% of students are English Language Learners. Unemployment has had an impact on our families. This is a working class community. Parents work many different shifts where extended family members take care of the children. There is a significant amount of single parent families and several families have a parent or sibling incarcerated.



### 2016-2017

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

### 2017-2018

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

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

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



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


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

#### 2016-2017

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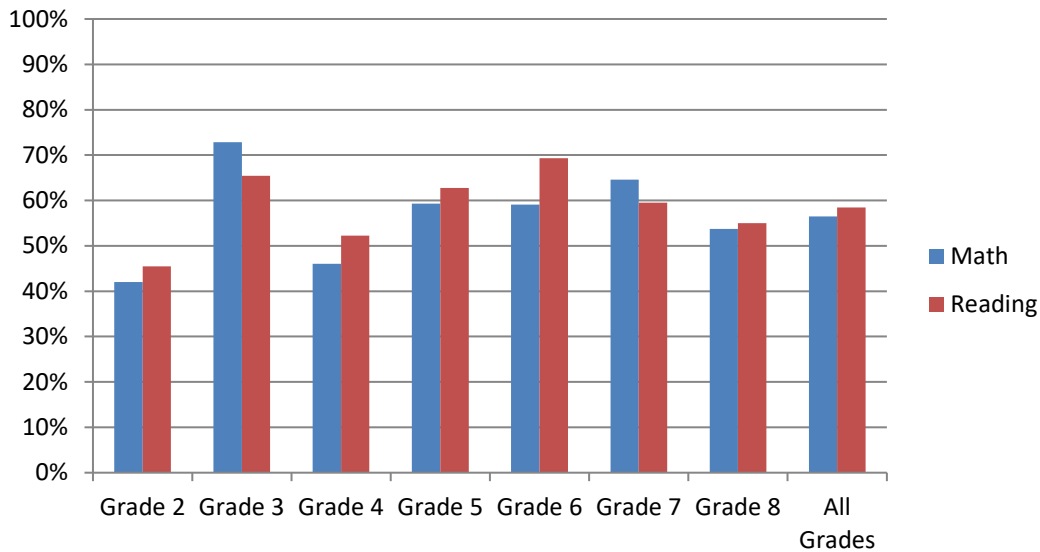
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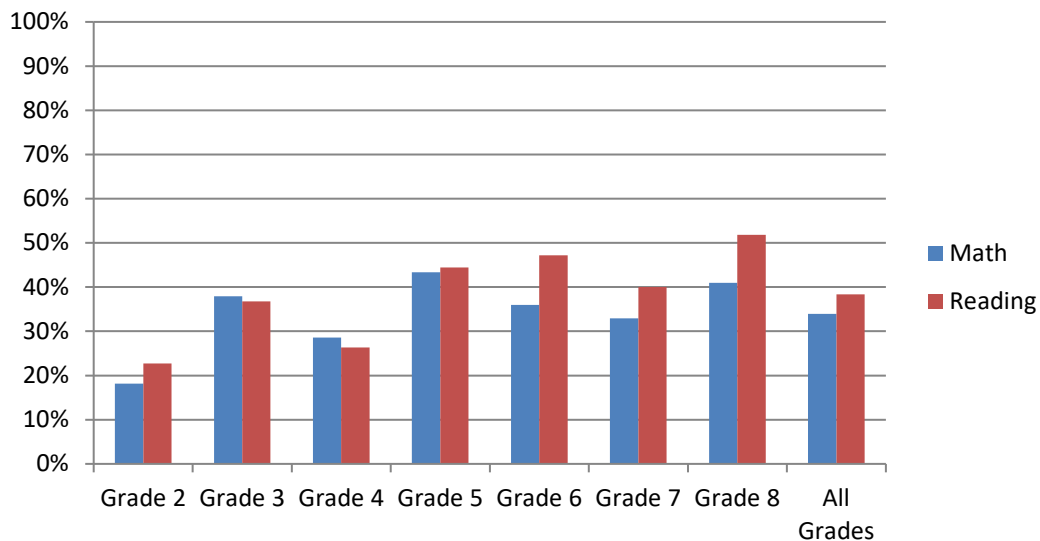
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

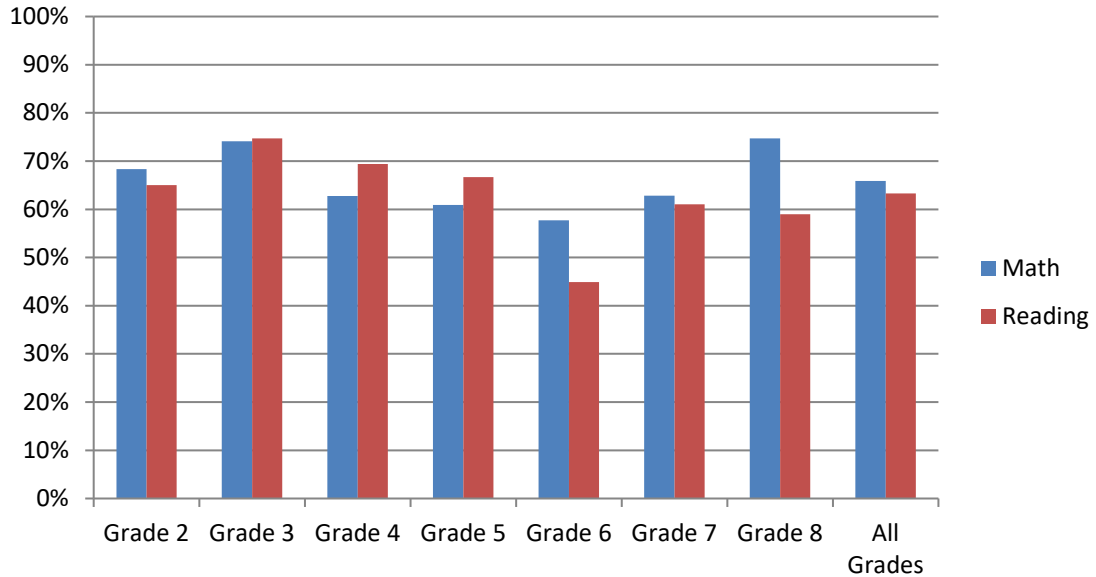


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

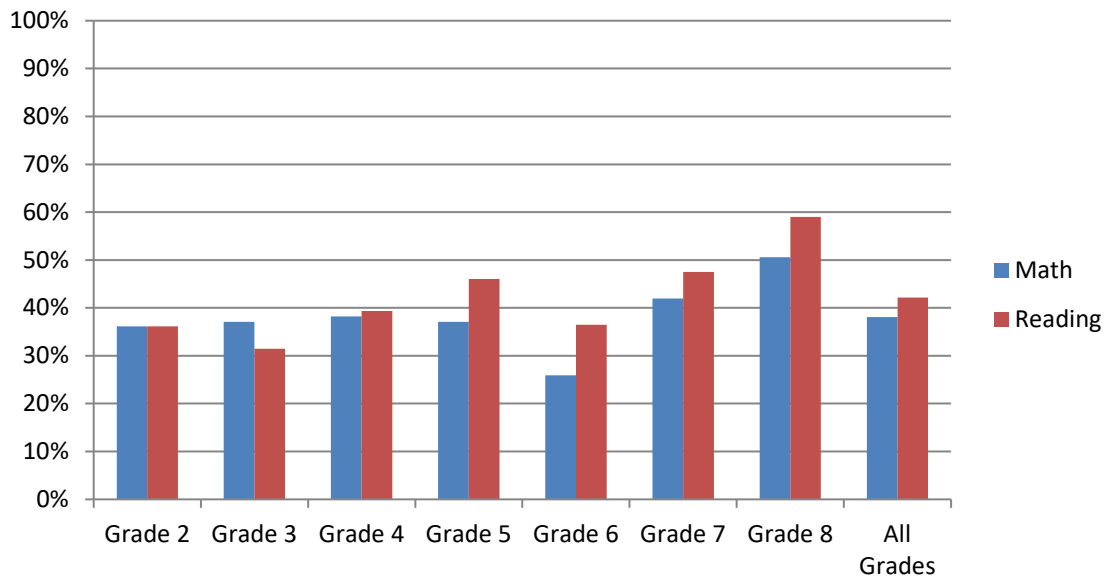


2016-2017

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



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





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

2017-2018

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2017</b>	K-8	790	98.3%
<b>Spring 2018</b>	K-8	795	98.9%

2016-2017

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2016</b>	K-8	798	99.3%
<b>Spring 2017</b>	K-8	794	98.8%

## 7. SCHOOL YEAR HIGHLIGHTS

- Parent Satisfaction 74% highly satisfied score and 21% satisfied score.
- Math Blast continued again this year, with a majority of our student body achieving eligibility requirements to participate in the day long carnival.
- Reading Recovery for 35 of our most at-risk first graders.
- Staff satisfaction survey for spring 2018 was positive, once again, with a 74% engagement score.
- 6th grade NMU trip continued this year with another successful partnership with our authorizer.
- 8th grade East Coast trip continued this year with four other NHA schools coming along with the goal of adding students to the trip.
- 5th grade Camp Tamarack trip continued to build team building and science skills.

We are looking forward to another rewarding and successful school year in 2019-20!

Sincerely,



Mona Boersma  
School Principal  
Walton Charter Academy  
744 East Walton Boulevard  
Pontiac, MI 48340  
248-371-9300

### BOARD OF DIRECTORS:

Maria Carl – President  
Tamika Morrow – Vice President  
Gregory Stevenson – Secretary  
Kimberly Champion – Treasurer  
James Dobson - Director

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	12.4%	11	12.4%	11	5%	3	*	8	22.5%	20	65.2%	58
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	19.5%	17	19.5%	17	6.9%	6	12.6%	11	19.5%	17	60.9%	53
ELA	3rd Grade Content	Asian	2016-17	63.4%	2,184	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	10%	3	10%	3	10%	<3	10%	<3	*	10	*	20
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	17.1%	7	17.1%	7	10%	<3	*	*	22.0%	9	61.0%	25
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	11.1%	5	11.1%	5	10%	<3	10%	*	20.0%	9	68.9%	31
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	14.7%	5	14.7%	5	10%	<3	*	*	11.8%	4	73.5%	25
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	50%	5	50%	5	50%	*	50%	<3	50%	*	50%	2
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	11.9%	5	11.9%	5	10%	<3	10%	*	26.2%	11	61.9%	26
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	21.1%	8	21.1%	8	10%	3	*	5	21.1%	8	57.9%	22
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	12.8%	6	12.8%	6	10%	<3	*	*	19.1%	9	68.1%	32
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	18.4%	9	18.4%	9	10%	3	*	6	18.4%	9	63.3%	31
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	11.4%	9	11.4%	9	5%	<3	*	*	21.5%	17	67.1%	53
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	17.3%	14	17.3%	14	6.2%	5	11.1%	9	18.5%	15	64.2%	52
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	11.1%	5	11.1%	5	10%	<3	10%	*	20.0%	9	68.9%	31
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	20.6%	7	20.6%	7	10%	<3	*	*	11.8%	4	67.6%	23

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ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	21.3%	19	21.3%	19	5%	3	*	16	21.3%	19	57.3%	51
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	17.6%	16	17.6%	16	6.6%	6	11.0%	10	22.0%	20	60.4%	55
ELA	4th Grade Content	Asian	2017-18	65.9%	2,318	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	18.2%	6	18.2%	6	10%	<3	*	*	15.2%	5	66.7%	22
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	22.2%	6	22.2%	6	20%	<3	20%	*	20%	<3	*	19

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ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	23.8%	10	23.8%	10	10%	<3	*	*	26.2%	11	50.0%	21
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	12.0%	6	12.0%	6	10%	<3	10%	*	30.0%	15	58.0%	29
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	50%	3	50%	3	50%	<3	50%	*	50%	3	50%	6
ELA	4th Grade Content	White	2017-18	52.5%	35,934	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	6
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	11.6%	5	11.6%	5	10%	<3	10%	*	27.9%	12	60.5%	26
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	25.0%	11	25.0%	11	10%	4	*	7	20.5%	9	54.5%	24
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	30.4%	14	30.4%	14	10%	<3	*	*	15.2%	7	54.3%	25
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	10.6%	5	10.6%	5	10%	<3	10%	*	23.4%	11	66.0%	31



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ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	20.3%	16	20.3%	16	5%	<3	*	*	22.8%	18	57.0%	45
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	13.1%	11	13.1%	11	5%	3	*	8	21.4%	18	65.5%	55
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	17.6%	6	17.6%	6	10%	<3	*	*	26.5%	9	55.9%	19
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	10.2%	5	10.2%	5	10%	<3	*	*	28.6%	14	61.2%	30
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	34.1%	29	34.1%	29	8.2%	7	25.9%	22	28.2%	24	37.6%	32

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ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	33.3%	30	33.3%	30	8.9%	8	24.4%	22	26.7%	24	40.0%	36
ELA	5th Grade Content	American Indian or Alaska Native	2016-17	45.6%	302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	26.7%	8	26.7%	8	20%	<3	*	*	30.0%	9	43.3%	13
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	33.3%	11	33.3%	11	12.1%	4	21.2%	7	18.2%	6	48.5%	16
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	39.1%	18	39.1%	18	10.9%	5	28.3%	13	23.9%	11	37.0%	17
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	35.6%	16	35.6%	16	10%	3	*	13	33.3%	15	31.1%	14
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	White	2016-17	58.6%	41,947	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2017-18	53.8%	38,604	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	5
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	40.5%	17	40.5%	17	10%	4	*	13	33.3%	14	26.2%	11
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	31.7%	13	31.7%	13	12.2%	5	19.5%	8	31.7%	13	36.6%	15
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	27.9%	12	27.9%	12	10%	3	*	9	23.3%	10	48.8%	21
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	34.7%	17	34.7%	17	10%	3	*	14	22.4%	11	42.9%	21
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	28.9%	22	28.9%	22	7.9%	6	21.1%	16	28.9%	22	42.1%	32
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	31.3%	25	31.3%	25	10.0%	8	21.3%	17	28.8%	23	40.0%	32
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	20%	4	20%	4	20%	<3	20%	<3	*	9	*	11

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	25.7%	9	25.7%	9	10%	<3	*	*	42.9%	15	31.4%	11
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	20.5%	17	20.5%	17	5%	4	*	13	34.9%	29	44.6%	37
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	25.8%	23	25.8%	23	6.7%	6	19.1%	17	30.3%	27	43.8%	39
ELA	6th Grade Content	Asian	2016-17	69.5%	2,467	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2017-18	66.2%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	20.8%	5	20.8%	5	20%	<3	20%	*	25.0%	6	54.2%	13

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ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	22.2%	6	22.2%	6	20%	<3	20%	*	20%	4	*	17
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	15.6%	7	15.6%	7	10%	<3	*	*	42.2%	19	42.2%	19
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	24.5%	13	24.5%	13	10%	3	*	10	35.8%	19	39.6%	21
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	50%	4	50%	4	50%	<3	50%	<3	50%	4	50%	4
ELA	6th Grade Content	White	2017-18	48.0%	34,579	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	23.5%	8	23.5%	8	10%	<3	*	*	35.3%	12	41.2%	14
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	31.1%	14	31.1%	14	11.1%	5	20.0%	9	33.3%	15	35.6%	16

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ELA	6th Grade Content	Male	2016-17	38.7%	21,132	18.4%	9	18.4%	9	10%	<3	*	*	34.7%	17	46.9%	23
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	20.5%	9	20.5%	9	10%	<3	*	*	27.3%	12	52.3%	23
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	19.2%	14	19.2%	14	5%	<3	*	*	34.2%	25	46.6%	34
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	24.7%	20	24.7%	20	7.4%	6	17.3%	14	30.9%	25	44.4%	36
ELA	6th Grade Content	English Learners	2016-17	14.0%	883	20%	<3	20%	*	20%	<3	20%	<3	*	14	*	14
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	20%	<3	20%	*	20%	<3	20%	<3	*	7	*	17
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*



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ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	38.0%	30	38.0%	30	5%	<3	*	*	32.9%	26	29.1%	23
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	36.5%	31	36.5%	31	7.1%	6	29.4%	25	23.5%	20	40.0%	34
ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	34.5%	10	34.5%	10	20%	<3	*	*	27.6%	8	37.9%	11
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	34.8%	8	34.8%	8	20%	<3	*	*	20%	4	*	11
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	36.1%	13	36.1%	13	10%	<3	*	*	36.1%	13	27.8%	10
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	32.7%	16	32.7%	16	10%	<3	*	*	28.6%	14	38.8%	19
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	7th Grade Content	White	2016-17	51.0%	38,276	50%	6	50%	6	50%	<3	50%	*	50%	*	50%	2
ELA	7th Grade Content	White	2017-18	49.8%	35,929	50%	6	50%	6	50%	3	50%	3	50%	<3	50%	3
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	48.8%	20	48.8%	20	10%	<3	*	*	31.7%	13	19.5%	8
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	37.1%	13	37.1%	13	10%	<3	*	*	25.7%	9	37.1%	13
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	26.3%	10	26.3%	10	10%	<3	*	*	34.2%	13	39.5%	15
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	36.0%	18	36.0%	18	10%	4	*	14	22.0%	11	42.0%	21
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	33.3%	22	33.3%	22	5%	<3	*	*	34.8%	23	31.8%	21
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	33.8%	24	33.8%	24	5%	3	*	21	23.9%	17	42.3%	30
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	20.8%	5	20.8%	5	20%	<3	*	*	41.7%	10	37.5%	9

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ELA	7th Grade Content	English Learners	2017-18	13.8%	879	20%	4	20%	4	20%	<3	20%	*	*	8	*	17
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	5
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	51.2%	42	51.2%	42	15.9%	13	35.4%	29	31.7%	26	17.1%	14
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	33.3%	28	33.3%	28	10.7%	9	22.6%	19	31.0%	26	35.7%	30
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	47.2%	17	47.2%	17	19.4%	7	27.8%	10	36.1%	13	16.7%	6
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	30.0%	9	30.0%	9	20%	3	20%	6	33.3%	10	36.7%	11
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	52.9%	18	52.9%	18	10%	<3	*	*	26.5%	9	20.6%	7

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ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	32.6%	14	32.6%	14	10%	3	*	11	30.2%	13	37.2%	16
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2017-18	48.4%	36,424	50%	4	50%	4	50%	<3	50%	<3	50%	3	50%	3
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	56.3%	18	56.3%	18	18.8%	6	37.5%	12	*	*	10%	1
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	39.5%	15	39.5%	15	13.2%	5	26.3%	10	31.6%	12	28.9%	11
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	48.0%	24	48.0%	24	14.0%	7	34.0%	17	26.0%	13	26.0%	13
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	28.3%	13	28.3%	13	10%	4	*	9	30.4%	14	41.3%	19

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	47.0%	31	47.0%	31	9.1%	6	37.9%	25	31.8%	21	21.2%	14
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	34.3%	24	34.3%	24	10.0%	7	24.3%	17	32.9%	23	32.9%	23
ELA	8th Grade Content	English Learners	2016-17	21.5%	1,340	38.5%	10	38.5%	10	20%	<3	*	*	38.5%	10	23.1%	6
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	20%	<3	20%	*	20%	<3	20%	<3	*	5	*	13
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	8
ELA	8th Grade Content	Foster Care	2017-18	18.3%	91	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	30.3%	27	30.3%	27	5%	4	*	23	33.7%	30	36.0%	32

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Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	33.3%	29	33.3%	29	9.2%	8	24.1%	21	33.3%	29	33.3%	29
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	2,623	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	24.2%	8	24.2%	8	10%	<3	*	*	36.4%	12	39.4%	13
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	29.3%	12	29.3%	12	10%	3	*	9	34.1%	14	36.6%	15
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	28.9%	13	28.9%	13	10%	<3	*	*	28.9%	13	42.2%	19
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	26.5%	9	26.5%	9	10%	<3	*	*	38.2%	13	35.3%	12
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	50%	8	50%	8	50%	4	50%	4	50%	<3	50%	1



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	21.4%	9	21.4%	9	10%	3	*	6	35.7%	15	42.9%	18
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	39.5%	15	39.5%	15	10%	<3	*	*	34.2%	13	26.3%	10
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	38.3%	18	38.3%	18	10%	<3	*	*	31.9%	15	29.8%	14
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	28.6%	14	28.6%	14	12.2%	6	16.3%	8	32.7%	16	38.8%	19
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	29.1%	23	29.1%	23	5%	<3	*	*	31.6%	25	39.2%	31
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	30.9%	25	30.9%	25	7.4%	6	23.5%	19	34.6%	28	34.6%	28
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	28.9%	13	28.9%	13	10%	<3	*	*	31.1%	14	40.0%	18
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	29.4%	10	29.4%	10	10%	<3	*	*	41.2%	14	29.4%	10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	25.8%	23	25.8%	23	5.6%	5	20.2%	18	38.2%	34	36.0%	32
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	20.9%	19	20.9%	19	5%	3	*	16	44.0%	40	35.2%	32
Mathematics	4th Grade Content	Asian	2017-18	71.0%	2,560	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	21.2%	7	21.2%	7	10%	<3	*	*	33.3%	11	45.5%	15
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	20%	5	20%	5	20%	<3	20%	*	*	11	*	11
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	28.6%	12	28.6%	12	10%	3	*	9	45.2%	19	26.2%	11
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	26.0%	13	26.0%	13	10%	3	*	10	40.0%	20	34.0%	17

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Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	50%	4	50%	4	50%	<3	50%	*	50%	3	50%	5
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	3
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	20.9%	9	20.9%	9	10%	<3	*	*	39.5%	17	39.5%	17
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	18.2%	8	18.2%	8	10%	<3	*	*	43.2%	19	38.6%	17
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	30.4%	14	30.4%	14	10%	4	*	10	37.0%	17	32.6%	15
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	23.4%	11	23.4%	11	10%	<3	*	*	44.7%	21	31.9%	15
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	25.3%	20	25.3%	20	6.3%	5	19.0%	15	40.5%	32	34.2%	27
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	19.0%	16	19.0%	16	5%	3	*	13	42.9%	36	38.1%	32

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Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	23.5%	8	23.5%	8	10%	<3	*	*	44.1%	15	32.4%	11
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	22.4%	11	22.4%	11	10%	<3	*	*	40.8%	20	36.7%	18
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	15.9%	14	15.9%	14	9.1%	8	6.8%	6	35.2%	31	48.9%	43
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	24.4%	22	24.4%	22	10.0%	9	14.4%	13	33.3%	30	42.2%	38
Mathematics	5th Grade Content	American Indian or Alaska Native	2016-17	28.4%	188	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	20%	3	20%	3	20%	<3	20%	<3	*	9	*	18
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	21.2%	7	21.2%	7	10%	3	*	4	36.4%	12	42.4%	14
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	18.4%	9	18.4%	9	*	6	10%	3	36.7%	18	44.9%	22
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	24.4%	11	24.4%	11	10%	3	*	8	35.6%	16	40.0%	18
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	50%	3	50%	3	50%	*	50%	<3	50%	<3	50%	5
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	14.0%	6	14.0%	6	10%	*	10%	<3	48.8%	21	37.2%	16

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Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	17.1%	7	17.1%	7	10%	<3	*	*	36.6%	15	46.3%	19
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	17.8%	8	17.8%	8	10%	4	10%	4	22.2%	10	60.0%	27
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	30.6%	15	30.6%	15	16.3%	8	14.3%	7	30.6%	15	38.8%	19
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	12.7%	10	12.7%	10	7.6%	6	5.1%	4	34.2%	27	53.2%	42
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	25.0%	20	25.0%	20	8.8%	7	16.3%	13	33.8%	27	41.3%	33
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	20%	5	20%	5	20%	*	20%	<3	*	7	*	15
Mathematics	5th Grade Content	English Learners	2017-18	15.8%	1,233	14.3%	5	14.3%	5	10%	<3	10%	*	42.9%	15	42.9%	15
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	6
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	13.3%	11	13.3%	11	5%	3	*	8	41.0%	34	45.8%	38
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	16.9%	15	16.9%	15	*	11	5%	4	32.6%	29	50.6%	45
Mathematics	6th Grade Content	Asian	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2017-18	66.4%	2,442	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	20%	<3	20%	*	20%	<3	20%	<3	*	8	*	14
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	20%	4	20%	4	20%	<3	20%	<3	20%	4	*	19
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	13.3%	6	13.3%	6	10%	<3	*	*	44.4%	20	42.2%	19

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Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	15.1%	8	15.1%	8	*	*	10%	<3	39.6%	21	45.3%	24
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	50%	3	50%	3	50%	<3	50%	*	50%	4	50%	5
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	10%	3	10%	3	10%	<3	10%	<3	*	15	*	16
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	15.6%	7	15.6%	7	*	*	10%	<3	40.0%	18	44.4%	20
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	16.3%	8	16.3%	8	10%	<3	*	*	38.8%	19	44.9%	22
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	18.2%	8	18.2%	8	*	*	10%	<3	25.0%	11	56.8%	25



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Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	11.0%	8	11.0%	8	5%	<3	*	*	41.1%	30	47.9%	35
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	17.3%	14	17.3%	14	*	11	5%	3	30.9%	25	51.9%	42
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	20%	<3	20%	<3	20%	<3	20%	<3	*	14	*	16
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	18
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	25.6%	20	25.6%	20	12.8%	10	12.8%	10	24.4%	19	50.0%	39
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	28.2%	24	28.2%	24	8.2%	7	20.0%	17	27.1%	23	44.7%	38

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Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	16
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	20%	4	20%	4	20%	<3	20%	<3	*	5	*	14
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	33.3%	12	33.3%	12	19.4%	7	13.9%	5	22.2%	8	44.4%	16
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	30.6%	15	30.6%	15	10%	<3	*	*	26.5%	13	42.9%	21
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	1,229	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	42.9%	32,196	50%	5	50%	5	50%	*	50%	<3	50%	<3	50%	7
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	50%	4	50%	4	50%	*	50%	<3	50%	4	50%	3

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Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	26.8%	11	26.8%	11	10%	4	*	7	26.8%	11	46.3%	19
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	22.9%	8	22.9%	8	10%	3	*	5	34.3%	12	42.9%	15
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	24.3%	9	24.3%	9	*	6	10%	3	21.6%	8	54.1%	20
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	32.0%	16	32.0%	16	10%	4	*	12	22.0%	11	46.0%	23
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	24.6%	16	24.6%	16	10.8%	7	13.8%	9	21.5%	14	53.8%	35
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	26.8%	19	26.8%	19	5.6%	4	21.1%	15	25.4%	18	47.9%	34
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	25.0%	6	25.0%	6	20%	<3	20%	*	25.0%	6	50.0%	12
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	20%	3	20%	3	20%	<3	20%	*	*	9	*	17
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	25.6%	21	25.6%	21	13.4%	11	12.2%	10	31.7%	26	42.7%	35
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	22.6%	19	22.6%	19	8.3%	7	14.3%	12	22.6%	19	54.8%	46
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	22.2%	8	22.2%	8	*	*	10%	<3	33.3%	12	44.4%	16
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	20%	4	20%	4	20%	<3	20%	*	*	8	*	18
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	1,572	23.5%	8	23.5%	8	10%	3	*	5	20.6%	7	55.9%	19
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	25.6%	11	25.6%	11	10%	4	*	7	20.9%	9	53.5%	23
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	5
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	37.5%	12	37.5%	12	15.6%	5	21.9%	7	21.9%	7	40.6%	13
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	26.3%	10	26.3%	10	10.5%	4	15.8%	6	34.2%	13	39.5%	15
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	18.0%	9	18.0%	9	*	6	10%	3	38.0%	19	44.0%	22
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	19.6%	9	19.6%	9	10%	3	*	6	13.0%	6	67.4%	31
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	21.2%	14	21.2%	14	7.6%	5	13.6%	9	28.8%	19	50.0%	33
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	20.0%	14	20.0%	14	8.6%	6	11.4%	8	21.4%	15	58.6%	41
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	935	20%	4	20%	4	20%	<3	20%	*	20%	5	*	17

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	20%	<3	20%	*	20%	<3	20%	<3	*	3	*	16
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
Mathematics	8th Grade Content	Foster Care	2017-18	7.1%	35	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	4	5%	4	5%	<3	5%	*	*	17	*	68
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	10%	<3	10%	*	10%	<3	10%	<3	*	8	*	23
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	10%	<3	10%	*	10%	<3	10%	<3	*	8	*	33
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	37
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	<3	10%	*	10%	<3	10%	<3	*	13	*	31
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	5%	3	5%	3	5%	<3	5%	<3	*	15	*	61
Science	4th Grade Content	English Learners	2016-17	4.3%	364	10%	<3	10%	<3	10%	<3	10%	<3	*	5	*	29
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	7.6%	6	7.6%	6	5%	3	5%	3	20.3%	16	72.2%	57
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	20%	<3	20%	<3	20%	<3	20%	<3	*	3	*	26
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	10%	3	10%	3	10%	<3	10%	<3	*	9	*	24
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	White	2016-17	27.5%	20,638	50%	3	50%	3	50%	<3	50%	<3	50%	3	50%	7
Science	7th Grade Content	Female	2016-17	21.2%	11,397	10%	<3	10%	*	10%	<3	10%	<3	*	9	*	30
Science	7th Grade Content	Male	2016-17	24.3%	13,684	10.5%	4	10.5%	4	10%	*	10%	<3	18.4%	7	71.1%	27
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	5%	3	5%	3	5%	*	5%	<3	*	13	*	50
Science	7th Grade Content	English Learners	2016-17	3.4%	225	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	17
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	5.7%	5	5.7%	5	5%	<3	*	*	54.5%	48	39.8%	35
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	6.7%	6	6.7%	6	5%	<3	*	*	55.6%	50	37.8%	34



New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	American Indian or Alaska Native	2016-17	18.3%	122	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	20%	4	20%	4	20%	<3	20%	*	*	10	*	16
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	12.1%	4	12.1%	4	10%	<3	*	*	48.5%	16	39.4%	13
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	10%	<3	10%	<3	10%	<3	10%	<3	*	32	*	17
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	10%	<3	10%	*	10%	<3	10%	<3	*	25	*	18
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	50%	<3	50%	<3	50%	<3	50%	<3	*	*	*	2
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	<3	10%	<3	10%	<3	10%	<3	*	25	*	18
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	<3	10%	*	10%	<3	10%	<3	*	21	*	18
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	11.1%	5	11.1%	5	10%	<3	*	*	51.1%	23	37.8%	17
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	4	10%	4	10%	<3	10%	*	*	29	*	16
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	5%	3	5%	3	5%	<3	5%	*	*	43	*	33
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	7.5%	6	7.5%	6	5%	<3	*	*	53.8%	43	38.8%	31
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	20%	<3	20%	<3	20%	<3	20%	<3	*	17	*	10
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	10%	<3	10%	*	10%	<3	10%	<3	*	19	*	15

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	6
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	26.8%	22	26.8%	22	5%	3	*	19	36.6%	30	36.6%	30
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	16.7%	14	16.7%	14	5%	<3	*	*	58.3%	49	25.0%	21
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	25.0%	9	25.0%	9	10%	3	*	6	41.7%	15	33.3%	12
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	20%	3	20%	3	20%	<3	20%	*	*	19	*	8
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	26.5%	9	26.5%	9	10%	<3	*	*	26.5%	9	47.1%	16

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	14.0%	6	14.0%	6	10%	<3	*	*	58.1%	25	27.9%	12
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	1
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	21.9%	7	21.9%	7	10%	<3	*	*	46.9%	15	31.3%	10
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	13.2%	5	13.2%	5	10%	<3	*	*	68.4%	26	18.4%	7
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	30.0%	15	30.0%	15	10%	<3	*	*	30.0%	15	40.0%	20
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	19.6%	9	19.6%	9	10%	<3	*	*	50.0%	23	30.4%	14

New Annual Education Report Walton Charter Academy (08765)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	19.7%	13	19.7%	13	5%	<3	*	*	40.9%	27	39.4%	26
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	14.3%	10	14.3%	10	5%	<3	*	*	58.6%	41	27.1%	19
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	515	20%	3	20%	3	20%	<3	20%	*	*	8	*	15
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	9
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	6
Social Studies	8th Grade Content	Foster Care	2017-18	7.4%	36	*	*	*	*	*	*	*	*	*	*	*	*

## New Annual Education Report Walton Charter Academy (08765)

## SAT

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

## New Annual Education Report Walton Charter Academy (08765)

## MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	66.9%	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	59.8%	*	*	*	*	*
ELA	3rd Grade Content	Female	2016-17	70.0%	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2016-17	60.8%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2016-17	59.8%	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2016-17	51.0%	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	82.7%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	68.3%	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	54.4%	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2016-17	77.5%	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	45.2%	*	*	*	*	*
ELA	4th Grade Content	Male	2016-17	81.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2016-17	69.6%	*	*	*	*	*
Science	4th Grade Content	Male	2016-17	54.6%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	76.9%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	52.2%	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2016-17	77.0%	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	59.1%	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	78.3%	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	49.3%	*	*	*	*	*



New Annual Education Report Walton Charter Academy (08765)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	*	*	*	*	*
ELA	6th Grade Content	English Learners	2016-17	71.2%	*	*	*	*	*
Mathematics	6th Grade Content	English Learners	2016-17	54.4%	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	88.0%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	47.8%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	86.8%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	36.0%	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2016-17	87.6%	*	*	*	*	*
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	45.0%	*	*	*	*	*
Science	7th Grade Content	Hispanic of Any Race	2016-17	35.3%	*	*	*	*	*
ELA	7th Grade Content	Male	2016-17	85.9%	*	*	*	*	*

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	7th Grade Content	Male	2016-17	54.3%	*	*	*	*	*
Science	7th Grade Content	Male	2016-17	50.0%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	*	*	*	*	*
ELA	7th Grade Content	English Learners	2016-17	84.4%	*	*	*	*	*
Mathematics	7th Grade Content	English Learners	2016-17	50.8%	*	*	*	*	*
Science	7th Grade Content	English Learners	2016-17	29.4%	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	All Students	2016-17	82.5%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	70.9%	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	83.9%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	80.3%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	72.6%	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	80.2%	*	*	*	*	*
ELA	7th Grade Content	Male	2016-17	80.6%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2016-17	72.2%	*	*	*	*	*
Science	7th Grade Content	Male	2016-17	82.2%	*	*	*	*	*

## New Annual Education Report Walton Charter Academy (08765)

## MI -Access Participation

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

New Annual Education Report Walton Charter Academy (08765)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	526	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	181	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	274	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	59	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	241	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	285	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	467	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	59	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	193	<10	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not English Learners	2017-18	333	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	526	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	44	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	482	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	523	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	525	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	526	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	526	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	181	<10	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	274	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	59	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	241	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	285	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	467	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	59	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	193	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	333	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	526	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	44	<10	*	*	*	*	*	*	*

New Annual Education Report Walton Charter Academy (08765)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	482	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	523	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	525	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	526	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	174	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	63	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	88	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	20	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	79	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	95	<10	*	*	*	*	*	*	*



New Annual Education Report Walton Charter Academy (08765)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	150	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	24	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	55	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	119	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	174	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	20	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	154	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	173	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	173	<10	*	*	*	*	*	*	*

## New Annual Education Report Walton Charter Academy (08765)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	174	<10	*	*	*	*	*	*	*

## New Annual Education Report Walton Charter Academy (08765)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	100.0%	0.0%	N/A	100.0%	0.0%	28.35%
All Students	Mathematics	98.8%	1.2%	38.72%	100.0%	0.0%	N/A	100.0%	0.0%	24.61%
All Students	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	100.0%	0.0%	N/A	100.0%	0.0%	11.90%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	<10	<10	<10	<10	<10	<10
Asian	Mathematics	99.3%	0.7%	69.47%	<10	<10	<10	<10	<10	<10
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	100.0%	0.0%	N/A	100.0%	0.0%	26.74%
Black or African American	Mathematics	98.0%	2.0%	13.99%	100.0%	0.0%	N/A	100.0%	0.0%	20.35%
Black or African American	Science	96.1%	3.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	100.0%	0.0%	N/A	100.0%	0.0%	11.48%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	100.0%	0.0%	N/A	100.0%	0.0%	26.32%

## New Annual Education Report Walton Charter Academy (08765)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	100.0%	0.0%	N/A	100.0%	0.0%	24.81%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	100.0%	0.0%	N/A	100.0%	0.0%	9.52%
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	<10	<10	<10	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	<10	<10	<10	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	100.0%	0.0%	N/A	100.0%	0.0%	39.66%
White	Mathematics	99.0%	1.0%	45.19%	100.0%	0.0%	N/A	100.0%	0.0%	34.48%
White	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.1%	1.9%	38.15%	100.0%	0.0%	N/A	100.0%	0.0%	25.00%
Female	ELA	98.8%	0.1%	51.36%	100.0%	0.0%	N/A	100.0%	0.0%	31.76%

## New Annual Education Report Walton Charter Academy (08765)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	23.18%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	9.21%
Male	ELA	98.6%	0.1%	43.47%	100.0%	0.0%	N/A	100.0%	0.0%	25.45%
Male	Mathematics	98.7%	1.3%	40.26%	100.0%	0.0%	N/A	100.0%	0.0%	25.82%
Male	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	100.0%	0.0%	N/A	100.0%	0.0%	14.13%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	100.0%	0.0%	N/A	100.0%	0.0%	25.88%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	100.0%	0.0%	N/A	100.0%	0.0%	23.45%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	100.0%	0.0%	N/A	100.0%	0.0%	11.03%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	0.0%	N/A	100.0%	0.0%	15.59%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	16.67%
English Learners	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	100.0%	0.0%	N/A	100.0%	0.0%	3.85%
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

## New Annual Education Report Walton Charter Academy (08765)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	100.0%	0.0%	N/A	100.0%	0.0%	4.88%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	7.32%
Students With Disabilities	Science	94.6%	5.4%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	<10	<10	<10	<10	<10	<10
Foster Care	Social Studies	90.0%	10.0%	11.94%	<10	<10	<10	<10	<10	<10
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

## New Annual Education Report Walton Charter Academy (08765)

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

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

## New Annual Education Report Walton Charter Academy (08765)

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

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	45.97%	49.27%	50.69%	52.12%



## New Annual Education Report Walton Charter Academy (08765)

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	83.95%

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

## New Annual Education Report Walton Charter Academy (08765)

### Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	28.35%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	25.88%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	15.59%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	4.88%	37.15%	46.29%	60.00%
African American	ELA	23.26%	26.74%	39.59%	47.75%	60.00%
Asian	ELA	70.34%	<10	70.34%	70.34%	60.00%
Hispanic of Any Race	ELA	36.15%	26.32%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	39.66%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	24.61%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	23.45%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	16.67%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	7.32%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	20.35%	28.04%	35.85%	47.55%
Asian	Mathematics	68.19%	<10	68.19%	68.19%	47.55%
Hispanic of Any Race	Mathematics	23.63%	24.81%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%
White	Mathematics	43.95%	34.48%	45.55%	46.35%	47.55%

## New Annual Education Report Walton Charter Academy (08765)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Walton Charter Academy	42.72	62.10	N/A	77.57	88.94	100.00	100.00	63.01	N/A	N/A

## New Annual Education Report Walton Charter Academy (08765)

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

	Other	B.A.	M.A.	P.H.D.
Walton Charter Academy (08765)	0	24	13	1

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

#### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Walton Charter Academy (08765)	37.01	18.01	48.7%	18.01	48.7%	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
Walton Charter Academy (08765)	5.01	0.00	0.0%	0.00	0.0%	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
Walton Charter Academy (08765)	37.01	0.00	0.0%	0.00	0.0%	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
Walton Charter Academy (08765)	37.01	2.00	5.4%	2.00	5.4%	N/A	N/A

## New Annual Education Report Walton Charter Academy (08765)

## LEA School Improvement Fund Recipients

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

## New Annual Education Report Walton Charter Academy (08765)

### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

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

## New Annual Education Report Walton Charter Academy (08765)

### NAEP Grade 8 Math

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

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

**New Annual Education Report Walton Charter Academy (08765)**
**NAEP Grade 4 Reading**

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

# Rounds to zero

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



## New Annual Education Report Walton Charter Academy (08765)

### NAEP Grade 8 Reading

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

# Rounds to zero

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

## New Annual Education Report Walton Charter Academy (08765)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9