



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 Warrendale Charter Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Tanya Mims for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/warrendale/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <http://bit.ly/2tTYip6>

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. Our school has not been given one of these labels.


* 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.

Our biggest challenge this for the past 2 years has been student attendance. Last year 2017-18, our total number of absences were 8, 685 days. This year, we are already at 7,021 and the year is not complete. Currently, 33% of our students are chronically absent with kindergarten, first and second graders being the largest offenders of the attendance policies. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.



Students who do not attend school on a regular basis not only fall behind academically, they are also more likely to become behavior problems in school and in their communities. A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement particularly in the area of reading. It is important to note this area because children are typically learning the foundational components of literacy and these prove to be the formative years that crucial skills are built and developed.

We have hired an Attendance Liaison to assist us with this pervasive problem. Our Liaison has provided some interventions such as letters educating parents on the importance of school attendance, provision of wrap around support and some financial support (bus tickets).


There has also been a drastic shift in student climate and culture to make the school environment a more enjoyable environment. Enhancing the afterschool programs as well as the provision of other incentives have also been put in place to aid in this effort.

Math has been another area of challenge for our school. We are considering changing the curricular tools to align more with the standardized tests (M-Step). We have embraced some rigorous instructional strategies that purposely engage students in a way that math is more accessible (Math Stories). And we realize that the language in mathematics is challenging so, we have implemented Math Journals.

Students have had to incorporate Bloom's Taxonomy and DOK, which in turn helps to build their critical thinking skills. It incorporates differentiation and full integration with NWEA for data-driven instruction. It also includes rich reporting tools for high-level instructional decision making. We are continuing to be consistent with the prescribed format Step Up to Writing. We want the academic vocabulary to be functional and fluid, verbal and written.

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

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

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

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

State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2017-2018

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

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

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. 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

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

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

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



process allows the school to assess the degree to which its school improvement plan is successful and fosters conversation for adjustments to its strategic initiatives and overall improvement efforts.

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

Yes.

The School Improvement Team formally reviewed progress against its 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/warrendale-charter-academy/en/school-operations>

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

Yes.

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

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018

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



on topics such as student achievement, standardized testing, and ways to partner with your child's school in order to increase educational success.

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

In addition to our school creating individualized instruction to meet all students at their level. Our staff is committed to educating the students of Detroit based on four key values: Academic Excellence, Student Responsibility, Moral Focus and a Partnership with Parents. It is our mission to challenge each child of WCA to achieve their full potential through our rigorous curriculum, values and individualized attention. It is our vision to better educate more children in the City of Detroit. We believe students will be successful if they are held to high expectations. In setting high educational and ethical expectations, we create an environment where your child will grow and learn.

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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.



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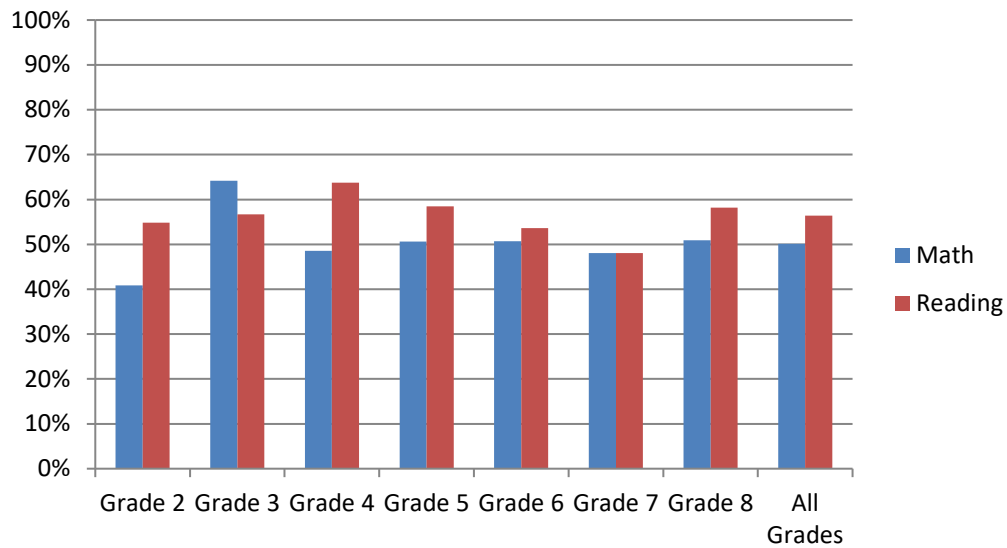
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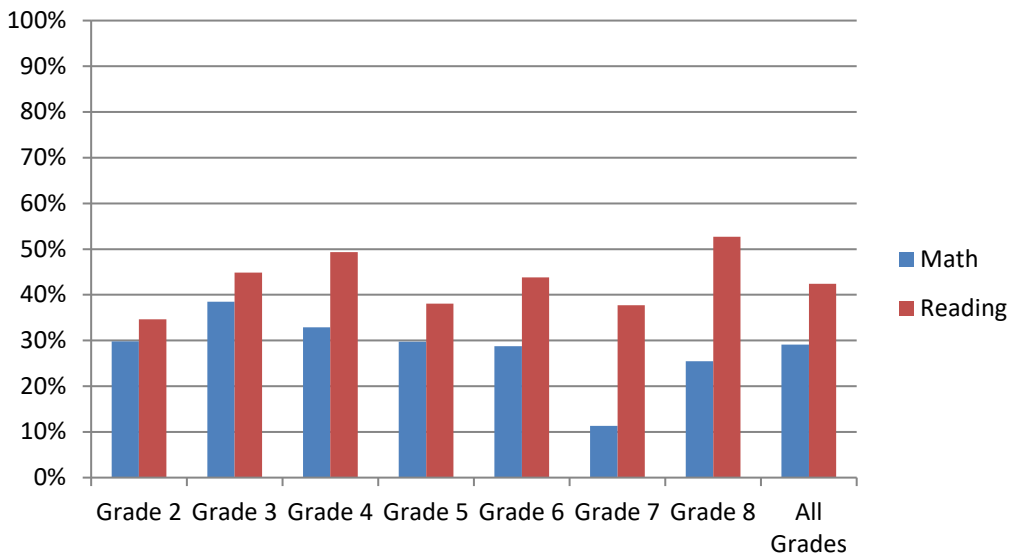
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

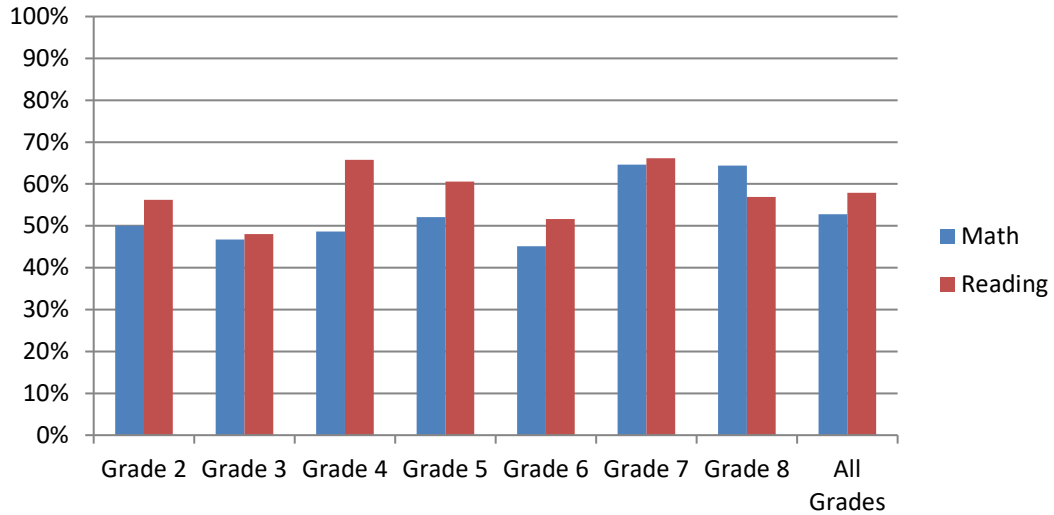


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

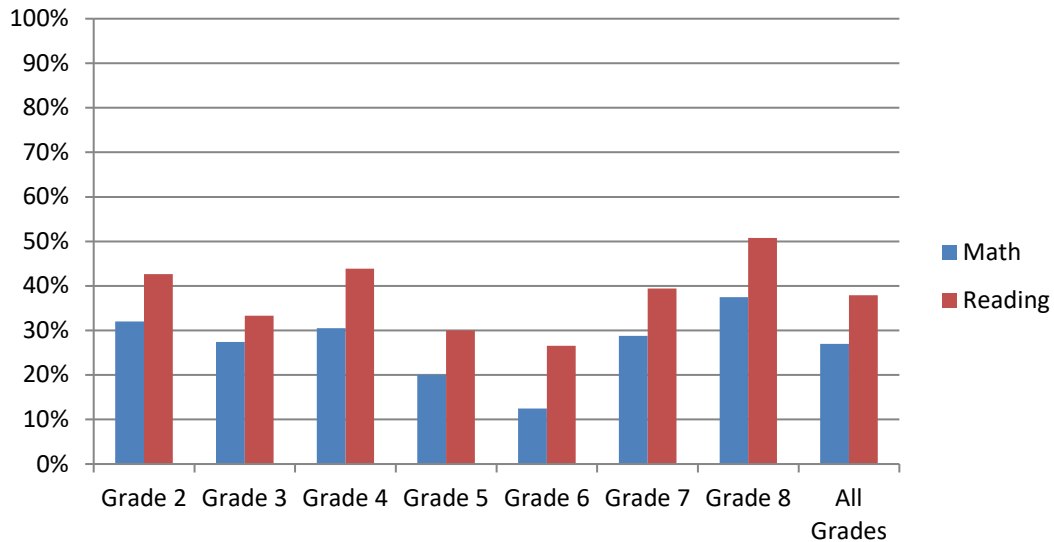


2016-2017

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



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



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

2017-2018

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2017	K-8	559	77.1%
Spring 2018	K-8	607	83.4%

2016-2017

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

7. SCHOOL YEAR HIGHLIGHTS

- Employee Engagement Award winners for 2016-2017 and 2017-2018. This award is a very special award, it was formerly known as The Strong Instructional Team Award.
- Parent Satisfaction has been a challenge, however each year we have gotten better and better. Currently, we rank 60% highly satisfied and 28% satisfied, totally 88% of our parents are generally satisfied with our service. We currently are exceeding the NHA average by about 10 percentage points.

- Continued implementation of School-Wide Writing curriculum, Step Up to Writing. This writing program utilizes a color system which taps into another part of the mind, to help students further develop their writing skills with regards to organizational skill building. Warrendale has been ranked number 5 in our provision of ELA services out of 48 schools in Michigan. Our students reach proficiency in ELA faster than our sister schools in Michigan.
- We have been able to increase our focus on intervention with our Excel-leration Program—This program is designed to move students out of the bottom quartile. There are some special features to an Excel-leration classroom, here are a few:
 - Two Person Classrooms
 - Specialized Materials that reach students at their instructional levels
 - Fluidity of movement, once a student reaches proficiency movement to a proficient class
 - Small Group Instruction as a staple to the instructional strategy employed to generate academic movement
 - Special teacher support from our Curriculum and Instruction Team

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

Sincerely,



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

BOARD OF DIRECTORS:

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

New Annual Education Report Warrendale Charter Academy (08934)

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	25.3%	21	25.3%	21	10.8%	9	14.5%	12	19.3%	16	55.4%	46
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	32.9%	26	32.9%	26	12.7%	10	20.3%	16	24.1%	19	43.0%	34
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	22.4%	17	22.4%	17	11.8%	9	10.5%	8	18.4%	14	59.2%	45
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	31.1%	23	31.1%	23	12.2%	9	18.9%	14	24.3%	18	44.6%	33
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	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	*	*	*	*	*	*	*	*	*	*	*	*

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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	2017-18	52.3%	34,541	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	33.3%	13	33.3%	13	17.9%	7	15.4%	6	20.5%	8	46.2%	18
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	37.0%	17	37.0%	17	17.4%	8	19.6%	9	26.1%	12	37.0%	17
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	18.2%	8	18.2%	8	10%	<3	*	*	18.2%	8	63.6%	28
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	27.3%	9	27.3%	9	10%	<3	*	*	21.2%	7	51.5%	17
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	24.7%	20	24.7%	20	9.9%	8	14.8%	12	18.5%	15	56.8%	46
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	33.3%	26	33.3%	26	12.8%	10	20.5%	16	23.1%	18	43.6%	34
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	*	*	*	*	*	*	*	*	*	*	*	*

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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	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	6
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	28.4%	23	28.4%	23	7.4%	6	21.0%	17	30.9%	25	40.7%	33
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	39.5%	30	39.5%	30	23.7%	18	15.8%	12	17.1%	13	43.4%	33
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	30.3%	23	30.3%	23	7.9%	6	22.4%	17	28.9%	22	40.8%	31
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	37.1%	26	37.1%	26	24.3%	17	12.9%	9	17.1%	12	45.7%	32

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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	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2016-17	51.5%	36,664	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2017-18	52.5%	35,934	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	39.1%	18	39.1%	18	10.9%	5	28.3%	13	19.6%	9	41.3%	19
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	48.5%	16	48.5%	16	30.3%	10	18.2%	6	12.1%	4	39.4%	13
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	14.3%	5	14.3%	5	10%	<3	*	*	45.7%	16	40.0%	14
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	32.6%	14	32.6%	14	18.6%	8	14.0%	6	20.9%	9	46.5%	20

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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	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	28.6%	22	28.6%	22	7.8%	6	20.8%	16	29.9%	23	41.6%	32
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	38.7%	29	38.7%	29	22.7%	17	16.0%	12	17.3%	13	44.0%	33
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	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	20.5%	16	20.5%	16	5%	3	*	13	29.5%	23	50.0%	39

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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	2017-18	46.5%	50,658	24.7%	20	24.7%	20	5%	4	*	16	28.4%	23	46.9%	38
ELA	5th Grade Content	American Indian or Alaska Native	2017-18	34.9%	247	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	20.5%	15	20.5%	15	5%	3	*	12	30.1%	22	49.3%	36
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	24.7%	19	24.7%	19	5%	3	*	16	28.6%	22	46.8%	36
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	58.6%	41,947	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2017-18	53.8%	38,604	*	*	*	*	*	*	*	*	*	*	*	*

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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	Female	2016-17	56.0%	29,914	30.3%	10	30.3%	10	10%	<3	*	*	36.4%	12	33.3%	11
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	29.3%	12	29.3%	12	10%	4	*	8	39.0%	16	31.7%	13
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	13.3%	6	13.3%	6	10%	<3	*	*	24.4%	11	62.2%	28
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	20.0%	8	20.0%	8	10%	<3	*	*	17.5%	7	62.5%	25
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	20.0%	15	20.0%	15	5%	<3	*	*	28.0%	21	52.0%	39
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	26.0%	20	26.0%	20	5.2%	4	20.8%	16	26.0%	20	48.1%	37
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2017-18	14.8%	1,846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	11.5%	7	11.5%	7	5%	<3	*	*	41.0%	25	47.5%	29
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	31.4%	22	31.4%	22	5%	<3	*	*	25.7%	18	42.9%	30
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	10.5%	6	10.5%	6	10%	<3	10%	*	42.1%	24	47.4%	27
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	30.4%	21	30.4%	21	5%	<3	*	*	26.1%	18	43.5%	30
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	*	*	*	*	*	*	*	*	*	*	*	*

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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	Female	2016-17	48.7%	25,540	20%	3	20%	3	20%	<3	20%	<3	*	9	*	12
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	36.1%	13	36.1%	13	10%	<3	*	*	33.3%	12	30.6%	11
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	10.8%	4	10.8%	4	10%	<3	10%	*	43.2%	16	45.9%	17
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	26.5%	9	26.5%	9	10%	<3	*	*	17.6%	6	55.9%	19
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	10%	6	10%	6	10%	<3	10%	*	*	25	*	29
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	29.4%	20	29.4%	20	5%	<3	*	*	26.5%	18	44.1%	30
ELA	6th Grade Content	English Learners	2016-17	14.0%	883	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Homeless	2017-18	19.1%	356	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	31.7%	19	31.7%	19	10%	<3	*	*	31.7%	19	36.7%	22
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	21.2%	11	21.2%	11	10%	3	*	8	40.4%	21	38.5%	20
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	32.8%	19	32.8%	19	10%	<3	*	*	32.8%	19	34.5%	20
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	22.0%	11	22.0%	11	10%	3	*	8	40.0%	20	38.0%	19
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	White	2016-17	51.0%	38,276	*	*	*	*	*	*	*	*	*	*	*	*

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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	White	2017-18	49.8%	35,929	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	35.7%	10	35.7%	10	20%	<3	*	*	28.6%	8	35.7%	10
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	22.7%	5	22.7%	5	20%	<3	20%	*	40.9%	9	36.4%	8
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	28.1%	9	28.1%	9	10%	<3	*	*	34.4%	11	37.5%	12
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	20%	6	20%	6	20%	<3	20%	*	*	12	*	12
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	31.6%	18	31.6%	18	10%	<3	*	*	31.6%	18	36.8%	21
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	21.2%	11	21.2%	11	10%	3	*	8	40.4%	21	38.5%	20
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*

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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	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	23.4%	15	23.4%	15	5%	<3	*	*	43.8%	28	32.8%	21
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	34.6%	18	34.6%	18	10%	3	*	15	30.8%	16	34.6%	18
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	24.6%	15	24.6%	15	5%	<3	*	*	45.9%	28	29.5%	18
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	35.3%	18	35.3%	18	10%	3	*	15	29.4%	15	35.3%	18
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	*	*	*	*	*	*	*	*	*	*	*	*

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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	8th Grade Content	White	2017-18	48.4%	36,424	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	24.1%	7	24.1%	7	20%	<3	*	*	48.3%	14	27.6%	8
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	40.0%	10	40.0%	10	20%	3	*	7	32.0%	8	28.0%	7
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	22.9%	8	22.9%	8	10%	<3	*	*	40.0%	14	37.1%	13
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	29.6%	8	29.6%	8	20%	<3	*	*	29.6%	8	40.7%	11
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	24.2%	15	24.2%	15	5%	<3	*	*	41.9%	26	33.9%	21
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	34.7%	17	34.7%	17	10%	3	*	14	32.7%	16	32.7%	16
ELA	8th Grade Content	English Learners	2016-17	21.5%	1,340	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	8

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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	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Homeless	2017-18	18.2%	297	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	26.5%	22	26.5%	22	6.0%	5	20.5%	17	12.0%	10	61.4%	51
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	35.4%	28	35.4%	28	11.4%	9	24.1%	19	16.5%	13	48.1%	38
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	23.7%	18	23.7%	18	5.3%	4	18.4%	14	10.5%	8	65.8%	50
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	35.1%	26	35.1%	26	10.8%	8	24.3%	18	16.2%	12	48.6%	36
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	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	30.8%	12	30.8%	12	10%	<3	*	*	10.3%	4	59.0%	23
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	43.5%	20	43.5%	20	15.2%	7	28.3%	13	15.2%	7	41.3%	19
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	22.7%	10	22.7%	10	10%	3	*	7	13.6%	6	63.6%	28
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	24.2%	8	24.2%	8	10%	<3	*	*	18.2%	6	57.6%	19
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	25.9%	21	25.9%	21	6.2%	5	19.8%	16	12.3%	10	61.7%	50
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	35.9%	28	35.9%	28	11.5%	9	24.4%	19	15.4%	12	48.7%	38

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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	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Foster Care	2017-18	23.9%	142	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	21.0%	17	21.0%	17	5%	3	*	14	29.6%	24	49.4%	40
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	34.2%	26	34.2%	26	10.5%	8	23.7%	18	23.7%	18	42.1%	32
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	21.1%	16	21.1%	16	5%	3	*	13	28.9%	22	50.0%	38

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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	31.4%	22	31.4%	22	10.0%	7	21.4%	15	24.3%	17	44.3%	31
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	*	*	*	*	*	*	*	*	*	*	*	*
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	White	2016-17	49.7%	35,505	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	26.1%	12	26.1%	12	10%	3	*	9	28.3%	13	45.7%	21
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	42.4%	14	42.4%	14	15.2%	5	27.3%	9	15.2%	5	42.4%	14
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	14.3%	5	14.3%	5	10%	<3	*	*	31.4%	11	54.3%	19

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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	4th Grade Content	Male	2017-18	44.4%	23,806	27.9%	12	27.9%	12	10%	3	*	9	30.2%	13	41.9%	18
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	22.1%	17	22.1%	17	5%	3	*	14	28.6%	22	49.4%	38
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	33.3%	25	33.3%	25	10.7%	8	22.7%	17	24.0%	18	42.7%	32
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	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	5%	<3	5%	*	5%	<3	5%	<3	*	14	*	63
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	13.6%	11	13.6%	11	5%	<3	*	*	32.1%	26	54.3%	44
Mathematics	5th Grade Content	American Indian or Alaska Native	2017-18	22.3%	158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	5%	<3	5%	*	5%	<3	5%	<3	*	12	*	60
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	14.3%	11	14.3%	11	5%	<3	*	*	32.5%	25	53.2%	41
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	*	*	*	*	*	*	*	*	*	*	*	*

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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	2017-18	41.3%	29,655	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	28
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	17.1%	7	17.1%	7	10%	<3	*	*	29.3%	12	53.7%	22
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	10%	<3	10%	<3	10%	<3	10%	<3	*	10	*	35
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	10%	4	10%	4	10%	<3	10%	*	*	14	*	22
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	5%	<3	5%	*	5%	<3	5%	<3	*	11	*	63
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	14.3%	11	14.3%	11	5%	<3	*	*	31.2%	24	54.5%	42
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2017-18	10.3%	1,284	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	5%	3	5%	3	5%	<3	5%	<3	*	16	*	42
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	14.3%	10	14.3%	10	5%	<3	*	*	32.9%	23	52.9%	37
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	39
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	13.0%	9	13.0%	9	5%	<3	*	*	33.3%	23	53.6%	37
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	*	*	*	*	*	*	*	*	*	*	*	*

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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	Female	2016-17	33.1%	17,427	20%	<3	20%	*	20%	<3	20%	<3	*	8	*	15
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	16.7%	6	16.7%	6	10%	<3	*	*	36.1%	13	47.2%	17
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	10%	<3	10%	*	10%	<3	10%	<3	*	8	*	27
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	11.8%	4	11.8%	4	10%	<3	*	*	29.4%	10	58.8%	20
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	42
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	11.8%	8	11.8%	8	5%	<3	*	*	33.8%	23	54.4%	37
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Homeless	2017-18	13.0%	242	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	12.7%	8	12.7%	8	5%	<3	*	*	28.6%	18	58.7%	37
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	36
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	13.1%	8	13.1%	8	5%	<3	*	*	27.9%	17	59.0%	36
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	10%	<3	10%	*	10%	<3	10%	<3	*	13	*	35
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	White	2016-17	42.9%	32,196	*	*	*	*	*	*	*	*	*	*	*	*

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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	White	2017-18	42.6%	30,743	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	20%	5	20%	5	20%	<3	20%	*	*	9	*	15
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	15
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	10%	3	10%	3	10%	<3	10%	<3	*	9	*	22
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	20%	<3	20%	*	20%	<3	20%	<3	*	8	*	21
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	11.7%	7	11.7%	7	10%	<3	*	*	30.0%	18	58.3%	35
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	36
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*

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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	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	14.1%	9	14.1%	9	5%	<3	*	*	32.8%	21	53.1%	34
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	10%	<3	10%	*	10%	<3	10%	<3	*	17	*	33
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	14.8%	9	14.8%	9	5%	<3	*	*	32.8%	20	52.5%	32
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	10%	<3	10%	*	10%	<3	10%	<3	*	17	*	32
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	1,572	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	*	*	*	*	*	*	*	*	*	*	*	*

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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	8th Grade Content	White	2017-18	39.2%	29,464	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	20%	5	20%	5	20%	<3	20%	*	*	7	*	17
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	20%	<3	20%	*	20%	<3	20%	<3	*	11	*	13
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	11.4%	4	11.4%	4	10%	<3	10%	*	40.0%	14	48.6%	17
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	20
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	14.5%	9	14.5%	9	5%	<3	*	*	32.3%	20	53.2%	33
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	10%	<3	10%	*	10%	<3	10%	<3	*	17	*	31
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	935	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10

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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	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Homeless	2017-18	9.9%	163	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	3	5%	3	5%	<3	5%	<3	*	12	*	66
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	5%	3	5%	3	5%	<3	5%	<3	*	10	*	63
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	*	10%	<3	10%	<3	*	5	*	39
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	<3	10%	*	10%	<3	10%	<3	*	7	*	27

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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
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	5%	3	5%	3	5%	<3	5%	<3	*	12	*	62
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	5%	<3	5%	*	5%	<3	5%	<3	*	6	*	56
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	5%	<3	5%	*	5%	<3	5%	<3	*	6	*	54
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	White	2016-17	27.5%	20,638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Female	2016-17	21.2%	11,397	20%	<3	20%	<3	20%	<3	20%	<3	*	4	*	25
Science	7th Grade Content	Male	2016-17	24.3%	13,684	10%	<3	10%	*	10%	<3	10%	<3	<3	<3	*	31

New Annual Education Report Warrendale Charter Academy (08934)

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	Economically Disadvantaged	2016-17	10.5%	5,405	10%	<3	10%	<3	10%	<3	10%	<3	*	6	*	54
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	5%	<3	5%	*	5%	<3	5%	<3	*	32	*	44
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	5%	<3	5%	*	5%	<3	5%	<3	*	52	*	29
Social Studies	5th Grade Content	American Indian or Alaska Native	2017-18	13.6%	96	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	5%	<3	5%	*	5%	<3	5%	<3	*	29	*	42
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	5%	<3	5%	*	5%	<3	5%	<3	*	50	*	27

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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
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	16
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	<3	10%	*	10%	<3	10%	<3	*	25	*	15
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	28
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	<3	10%	<3	10%	<3	10%	<3	*	27	*	14
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	5%	<3	5%	*	5%	<3	5%	<3	*	30	*	43

New Annual Education Report Warrendale Charter Academy (08934)

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	Economically Disadvantaged	2017-18	8.9%	5,288	5%	<3	5%	*	5%	<3	5%	<3	*	50	*	27
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	9.4%	6	9.4%	6	5%	<3	*	*	32.8%	21	57.8%	37
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	10%	<3	10%	*	10%	<3	10%	<3	*	20	*	30
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	9.8%	6	9.8%	6	5%	<3	*	*	32.8%	20	57.4%	35

New Annual Education Report Warrendale Charter Academy (08934)

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	Black or African American	2017-18	7.8%	1,418	10%	<3	10%	*	10%	<3	10%	<3	*	20	*	29
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	21
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	14
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	11.4%	4	11.4%	4	10%	<3	10%	*	42.9%	15	45.7%	16
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	20%	<3	20%	*	20%	<3	20%	<3	*	10	*	16
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	9.7%	6	9.7%	6	5%	<3	*	*	33.9%	21	56.5%	35

New Annual Education Report Warrendale Charter Academy (08934)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	10%	<3	10%	*	10%	<3	10%	<3	*	19	*	28
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	515	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Homeless	2017-18	9.6%	157	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

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 Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2016-17	60.6%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	82.7%	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	81.4%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	68.3%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	66.7%	*	*	*	*	*
Science	4th Grade Content	All Students	2016-17	54.4%	*	*	*	*	*
Science	4th Grade Content	All Students	2017-18	48.5%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Black or African American	2016-17	77.5%	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2017-18	76.3%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	61.4%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2017-18	60.4%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	45.2%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2017-18	38.0%	*	*	*	*	*
ELA	4th Grade Content	Female	2016-17	85.8%	*	*	*	*	*
ELA	4th Grade Content	Female	2017-18	82.0%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	65.6%	*	*	*	*	*
Mathematics	4th Grade Content	Female	2017-18	63.2%	*	*	*	*	*
Science	4th Grade Content	Female	2016-17	54.0%	*	*	*	*	*
Science	4th Grade Content	Female	2017-18	47.7%	*	*	*	*	*
ELA	4th Grade Content	Male	2017-18	81.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2017-18	68.4%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	4th Grade Content	Male	2017-18	48.9%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2016-17	83.7%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2017-18	81.7%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	69.4%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	67.3%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2016-17	55.7%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2017-18	49.7%	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	81.8%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	80.3%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	57.4%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	38.5%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	32.0%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	78.1%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	Black or African American	2017-18	74.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	40.6%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2017-18	26.1%	*	*	*	*	*
ELA	5th Grade Content	Female	2017-18	82.8%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2017-18	31.4%	*	*	*	*	*
ELA	5th Grade Content	Male	2016-17	80.4%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2016-17	59.2%	*	*	*	*	*
Social Studies	5th Grade Content	Male	2016-17	39.0%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2016-17	82.4%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	57.9%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	38.8%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	32.6%	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	76.9%	*	*	*	*	*
ELA	6th Grade Content	All Students	2017-18	75.5%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	52.2%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	50.6%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	72.0%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	45.3%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	46.3%	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	78.3%	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	49.3%	*	*	*	*	*
ELA	6th Grade Content	Male	2016-17	76.2%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	6th Grade Content	Male	2017-18	73.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2016-17	53.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2017-18	53.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2017-18	77.2%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	50.8%	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	88.0%	*	*	*	*	*
ELA	7th Grade Content	All Students	2017-18	87.2%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2017-18	52.2%	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	47.8%	*	*	*	*	*
Science	7th Grade Content	All Students	2017-18	50.9%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	86.8%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Black or African American	2017-18	86.3%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	46.2%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2017-18	43.7%	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	36.0%	*	*	*	*	*
Science	7th Grade Content	Black or African American	2017-18	35.6%	*	*	*	*	*
ELA	7th Grade Content	Female	2016-17	92.0%	*	*	*	*	*
ELA	7th Grade Content	Female	2017-18	87.3%	*	*	*	*	*
Mathematics	7th Grade Content	Female	2016-17	48.8%	*	*	*	*	*
Mathematics	7th Grade Content	Female	2017-18	43.7%	*	*	*	*	*
Science	7th Grade Content	Female	2016-17	43.7%	*	*	*	*	*
Science	7th Grade Content	Female	2017-18	46.8%	*	*	*	*	*
ELA	7th Grade Content	Male	2016-17	85.9%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2016-17	54.3%	*	*	*	*	*
Science	7th Grade Content	Male	2016-17	50.0%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2017-18	88.2%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	52.7%	*	*	*	*	*
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	*	*	*	*	*
Science	7th Grade Content	Economically Disadvantaged	2017-18	51.8%	*	*	*	*	*
ELA	8th Grade Content	All Students	2017-18	80.1%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2017-18	61.9%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2017-18	41.6%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2017-18	79.1%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2017-18	54.9%	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2017-18	36.4%	*	*	*	*	*
ELA	8th Grade Content	Female	2017-18	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2017-18	59.2%	*	*	*	*	*

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	8th Grade Content	Female	2017-18	42.9%	*	*	*	*	*
ELA	8th Grade Content	Male	2017-18	78.9%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2017-18	63.4%	*	*	*	*	*
Social Studies	8th Grade Content	Male	2017-18	40.9%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2017-18	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	63.8%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	43.4%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2017-18	77.9%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	73.3%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2017-18	81.4%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	71.8%	*	*	*	*	*
ELA	5th Grade Content	Male	2017-18	75.7%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2017-18	71.9%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	75.0%	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

MI -Access Participation

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

New Annual Education Report Warrendale Charter Academy (08934)

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	422	12	2.8%	11	2.6%	<10	*	<10	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	403	12	3.0%	11	2.7%	<10	*	<10	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	12	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	208	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	214	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	411	12	2.9%	11	2.7%	<10	*	<10	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	12	<10	*	*	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

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	410	12	2.9%	11	2.7%	<10	*	<10	*
ELA	All Grades (Combined)	Not Migrant	2017-18	422	12	2.8%	11	2.6%	<10	*	<10	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	41	12	29.3%	11	26.8%	<10	*	<10	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	381	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	10	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	412	12	2.9%	11	2.7%	<10	*	<10	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	421	12	2.9%	11	2.6%	<10	*	<10	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	422	12	2.8%	11	2.6%	<10	*	<10	*
Mathematics	All Grades (Combined)	All Students	2017-18	422	12	2.8%	11	2.6%	<10	*	<10	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	403	12	3.0%	11	2.7%	<10	*	<10	*

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	12	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	208	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	214	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	411	12	2.9%	11	2.7%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	12	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	410	12	2.9%	11	2.7%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	422	12	2.8%	11	2.6%	<10	*	<10	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	41	12	29.3%	11	26.8%	<10	*	<10	*

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	381	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	10	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	412	12	2.9%	11	2.7%	<10	*	<10	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	421	12	2.9%	11	2.6%	<10	*	<10	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	422	12	2.8%	11	2.6%	<10	*	<10	*
Science	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Female	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

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
Science	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	138	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	133	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	69	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	69	<10	*	*	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	131	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	138	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	138	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	13	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	125	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	133	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	138	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	138	<10	*	*	*	*	*	*	*

New Annual Education Report Warrendale Charter Academy (08934)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	100.0%	0.0%	N/A	100.0%	0.0%	33.78%
All Students	Mathematics	98.8%	1.2%	38.72%	100.0%	0.0%	N/A	100.0%	0.0%	20.74%
All Students	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	99.3%	0.7%	N/A	99.3%	0.7%	4.58%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	<10	<10	<10	<10	<10	<10
Asian	ELA	98.9%	1.2%	69.51%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	0.7%	69.47%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	100.0%	0.0%	N/A	100.0%	0.0%	33.24%
Black or African American	Mathematics	98.0%	2.0%	13.99%	100.0%	0.0%	N/A	100.0%	0.0%	20.11%
Black or African American	Science	96.1%	3.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	99.2%	0.8%	N/A	99.2%	0.8%	4.76%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	100.0%	0.0%	N/A	100.0%	0.0%	50.00%

New Annual Education Report Warrendale Charter Academy (08934)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	100.0%	0.0%	N/A	100.0%	0.0%	50.00%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	<10	<10	<10	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	<10	<10	<10	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	2.3%	28.54%	N/A	N/A	N/A	N/A	N/A	N/A
White	ELA	98.9%	0.1%	53.90%	<10	<10	<10	<10	<10	<10
White	Mathematics	99.0%	1.0%	45.19%	<10	<10	<10	<10	<10	<10
White	Science	98.2%	1.8%	N/A	<10	<10	<10	<10	<10	<10
White	Social Studies	98.1%	1.9%	38.15%	<10	<10	<10	<10	<10	<10
Female	ELA	98.8%	0.1%	51.36%	100.0%	0.0%	N/A	100.0%	0.0%	36.65%

New Annual Education Report Warrendale Charter Academy (08934)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	23.56%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	5.88%
Male	ELA	98.6%	0.1%	43.47%	100.0%	0.0%	N/A	100.0%	0.0%	30.81%
Male	Mathematics	98.7%	1.3%	40.26%	100.0%	0.0%	N/A	100.0%	0.0%	17.84%
Male	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	98.6%	1.4%	N/A	98.6%	1.4%	3.17%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	100.0%	0.0%	N/A	100.0%	0.0%	33.70%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	100.0%	0.0%	N/A	100.0%	0.0%	20.27%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	99.2%	0.8%	N/A	99.2%	0.8%	4.84%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	0.0%	N/A	100.0%	0.0%	72.73%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	54.55%
English Learners	Science	98.1%	1.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	N/A	N/A	N/A	N/A	N/A	N/A
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 Warrendale Charter Academy (08934)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	100.0%	0.0%	N/A	100.0%	0.0%	33.33%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	20.51%
Students With Disabilities	Science	94.6%	5.4%	N/A	<10	<10	<10	<10	<10	<10
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	92.9%	7.1%	N/A	92.9%	7.1%	23.08%
Homeless	ELA	95.9%	0.3%	25.16%	100.0%	0.0%	N/A	100.0%	0.0%	14.29%
Homeless	Mathematics	96.2%	3.8%	17.34%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	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 Warrendale Charter Academy (08934)

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 Warrendale Charter Academy (08934)

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%	63.64%	49.27%	50.69%	52.12%

New Annual Education Report Warrendale Charter Academy (08934)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	52.17%

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

New Annual Education Report Warrendale Charter Academy (08934)

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%	33.78%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	33.70%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	72.73%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	33.33%	37.15%	46.29%	60.00%
African American	ELA	23.26%	33.24%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	<10	49.32%	53.59%	60.00%
Hispanic of Any Race	ELA	36.15%	50.00%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	0.00%	52.64%	55.59%	60.00%
White	ELA	56.05%	<10	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	20.74%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	20.27%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	54.55%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	20.51%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	20.11%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	<10	36.97%	41.20%	47.55%
Hispanic of Any Race	Mathematics	23.63%	50.00%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	0.00%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	<10	45.55%	46.35%	47.55%

New Annual Education Report Warrendale Charter Academy (08934)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Warrendale Charter Academy	49.39	58.63	N/A	N/A	56.56	100.00	N/A	55.91	N/A	N/A

New Annual Education Report Warrendale Charter Academy (08934)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Warrendale Charter Academy (08934)	0	21	17	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
Warrendale Charter Academy (08934)	37.22	20.01	53.8%	20.01	53.8%	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
Warrendale Charter Academy (08934)	5.01	1.00	20.0%	1.00	20.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Warrendale Charter Academy (08934)	37.22	2.00	5.4%	2.00	5.4%	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
Warrendale Charter Academy (08934)	37.22	5.20	14.0%	5.20	14.0%	N/A	N/A

New Annual Education Report Warrendale Charter Academy (08934)

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 Warrendale Charter Academy (08934)

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					
SD	11	59	28	11	2
Not SD	89	21	40	30	8
Student is an English Language Learner					
ELL	8	41	40	16	2
Not ELL	92	24	39	29	8

‡ 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 Warrendale Charter Academy (08934)

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 Warrendale Charter Academy (08934)
NAEP Grade 4 Reading

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

Rounds to zero

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

New Annual Education Report Warrendale Charter Academy (08934)
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.

New Annual Education Report Warrendale Charter Academy (08934)

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