



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for 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: <http://bit.ly/2tRtiWT>

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

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


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

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

Our school has not been given one of these labels.

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: closing the achievement gap between our EL students and non EL students. Additionally, it was determined that there has been an increase in negative student behavior incidents that may impact learning.

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 reviewed and observed. Additionally, professional development in SIOP strategies for increasing cognitive engagement will be given to all staff. Expectations for the use of small grouping configurations and cooperative learning activities will be developed. Both intervention staff and classroom teachers will implement cognitive engagement strategies. We intend to hire additional EL student support staff.

All staff will participate in professional development on managing mean behavior. Outside experts will deliver support for Walker staff through trainings, observation, assemblies, and parent meetings. Through the course of the year, staff will develop a school-wide rubric for how to work with students demonstrating mean and disruptive behavior. Additionally, all staff will participate in a book study using the book, "Setting Limits in the Classroom". Our multi-tiered system of support will include discussions on at-risk behavior as well as academics. We intend to hire an academic and behavior specialist to support at-risk behavior students. State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2017-2018

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. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all



eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

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

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


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

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

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

2017-2018

<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 2018, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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

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

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

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

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

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



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

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

2016-2017

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

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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.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018


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.

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

2017-2018

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

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

The curriculum's objectives are aligned to those identified by the Michigan Academic Standards: both the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCE). Moreover, all students are expected to reach the CCSS and GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students.



This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.

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


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

2016-2017

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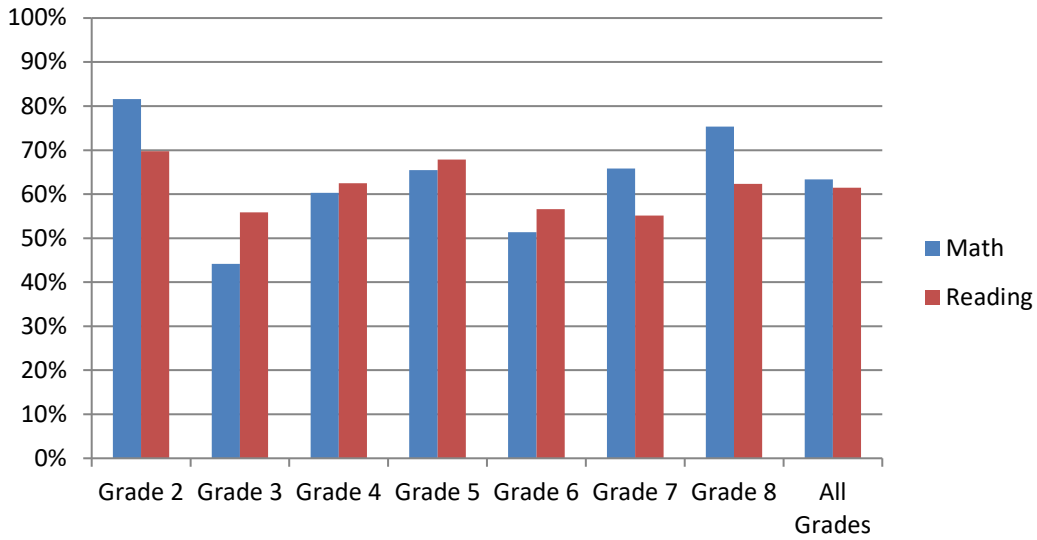
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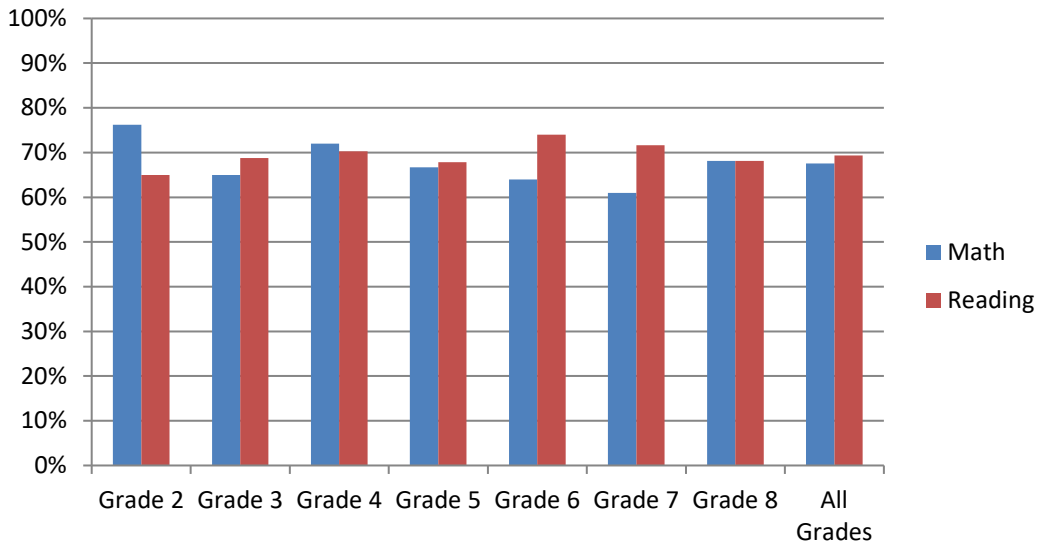
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

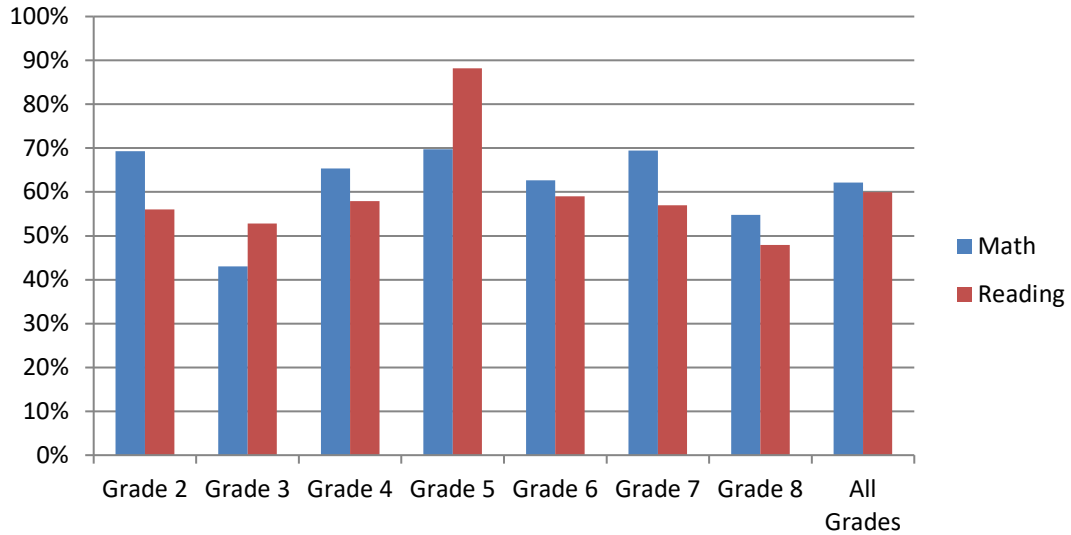


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

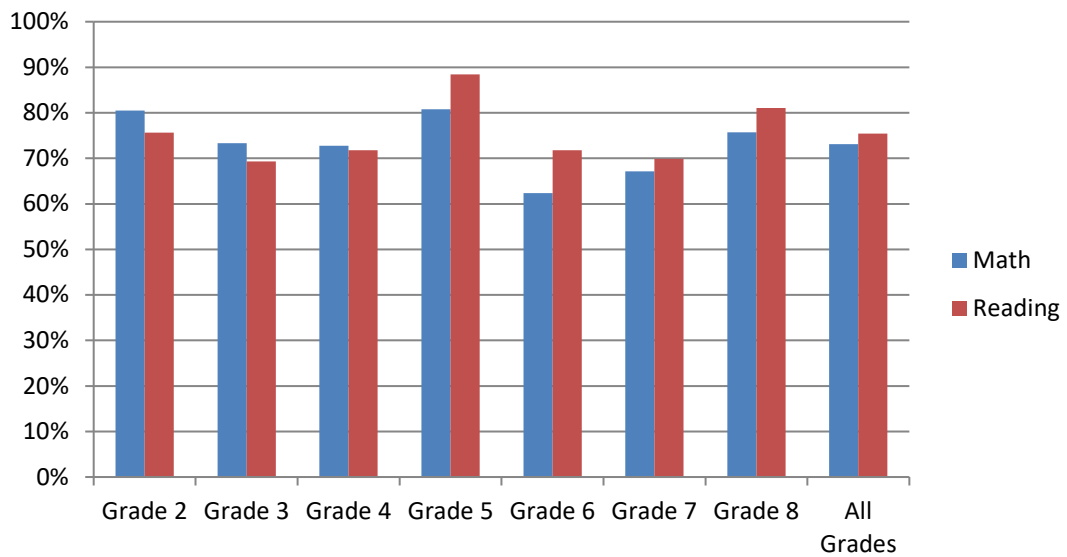


2016-2017

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

2017-2018

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2017	K-8	630	85.3%
Spring 2018	K-8	595	81.3%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	687	96.4%
Spring 2016	K-8	593	87.7%

7. SCHOOL YEAR HIGHLIGHTS

- On Spring 2018 NWEA MAP assessments, new students to Walker grew 144% in reading where 100% is considered one year's growth. Free and reduced lunch students grew more academically than their peers not eligible (closing the achievement gap with all students gaining more than one year of growth.)
- On Spring 2017 M-STEP assessment results, Walker students outperformed the state average and local district in every category of every grade tested.
- Over 3000 pieces of artwork were displayed at the Fine Arts Night in the spring. The 5th-8th grade bands and choirs were able to perform at the event as well.
- Math-a-Palooza was held on June 6th 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.
- Jump Rope for Heart and Dodgeball for Heart activities in early February helped raise over \$17,000 for the American Heart Association and brought our school lifetime contribution to over \$160,000. A kindergarten student and her family spoke to our students about their story and how the American Heart Association benefited them directly.

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

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
Gwen DeVries – Vice President
David Zoller – Secretary/Treasurer
Alexa Kramer – Director
Mark Steeneland – Director

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	60.8%	45	60.8%	45	33.8%	25	27.0%	20	18.9%	14	20.3%	15
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	60.8%	48	60.8%	48	38.0%	30	22.8%	18	25.3%	20	13.9%	11
ELA	3rd Grade Content	Asian	2017-18	64.4%	2,227	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	2
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	71.9%	41	71.9%	41	40.4%	23	31.6%	18	15.8%	9	12.3%	7
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	73.6%	39	73.6%	39	47.2%	25	26.4%	14	15.1%	8	11.3%	6
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	68.6%	24	68.6%	24	40.0%	14	28.6%	10	17.1%	6	14.3%	5
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	62.2%	23	62.2%	23	43.2%	16	18.9%	7	27.0%	10	10.8%	4
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	53.8%	21	53.8%	21	28.2%	11	25.6%	10	20.5%	8	25.6%	10
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	59.5%	25	59.5%	25	33.3%	14	26.2%	11	23.8%	10	16.7%	7
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	29.6%	8	29.6%	8	20%	3	20%	5	29.6%	8	40.7%	11
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	55.9%	19	55.9%	19	26.5%	9	29.4%	10	32.4%	11	11.8%	4
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	50%	6	50%	6	50%	<3	50%	*	50%	*	50%	0
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	50%	5	50%	5	50%	*	50%	<3	50%	3	50%	3
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	50%	6	50%	6	50%	3	50%	3	50%	<3	50%	5
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	54.5%	42	54.5%	42	27.3%	21	27.3%	21	27.3%	21	18.2%	14
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	64.0%	48	64.0%	48	37.3%	28	26.7%	20	18.7%	14	17.3%	13
ELA	4th Grade Content	Asian	2016-17	66.9%	2,379	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Asian	2017-18	65.9%	2,318	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	50%	6	50%	6	50%	<3	50%	*	50%	3	50%	3
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	60.7%	34	60.7%	34	32.1%	18	28.6%	16	25.0%	14	14.3%	8
ELA	4th Grade Content	White	2017-18	52.5%	35,934	72.4%	42	72.4%	42	43.1%	25	29.3%	17	15.5%	9	12.1%	7
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	61.1%	22	61.1%	22	33.3%	12	27.8%	10	25.0%	9	13.9%	5
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	65.7%	23	65.7%	23	42.9%	15	22.9%	8	17.1%	6	17.1%	6

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	48.8%	20	48.8%	20	22.0%	9	26.8%	11	29.3%	12	22.0%	9
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	62.5%	25	62.5%	25	32.5%	13	30.0%	12	20.0%	8	17.5%	7
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	37.5%	12	37.5%	12	12.5%	4	25.0%	8	25.0%	8	37.5%	12
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	41.9%	13	41.9%	13	16.1%	5	25.8%	8	25.8%	8	32.3%	10
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	50%	5	50%	5	50%	<3	50%	*	50%	<3	50%	5

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	76.9%	60	76.9%	60	33.3%	26	43.6%	34	16.7%	13	6.4%	5
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	57.8%	48	57.8%	48	31.3%	26	26.5%	22	15.7%	13	26.5%	22
ELA	5th Grade Content	Asian	2017-18	71.6%	2,598	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	50%	9	50%	9	50%	<3	50%	*	50%	<3	50%	0
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	41.2%	7	41.2%	7	20%	3	*	4	20%	<3	*	8
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	White	2016-17	58.6%	41,947	75.0%	48	75.0%	48	37.5%	24	37.5%	24	17.2%	11	7.8%	5
ELA	5th Grade Content	White	2017-18	53.8%	38,604	66.7%	38	66.7%	38	36.8%	21	29.8%	17	17.5%	10	15.8%	9
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	73.2%	30	73.2%	30	31.7%	13	41.5%	17	*	8	10%	3
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	60.0%	24	60.0%	24	40.0%	16	20.0%	8	10%	4	*	12
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	81.1%	30	81.1%	30	35.1%	13	45.9%	17	*	*	10%	2
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	55.8%	24	55.8%	24	23.3%	10	32.6%	14	20.9%	9	23.3%	10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	78.3%	18	78.3%	18	20%	4	*	14	20%	*	20%	2
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	37.8%	14	37.8%	14	18.9%	7	18.9%	7	16.2%	6	45.9%	17
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	50%	4	50%	4	50%	<3	50%	<3	50%	<3	50%	8
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	51.8%	43	51.8%	43	16.9%	14	34.9%	29	27.7%	23	20.5%	17
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	56.4%	44	56.4%	44	19.2%	15	37.2%	29	24.4%	19	19.2%	15
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	246	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2016-17	69.5%	2,467	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	50%	4	50%	4	50%	<3	50%	*	50%	5	50%	5
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	50%	6	50%	6	50%	<3	50%	*	50%	<3	50%	3
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	63.2%	36	63.2%	36	21.1%	12	42.1%	24	24.6%	14	12.3%	7
ELA	6th Grade Content	White	2017-18	48.0%	34,579	57.4%	35	57.4%	35	23.0%	14	34.4%	21	23.0%	14	19.7%	12
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	52.4%	22	52.4%	22	16.7%	7	35.7%	15	26.2%	11	21.4%	9
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	52.3%	23	52.3%	23	18.2%	8	34.1%	15	25.0%	11	22.7%	10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	51.2%	21	51.2%	21	17.1%	7	34.1%	14	29.3%	12	19.5%	8
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	61.8%	21	61.8%	21	20.6%	7	41.2%	14	23.5%	8	14.7%	5
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	33.3%	11	33.3%	11	10%	<3	*	*	33.3%	11	33.3%	11
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	60.7%	17	60.7%	17	20%	5	*	12	20%	5	*	6
ELA	6th Grade Content	English Learners	2016-17	14.0%	883	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	4
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	53.4%	39	53.4%	39	20.5%	15	32.9%	24	34.2%	25	12.3%	9
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	53.1%	43	53.1%	43	22.2%	18	30.9%	25	24.7%	20	22.2%	18
ELA	7th Grade Content	Asian	2016-17	70.0%	2,607	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	50%	3	50%	3	50%	<3	50%	*	50%	*	50%	2
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	50%	4	50%	4	50%	<3	50%	<3	50%	5	50%	5
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	White	2016-17	51.0%	38,276	58.9%	33	58.9%	33	23.2%	13	35.7%	20	*	18	10%	5
ELA	7th Grade Content	White	2017-18	49.8%	35,929	64.8%	35	64.8%	35	27.8%	15	37.0%	20	24.1%	13	11.1%	6
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	55.3%	21	55.3%	21	21.1%	8	34.2%	13	28.9%	11	15.8%	6
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	55.0%	22	55.0%	22	17.5%	7	37.5%	15	20.0%	8	25.0%	10
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	51.4%	18	51.4%	18	20.0%	7	31.4%	11	*	14	10%	3
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	51.2%	21	51.2%	21	26.8%	11	24.4%	10	29.3%	12	19.5%	8
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	37.5%	12	37.5%	12	12.5%	4	25.0%	8	37.5%	12	25.0%	8
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	24.3%	9	24.3%	9	10%	3	*	6	32.4%	12	43.2%	16

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	64.4%	47	64.4%	47	23.3%	17	41.1%	30	24.7%	18	11.0%	8
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	59.4%	41	59.4%	41	21.7%	15	37.7%	26	24.6%	17	15.9%	11
ELA	8th Grade Content	Asian	2016-17	73.0%	2,706	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanc ed	Number Advanc ed	Percent Proficie nt	Number Proficie nt	Percent Partially Proficie nt	Number Partially Proficie nt	Percent Not Proficie nt	Number Not Proficie nt
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	3
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	72.6%	45	72.6%	45	27.4%	17	45.2%	28	19.4%	12	8.1%	5
ELA	8th Grade Content	White	2017-18	48.4%	36,424	65.5%	36	65.5%	36	23.6%	13	41.8%	23	20.0%	11	14.5%	8
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	65.9%	27	65.9%	27	34.1%	14	31.7%	13	*	11	10%	3
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	63.9%	23	63.9%	23	25.0%	9	38.9%	14	22.2%	8	13.9%	5

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	62.5%	20	62.5%	20	10%	3	*	17	21.9%	7	15.6%	5
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	54.5%	18	54.5%	18	18.2%	6	36.4%	12	27.3%	9	18.2%	6
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	54.5%	12	54.5%	12	20%	<3	*	*	*	6	20%	4
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	35.7%	10	35.7%	10	20%	3	*	7	39.3%	11	25.0%	7
ELA	8th Grade Content	English Learners	2016-17	21.5%	1,340	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	61.3%	46	61.3%	46	26.7%	20	34.7%	26	22.7%	17	16.0%	12
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	57.0%	45	57.0%	45	31.6%	25	25.3%	20	32.9%	26	10.1%	8
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	2,623	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Asian	2017-18	73.0%	2,616	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	1
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	68.4%	39	68.4%	39	33.3%	19	35.1%	20	*	14	10%	4
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	67.9%	36	67.9%	36	39.6%	21	28.3%	15	*	12	10%	5
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	57.1%	20	57.1%	20	20.0%	7	37.1%	13	25.7%	9	17.1%	6
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	54.1%	20	54.1%	20	37.8%	14	16.2%	6	*	14	10%	3
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	65.0%	26	65.0%	26	32.5%	13	32.5%	13	20.0%	8	15.0%	6
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	59.5%	25	59.5%	25	26.2%	11	33.3%	14	28.6%	12	11.9%	5
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	37.0%	10	37.0%	10	20%	<3	*	*	29.6%	8	33.3%	9
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	41.2%	14	41.2%	14	20.6%	7	20.6%	7	47.1%	16	11.8%	4

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	50%	4	50%	4	50%	<3	50%	<3	50%	*	50%	1
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	50%	6	50%	6	50%	3	50%	3	50%	*	50%	1
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	50%	6	50%	6	50%	3	50%	3	50%	4	50%	3
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	66.2%	51	66.2%	51	19.5%	15	46.8%	36	24.7%	19	9.1%	7
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	70.7%	53	70.7%	53	33.3%	25	37.3%	28	22.7%	17	6.7%	5
Mathematics	4th Grade Content	Asian	2016-17	72.2%	2,643	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Asian	2017-18	71.0%	2,560	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	50%	6	50%	6	50%	<3	50%	*	50%	3	50%	3
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	73.2%	41	73.2%	41	23.2%	13	50.0%	28	*	*	10%	2
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	81.0%	47	81.0%	47	37.9%	22	43.1%	25	*	8	10%	3
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	55.6%	20	55.6%	20	16.7%	6	38.9%	14	30.6%	11	13.9%	5
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	65.7%	23	65.7%	23	31.4%	11	34.3%	12	*	9	10%	3

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Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	75.6%	31	75.6%	31	22.0%	9	53.7%	22	*	*	10%	2
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	75.0%	30	75.0%	30	35.0%	14	40.0%	16	*	*	10%	2
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	46.9%	15	46.9%	15	12.5%	4	34.4%	11	34.4%	11	18.8%	6
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	41.9%	13	41.9%	13	12.9%	4	29.0%	9	41.9%	13	16.1%	5
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	50%	5	50%	5	50%	<3	50%	*	50%	3	50%	3

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	60.3%	47	60.3%	47	32.1%	25	28.2%	22	23.1%	18	16.7%	13
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	49.4%	41	49.4%	41	32.5%	27	16.9%	14	22.9%	19	27.7%	23
Mathematics	5th Grade Content	Asian	2017-18	67.3%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	50%	4	50%	4	50%	*	50%	<3	50%	*	50%	2
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	20%	3	20%	3	20%	<3	20%	<3	*	5	*	9
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	64.1%	41	64.1%	41	32.8%	21	31.3%	20	21.9%	14	14.1%	9
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	59.6%	34	59.6%	34	40.4%	23	19.3%	11	21.1%	12	19.3%	11
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	53.7%	22	53.7%	22	26.8%	11	26.8%	11	24.4%	10	22.0%	9
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	32.5%	13	32.5%	13	*	10	10%	3	30.0%	12	37.5%	15
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	67.6%	25	67.6%	25	37.8%	14	29.7%	11	21.6%	8	10.8%	4
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	65.1%	28	65.1%	28	39.5%	17	25.6%	11	16.3%	7	18.6%	8
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	60.9%	14	60.9%	14	34.8%	8	26.1%	6	20%	4	*	5
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	29.7%	11	29.7%	11	18.9%	7	10.8%	4	21.6%	8	48.6%	18
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	English Learners	2017-18	15.8%	1,233	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	7
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	51.2%	42	51.2%	42	35.4%	29	15.9%	13	26.8%	22	22.0%	18
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	52.6%	41	52.6%	41	29.5%	23	23.1%	18	32.1%	25	15.4%	12
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	182	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	50%	<3	50%	*	50%	<3	50%	<3	*	8	*	4
Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	50%	4	50%	4	50%	<3	50%	*	50%	*	50%	2
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	67.9%	38	67.9%	38	46.4%	26	21.4%	12	19.6%	11	12.5%	7
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	57.4%	35	57.4%	35	36.1%	22	21.3%	13	29.5%	18	13.1%	8
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	46.3%	19	46.3%	19	29.3%	12	17.1%	7	22.0%	9	31.7%	13
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	47.7%	21	47.7%	21	27.3%	12	20.5%	9	36.4%	16	15.9%	7

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	56.1%	23	56.1%	23	41.5%	17	14.6%	6	31.7%	13	12.2%	5
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	58.8%	20	58.8%	20	32.4%	11	26.5%	9	26.5%	9	14.7%	5
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	28.1%	9	28.1%	9	*	6	10%	3	40.6%	13	31.3%	10
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	42.9%	12	42.9%	12	*	7	20%	5	35.7%	10	21.4%	6
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	5
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	56.2%	41	56.2%	41	31.5%	23	24.7%	18	27.4%	20	16.4%	12
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	60.5%	49	60.5%	49	44.4%	36	16.0%	13	19.8%	16	19.8%	16
Mathematics	7th Grade Content	Asian	2016-17	67.0%	2,545	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	50%	3	50%	3	50%	<3	50%	*	50%	*	50%	2
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	50%	3	50%	3	50%	<3	50%	<3	50%	7	50%	4
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	1,229	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	42.9%	32,196	64.3%	36	64.3%	36	39.3%	22	25.0%	14	23.2%	13	12.5%	7
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	79.6%	43	79.6%	43	59.3%	32	20.4%	11	*	7	10%	4
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	50.0%	19	50.0%	19	26.3%	10	23.7%	9	26.3%	10	23.7%	9
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	47.5%	19	47.5%	19	*	15	10%	4	30.0%	12	22.5%	9
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	62.9%	22	62.9%	22	37.1%	13	25.7%	9	*	10	10%	3
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	73.2%	30	73.2%	30	51.2%	21	22.0%	9	10%	4	*	7
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	40.6%	13	40.6%	13	21.9%	7	18.8%	6	31.3%	10	28.1%	9
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	37.8%	14	37.8%	14	18.9%	7	18.9%	7	29.7%	11	32.4%	12

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	52.1%	38	52.1%	38	34.2%	25	17.8%	13	24.7%	18	23.3%	17
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	50.7%	35	50.7%	35	34.8%	24	15.9%	11	23.2%	16	26.1%	18
Mathematics	8th Grade Content	Asian	2016-17	67.0%	2,530	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	1,572	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	3
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	58.1%	36	58.1%	36	38.7%	24	19.4%	12	22.6%	14	19.4%	12
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	58.2%	32	58.2%	32	41.8%	23	16.4%	9	18.2%	10	23.6%	13
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	48.8%	20	48.8%	20	36.6%	15	12.2%	5	29.3%	12	22.0%	9
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	50.0%	18	50.0%	18	36.1%	13	13.9%	5	19.4%	7	30.6%	11

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	56.3%	18	56.3%	18	31.3%	10	25.0%	8	18.8%	6	25.0%	8
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	51.5%	17	51.5%	17	33.3%	11	18.2%	6	27.3%	9	21.2%	7
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	31.8%	7	31.8%	7	20%	<3	*	*	36.4%	8	31.8%	7
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	32.1%	9	32.1%	9	20%	5	20%	4	28.6%	8	39.3%	11
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	935	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	14.3%	11	14.3%	11	6.5%	5	7.8%	6	46.8%	36	39.0%	30
Science	4th Grade Content	Asian	2016-17	27.8%	1,017	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	8
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	17.9%	10	17.9%	10	10%	5	10%	5	51.8%	29	30.4%	17
Science	4th Grade Content	Female	2016-17	12.6%	6,689	13.9%	5	13.9%	5	10%	<3	10%	*	44.4%	16	41.7%	15
Science	4th Grade Content	Male	2016-17	16.5%	9,092	14.6%	6	14.6%	6	10%	3	10%	3	48.8%	20	36.6%	15
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	10%	3	10%	3	10%	<3	10%	<3	*	9	*	20

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	English Learners	2016-17	4.3%	364	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	31.5%	23	31.5%	23	11.0%	8	20.5%	15	34.2%	25	34.2%	25
Science	7th Grade Content	Asian	2016-17	41.3%	1,568	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	5
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	White	2016-17	27.5%	20,638	35.7%	20	35.7%	20	14.3%	8	21.4%	12	35.7%	20	28.6%	16
Science	7th Grade Content	Female	2016-17	21.2%	11,397	23.7%	9	23.7%	9	10%	<3	*	*	31.6%	12	44.7%	17

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Male	2016-17	24.3%	13,684	40.0%	14	40.0%	14	17.1%	6	22.9%	8	37.1%	13	22.9%	8
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	18.8%	6	18.8%	6	10%	<3	*	*	34.4%	11	46.9%	15
Science	7th Grade Content	English Learners	2016-17	3.4%	225	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	48.7%	38	48.7%	38	10.3%	8	38.5%	30	46.2%	36	5.1%	4
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	42.7%	35	42.7%	35	6.1%	5	36.6%	30	43.9%	36	13.4%	11
Social Studies	5th Grade Content	Asian	2017-18	35.5%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	50%	5	50%	5	50%	<3	50%	*	50%	*	50%	1
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	20%	<3	20%	*	20%	<3	20%	<3	*	11	*	4
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	50.0%	32	50.0%	32	10.9%	7	39.1%	25	*	29	5%	3
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	56.1%	32	56.1%	32	10%	4	*	28	*	21	10%	4
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	41.5%	17	41.5%	17	10%	3	*	14	*	*	10%	2
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	30.8%	12	30.8%	12	10%	<3	*	*	51.3%	20	17.9%	7

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	56.8%	21	56.8%	21	13.5%	5	43.2%	16	*	*	10%	2
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	53.5%	23	53.5%	23	10%	4	*	19	*	16	10%	4
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	43.5%	10	43.5%	10	20%	<3	*	*	*	*	20%	2
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	22.2%	8	22.2%	8	10%	<3	*	*	55.6%	20	22.2%	8
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	50%	<3	50%	*	50%	<3	50%	<3	*	7	*	5
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	50.7%	37	50.7%	37	9.6%	7	41.1%	30	30.1%	22	19.2%	14
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	36.2%	25	36.2%	25	5%	<3	*	*	39.1%	27	24.6%	17
Social Studies	8th Grade Content	Asian	2016-17	53.4%	2,014	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	6
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	56.5%	35	56.5%	35	11.3%	7	45.2%	28	29.0%	18	14.5%	9
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	41.8%	23	41.8%	23	10%	<3	*	*	40.0%	22	18.2%	10
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	43.9%	18	43.9%	18	10%	<3	*	*	36.6%	15	19.5%	8
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	41.7%	15	41.7%	15	10%	<3	*	*	27.8%	10	30.6%	11
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	59.4%	19	59.4%	19	15.6%	5	43.8%	14	21.9%	7	18.8%	6
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	30.3%	10	30.3%	10	10%	<3	*	*	51.5%	17	18.2%	6
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	31.8%	7	31.8%	7	20%	<3	*	*	31.8%	7	36.4%	8
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	25.0%	7	25.0%	7	20%	<3	*	*	35.7%	10	39.3%	11
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	515	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

SAT

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

New Annual Education Report 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
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No Data to Display

New 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
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No Data to Display

New 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
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No Data to Display

New Annual Education Report Walker Charter Academy (08485)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	465	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	27	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	72	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	19	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	338	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	232	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	233	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	195	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	270	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	46	<10	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not English Learners	2017-18	419	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	465	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	49	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	416	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	465	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	465	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	465	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	465	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	27	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	72	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	19	<10	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	White	2017-18	338	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	232	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	233	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	195	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	270	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	46	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	419	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	465	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	49	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	416	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	465	<10	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	465	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	465	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	27	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	112	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	75	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	64	<10	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	87	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	18	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	133	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	17	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	134	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	151	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	151	<10	*	*	*	*	*	*	*

New Annual Education Report Walker Charter Academy (08485)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	99.4%	0.0%	N/A	99.4%	0.0%	58.95%
All Students	Mathematics	98.8%	1.2%	38.72%	99.4%	0.6%	N/A	99.4%	0.6%	56.99%
All Students	Science	97.8%	2.2%	N/A	98.7%	1.3%	N/A	98.7%	1.3%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	98.7%	1.3%	N/A	98.7%	1.3%	39.74%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	<10	<10	<10	<10	<10	<10
Asian	Mathematics	99.3%	0.7%	69.47%	<10	<10	<10	<10	<10	<10
Asian	Science	99.0%	1.0%	N/A	<10	<10	<10	<10	<10	<10
Asian	Social Studies	98.6%	1.4%	50.74%	<10	<10	<10	<10	<10	<10
Black or African American	ELA	97.9%	0.0%	23.02%	96.7%	0.0%	N/A	96.7%	0.0%	18.52%
Black or African American	Mathematics	98.0%	2.0%	13.99%	96.7%	3.3%	N/A	96.7%	3.3%	18.52%
Black or African American	Science	96.1%	3.9%	N/A	<10	<10	<10	<10	<10	<10
Black or African American	Social Studies	96.0%	4.0%	11.40%	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	98.6%	0.0%	N/A	98.6%	0.0%	40.58%

New Annual Education Report Walker Charter Academy (08485)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	98.6%	1.4%	N/A	98.6%	1.4%	28.99%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	96.4%	3.6%	N/A	96.4%	3.6%	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	96.4%	3.6%	N/A	96.4%	3.6%	7.41%
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	100.0%	0.0%	N/A	100.0%	0.0%	42.11%
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	100.0%	0.0%	26.32%
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	99.7%	0.0%	N/A	99.7%	0.0%	66.57%
White	Mathematics	99.0%	1.0%	45.19%	99.7%	0.3%	N/A	99.7%	0.3%	67.16%
White	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.1%	1.9%	38.15%	100.0%	0.0%	N/A	100.0%	0.0%	49.11%
Female	ELA	98.8%	0.1%	51.36%	99.6%	0.0%	N/A	99.6%	0.0%	59.83%

New Annual Education Report Walker Charter Academy (08485)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	99.6%	0.4%	N/A	99.6%	0.4%	49.34%
Female	Science	98.0%	2.0%	N/A	98.7%	1.3%	N/A	98.7%	1.3%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	98.7%	1.3%	N/A	98.7%	1.3%	36.00%
Male	ELA	98.6%	0.1%	43.47%	99.2%	0.0%	N/A	99.2%	0.0%	58.08%
Male	Mathematics	98.7%	1.3%	40.26%	99.2%	0.8%	N/A	99.2%	0.8%	64.63%
Male	Science	97.7%	2.3%	N/A	98.7%	1.3%	N/A	98.7%	1.3%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	98.7%	1.3%	N/A	98.7%	1.3%	43.42%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	98.5%	0.0%	N/A	98.5%	0.0%	42.63%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	98.5%	1.5%	N/A	98.5%	1.5%	37.37%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	97.0%	3.0%	N/A	97.0%	3.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	97.0%	3.0%	N/A	97.0%	3.0%	23.44%
English Learners	ELA	98.4%	1.8%	23.27%	97.8%	0.0%	N/A	97.8%	0.0%	30.23%
English Learners	Mathematics	98.9%	1.1%	23.08%	97.8%	2.2%	N/A	97.8%	2.2%	16.28%
English Learners	Science	98.1%	1.9%	N/A	94.7%	5.3%	N/A	94.7%	5.3%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	94.7%	5.3%	N/A	94.7%	5.3%	5.56%
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Walker Charter Academy (08485)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	96.2%	0.0%	N/A	96.2%	0.0%	38.78%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	96.2%	3.8%	N/A	96.2%	3.8%	32.65%
Students With Disabilities	Science	94.6%	5.4%	N/A	94.4%	5.6%	N/A	94.4%	5.6%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	94.4%	5.6%	N/A	94.4%	5.6%	11.76%
Homeless	ELA	95.9%	0.3%	25.16%	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Mathematics	96.2%	3.8%	17.34%	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Science	93.2%	6.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	94.6%	5.4%	17.49%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Walker Charter Academy (08485)

High School Graduation: Four-Year Adjusted Cohort Rate

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

New Annual Education Report Walker Charter Academy (08485)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	53.19%	49.27%	50.69%	52.12%

New Annual Education Report Walker Charter Academy (08485)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	90.78%

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

New Annual Education Report Walker Charter Academy (08485)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	58.95%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	42.63%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	30.23%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	38.78%	37.15%	46.29%	60.00%
African American	ELA	23.26%	18.52%	39.59%	47.75%	60.00%
Asian	ELA	70.34%	<10	70.34%	70.34%	60.00%
Hispanic of Any Race	ELA	36.15%	40.58%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	42.11%	52.64%	55.59%	60.00%
White	ELA	56.05%	66.57%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	56.99%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	37.37%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	16.28%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	32.65%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	18.52%	28.04%	35.85%	47.55%
Asian	Mathematics	68.19%	<10	68.19%	68.19%	47.55%
Hispanic of Any Race	Mathematics	23.63%	28.99%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	26.32%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	67.16%	45.55%	46.35%	47.55%

New Annual Education Report Walker Charter Academy (08485)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Walker Charter Academy	74.54	73.03	N/A	89.76	91.88	100.00	100.00	79.21	N/A	N/A

New Annual Education Report Walker Charter Academy (08485)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Walker Charter Academy (08485)	0	19	20	0

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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Walker Charter Academy (08485)	34.93	10.00	28.6%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Walker Charter Academy (08485)	4.01	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Walker Charter Academy (08485)	34.93	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Walker Charter Academy (08485)	34.93	0.83	2.4%	N/A	N/A	N/A	N/A

New Annual Education Report Walker Charter Academy (08485)

LEA School Improvement Fund Recipients

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

New Annual Education Report Walker Charter Academy (08485)

NAEP Grade 4 Math

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

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

New Annual Education Report Walker Charter Academy (08485)

NAEP Grade 8 Math

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

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

New Annual Education Report Walker Charter Academy (08485)

NAEP Grade 4 Reading

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

Rounds to zero

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

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NAEP Grade 8 Reading

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

Rounds to zero

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

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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	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9