



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Walker 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 Cheryl Van Neuren for assistance.

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


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

Our school has not been given one of these labels.

Using data from many sources including: state assessments, employee surveys, "voice of the parent" surveys, NWEA data, student demographic information, and informal student assessments, the Walker Charter Academy school improvement team was able to assess the key challenges for the upcoming school-year. The key challenges were: the need to provide quality instruction to students of all backgrounds in classrooms and in small groups. Additionally, it was determined that it is necessary for our students at-risk of not meeting challenging state standards should be included in our multi-tiered system of support.

A plan has been made to implement on-going professional development for teachers and support staff to improve instruction by receiving training on the Sheltered Instruction Observation Protocol (SIOP). SIOP strategies for stating and writing clear content objectives and language objectives for each lesson will be taught and implemented by all teaching staff. Both intervention staff and classroom teachers will implement content and language objectives when working with students in a whole group or small group setting

Our multi-tiered system of support will include small group instruction for students in every grade. By hiring intervention specialists and intervention paraprofessionals, we will be able to create 2-3 small groups of less than 5 students in each to work on areas of academic need. An



in-depth study of support curriculum will be done to determine what will best serve our students below grade level in reading and math.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017


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

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

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

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

In an effort to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently Enrolled students are given enrollment priority over children who have no such siblings. Siblings of currently Enrolled students at the school will be drawn first in the random selection process, if one is necessary, for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered an available



offered seat or the next spot on the waiting list in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a previously Enrolled student.

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

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


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

2016-2017

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

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

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

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

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

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

Walker Charter Academy Staff have a continual desire to improve the quality of education they provide for their students. In order to make informed decisions leading to improved instructional quality, a School Improvement Plan was created through feedback from many sources. Additionally, teachers and staff provided feedback through subject area committee minutes and surveys.

All staff will be given the new goals and strategies to begin implementation. Through professional development, classroom observations, and one-on-one meetings, implementation of EL SIOP strategies will be measured and coached. Attention to the expectations and objectives of each lesson will be the focus of learning and coaching.

Each School Academic Improvement Goal is listed followed by the coordinating table of strategies and results

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

School Improvement Goals, Implementation Strategies, and Results

Improvement Goals/(Measurable Objectives):

2016-17 Goal 1: All students will be proficient in **Math**.

Measurable Objective 1: The *EL* subgroup will increase 15% in **Math** as measured by **State Tests** by June 30 next year.

2016-17 Goal 2: All students will be proficient in **English Language Arts (ELA)**.

Measurable Objective 1: The *EL* subgroup will increase 15% in **Reading** as measured by **State Tests** by June 30 next year.

2016-17 Goal 3: All students will be proficient in **Social Studies**.

Measurable Objective 1: The *EL* subgroup will increase 15% in **Social Studies** as measured by **State Tests** by June 30 next year.

2016-17 Goal 4: All students will be proficient in **Science**.

Measurable Objective 1: The *EL* subgroup will increase 15% in **Science** as measured by **State Tests** by June 30 next year.



Strategies/Steps Implement:

Goal 1 (Math):

Strategy 1: Instructional Support - Certified teachers of special education will provide daily instruction and support students with special needs in the subject area of math.

Strategy 2: Implement the Math Stories curriculum in grades Kindergarten through 2nd.

Strategy 3: Technology-based instruction and progress monitoring will be used on a regular basis. This can include Math IXL and Moby Max.

Strategy 4: Kindergarten teachers will pilot the program, "Math Number Corner."

Strategy 5: Professional Development- All special education staff, along with several general education staff, will participate in professional development to learn how to better support English learner students in an effort to increase student proficiency.

Goal 2 (ELA):

- **Strategy 1:** Supplemental Instructional Support – ELA – Academic specialists and paraprofessionals will service students in ELA during scheduled workshop times. This will occur in all grades K-8th.
- **Strategy 2:** Provide tutoring to English Learner students in the area of Reading and Language Arts 2-4 days per week.
- **Strategy 3:** Technology-based instruction and progress monitoring will be used on a regular basis. This can include Math IXL (includes reading), Moby Max, and Read Live.
- **Strategy 4:** Professional Development- All general education staff will participate in professional development to learn how to better support English Learner students in an effort to increase student proficiency.

Goal 3 (Social Studies):

- **Strategy 1:** Professional Development – Social Studies: Staff will participate in professional development throughout the year to teach them how to work with students who are struggling with content.
- **Strategy 2:** Targeted Instruction – Classroom teachers will provide additional support to students struggling with social studies content during independent work time.
- **Strategy 3:** Technology-based instruction and progress monitoring will be used on a regular basis. This can include Discovery Education, Reading A to Z, and online sources.
- **Strategy 4:** Parent Involvement – Engaging parents and students to share their cultural heritage through activities that promote new learning.

Goal 4 (Science):

- **Strategy 1** Professional Development – Science: Staff will participate in professional development throughout the year to teach them how to work with students who are struggling with content.
- **Strategy 2:** Targeted Instruction – Classroom teachers will provide additional support to students struggling with science content during independent work time.

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- **Strategy 3:** Technology-based instruction and progress monitoring will be used on a regular basis. This can include Discovery Education, Reading A to Z, Time for Kids and online sources.

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

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

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

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

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

2015-2016

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

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

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

- Student achievement on norm-referenced assessments, including Northwest Evaluation Association's (NWEA) Primary Grades Assessment and Measures of Academic Progress (MAP), criterion-referenced assessments (state assessment), and classroom assessments
- Student demographics

- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and processes Data

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

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

Walker Charter Academy Staff have a continual desire to improve the quality of education they provide for their students. In order to make informed decisions leading to improved instructional quality, a School Improvement Plan, a School Transition Team, and a Strategic Action Committees were formed. The School Transition Team combined with the School Improvement Team worked to complete the Title I School-Wide Improvement Plan for the 2016-2017 school year. Staff members reviewed the state testing data (M-STEP) and the Common State Standards in order to develop a goal, list of strategies, assessments, target completion date, and coordinator for each academic area. In addition, NWEA testing results were used as a measure of student success towards written goals. Each subject area committee evaluated the effectiveness of the curriculum. Then each committee made plans to align the curriculum and outline the use of proven instructional delivery strategies to provide each student with the best educational experience in that subject area across all grade levels. Each School Academic Improvement Goal is listed followed by the coordinating table of strategies and results.

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

School Improvement Goals, Implementation Strategies, and Results

Improvement Goals/(Measureable Objectives):

2016-17 Goal 1: All students will be proficient in **Math**.

Measurable Objective 1: Fifty percent of students who qualify for special education services will demonstrate proficiency in Math on Spring 2017 M-STEP assessments.

2016-17 Goal 2: All students will be proficient in **English Language Arts (ELA)**.

Measurable Objective 1: Fifty percent of students who are English Learners (EL) will achieve proficiency on 2017 Spring M-STEP ELA assessments.

2016-17 Goal 3: All students will be proficient in **Social Studies**.

Measurable Objective 1: Sixty percent of all students will be proficient in Social Studies and 50% percent of English Learners (EL) students will achieve proficiency on 2017 Spring M-STEP assessments.

2016-17 Goal 4: All students will be proficient in Science.

Measurable Objective 1: Forty percent of students who are English Learners (EL) will achieve proficiency on 2017 Spring M-STEP Science assessments.

Strategies/Steps Implement:

Goal 1 (Math):

Strategy 1: Instructional Support - Certified teachers of special education will provide daily instruction and support students with special needs in the subject area of math.

Strategy 2: Provide tutoring to special education students in the area of math 2-4 days per week.

Strategy 3: Technology-based instruction and progress monitoring will be used on a regular basis. This can include IXL, iReady, Kahn Academy, and Xtra Math.

Strategy 4: Visual representations and guided notes used to present information and guide student thinking.


Strategy 5: Professional Development- All special education staff, along with several general education staff, will participate in professional development to learn how to better support academically struggling students in an effort to increase student proficiency.

Goal 2 (ELA):

- **Strategy 1:** Supplemental Instructional Support – ELA – Academic specialists and paraprofessionals will service students in ELA during scheduled workshop times. This will occur in all grades K-8th.
- **Strategy 2:** Provide tutoring to English Learner students in the area of Reading and Language Arts 2-4 days per week.
- **Strategy 3:** Technology-based instruction and progress monitoring will be used on a regular basis. This can include IXL, iReady, Kahn Academy, and Xtra Math.
- **Strategy 4:** Professional Development- All general education staff will participate in professional development to learn how to better support academically struggling students in an effort to increase student proficiency.

Goal 3 (Social Studies):

- **Strategy 1:** Professional Development – Social Studies: Staff will participate in professional development throughout the year to teach them how to work with students who are struggling with content.
- **Strategy 2:** Targeted Instruction – Classroom teachers will provide additional support to students struggling with social studies content during independent work time.
- **Strategy 3:** Technology-based instruction and progress monitoring will be used on a regular basis. This can include Discovery Education, Reading A to Z, and online sources.

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- **Strategy 4:** Parent Involvement – Engaging parents and students to share their cultural heritage through activities that promote new learning.

Goal 4 (Science):

- **Strategy 1** Professional Development – Science: Staff will participate in professional development throughout the year to teach them how to work with students who are struggling with content.
- **Strategy 2:** Targeted Instruction – Classroom teachers will provide additional support to students struggling with social studies content during independent work time.
- **Strategy 3:** Technology-based instruction and progress monitoring will be used on a regular basis. This can include Discovery Education, Reading A to Z, Time for Kids and online sources.

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

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

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

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. The school went through the school transition plan last year to become a schoolwide Title I building rather than a Targeted Assistance Title I building. It consisted of an 80 page School Improvement Plan and five official transition team meetings throughout the spring.



3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

Walker Charter Academy first opened to students in the fall of 1997 to Kindergarten through sixth grade students. Authorized by Grand Valley State University, the school currently serves students from Young 5/Kindergarten through the Eighth grade. The school is managed by National Heritage Academies, a charter school management company founded by J.C. Huizenga in 1995.

Walker Charter Academy provides students with a comprehensive academic core curriculum in math, science, social studies and Language arts. Students also receive regular instruction from specialists in art, vocal music, instrumental music, Spanish, technology, and physical education. The teachers emphasize a moral focus component as they instruct students in all subject areas.


Parents may review copies of the core curriculum and the course standards developed for teachers (aligned with the State of Michigan common standards) by visiting <http://www.michigan.gov/mde>. We offer a challenging educational experience which goes above and beyond the typical Michigan Standard Course of Study. Our school prioritizes academic growth and instructional time so each student works towards meeting and exceeding grade level expectations. We encourage our students to realize their full academic potential in preparation for career and college readiness

2015-2016

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


2016-2017

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

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

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

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



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

2015-2016

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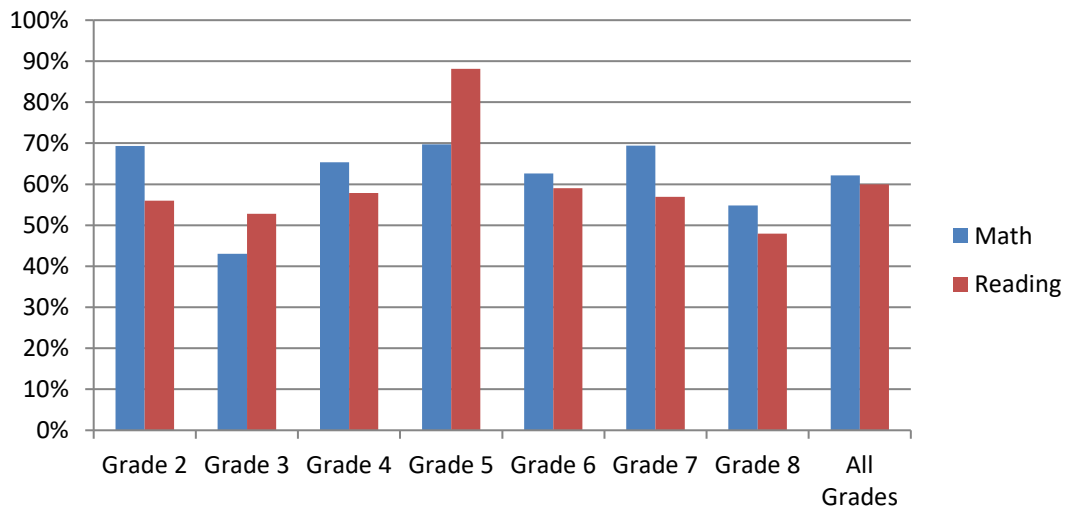
A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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

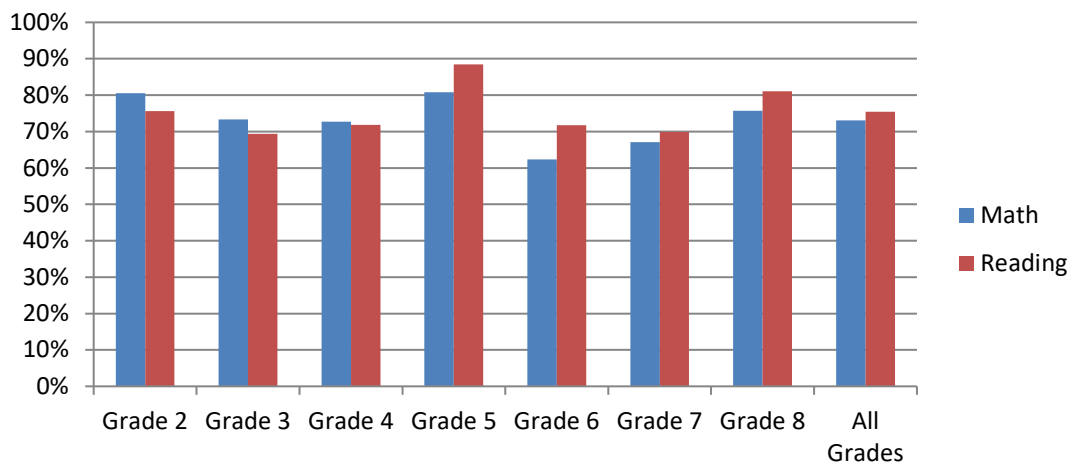
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

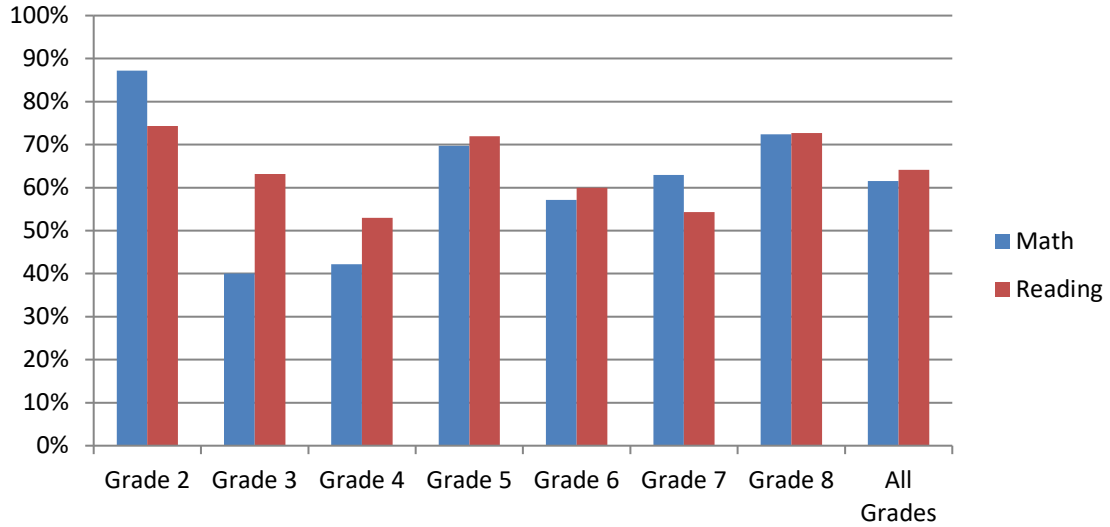


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

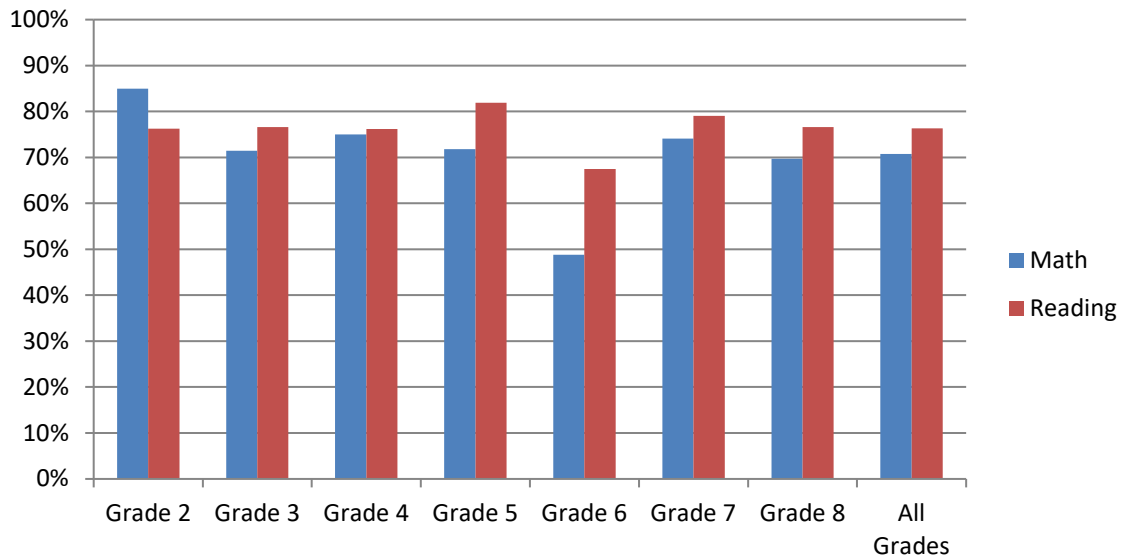


2015-2016

Detailed below is a graph depicting the percentage of students in our school meeting growth targets from fall 2015 to spring 2016.



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



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

2016-2017

| Parent-Teacher Conferences | | | |
|-----------------------------------|---------------|----------------------------------|----------------------------------|
| | Grades | # of Students Represented | % of Students Represented |
| Fall 2016 | K-8 | 687 | 96.4% |
| Spring 2017 | K-8 | 593 | 87.7% |

2015-2016

| Parent-Teacher Conferences | | | |
|-----------------------------------|---------------|----------------------------------|----------------------------------|
| | Grades | # of Students Represented | % of Students Represented |
| Fall 2015 | K-8 | 693 | 90.7% |
| Spring 2016 | K-8 | 683 | 89.3% |

7. SCHOOL YEAR HIGHLIGHTS

- Math-a-Palooza was held on June 2nd to celebrate students' success on the Math All Stars program and for their growth in learning grade level math skills. Students enjoyed inflatables, games, face-painting, and water sports outside.
- "Protect Young Eyes", an organization based in W. Michigan, came to Walker to teach appropriate uses of Technology and online safety at special student assemblies and at an evening parent session.
- Walker received a NHA Eagle Award for "Parent Engagement" based on survey data.
- A Parent Learning Night was held in the fall and a spring Reading Night fair was organized in the spring to help parents with reinforcing math and reading skills at home. More than 150 families attended one or more of the learning events.
- Walker students had great success in athletics. The following teams won championships: girls' basketball (league and tournament champions), boys' bowling (league and tournament champions), boys' cross country (league and state champions), girls' soccer (league champions, tournament champion runner-up), boys' basketball (tournament champion runner-up)

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

Sincerely,



Steve Bagley
School Principal
Walker Charter Academy
1801 Three Mile Road, NW
Walker, MI 49544
616-785-2700

BOARD OF DIRECTORS:

Philip Catlett – President
Ross Luurtsema – Vice President
Robert Schellenberg – Treasurer
David Zoller – Secretary
Gwen DeVries – Director

Annual Education Report
Walker Charter Academy (08485)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | All Students | 2015-16 | 46.0% | 59.2% | 59.2% | 27.6% | 31.6% | 26.3% | 14.5% |
| ELA | 3rd Grade Content | All Students | 2016-17 | 44.1% | 60.8% | 60.8% | 33.8% | 27.0% | 18.9% | 20.3% |
| ELA | 3rd Grade Content | Asian | 2015-16 | 65.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 20.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2016-17 | 19.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2015-16 | 33.5% | 35.7% | 35.7% | 7.1% | 28.6% | 35.7% | 28.6% |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2016-17 | 32.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2015-16 | 42.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2016-17 | 41.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | White | 2015-16 | 53.9% | 67.9% | 67.9% | 35.8% | 32.1% | 24.5% | 7.5% |
| ELA | 3rd Grade Content | White | 2016-17 | 51.7% | 71.9% | 71.9% | 40.4% | 31.6% | 15.8% | 12.3% |
| ELA | 3rd Grade Content | Female | 2015-16 | 49.5% | 56.8% | 56.8% | 32.4% | 24.3% | 29.7% | 13.5% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | Female | 2016-17 | 47.7% | 68.6% | 68.6% | 40.0% | 28.6% | 17.1% | 14.3% |
| ELA | 3rd Grade Content | Male | 2015-16 | 42.6% | 61.5% | 61.5% | 23.1% | 38.5% | 23.1% | 15.4% |
| ELA | 3rd Grade Content | Male | 2016-17 | 40.7% | 53.8% | 53.8% | 28.2% | 25.6% | 20.5% | 25.6% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 31.1% | 50.0% | 50.0% | 14.7% | 35.3% | 26.5% | 23.5% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 29.1% | 29.6% | 29.6% | 11.1% | 18.5% | 29.6% | 40.7% |
| ELA | 3rd Grade Content | English Learners | 2015-16 | 31.9% | 50.0% | 50.0% | 10.0% | 40.0% | 30.0% | 20.0% |
| ELA | 3rd Grade Content | English Learners | 2016-17 | 34.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | 27.3% | 27.3% | 9.1% | 18.2% | 36.4% | 36.4% |
| ELA | 3rd Grade Content | Students With Disabilities | 2016-17 | 19.6% | 45.5% | 45.5% | 27.3% | 18.2% | 27.3% | 27.3% |
| ELA | 4th Grade Content | All Students | 2015-16 | 46.3% | 61.4% | 61.4% | 34.9% | 26.5% | 19.3% | 19.3% |
| ELA | 4th Grade Content | All Students | 2016-17 | 44.2% | 54.5% | 54.5% | 27.3% | 27.3% | 27.3% | 18.2% |
| ELA | 4th Grade Content | Asian | 2016-17 | 66.9% | <10 | <10 | <10 | <10 | <10 | <10 |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 4th Grade Content | Black or African American | 2015-16 | 20.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Black or African American | 2016-17 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Hispanic of Any Race | 2015-16 | 34.4% | 41.7% | 41.7% | 16.7% | 25.0% | 33.3% | 25.0% |
| ELA | 4th Grade Content | Hispanic of Any Race | 2016-17 | 32.7% | 50.0% | 50.0% | 16.7% | 33.3% | 25.0% | 25.0% |
| ELA | 4th Grade Content | Two or More Races | 2015-16 | 43.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Two or More Races | 2016-17 | 40.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | White | 2015-16 | 53.9% | 66.7% | 66.7% | 40.9% | 25.8% | 13.6% | 19.7% |
| ELA | 4th Grade Content | White | 2016-17 | 51.5% | 60.7% | 60.7% | 32.1% | 28.6% | 25.0% | 14.3% |
| ELA | 4th Grade Content | Female | 2015-16 | 50.9% | 56.8% | 56.8% | 34.1% | 22.7% | 22.7% | 20.5% |
| ELA | 4th Grade Content | Female | 2016-17 | 48.6% | 61.1% | 61.1% | 33.3% | 27.8% | 25.0% | 13.9% |
| ELA | 4th Grade Content | Male | 2015-16 | 41.8% | 66.7% | 66.7% | 35.9% | 30.8% | 15.4% | 17.9% |
| ELA | 4th Grade Content | Male | 2016-17 | 39.9% | 48.8% | 48.8% | 22.0% | 26.8% | 29.3% | 22.0% |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 30.8% | 57.1% | 57.1% | 17.9% | 39.3% | 21.4% | 21.4% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2016-17 | 28.6% | 37.5% | 37.5% | 12.5% | 25.0% | 25.0% | 37.5% |
| ELA | 4th Grade Content | English Learners | 2016-17 | 22.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2015-16 | 17.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2016-17 | 15.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2015-16 | 50.6% | 76.2% | 76.2% | 29.8% | 46.4% | 16.7% | 7.1% |
| ELA | 5th Grade Content | All Students | 2016-17 | 51.1% | 76.9% | 76.9% | 33.3% | 43.6% | 16.7% | 6.4% |
| ELA | 5th Grade Content | American Indian or Alaska Native | 2015-16 | 43.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Asian | 2015-16 | 74.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 23.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2016-17 | 24.8% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 5th Grade Content | Hispanic of Any Race | 2015-16 | 38.4% | 71.4% | 71.4% | 14.3% | 57.1% | 7.1% | 21.4% |
| ELA | 5th Grade Content | Hispanic of Any Race | 2016-17 | 39.4% | 90.0% | 90.0% | 20.0% | 70.0% | 10.0% | 0.0% |
| ELA | 5th Grade Content | Two or More Races | 2015-16 | 49.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2016-17 | 48.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | White | 2015-16 | 58.1% | 82.8% | 82.8% | 37.9% | 44.8% | 17.2% | 0.0% |
| ELA | 5th Grade Content | White | 2016-17 | 58.6% | 75.0% | 75.0% | 37.5% | 37.5% | 17.2% | 7.8% |
| ELA | 5th Grade Content | Female | 2015-16 | 55.8% | 79.5% | 79.5% | 29.5% | 50.0% | 11.4% | 9.1% |
| ELA | 5th Grade Content | Female | 2016-17 | 56.0% | 73.2% | 73.2% | 31.7% | 41.5% | 19.5% | 7.3% |
| ELA | 5th Grade Content | Male | 2015-16 | 45.5% | 72.5% | 72.5% | 30.0% | 42.5% | 22.5% | 5.0% |
| ELA | 5th Grade Content | Male | 2016-17 | 46.2% | 81.1% | 81.1% | 35.1% | 45.9% | 13.5% | 5.4% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 34.4% | 54.5% | 54.5% | 12.1% | 42.4% | 27.3% | 18.2% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2016-17 | 35.3% | 78.3% | 78.3% | 17.4% | 60.9% | 13.0% | 8.7% |
| ELA | 5th Grade Content | English Learners | 2015-16 | 23.1% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 5th Grade Content | English Learners | 2016-17 | 24.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2015-16 | 16.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2016-17 | 16.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | All Students | 2015-16 | 45.0% | 53.1% | 53.1% | 16.0% | 37.0% | 24.7% | 22.2% |
| ELA | 6th Grade Content | All Students | 2016-17 | 43.6% | 51.8% | 51.8% | 16.9% | 34.9% | 27.7% | 20.5% |
| ELA | 6th Grade Content | American Indian or Alaska Native | 2016-17 | 33.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Asian | 2015-16 | 70.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Asian | 2016-17 | 69.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Black or African American | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Black or African American | 2016-17 | 19.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Hispanic of Any Race | 2015-16 | 31.7% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 6th Grade Content | Hispanic of Any Race | 2016-17 | 31.6% | 28.6% | 28.6% | 7.1% | 21.4% | 35.7% | 35.7% |
| ELA | 6th Grade Content | Two or More Races | 2015-16 | 42.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Two or More Races | 2016-17 | 40.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | White | 2015-16 | 51.9% | 57.6% | 57.6% | 15.2% | 42.4% | 22.7% | 19.7% |
| ELA | 6th Grade Content | White | 2016-17 | 50.3% | 63.2% | 63.2% | 21.1% | 42.1% | 24.6% | 12.3% |
| ELA | 6th Grade Content | Female | 2015-16 | 49.8% | 56.1% | 56.1% | 17.1% | 39.0% | 24.4% | 19.5% |
| ELA | 6th Grade Content | Female | 2016-17 | 48.7% | 52.4% | 52.4% | 16.7% | 35.7% | 26.2% | 21.4% |
| ELA | 6th Grade Content | Male | 2015-16 | 40.4% | 50.0% | 50.0% | 15.0% | 35.0% | 25.0% | 25.0% |
| ELA | 6th Grade Content | Male | 2016-17 | 38.7% | 51.2% | 51.2% | 17.1% | 34.1% | 29.3% | 19.5% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2015-16 | 28.3% | 36.1% | 36.1% | 16.7% | 19.4% | 25.0% | 38.9% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2016-17 | 27.1% | 33.3% | 33.3% | 3.0% | 30.3% | 33.3% | 33.3% |
| ELA | 6th Grade Content | English Learners | 2015-16 | 15.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | English Learners | 2016-17 | 14.0% | 10.0% | 10.0% | 0.0% | 10.0% | 50.0% | 40.0% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 6th Grade Content | Students With Disabilities | 2015-16 | 10.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Students With Disabilities | 2016-17 | 10.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | All Students | 2015-16 | 47.1% | 65.0% | 65.0% | 25.0% | 40.0% | 17.5% | 17.5% |
| ELA | 7th Grade Content | All Students | 2016-17 | 44.8% | 53.4% | 53.4% | 20.5% | 32.9% | 34.2% | 12.3% |
| ELA | 7th Grade Content | Asian | 2015-16 | 71.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Asian | 2016-17 | 70.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Black or African American | 2015-16 | 21.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Black or African American | 2016-17 | 21.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Hispanic of Any Race | 2015-16 | 35.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Hispanic of Any Race | 2016-17 | 32.2% | 30.0% | 30.0% | 0.0% | 30.0% | 50.0% | 20.0% |
| ELA | 7th Grade Content | Two or More Races | 2015-16 | 44.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Two or More Races | 2016-17 | 42.8% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 7th Grade Content | White | 2015-16 | 53.7% | 72.7% | 72.7% | 28.8% | 43.9% | 15.2% | 12.1% |
| ELA | 7th Grade Content | White | 2016-17 | 51.0% | 58.9% | 58.9% | 23.2% | 35.7% | 32.1% | 8.9% |
| ELA | 7th Grade Content | Female | 2015-16 | 53.8% | 68.9% | 68.9% | 28.9% | 40.0% | 17.8% | 13.3% |
| ELA | 7th Grade Content | Female | 2016-17 | 50.9% | 55.3% | 55.3% | 21.1% | 34.2% | 28.9% | 15.8% |
| ELA | 7th Grade Content | Male | 2015-16 | 40.6% | 60.0% | 60.0% | 20.0% | 40.0% | 17.1% | 22.9% |
| ELA | 7th Grade Content | Male | 2016-17 | 39.1% | 51.4% | 51.4% | 20.0% | 31.4% | 40.0% | 8.6% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2015-16 | 30.7% | 54.8% | 54.8% | 16.1% | 38.7% | 16.1% | 29.0% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2016-17 | 28.4% | 37.5% | 37.5% | 12.5% | 25.0% | 37.5% | 25.0% |
| ELA | 7th Grade Content | English Learners | 2015-16 | 17.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | English Learners | 2016-17 | 15.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Students With Disabilities | 2015-16 | 11.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Students With Disabilities | 2016-17 | 10.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | All Students | 2015-16 | 48.9% | 59.7% | 59.7% | 16.9% | 42.9% | 33.8% | 6.5% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 8th Grade Content | All Students | 2016-17 | 48.0% | 64.4% | 64.4% | 23.3% | 41.1% | 24.7% | 11.0% |
| ELA | 8th Grade Content | Asian | 2016-17 | 73.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Black or African American | 2015-16 | 24.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Black or African American | 2016-17 | 24.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Hispanic of Any Race | 2015-16 | 35.2% | 27.3% | 27.3% | 9.1% | 18.2% | 54.5% | 18.2% |
| ELA | 8th Grade Content | Hispanic of Any Race | 2016-17 | 36.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Two or More Races | 2015-16 | 47.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Two or More Races | 2016-17 | 45.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | White | 2015-16 | 55.2% | 67.2% | 67.2% | 19.0% | 48.3% | 31.0% | 1.7% |
| ELA | 8th Grade Content | White | 2016-17 | 53.9% | 72.6% | 72.6% | 27.4% | 45.2% | 19.4% | 8.1% |
| ELA | 8th Grade Content | Female | 2015-16 | 54.9% | 64.5% | 64.5% | 22.6% | 41.9% | 29.0% | 6.5% |
| ELA | 8th Grade Content | Female | 2016-17 | 54.9% | 65.9% | 65.9% | 34.1% | 31.7% | 26.8% | 7.3% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 8th Grade Content | Male | 2015-16 | 43.0% | 56.5% | 56.5% | 13.0% | 43.5% | 37.0% | 6.5% |
| ELA | 8th Grade Content | Male | 2016-17 | 41.4% | 62.5% | 62.5% | 9.4% | 53.1% | 21.9% | 15.6% |
| ELA | 8th Grade Content | Economically Disadvantaged | 2015-16 | 32.5% | 38.2% | 38.2% | 11.8% | 26.5% | 47.1% | 14.7% |
| ELA | 8th Grade Content | Economically Disadvantaged | 2016-17 | 31.8% | 54.5% | 54.5% | 9.1% | 45.5% | 27.3% | 18.2% |
| ELA | 8th Grade Content | English Learners | 2015-16 | 17.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | English Learners | 2016-17 | 21.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Students With Disabilities | 2015-16 | 10.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Students With Disabilities | 2016-17 | 10.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 45.2% | 60.5% | 60.5% | 26.3% | 34.2% | 25.0% | 14.5% |
| Mathematics | 3rd Grade Content | All Students | 2016-17 | 46.8% | 61.3% | 61.3% | 26.7% | 34.7% | 22.7% | 16.0% |
| Mathematics | 3rd Grade Content | Asian | 2015-16 | 73.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Asian | 2016-17 | 73.8% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 17.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2016-17 | 20.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2015-16 | 31.6% | 28.6% | 28.6% | 0.0% | 28.6% | 35.7% | 35.7% |
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2016-17 | 33.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2015-16 | 40.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2016-17 | 41.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | White | 2015-16 | 53.2% | 71.7% | 71.7% | 34.0% | 37.7% | 22.6% | 5.7% |
| Mathematics | 3rd Grade Content | White | 2016-17 | 54.8% | 68.4% | 68.4% | 33.3% | 35.1% | 24.6% | 7.0% |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 43.7% | 51.4% | 51.4% | 21.6% | 29.7% | 27.0% | 21.6% |
| Mathematics | 3rd Grade Content | Female | 2016-17 | 45.0% | 57.1% | 57.1% | 20.0% | 37.1% | 25.7% | 17.1% |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 46.6% | 69.2% | 69.2% | 30.8% | 38.5% | 23.1% | 7.7% |
| Mathematics | 3rd Grade Content | Male | 2016-17 | 48.5% | 65.0% | 65.0% | 32.5% | 32.5% | 20.0% | 15.0% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 30.1% | 41.2% | 41.2% | 14.7% | 26.5% | 32.4% | 26.5% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 31.5% | 37.0% | 37.0% | 7.4% | 29.6% | 29.6% | 33.3% |
| Mathematics | 3rd Grade Content | English Learners | 2015-16 | 37.8% | 30.0% | 30.0% | 20.0% | 10.0% | 50.0% | 20.0% |
| Mathematics | 3rd Grade Content | English Learners | 2016-17 | 41.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | 27.3% | 27.3% | 9.1% | 18.2% | 18.2% | 54.5% |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2016-17 | 23.4% | 54.5% | 54.5% | 27.3% | 27.3% | 36.4% | 9.1% |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 44.0% | 65.1% | 65.1% | 30.1% | 34.9% | 27.7% | 7.2% |
| Mathematics | 4th Grade Content | All Students | 2016-17 | 42.0% | 66.2% | 66.2% | 19.5% | 46.8% | 24.7% | 9.1% |
| Mathematics | 4th Grade Content | Asian | 2016-17 | 72.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 15.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2016-17 | 14.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2015-16 | 30.6% | 33.3% | 33.3% | 16.7% | 16.7% | 58.3% | 8.3% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2016-17 | 29.1% | 50.0% | 50.0% | 8.3% | 41.7% | 25.0% | 25.0% |
| Mathematics | 4th Grade Content | Two or More Races | 2015-16 | 39.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Two or More Races | 2016-17 | 36.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2015-16 | 52.3% | 72.7% | 72.7% | 34.8% | 37.9% | 19.7% | 7.6% |
| Mathematics | 4th Grade Content | White | 2016-17 | 49.7% | 73.2% | 73.2% | 23.2% | 50.0% | 23.2% | 3.6% |
| Mathematics | 4th Grade Content | Female | 2015-16 | 42.1% | 61.4% | 61.4% | 25.0% | 36.4% | 31.8% | 6.8% |
| Mathematics | 4th Grade Content | Female | 2016-17 | 39.6% | 55.6% | 55.6% | 16.7% | 38.9% | 30.6% | 13.9% |
| Mathematics | 4th Grade Content | Male | 2015-16 | 45.8% | 69.2% | 69.2% | 35.9% | 33.3% | 23.1% | 7.7% |
| Mathematics | 4th Grade Content | Male | 2016-17 | 44.2% | 75.6% | 75.6% | 22.0% | 53.7% | 19.5% | 4.9% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 27.9% | 50.0% | 50.0% | 17.9% | 32.1% | 42.9% | 7.1% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2016-17 | 25.8% | 46.9% | 46.9% | 12.5% | 34.4% | 34.4% | 18.8% |
| Mathematics | 4th Grade Content | English Learners | 2016-17 | 25.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Students With Disabilities | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 4th Grade Content | Students With Disabilities | 2016-17 | 16.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2015-16 | 33.8% | 45.2% | 45.2% | 29.8% | 15.5% | 28.6% | 26.2% |
| Mathematics | 5th Grade Content | All Students | 2016-17 | 35.0% | 60.3% | 60.3% | 32.1% | 28.2% | 23.1% | 16.7% |
| Mathematics | 5th Grade Content | American Indian or Alaska Native | 2015-16 | 26.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Asian | 2015-16 | 63.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 8.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2016-17 | 9.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2015-16 | 19.2% | 14.3% | 14.3% | 14.3% | 0.0% | 28.6% | 57.1% |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2016-17 | 20.8% | 40.0% | 40.0% | 40.0% | 0.0% | 40.0% | 20.0% |
| Mathematics | 5th Grade Content | Two or More Races | 2015-16 | 30.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Two or More Races | 2016-17 | 29.5% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 5th Grade Content | White | 2015-16 | 41.0% | 58.6% | 58.6% | 37.9% | 20.7% | 29.3% | 12.1% |
| Mathematics | 5th Grade Content | White | 2016-17 | 42.4% | 64.1% | 64.1% | 32.8% | 31.3% | 21.9% | 14.1% |
| Mathematics | 5th Grade Content | Female | 2015-16 | 31.7% | 40.9% | 40.9% | 27.3% | 13.6% | 27.3% | 31.8% |
| Mathematics | 5th Grade Content | Female | 2016-17 | 32.6% | 53.7% | 53.7% | 26.8% | 26.8% | 24.4% | 22.0% |
| Mathematics | 5th Grade Content | Male | 2015-16 | 35.8% | 50.0% | 50.0% | 32.5% | 17.5% | 30.0% | 20.0% |
| Mathematics | 5th Grade Content | Male | 2016-17 | 37.4% | 67.6% | 67.6% | 37.8% | 29.7% | 21.6% | 10.8% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 17.7% | 24.2% | 24.2% | 12.1% | 12.1% | 30.3% | 45.5% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2016-17 | 18.8% | 60.9% | 60.9% | 34.8% | 26.1% | 17.4% | 21.7% |
| Mathematics | 5th Grade Content | English Learners | 2015-16 | 12.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | English Learners | 2016-17 | 15.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2015-16 | 10.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2016-17 | 11.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | All Students | 2015-16 | 32.8% | 39.5% | 39.5% | 22.2% | 17.3% | 29.6% | 30.9% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 6th Grade Content | All Students | 2016-17 | 34.2% | 51.2% | 51.2% | 35.4% | 15.9% | 26.8% | 22.0% |
| Mathematics | 6th Grade Content | American Indian or Alaska Native | 2016-17 | 24.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Asian | 2015-16 | 64.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Asian | 2016-17 | 65.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2015-16 | 8.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2016-17 | 9.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2015-16 | 18.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2016-17 | 20.5% | 14.3% | 14.3% | 7.1% | 7.1% | 57.1% | 28.6% |
| Mathematics | 6th Grade Content | Two or More Races | 2015-16 | 29.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Two or More Races | 2016-17 | 29.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | White | 2015-16 | 39.2% | 45.5% | 45.5% | 24.2% | 21.2% | 28.8% | 25.8% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 6th Grade Content | White | 2016-17 | 41.0% | 67.9% | 67.9% | 46.4% | 21.4% | 19.6% | 12.5% |
| Mathematics | 6th Grade Content | Female | 2015-16 | 31.4% | 36.6% | 36.6% | 19.5% | 17.1% | 31.7% | 31.7% |
| Mathematics | 6th Grade Content | Female | 2016-17 | 33.1% | 46.3% | 46.3% | 29.3% | 17.1% | 22.0% | 31.7% |
| Mathematics | 6th Grade Content | Male | 2015-16 | 34.1% | 42.5% | 42.5% | 25.0% | 17.5% | 27.5% | 30.0% |
| Mathematics | 6th Grade Content | Male | 2016-17 | 35.2% | 56.1% | 56.1% | 41.5% | 14.6% | 31.7% | 12.2% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2015-16 | 16.8% | 27.8% | 27.8% | 19.4% | 8.3% | 22.2% | 50.0% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2016-17 | 18.0% | 28.1% | 28.1% | 18.8% | 9.4% | 40.6% | 31.3% |
| Mathematics | 6th Grade Content | English Learners | 2015-16 | 10.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | English Learners | 2016-17 | 13.4% | 10.0% | 10.0% | 10.0% | 0.0% | 40.0% | 50.0% |
| Mathematics | 6th Grade Content | Students With Disabilities | 2015-16 | 7.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Students With Disabilities | 2016-17 | 8.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | All Students | 2015-16 | 35.3% | 60.8% | 60.8% | 31.6% | 29.1% | 19.0% | 20.3% |
| Mathematics | 7th Grade Content | All Students | 2016-17 | 36.2% | 56.2% | 56.2% | 31.5% | 24.7% | 27.4% | 16.4% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 7th Grade Content | Asian | 2015-16 | 68.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Asian | 2016-17 | 67.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Black or African American | 2015-16 | 10.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Black or African American | 2016-17 | 10.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Hispanic of Any Race | 2015-16 | 20.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Hispanic of Any Race | 2016-17 | 21.2% | 30.0% | 30.0% | 0.0% | 30.0% | 50.0% | 20.0% |
| Mathematics | 7th Grade Content | Two or More Races | 2015-16 | 31.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Two or More Races | 2016-17 | 31.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | White | 2015-16 | 41.6% | 66.2% | 66.2% | 35.4% | 30.8% | 20.0% | 13.8% |
| Mathematics | 7th Grade Content | White | 2016-17 | 42.9% | 64.3% | 64.3% | 39.3% | 25.0% | 23.2% | 12.5% |
| Mathematics | 7th Grade Content | Female | 2015-16 | 34.5% | 62.2% | 62.2% | 31.1% | 31.1% | 17.8% | 20.0% |
| Mathematics | 7th Grade Content | Female | 2016-17 | 35.1% | 50.0% | 50.0% | 26.3% | 23.7% | 26.3% | 23.7% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 7th Grade Content | Male | 2015-16 | 36.1% | 58.8% | 58.8% | 32.4% | 26.5% | 20.6% | 20.6% |
| Mathematics | 7th Grade Content | Male | 2016-17 | 37.3% | 62.9% | 62.9% | 37.1% | 25.7% | 28.6% | 8.6% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2015-16 | 18.7% | 53.3% | 53.3% | 13.3% | 40.0% | 13.3% | 33.3% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2016-17 | 19.0% | 40.6% | 40.6% | 21.9% | 18.8% | 31.3% | 28.1% |
| Mathematics | 7th Grade Content | English Learners | 2015-16 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | English Learners | 2016-17 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Students With Disabilities | 2015-16 | 7.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Students With Disabilities | 2016-17 | 7.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | All Students | 2015-16 | 32.7% | 36.4% | 36.4% | 20.8% | 15.6% | 32.5% | 31.2% |
| Mathematics | 8th Grade Content | All Students | 2016-17 | 33.5% | 52.1% | 52.1% | 34.2% | 17.8% | 24.7% | 23.3% |
| Mathematics | 8th Grade Content | Asian | 2016-17 | 67.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Black or African American | 2015-16 | 9.9% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 8th Grade Content | Black or African American | 2016-17 | 10.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Hispanic of Any Race | 2015-16 | 18.6% | 18.2% | 18.2% | 9.1% | 9.1% | 27.3% | 54.5% |
| Mathematics | 8th Grade Content | Hispanic of Any Race | 2016-17 | 19.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Two or More Races | 2015-16 | 29.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Two or More Races | 2016-17 | 28.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | White | 2015-16 | 38.3% | 41.4% | 41.4% | 24.1% | 17.2% | 32.8% | 25.9% |
| Mathematics | 8th Grade Content | White | 2016-17 | 39.2% | 58.1% | 58.1% | 38.7% | 19.4% | 22.6% | 19.4% |
| Mathematics | 8th Grade Content | Female | 2015-16 | 34.1% | 32.3% | 32.3% | 19.4% | 12.9% | 35.5% | 32.3% |
| Mathematics | 8th Grade Content | Female | 2016-17 | 35.2% | 48.8% | 48.8% | 36.6% | 12.2% | 29.3% | 22.0% |
| Mathematics | 8th Grade Content | Male | 2015-16 | 31.4% | 39.1% | 39.1% | 21.7% | 17.4% | 30.4% | 30.4% |
| Mathematics | 8th Grade Content | Male | 2016-17 | 31.8% | 56.3% | 56.3% | 31.3% | 25.0% | 18.8% | 25.0% |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2015-16 | 16.7% | 14.7% | 14.7% | 8.8% | 5.9% | 32.4% | 52.9% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2016-17 | 16.9% | 31.8% | 31.8% | 9.1% | 22.7% | 36.4% | 31.8% |
| Mathematics | 8th Grade Content | English Learners | 2015-16 | 11.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | English Learners | 2016-17 | 14.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Students With Disabilities | 2015-16 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Students With Disabilities | 2016-17 | 5.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2015-16 | 14.7% | 27.7% | 27.7% | 10.8% | 16.9% | 37.3% | 34.9% |
| Science | 4th Grade Content | All Students | 2016-17 | 14.6% | 14.3% | 14.3% | 6.5% | 7.8% | 46.8% | 39.0% |
| Science | 4th Grade Content | Asian | 2016-17 | 27.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2015-16 | 2.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2016-17 | 2.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Hispanic of Any Race | 2015-16 | 6.6% | 8.3% | 8.3% | 8.3% | 0.0% | 33.3% | 58.3% |
| Science | 4th Grade Content | Hispanic of Any Race | 2016-17 | 6.7% | 0.0% | 0.0% | 0.0% | 0.0% | 33.3% | 66.7% |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 4th Grade Content | Two or More Races | 2015-16 | 12.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Two or More Races | 2016-17 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | White | 2015-16 | 18.4% | 30.3% | 30.3% | 12.1% | 18.2% | 39.4% | 30.3% |
| Science | 4th Grade Content | White | 2016-17 | 18.2% | 17.9% | 17.9% | 8.9% | 8.9% | 51.8% | 30.4% |
| Science | 4th Grade Content | Female | 2015-16 | 13.0% | 31.8% | 31.8% | 11.4% | 20.5% | 27.3% | 40.9% |
| Science | 4th Grade Content | Female | 2016-17 | 12.6% | 13.9% | 13.9% | 5.6% | 8.3% | 44.4% | 41.7% |
| Science | 4th Grade Content | Male | 2015-16 | 16.4% | 23.1% | 23.1% | 10.3% | 12.8% | 48.7% | 28.2% |
| Science | 4th Grade Content | Male | 2016-17 | 16.5% | 14.6% | 14.6% | 7.3% | 7.3% | 48.8% | 36.6% |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 6.6% | 17.9% | 17.9% | 3.6% | 14.3% | 39.3% | 42.9% |
| Science | 4th Grade Content | Economically Disadvantaged | 2016-17 | 6.8% | 9.4% | 9.4% | 3.1% | 6.3% | 28.1% | 62.5% |
| Science | 4th Grade Content | English Learners | 2016-17 | 4.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2015-16 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2016-17 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 7th Grade Content | All Students | 2015-16 | 23.9% | 42.5% | 42.5% | 20.0% | 22.5% | 23.8% | 33.8% |
| Science | 7th Grade Content | All Students | 2016-17 | 22.7% | 31.5% | 31.5% | 11.0% | 20.5% | 34.2% | 34.2% |
| Science | 7th Grade Content | Asian | 2015-16 | 41.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Asian | 2016-17 | 41.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Black or African American | 2015-16 | 5.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Black or African American | 2016-17 | 5.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Hispanic of Any Race | 2015-16 | 12.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Hispanic of Any Race | 2016-17 | 11.8% | 10.0% | 10.0% | 0.0% | 10.0% | 40.0% | 50.0% |
| Science | 7th Grade Content | Two or More Races | 2015-16 | 21.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Two or More Races | 2016-17 | 21.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | White | 2015-16 | 28.9% | 48.5% | 48.5% | 24.2% | 24.2% | 24.2% | 27.3% |
| Science | 7th Grade Content | White | 2016-17 | 27.5% | 35.7% | 35.7% | 14.3% | 21.4% | 35.7% | 28.6% |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 7th Grade Content | Female | 2015-16 | 22.6% | 40.0% | 40.0% | 17.8% | 22.2% | 22.2% | 37.8% |
| Science | 7th Grade Content | Female | 2016-17 | 21.2% | 23.7% | 23.7% | 5.3% | 18.4% | 31.6% | 44.7% |
| Science | 7th Grade Content | Male | 2015-16 | 25.1% | 45.7% | 45.7% | 22.9% | 22.9% | 25.7% | 28.6% |
| Science | 7th Grade Content | Male | 2016-17 | 24.3% | 40.0% | 40.0% | 17.1% | 22.9% | 37.1% | 22.9% |
| Science | 7th Grade Content | Economically Disadvantaged | 2015-16 | 11.7% | 19.4% | 19.4% | 12.9% | 6.5% | 22.6% | 58.1% |
| Science | 7th Grade Content | Economically Disadvantaged | 2016-17 | 10.5% | 18.8% | 18.8% | 3.1% | 15.6% | 34.4% | 46.9% |
| Science | 7th Grade Content | English Learners | 2015-16 | 3.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | English Learners | 2016-17 | 3.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Students With Disabilities | 2015-16 | 5.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Students With Disabilities | 2016-17 | 5.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 18.9% | 49.4% | 49.4% | 18.1% | 31.3% | 42.2% | 8.4% |
| Social Studies | 5th Grade Content | All Students | 2016-17 | 21.6% | 48.7% | 48.7% | 10.3% | 38.5% | 46.2% | 5.1% |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 5th Grade Content | American Indian or Alaska Native | 2015-16 | 16.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Asian | 2015-16 | 35.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Black or African American | 2015-16 | 4.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Black or African American | 2016-17 | 4.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2015-16 | 10.3% | 28.6% | 28.6% | 0.0% | 28.6% | 64.3% | 7.1% |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2016-17 | 11.4% | 50.0% | 50.0% | 10.0% | 40.0% | 40.0% | 10.0% |
| Social Studies | 5th Grade Content | Two or More Races | 2015-16 | 17.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2016-17 | 18.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | White | 2015-16 | 23.0% | 57.9% | 57.9% | 24.6% | 33.3% | 38.6% | 3.5% |
| Social Studies | 5th Grade Content | White | 2016-17 | 26.7% | 50.0% | 50.0% | 10.9% | 39.1% | 45.3% | 4.7% |
| Social Studies | 5th Grade Content | Female | 2015-16 | 16.7% | 46.5% | 46.5% | 16.3% | 30.2% | 41.9% | 11.6% |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 5th Grade Content | Female | 2016-17 | 19.3% | 41.5% | 41.5% | 7.3% | 34.1% | 53.7% | 4.9% |
| Social Studies | 5th Grade Content | Male | 2015-16 | 21.0% | 52.5% | 52.5% | 20.0% | 32.5% | 42.5% | 5.0% |
| Social Studies | 5th Grade Content | Male | 2016-17 | 23.9% | 56.8% | 56.8% | 13.5% | 43.2% | 37.8% | 5.4% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 8.5% | 27.3% | 27.3% | 6.1% | 21.2% | 51.5% | 21.2% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2016-17 | 10.0% | 43.5% | 43.5% | 8.7% | 34.8% | 47.8% | 8.7% |
| Social Studies | 5th Grade Content | English Learners | 2015-16 | 3.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | English Learners | 2016-17 | 4.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Students With Disabilities | 2015-16 | 5.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Students With Disabilities | 2016-17 | 6.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | All Students | 2015-16 | 29.3% | 24.7% | 24.7% | 2.6% | 22.1% | 53.2% | 22.1% |
| Social Studies | 8th Grade Content | All Students | 2016-17 | 31.4% | 50.7% | 50.7% | 9.6% | 41.1% | 30.1% | 19.2% |
| Social Studies | 8th Grade Content | Asian | 2016-17 | 53.4% | <10 | <10 | <10 | <10 | <10 | <10 |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 8th Grade Content | Black or African American | 2015-16 | 9.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Black or African American | 2016-17 | 9.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Hispanic of Any Race | 2015-16 | 18.0% | 0.0% | 0.0% | 0.0% | 0.0% | 54.5% | 45.5% |
| Social Studies | 8th Grade Content | Hispanic of Any Race | 2016-17 | 19.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Two or More Races | 2015-16 | 28.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Two or More Races | 2016-17 | 28.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | White | 2015-16 | 34.3% | 29.3% | 29.3% | 1.7% | 27.6% | 53.4% | 17.2% |
| Social Studies | 8th Grade Content | White | 2016-17 | 37.1% | 56.5% | 56.5% | 11.3% | 45.2% | 29.0% | 14.5% |
| Social Studies | 8th Grade Content | Female | 2015-16 | 26.0% | 22.6% | 22.6% | 6.5% | 16.1% | 48.4% | 29.0% |
| Social Studies | 8th Grade Content | Female | 2016-17 | 28.6% | 43.9% | 43.9% | 4.9% | 39.0% | 36.6% | 19.5% |
| Social Studies | 8th Grade Content | Male | 2015-16 | 32.6% | 26.1% | 26.1% | 0.0% | 26.1% | 56.5% | 17.4% |
| Social Studies | 8th Grade Content | Male | 2016-17 | 34.0% | 59.4% | 59.4% | 15.6% | 43.8% | 21.9% | 18.8% |

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M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2015-16 | 15.8% | 14.7% | 14.7% | 2.9% | 11.8% | 44.1% | 41.2% |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2016-17 | 16.4% | 31.8% | 31.8% | 4.5% | 27.3% | 31.8% | 36.4% |
| Social Studies | 8th Grade Content | English Learners | 2015-16 | 7.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | English Learners | 2016-17 | 7.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Students With Disabilities | 2015-16 | 7.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Students With Disabilities | 2016-17 | 8.1% | <10 | <10 | <10 | <10 | <10 | <10 |

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SAT

| Location Name | School Year | Subject | Student Group | Mean SAT Score | Benchmark | Met or Exceeded | % Met or Exceeded | Did Not Meet | % Did Not Meet | Number Assessed |
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|
|---------------|-------------|---------|---------------|----------------|-----------|-----------------|-------------------|--------------|----------------|-----------------|

No Data to Display

Annual Education Report
Walker Charter Academy (08485)

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report
Walker Charter Academy (08485)

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report
Walker Charter Academy (08485)

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report
 Walker Charter Academy (08485)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| All Students | ELA | 98.6% | 49.5% | 99.8% | 60.7% | 99.8% | 60.7% |
| All Students | Mathematics | 98.7% | 39.1% | 99.6% | 57.6% | 99.6% | 57.6% |
| All Students | Science | 97.9% | 24.9% | 100.0% | 23.1% | 100.0% | 23.1% |
| All Students | Social Studies | 97.8% | 33.7% | 99.4% | 50.3% | 99.4% | 50.3% |
| Bottom 30% | ELA | N/A | 3.8% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Mathematics | N/A | 1.5% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Science | N/A | 0.4% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Social Studies | N/A | 0.6% | N/A | 0.0% | N/A | 0.0% |
| American Indian or Alaska Native | ELA | 97.6% | 40.5% | <30 | <30 | <30 | <30 |
| American Indian or Alaska Native | Mathematics | 97.8% | 28.8% | <30 | <30 | <30 | <30 |
| American Indian or Alaska Native | Science | 96.8% | 19.1% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Social Studies | 96.4% | 28.9% | N/A | N/A | N/A | N/A |
| Asian | ELA | 99.1% | 70.5% | <30 | <30 | <30 | <30 |
| Asian | Mathematics | 99.3% | 68.9% | <30 | <30 | <30 | <30 |
| Asian | Science | 99.1% | 41.4% | <30 | <30 | <30 | <30 |
| Asian | Social Studies | 98.9% | 51.9% | <30 | <30 | <30 | <30 |
| Black or African American | ELA | 97.6% | 25.0% | <30 | <30 | <30 | <30 |
| Black or African American | Mathematics | 97.5% | 14.2% | <30 | <30 | <30 | <30 |
| Black or African American | Science | 96.0% | 7.0% | <30 | <30 | <30 | <30 |
| Black or African American | Social Studies | 95.9% | 11.2% | <30 | <30 | <30 | <30 |
| Hispanic of Any Race | ELA | 98.6% | 36.9% | 98.4% | 40.7% | 98.4% | 40.7% |
| Hispanic of Any Race | Mathematics | 98.7% | 25.1% | 98.4% | 32.2% | 98.4% | 32.2% |

Annual Education Report Walker Charter Academy (08485)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|---|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| Hispanic of Any Race | Science | 97.7% | 13.5% | <30 | <30 | <30 | <30 |
| Hispanic of Any Race | Social Studies | 97.8% | 21.1% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | ELA | 97.7% | 54.8% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Mathematics | 98.1% | 43.4% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Science | 97.6% | 28.3% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Social Studies | 98.1% | 38.8% | N/A | N/A | N/A | N/A |
| Two or More Races | ELA | 98.7% | 46.6% | <30 | <30 | <30 | <30 |
| Two or More Races | Mathematics | 98.6% | 35.1% | <30 | <30 | <30 | <30 |
| Two or More Races | Science | 97.7% | 21.9% | <30 | <30 | <30 | <30 |
| Two or More Races | Social Studies | 97.7% | 29.7% | <30 | <30 | <30 | <30 |
| White | ELA | 98.9% | 56.1% | 100.0% | 67.8% | 100.0% | 67.8% |
| White | Mathematics | 99.0% | 45.6% | 99.7% | 66.3% | 99.7% | 66.3% |
| White | Science | 98.4% | 29.7% | 100.0% | 27.3% | 100.0% | 27.3% |
| White | Social Studies | 98.3% | 39.7% | 100.0% | 54.5% | 100.0% | 54.5% |
| Economically Disadvantaged | ELA | 98.2% | 33.5% | 99.4% | 44.6% | 99.4% | 44.6% |
| Economically Disadvantaged | Mathematics | 98.3% | 23.3% | 98.8% | 40.0% | 98.8% | 40.0% |
| Economically Disadvantaged | Science | 97.2% | 13.0% | 100.0% | 14.8% | 100.0% | 14.8% |
| Economically Disadvantaged | Social Studies | 97.0% | 18.3% | 97.9% | 37.8% | 97.9% | 37.8% |

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Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| English Learners | ELA | 98.6% | 24.0% | 100.0% | 21.1% | 100.0% | 21.1% |
| English Learners | Mathematics | 99.0% | 23.0% | 100.0% | 25.6% | 100.0% | 25.6% |
| English Learners | Science | 98.4% | 5.0% | <30 | <30 | <30 | <30 |
| English Learners | Social Studies | 98.2% | 7.8% | <30 | <30 | <30 | <30 |
| Students With Disabilities | ELA | 97.5% | 26.0% | 97.7% | 23.3% | 97.7% | 23.3% |
| Students With Disabilities | Mathematics | 97.9% | 20.7% | 97.7% | 25.6% | 97.7% | 25.6% |
| Students With Disabilities | Science | 96.9% | 15.8% | <30 | <30 | <30 | <30 |
| Students With Disabilities | Social Studies | 95.9% | 14.2% | <30 | <30 | <30 | <30 |

Annual Education Report
 Walker Charter Academy (08485)

Accountability Details Graduation Data

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

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

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Accountability Details Attendance Data

| Student Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students | 84.41% | 93.00% | 93.00% |

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

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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 |
|------------------------|-------------------------|--------------------|-----------------------------|-------------------------|--|-----------------------------------|------------------------------|---------------------|
| Walker Charter Academy | 72.98 | 81.61 | N/A | 90.55 | 95.64 | 100.00 | 91.89 | 82.52 |

Annual Education Report
 Walker Charter Academy (08485)

Teacher Quality - Qualification

| | Other | B.A. | M.A. | P.H.D. |
|--|-------|------|------|--------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 0 | 20 | 24 | 0 |

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

Teacher Quality - Class

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

Teacher Quality - Provisional

| | Certification Percent |
|--|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 15.9% |

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NAEP Grade 4 Math

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

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 8 Math

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

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 12 Math

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

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

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NAEP Grade 4 Reading

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

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 8 Reading

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

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 12 Reading

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

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Participation Data

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