



W·A·Y ACADEMY™

Widening Advancements for Youth

Date posted: August 12, 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 WAY 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 Shawn Hill, building director, for assistance.

The AER is available for you to review electronically by visiting the following web site [http:// www.wayprogram.net/board](http://www.wayprogram.net/board) or you may review a copy 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 it's student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. WAY Academy has not been given one of these labels.

After completing a comprehensive analysis of student assessment data within our building it is evident that our school is confronted with gaps in achievement as they relate to the four core areas of instruction. Strategic planning to resolve these challenges is in progress. Implementation of strategies to bring about more positive results include commitment to a school-wide cross curricular reading approach, Reading Apprenticeship, differentiating instruction through project based learning, working to include more small group instruction opportunities for students, implementation of a comprehensive assessment plan. In addition, incorporating thinking maps to increase student understanding across the curriculum. We will continue to

have a math and reading specialists available to help students who need additional support in these areas.

State law requires that we also report additional information. As a charter school, we have the role of being a district and a school. We accept all students within Wayne County and the surrounding areas, regardless of geographic location.

A copy of the School Improvement Plan is available at WAY Academy. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

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 21st century survival skills component. The curriculum's objectives are aligned to those identified by the Michigan High School Content Expectations and in the in areas of social studies and science. Our Math and ELA curriculum is fully aligned to the Common Core. Michigan's high school content expectations can be found at:

<http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>

The Common Core Standards can be found at:

<http://www.corestandards.org/the-standards>

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

During the 2013-2014 school year all students participated in the Measures of Academic Progress (MAP) as well as the ACT Plan and Explore twice in fall and spring to track growth. Students identified as English Language Learners were administered the World-Class Instructional Design (WIDA). Students in 9th grade completed the Michigan Educational Assessment Program (MEAP) in social studies. Students in the 11th grade completed the ACT/MME state assessment.

WAY Academy staff initiates conferences with 100% of our student population in the form of an initial home visit. Parents/guardians are present at all meetings. Additional ongoing conferences and home visits are an

integral part of the "WAY Academy approach". We believe that involving parents in their children's education will support improved student learning. Our school clearly works best when parents take an active interest in their children's education and form partnership with our school to encourage their children to do well. Our goal is to meet with all parents on a regular basis.

In 2013-2014 we partnered with the University of Michigan Dearborn and Henry Ford Community College to offer dual enrollment opportunities to students. In addition to this, this fall we will be offering concurrent courses with Lake Superior State University onsite.

We do not offer Advanced Placement (AP)Classes.

We have teachers and administrators who are some of the best in the state and who care deeply about their students. We have wonderful students who take responsibility for their learning and want to learn, and we are blessed with involved parents and community members who have high expectations and strongly support the school.

We thank you all, and we pledge to continue to work together to provide a premier education for the community's children in the future.

Sincerely,

Sonya Townsend
Director, WAY Academy Detroit

Annual Education Report
W-A-Y Academy - Vernor Site

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)
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No Data to Display

**Annual Education Report
W-A-Y Academy - Verner Site**
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)
Mathematics	11th Grade	All Students	2012-13	28.6%	5.6%	5.6%	0%	5.6%	16.7%	77.8%
Mathematics	11th Grade	All Students	2013-14	28.8%	0%	0%	0%	0%	13.9%	86.1%
Mathematics	11th Grade	African American	2013-14	5.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Hispanic of Any Race	2013-14	14.6%	0%	0%	0%	0%	20%	80%
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	28.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2012-13	33.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	White	2013-14	33.5%	0%	0%	0%	0%	0%	100%
Mathematics	11th Grade	Female	2012-13	27%	8.3%	8.3%	0%	8.3%	16.7%	75%
Mathematics	11th Grade	Female	2013-14	26.5%	0%	0%	0%	0%	6.3%	93.8%
Mathematics	11th Grade	Male	2012-13	30.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Male	2013-14	31.1%	0%	0%	0%	0%	20%	80%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	13%	5.9%	5.9%	0%	5.9%	11.8%	82.4%
Mathematics	11th Grade	Economically Disadvantaged	2013-14	13%	0%	0%	0%	0%	13.9%	86.1%
Mathematics	11th Grade	English Language Learners	2012-13	7%	<10	<10	<10	<10	<10	<10

**Annual Education Report
W-A-Y Academy - Vernor Site**
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)
Mathematics	11th Grade	English Language Learners	2013-14	6.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Students With Disabilities	2012-13	3.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade	Students With Disabilities	2013-14	4.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	All Students	2012-13	53.5%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
Reading	11th Grade	All Students	2013-14	58.7%	25%	25%	0%	25%	38.9%	36.1%
Reading	11th Grade	African American	2013-14	31.3%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2012-13	39.9%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Hispanic of Any Race	2013-14	45.5%	40%	40%	0%	40%	46.7%	13.3%
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	56.5%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	White	2012-13	59.1%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	White	2013-14	65%	0%	0%	0%	0%	53.8%	46.2%
Reading	11th Grade	Female	2012-13	56%	33.3%	33.3%	0%	33.3%	50%	16.7%
Reading	11th Grade	Female	2013-14	62.4%	18.8%	18.8%	0%	18.8%	37.5%	43.8%
Reading	11th Grade	Male	2012-13	51%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Male	2013-14	55%	30%	30%	0%	30%	40%	30%
Reading	11th Grade	Economically Disadvantaged	2012-13	37.9%	29.4%	29.4%	0%	29.4%	35.3%	35.3%

**Annual Education Report
W-A-Y Academy - Vernor Site**
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)
Reading	11th Grade	Economically Disadvantaged	2013-14	43%	25%	25%	0%	25%	38.9%	36.1%
Reading	11th Grade	English Language Learners	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	English Language Learners	2013-14	19.4%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Students With Disabilities	2012-13	19%	<10	<10	<10	<10	<10	<10
Reading	11th Grade	Students With Disabilities	2013-14	24.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	All Students	2012-13	25.7%	5.6%	5.6%	0%	5.6%	11.1%	83.3%
Science	11th Grade	All Students	2013-14	28.4%	0%	0%	0%	0%	14.3%	85.7%
Science	11th Grade	African American	2013-14	5.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2012-13	12.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Hispanic of Any Race	2013-14	15.5%	0%	0%	0%	0%	28.6%	71.4%
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	25.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade	White	2012-13	30.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade	White	2013-14	33.4%	0%	0%	0%	0%	8.3%	91.7%
Science	11th Grade	Female	2012-13	22.5%	8.3%	8.3%	0%	8.3%	16.7%	75%
Science	11th Grade	Female	2013-14	24.6%	0%	0%	0%	0%	13.3%	86.7%

**Annual Education Report
W-A-Y Academy - Vernor Site**
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)
Science	11th Grade	Male	2012-13	28.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Male	2013-14	32.2%	0%	0%	0%	0%	15%	85%
Science	11th Grade	Economically Disadvantaged	2012-13	11.5%	0%	0%	0%	0%	11.8%	88.2%
Science	11th Grade	Economically Disadvantaged	2013-14	14.2%	0%	0%	0%	0%	14.3%	85.7%
Science	11th Grade	English Language Learners	2012-13	2.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade	English Language Learners	2013-14	3.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Students With Disabilities	2012-13	5.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade	Students With Disabilities	2013-14	5.5%	<10	<10	<10	<10	<10	<10

Annual Education Report
W-A-Y Academy - Vernor Site

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
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No Data to Display

Annual Education Report
W-A-Y Academy - Vernor Site

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)
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No Data to Display

**Annual Education Report
W-A-Y Academy - Vernor Site****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)
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No Data to Display

**Annual Education Report
W-A-Y Academy - Vernor Site****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)
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No Data to Display

**Annual Education Report
W-A-Y Academy - Vernor Site**
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	N/A	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	<30	<30
Bottom 30%	District	Mathematics	N/A	<30
African American	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	<30	<30
White	District	Mathematics	<30	<30
Economically Disadvantaged	District	Mathematics	<30	<30
English Language Learners	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics		
All Students	School	Mathematics	<30	<30
Bottom 30%	School	Mathematics	N/A	<30
African American	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30
White	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	<30	<30
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics		
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%

**Annual Education Report
W-A-Y Academy - Vernor Site**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	<30	<30
Bottom 30%	District	Reading	N/A	<30
African American	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	<30	<30
White	District	Reading	<30	<30
Economically Disadvantaged	District	Reading	<30	<30
English Language Learners	District	Reading	<30	<30
Students With Disabilities	District	Reading		
All Students	School	Reading	<30	<30
Bottom 30%	School	Reading	N/A	<30
African American	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
White	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	<30	<30
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading		
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	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%

**Annual Education Report
W-A-Y Academy - Vernor Site**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	<30	<30
Bottom 30%	District	Science	N/A	<30
African American	District	Science	<30	<30
Hispanic of Any Race	District	Science	<30	<30
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	<30	<30
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science		
All Students	School	Science	<30	<30
Bottom 30%	School	Science	N/A	<30
African American	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
White	School	Science	<30	<30
Economically Disadvantaged	School	Science	<30	<30
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science		
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	N/A	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%

**Annual Education Report
W-A-Y Academy - Vernor Site**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
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	86.4%	12.7%
Bottom 30%	District	Social Studies	N/A	<30
African American	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
White	District	Social Studies	<30	<30
Economically Disadvantaged	District	Social Studies	86.7%	11.5%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	<30	<30
All Students	School	Social Studies	87.3%	12.7%
Bottom 30%	School	Social Studies	N/A	<30
African American	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
White	School	Social Studies	<30	<30
Economically Disadvantaged	School	Social Studies	87.7%	11.5%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	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%

**Annual Education Report
W-A-Y Academy - Vernor Site**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	<30	<30
Bottom 30%	District	Writing	N/A	<30
African American	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	<30	<30
White	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	<30	<30
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing		
All Students	School	Writing	<30	<30
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing	<30	<30
Hispanic of Any Race	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		

**Annual Education Report
W-A-Y Academy - Vernor Site**
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	8.7%
Hispanic of Any Race	District	0%
Economically Disadvantaged	District	9.8%
All Students	School	12.2%
Economically Disadvantaged	School	13.5%

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

**Annual Education Report
W-A-Y Academy - Vernor Site****Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	100%

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

Annual Education Report
W-A-Y Academy - Vernor Site

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
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No Data to Display

**Annual Education Report
W-A-Y Academy - Vernor Site**
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
W-A-Y Academy	W-A-Y Academy - Vernor Site		Green	2	Green	2	Red	0	Red	0	Green	2	Red	10

**Annual Education Report
W-A-Y Academy - Verner Site**
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	19	2	0

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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	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
W-A-Y Academy - Vernor Site
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	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
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	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

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

Annual Education Report
W-A-Y Academy - Vernor Site
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	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
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	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

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

Annual Education Report
W-A-Y Academy - Verner Site
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
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
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
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

**Annual Education Report
W-A-Y Academy - Vernor Site**
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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
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
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

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

**Annual Education Report
W-A-Y Academy - Vernor Site**
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	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
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
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
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), 2013 Reading Assessment.

**Annual Education Report
W-A-Y Academy - Vernor Site**
NAEP Grade 12 Reading

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

Rounds to zero

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

**Annual Education Report
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NAEP Participation Data

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