Wayne-Westland
COMMUNITY SCHOOLS

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Michele A. Harmala, Ph.D.
Superintendent

Julie Mytych
Principal

Date Posted: August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Walker-Winter Elementary School. 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 Ms. Julie Mytych for assistance.

The AER is available for you to review electronically by visiting the following web site http://wwcsd.net/annual-education-reports/ or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

We are actively working to address our key challenges by providing extended learning opportunities and additional academic interventions to address student needs. We are planning additional professional development for our staff in best practices and implementing the Common Core State Standards, as well as helping them address our mobility and attendance challenges. We will also be analyzing all available data in our professional learning communities to guide the necessary changes in our curriculum and instruction. We are taking these steps in order to determine appropriate interventions and supports that ensure success for all students on future assessments.

State law requires that we also report additional information.

Students are assigned to a building based on their geographic locations. An opportunity exists for parents to apply for their K-11 students to attend a different school through Schools of Choice.

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NCA

Our school has submitted a School Improvement Plan to the Michigan Department of Education and the School Improvement Plan can be found online at:

http://wwcsd.net/assets/pdfs/school-improvement/walker.pdf

Our school curriculum follows the Michigan Curriculum Framework and is currently aligned with the Common Core State Standards for English Language Arts and Mathematics. The curriculum for all other content areas is aligned to the Michigan Grade Level Content Expectations.

The Common Core State Standards (CCSS) can be viewed at:

http://www.corestandards.org/

Michigan's Grade Level Content Expectations can be found at:

http://mi.gov/mde/0,4615,7-140-28753_64839_38684---,00.html

Wayne-Westland Community Schools began using the nationally normed Northwest Evaluation Association (NWEA) Measures of Academic Progress during the 2013-2014 school year to assess all students in the district. A copy of the aggregate results for our students is attached to this document.

In 2012-2013, we saw 326 or 94% of our students having parent/guardian representation at parent/teacher conferences. In 2013-2014 we saw 428 or 96% represented.

We are proud of our school and the achievement of its students. We look forward to continued success.

Sincerely,

Ms. Julie Mytych

District Summary Report

Aggregate by School

Term: Spring 2013-2014
District: Wayne-Westland Community Schools
Grouping: None
Small Group Display: No

Mathematics

Walker-Winter Elementary

MAP: Math 2-5 Common Core 2010 V2
Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Operations and Algebraic Thinking Mean	Operations and Algebraic Thinking Std Dev	Number and Operations Mean	Number and Operations Std Dev	Measurement and Data Mean	Measurement and Data Std Dev	Geometry Mean	Geometry Std Dev
Spring 2013-2014	2	100	185.5	12.8	185	184.3	15.1	185.8	13.0	184.8	14.8	187.1	13.6
Winter 2013-2014	2	100	182.1	11.8	183	180.8	13.2	183.4	13.4	181.1	13.5	182.9	13.3
Fall 2013-2014	2	103	174.8	15.0	172	173.1	17.0	173.9	15.5	175.5	15.9	176.8	16.7
Spring 2013-2014	3	96	200.8	12.0	201	202.2	14.8	199.9	12.5	200.3	13.4	200.8	12.5
Winter 2013-2014	3	94	194.9	13.0	195	195.9	16.6	194.5	13.0	194.1	14.0	195.4	14.1
Fall 2013-2014	3	95	185.7	17.4	190	184.9	20.1	184.6	17.3	186.7	18.2	186.9	18.7
Spring 2013-2014	4	70	209.9	16.9	209	209.7	20.1	208.6	16.1	209.7	18.8	211.6	16.8
Winter 2013-2014	4	68	207.1	14.6	207	206.0	16.2	207.0	16.2	208.0	17.7	207.2	13.4
Fall 2013-2014	4	72	201.3	17.0	204	200.3	18.8	201.6	15.5	199.1	21.4	203.9	16.6

MAP: Math Primary Grades Common Core 2010 V2
Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Operations and Algebraic Thinking Mean	Operations and Algebraic Thinking Std Dev	Number and Operations Mean	Number and Operations Std Dev	Measurement and Data Mean	Measurement and Data Std Dev	Geometry Mean	Geometry Std Dev
Spring 2013-2014	PK	1											
Spring 2013-2014	0	83	158.5	16.0	159	156.1	18.0	157.0	17.1	157.6	17.3	**163.0**	18.0
Winter 2013-2014	0	87	148.0	16.9	145	144.6	17.0	148.3	17.2	148.4	17.1	**152.5**	18.7
Fall 2013-2014	0	85	145.1	12.9	145	***138.9***	15.4	144.9	14.4	147.2	13.6	**150.4**	15.7
Spring 2013-2014	1	88	177.7	15.7	178	**183.4**	16.9	176.7	17.9	***174.1***	16.5	176.7	16.6
Winter 2013-2014	1	88	172.2	13.5	173	**175.9**	14.8	170.8	14.7	169.0	13.5	172.9	16.9
Fall 2013-2014	1	89	162.9	13.3	164	162.8	16.2	162.4	14.3	161.4	13.6	165.0	14.8

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

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District Summary Report

Aggregate by School

Term: Spring 2013-2014
District: Wayne-Westland Community Schools
Grouping: None
Small Group Display: No

Reading

Walker-Winter Elementary

MAP: Reading 2-5 Common Core 2010
Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Literature Mean	Literature Std Dev	Informational Text Mean	Informational Text Std Dev	Foundational Skills and Vocabulary Mean	Foundational Skills and Vocabulary Std Dev
Spring 2013-2014	2	100	181.0	16.0	182	180.9	17.1	181.4	16.9	180.8	16.9
Winter 2013-2014	2	100	175.2	15.5	174	175.8	16.8	175.6	17.2	174.4	15.5
Fall 2013-2014	2	94	171.9	16.8	171	171.7	18.0	171.9	18.2	172.3	16.6
Spring 2013-2014	3	96	195.0	18.0	197	195.1	19.6	195.6	18.4	194.3	18.0
Winter 2013-2014	3	94	192.9	15.8	195	194.3	17.5	192.0	16.6	192.6	15.6
Fall 2013-2014	3	85	186.3	21.0	191	187.1	22.9	186.6	21.1	185.4	20.7
Spring 2013-2014	4	70	203.6	20.1	205	204.1	22.4	205.0	20.8	201.9	19.4
Winter 2013-2014	4	67	199.7	17.4	203	200.0	18.7	201.1	18.1	198.3	16.9
Fall 2013-2014	4	62	198.8	19.2	203	199.3	20.9	198.6	20.8	198.8	17.8

MAP: Reading Primary Grades Common Core 2010
Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Foundational Skills Mean	Foundational Skills Std Dev	Language and Writing Mean	Language and Writing Std Dev	Literature and Informational Mean	Literature and Informational Std Dev	Vocabulary Use and Functions Mean	Vocabulary Use and Functions Std Dev
Spring 2013-2014	PK	1											
Spring 2013-2014	0	83	160.9	14.2	161	160.5	15.1	161.3	14.2	159.7	15.7	161.6	16.3
Winter 2013-2014	0	87	151.1	14.7	148	151.0	13.5	150.3	15.5	150.6	16.2	153.1	17.4
Fall 2013-2014	0	85	148.0	11.3	148	145.7	14.2	144.6	12.2	149.1	12.2	**152.1**	12.8
Spring 2013-2014	1	88	178.9	15.2	183	177.3	16.7	178.5	15.5	179.7	17.1	180.0	16.0
Winter 2013-2014	1	88	172.5	15.3	174	172.2	15.4	171.6	14.3	172.6	18.1	173.2	17.4
Fall 2013-2014	1	90	164.7	13.8	165	164.8	13.9	163.1	13.5	165.6	16.3	165.2	15.7

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Spring 2013-2014
District: Wayne-Westland Community Schools
Grouping: None
Small Group Display: No

Language Usage

Walker-Winter Elementary

MAP: Language 2-12 Common Core 2010
Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2013-2014	2	100	186.5	15.4	187	185.0	15.5	187.5	16.1	186.9	16.5
Winter 2013-2014	2	99	177.2	13.5	175	176.8	12.6	178.0	15.1	177.0	15.2
Fall 2013-2014	2	103	172.2	15.2	169	171.6	14.6	173.1	16.7	172.2	16.2
Spring 2013-2014	3	96	199.8	15.7	204	199.3	16.0	200.4	16.5	200.1	16.5
Winter 2013-2014	3	93	194.8	15.6	198	193.7	15.7	195.3	16.7	195.4	17.0
Fall 2013-2014	3	89	189.1	18.5	189	187.7	20.0	190.6	18.4	189.0	18.9
Spring 2013-2014	4	70	206.4	15.2	208	205.8	16.2	207.1	15.6	206.5	16.9
Winter 2013-2014	4	69	204.0	15.3	207	204.1	17.0	204.5	14.6	203.3	16.7
Fall 2013-2014	4	69	200.1	18.3	203	198.9	20.1	200.8	17.9	200.8	18.5

Explanatory Notes

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District Summary Report

Aggregate by School

Term: Spring 2013-2014
District: Wayne-Westland Community Schools
Grouping: None
Small Group Display: No

Science - General Science

Walker-Winter Elementary

MAP: General Science MI 2007 V2
MI Science K-8, HS: 2007

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance: Physical Science Mean	Physical Science Std Dev	Life Science Mean	Life Science Std Dev	Earth Science Mean	Earth Science Std Dev
Winter 2013-2014	2	1									
Spring 2013-2014	3	95	195.1	10.4	196	195.3	11.2	194.3	11.3	195.7	11.6
Winter 2013-2014	3	94	191.2	11.8	191	190.9	12.0	191.1	13.7	191.6	13.1
Fall 2013-2014	3	91	186.8	13.4	188	185.6	13.9	187.1	13.9	187.5	15.1
Spring 2013-2014	4	67	200.0	12.3	199	200.6	13.5	199.3	12.8	200.3	12.7
Winter 2013-2014	4	69	198.9	13.0	198	198.7	13.6	198.5	14.1	199.4	13.5
Fall 2013-2014	4	69	196.2	12.8	198	196.2	14.4	195.9	13.5	196.4	13.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
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MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	28%	31.3%	2.1%	29.2%	27.1%	41.7%
Mathematics	3rd Grade	All Students	2013-14	40.1%	21.9%	31.6%	3.2%	28.4%	25.3%	43.2%
Mathematics	3rd Grade	African American	2012-13	18%	9.6%	8.3%	0%	8.3%	25%	66.7%
Mathematics	3rd Grade	African American	2013-14	18.2%	8.1%	11.1%	5.6%	5.6%	11.1%	77.8%
Mathematics	3rd Grade	Asian	2012-13	65.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	30.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	21.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	40%	22.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2013-14	38.1%	17.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	47.4%	35.7%	37.9%	3.4%	34.5%	27.6%	34.5%
Mathematics	3rd Grade	White	2013-14	46.6%	28.9%	39.1%	3.1%	35.9%	26.6%	34.4%
Mathematics	3rd Grade	Female	2012-13	39.8%	25.4%	33.3%	4.2%	29.2%	20.8%	45.8%
Mathematics	3rd Grade	Female	2013-14	39.7%	22.1%	31.4%	3.9%	27.5%	25.5%	43.1%
Mathematics	3rd Grade	Male	2012-13	42%	30.8%	29.2%	0%	29.2%	33.3%	37.5%
Mathematics	3rd Grade	Male	2013-14	40.6%	21.7%	31.8%	2.3%	29.5%	25%	43.2%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	20.6%	22.6%	3.2%	19.4%	22.6%	54.8%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	16%	25%	1.8%	23.2%	19.6%	55.4%

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Annual Education Report
Walker-Winter Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	English Language Learners	2012-13	23%	15.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	8.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	9.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	6.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	36.5%	46.4%	5.8%	40.6%	13%	40.6%
Mathematics	4th Grade	All Students	2013-14	45.3%	27.8%	55.1%	8.7%	46.4%	20.3%	24.6%
Mathematics	4th Grade	African American	2012-13	20%	19.5%	28.6%	0%	28.6%	21.4%	50%
Mathematics	4th Grade	African American	2013-14	18.2%	12.4%	38.9%	5.6%	33.3%	22.2%	38.9%
Mathematics	4th Grade	Asian	2012-13	71.4%	41.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Asian	2013-14	69.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	31.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	37%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2012-13	44.3%	46.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Two or More Races	2013-14	43.8%	17.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	53%	43.5%	47.7%	6.8%	40.9%	11.4%	40.9%

MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	White	2013-14	52.9%	35%	58.5%	9.8%	48.8%	19.5%	22%
Mathematics	4th Grade	Female	2012-13	45.7%	35.8%	35.5%	3.2%	32.3%	16.1%	48.4%
Mathematics	4th Grade	Female	2013-14	43.4%	24.2%	52.6%	2.6%	50%	15.8%	31.6%
Mathematics	4th Grade	Male	2012-13	46.4%	37.1%	55.3%	7.9%	47.4%	10.5%	34.2%
Mathematics	4th Grade	Male	2013-14	47.2%	31.4%	58.1%	16.1%	41.9%	25.8%	16.1%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	30.3%	44.4%	6.7%	37.8%	8.9%	46.7%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	20.6%	41.7%	5.6%	36.1%	19.4%	38.9%
Mathematics	4th Grade	English Language Learners	2012-13	24.4%	9.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	11.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	12.4%	15.4%	0%	15.4%	7.7%	76.9%
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	9.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	56.9%	50%	2.1%	47.9%	31.3%	18.8%
Reading	3rd Grade	All Students	2013-14	61.3%	47.5%	64.2%	11.6%	52.6%	23.2%	12.6%
Reading	3rd Grade	African American	2012-13	44.8%	45%	50%	0%	50%	25%	25%
Reading	3rd Grade	African American	2013-14	37.3%	31.3%	27.8%	0%	27.8%	38.9%	33.3%
Reading	3rd Grade	Asian	2012-13	79%	<10	<10	<10	<10	<10	<10

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Annual Education Report
Walker-Winter Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	57.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	39.2%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	67.6%	55.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2013-14	61.8%	43.6%	<10	<10	<10	<10	<10
Reading	3rd Grade	White	2012-13	73%	62.1%	55.2%	3.4%	51.7%	27.6%	17.2%
Reading	3rd Grade	White	2013-14	68.8%	56.3%	71.9%	10.9%	60.9%	18.8%	9.4%
Reading	3rd Grade	Female	2012-13	70.2%	59.3%	54.2%	4.2%	50%	20.8%	25%
Reading	3rd Grade	Female	2013-14	64.1%	50.1%	70.6%	17.6%	52.9%	21.6%	7.8%
Reading	3rd Grade	Male	2012-13	63%	54.4%	45.8%	0%	45.8%	41.7%	12.5%
Reading	3rd Grade	Male	2013-14	58.6%	45%	56.8%	4.5%	52.3%	25%	18.2%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	50.8%	48.4%	3.2%	45.2%	25.8%	25.8%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	38.8%	51.8%	7.1%	44.6%	33.9%	14.3%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	38.5%	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	26.5%	<10	<10	<10	<10	<10

MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	25%	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	18.9%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	55.9%	66.7%	1.4%	65.2%	26.1%	7.2%
Reading	4th Grade	All Students	2013-14	70%	59.4%	76.8%	14.5%	62.3%	14.5%	8.7%
Reading	4th Grade	African American	2012-13	43%	37.1%	50%	7.1%	42.9%	42.9%	7.1%
Reading	4th Grade	African American	2013-14	47.6%	47.7%	72.2%	22.2%	50%	11.1%	16.7%
Reading	4th Grade	Asian	2012-13	79.2%	75%	<10	<10	<10	<10	<10
Reading	4th Grade	Asian	2013-14	81.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	66.7%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	70.4%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2012-13	68.7%	50%	<10	<10	<10	<10	<10
Reading	4th Grade	Two or More Races	2013-14	71.2%	48.6%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	62.4%	63.6%	0%	63.6%	27.3%	9.1%
Reading	4th Grade	White	2013-14	76.5%	65.1%	78%	7.3%	70.7%	14.6%	7.3%
Reading	4th Grade	Female	2012-13	71.1%	61.3%	67.7%	3.2%	64.5%	22.6%	9.7%
Reading	4th Grade	Female	2013-14	73%	60.2%	71.1%	15.8%	55.3%	15.8%	13.2%
Reading	4th Grade	Male	2012-13	65.1%	50.9%	65.8%	0%	65.8%	28.9%	5.3%
Reading	4th Grade	Male	2013-14	67%	58.5%	83.9%	12.9%	71%	12.9%	3.2%

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MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	51.1%	64.4%	0%	64.4%	28.9%	6.7%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	53.4%	69.4%	13.9%	55.6%	16.7%	13.9%
Reading	4th Grade	English Language Learners	2012-13	39.1%	22.6%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	38.5%	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	17.1%	23.1%	0%	23.1%	46.2%	30.8%
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	22.1%	<10	<10	<10	<10	<10

MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)

No Data to Display

Annual Education Report
Walker-Winter Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	3rd Grade	All Students	2012-13	63.7%	27.3%	<10	<10	<10	<10
Mathematics	3rd Grade	All Students	2013-14	61.9%	69.2%	<10	<10	<10	<10
Mathematics	3rd Grade	White	2012-13	68.3%	14.3%	<10	<10	<10	<10
Mathematics	3rd Grade	White	2013-14	66%	72.2%	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2013-14	57%	66.7%	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	66.4%	28.6%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	62.4%	33.3%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	59.4%	65.2%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	57.5%	30%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2013-14	55.3%	36.8%	100%	50%	50%	0%
Mathematics	4th Grade	African American	2012-13	47%	33.3%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2013-14	46.3%	50%	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	59.8%	35.7%	<10	<10	<10	<10
Mathematics	4th Grade	Female	2013-14	53.7%	33.3%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	33.3%	<10	<10	<10	<10
Mathematics	4th Grade	Male	2013-14	56.2%	40%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	33.3%	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2013-14	53.4%	26.7%	100%	66.7%	33.3%	0%
Reading	3rd Grade	All Students	2012-13	39.3%	18.2%	<10	<10	<10	<10

Annual Education Report
Walker-Winter Elementary School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	3rd Grade	All Students	2013-14	38.7%	11.1%	0%	0%	0%	100%
Reading	3rd Grade	White	2012-13	42.8%	25%	<10	<10	<10	<10
Reading	3rd Grade	White	2013-14	42.1%	11.1%	0%	0%	0%	100%
Reading	3rd Grade	Female	2013-14	38.2%	11.1%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	38.3%	25%	<10	<10	<10	<10
Reading	3rd Grade	Male	2013-14	38.9%	11.1%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	34.6%	11.1%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2013-14	34.6%	8.3%	0%	0%	0%	100%
Reading	4th Grade	All Students	2012-13	46.3%	22.2%	<10	<10	<10	<10
Reading	4th Grade	All Students	2013-14	45.6%	31.6%	100%	75%	25%	0%
Reading	4th Grade	African American	2012-13	36.3%	0%	<10	<10	<10	<10
Reading	4th Grade	African American	2013-14	35.2%	66.7%	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	50.1%	26.7%	<10	<10	<10	<10
Reading	4th Grade	Female	2013-14	46.2%	37.5%	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	25%	<10	<10	<10	<10
Reading	4th Grade	Male	2013-14	45.4%	27.3%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	12.5%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2013-14	41.3%	28.6%	100%	66.7%	33.3%	0%

Annual Education Report
Walker-Winter Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2012-13	77.5%	62.5%	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	81.7%	77.8%	<10	<10	<10	<10
Mathematics	3rd Grade	African American	2012-13	68.8%	<10	<10	<10	<10	<10
Reading	3rd Grade	African American	2012-13	73.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Two or More Races	2012-13	78.1%	<10	<10	<10	<10	<10
Reading	3rd Grade	Two or More Races	2012-13	86.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Male	2012-13	77.8%	64.3%	<10	<10	<10	<10
Reading	3rd Grade	Male	2012-13	81.7%	80%	<10	<10	<10	<10
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	78.5%	61.5%	<10	<10	<10	<10
Reading	3rd Grade	Economically Disadvantaged	2012-13	81.2%	73.3%	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	79.4%	46.7%	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	75.1%	50%	<10	<10	<10	<10
Mathematics	4th Grade	African American	2012-13	76.4%	<10	<10	<10	<10	<10
Reading	4th Grade	African American	2012-13	75.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2012-13	80.6%	<10	<10	<10	<10	<10
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	81.6%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	75.6%	<10	<10	<10	<10	<10

Annual Education Report
Walker-Winter Elementary School

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	Economically Disadvantaged	2012-13	79.7%	60%	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	74.8%	54.5%	<10	<10	<10	<10

MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

Annual Education Report
Walker-Winter Elementary School

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

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Annual Education Report
Walker-Winter Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.2%	46.4%
Bottom 30%	District	Mathematics	0%	10.4%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.1%	33.3%
Asian	District	Mathematics	100%	71.1%
Hispanic of Any Race	District	Mathematics	98.9%	47.2%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	100%	44%
White	District	Mathematics	99.3%	51.9%
Economically Disadvantaged	District	Mathematics	99%	40.4%
English Language Learners	District	Mathematics	98.7%	35.2%
Students With Disabilities	District	Mathematics	99.1%	30.4%
All Students	School	Mathematics	98.8%	58.6%
Bottom 30%	School	Mathematics	0%	7.4%
African American	School	Mathematics	100%	44.7%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
Two or More Races	School	Mathematics	<30	<30

Annual Education Report
Walker-Winter Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	School	Mathematics	98.2%	64.6%
Economically Disadvantaged	School	Mathematics	98%	54%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	95.7%	45.7%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.5%	79.3%
Bottom 30%	District	Reading	0%	35.8%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.2%	71.6%
Asian	District	Reading	100%	89.2%
Hispanic of Any Race	District	Reading	99.7%	81.6%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	100%	76.7%
White	District	Reading	99.6%	82.4%
Economically Disadvantaged	District	Reading	99.3%	75.1%
English Language Learners	District	Reading	100%	63.5%
Students With Disabilities	District	Reading	99.3%	47.4%
All Students	School	Reading	99.4%	82.4%
Bottom 30%	School	Reading	0%	45.5%

Annual Education Report
Walker-Winter Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Reading	100%	68.4%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	99.1%	82.5%
Economically Disadvantaged	School	Reading	99%	79.8%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	100%	55.6%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	98.6%	30.3%
Bottom 30%	District	Science	0%	0%
American Indian	District	Science	<30	<30
African American	District	Science	97.7%	17.3%
Asian	District	Science	100%	50%
Hispanic of Any Race	District	Science	97.9%	26.2%
Two or More Races	District	Science	100%	18%
White	District	Science	99.1%	36.5%
Economically Disadvantaged	District	Science	98.1%	22.3%
English Language Learners	District	Science	96.2%	11.6%
Students With Disabilities	District	Science	98.2%	16.5%

Annual Education Report
Walker-Winter Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	School	Science	0%	23.4%
Bottom 30%	School	Science	<30	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	0%	25%
Economically Disadvantaged	School	Science	0%	19.5%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	98.2%	42.4%
Bottom 30%	District	Social Studies	0%	0%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	97.8%	31.4%
Asian	District	Social Studies	97.6%	75.7%
Hispanic of Any Race	District	Social Studies	97.8%	40.5%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	97.8%	30.8%

Annual Education Report
Walker-Winter Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Social Studies	98.6%	47.4%
Economically Disadvantaged	District	Social Studies	98%	33.4%
English Language Learners	District	Social Studies	94.2%	23.1%
Students With Disabilities	District	Social Studies	96.9%	21%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.3%	67%
Bottom 30%	District	Writing	0%	0%
American Indian	District	Writing	<30	<30
African American	District	Writing	99.3%	58.6%
Asian	District	Writing	100%	80.7%
Hispanic of Any Race	District	Writing	99.3%	76.6%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	100%	56.4%
White	District	Writing	99.3%	70.4%
Economically Disadvantaged	District	Writing	99.1%	61.7%
English Language Learners	District	Writing	100%	51.1%
Students With Disabilities	District	Writing	98.6%	26.1%
All Students	School	Writing	98.7%	71.1%
Bottom 30%	School	Writing	<30	<30

Annual Education Report
Walker-Winter Elementary School

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
African American	School	Writing	<30	<30
Asian	School	Writing	<30	<30
Hispanic of Any Race	School	Writing	<30	<30
Two or More Races	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	<30	<30
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

Annual Education Report
Walker-Winter Elementary School

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	70.7%
African American	District	67.2%
White	District	71.9%
Economically Disadvantaged	District	64.5%
Students With Disabilities	District	47.1%
Bottom 30%	District	87.9%

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

Annual Education Report
Walker-Winter Elementary School

Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	94%
All Students	School	95%

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

MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

MI School Data

08/12/2014

Annual Education Report

Walker-Winter Elementary School

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Wayne-Westland Community School District	Walker-Winter Elementary School		Green	2	Green	2	Green	2	Red	0			Yellow	29

Annual Education Report
Walker-Winter Elementary School

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	5	23	1

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

Annual Education Report
Walker-Winter Elementary School

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility					
Eligible	54	35	45	18	2
Not Eligible	46	9	34	45	12
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	2	16	50	24	10
Student classified as having a disability					
SD	12	50	34	15	1
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	8	21	40	32	7
Not ELL	92	21	40	32	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

Annual Education Report
Walker-Winter Elementary School

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility					
Eligible	46	46	38	14	2
Not Eligible	54	16	42	32	10
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	2	0	0	0	0
Two or More Races		0	0	0	0
Student classified as having a disability					
SD	12	50	34	14	2
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	3	74	24	2	0
Not ELL	97	28	41	24	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

Annual Education Report
Walker-Winter Elementary School

NAEP Grade 12 Math

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

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

Annual Education Report
Walker-Winter Elementary School

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	0	0	0	0	0
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

 # 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), 2013 Reading Assessment.

Annual Education Report
Walker-Winter Elementary School

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility					
Eligible	46	34	47	18	1
Not Eligible	54	13	42	40	5
Info not available	0	0	0	0	0
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	2	0	0	0	0
Student classified as having a disability					
SD	10	59	34	7	0
Not SD	90	19	45	33	3
Student is an English Language Learner					
ELL	8	61	30	8	1
Not ELL	92	34	34	25	7

 # Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Annual Education Report
Walker-Winter Elementary School

NAEP Grade 12 Reading

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

 # 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), 2013 Reading Assessment.

Annual Education Report
Walker-Winter Elementary School

NAEP Participation Data

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