



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Great Oaks 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 Elaine Best for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/greatoaks/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <https://goo.gl/PW1emL>

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

Our school was identified as a Targeted Support and Improvement school.

Some of the key challenges for Great Oaks Academy was student attendance. Students would often be tardy or absent from school. What we've done bridge the attendance gap is that we have created a committee that specifically targets students that have frequent tardiness or absences. The committee uses positive incentives to motivate the students to come to school on time. In addition, during morning announcements, the principal states the importance of attendance and tries to encourage the students to come to school. Also, we've launched a school-wide initiative, "1 or less equals success," meaning that if the child is absent 1 or less days per quarter then the child has a better chance of being successful. Lastly, there was a discrepancy with students with disabilities. We are going to provide push-in services, as well as push out services to our scholars with disabilities.

State law requires that we also report additional information.



1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017

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


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

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

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

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

In addition to sibling preference, children of staff members employed at the school working a regularly scheduled minimum of 20 hours per week (at least 0.5 FTE) or children of current



board members are given enrollment priority. Though these children are afforded priority for offered seats, they are not given priority over a sibling, or a previously Enrolled student.

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

2015-2016


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

2016-2017


<https://www.nhaschools.com/schools/great-oaks-academy/en/school-operations>

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

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

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

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



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

Following each testing cycle during the 2016-2017 school year, the administrative team would work to implement academic assistive strategies to improve student achievement, which included, but was not limited to workshop, Common Assessments, after school tutoring, I-Ready Diagnostic testing, IXL Math, IXL Language Arts, Accelerated Reader etc. The SIP team met regularly and revisited the effectiveness of the strategies at the meetings. A member of each grade level was on the team and contributed to the execution of the plan. Teachers and support personnel worked daily with small groups in targeted academic areas.

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

The SIP plan was very straightforward. We did meet our goals for the 2016-17 school year. We utilized a number of strategies and research to incorporate best practices into staff and grade level meetings. Moreover, we shared findings with the staff and providing scaffolding whenever needed to strengthen overall student performance.

Moving forward, we will work on establishing reachable proficiency goals for student performance on the NWEA test as well as the M-STEP test for the 2017-2018 school year. We plan on revisiting the SIP team processes and procedures at the beginning of the year to evaluate overall effectiveness and make modifications when necessary.

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

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

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



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

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

2015-2016

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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.

The SIP plan was very straightforward. We did meet our goals for the 2015-16 school year. We utilized a number of strategies and research to incorporate best practices into staff and grade level meetings. Moreover, we shared findings with the staff and providing scaffolding whenever needed to strengthen overall student performance.

Moving forward, we will work on establishing reachable proficiency goals for student performance on the NWEA test as well as the M-STEP test for the 2016-2017 school year. We plan on revisiting the SIP team processes and procedures at the beginning of the year to evaluate overall effectiveness and make modifications when necessary.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

Great Oaks Academy is a K-8 School in Warren, Michigan. The student population is racially and economically diverse. There are 735 students--based on capacity. According to the state test, Great Oaks outperformed the local districts. Moreover, the school has extensive athletic and social programs that support student growth, which included The League of Extraordinary Gentlemen, Advanced art, band, soccer, drama club, basketball, volleyball, etc. Additionally, the school is a green school. Great Oaks offers a rigorous curriculum that caters to each individual students' needs.

2015-2016


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

2016-2017

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

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



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

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


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

2015-2016

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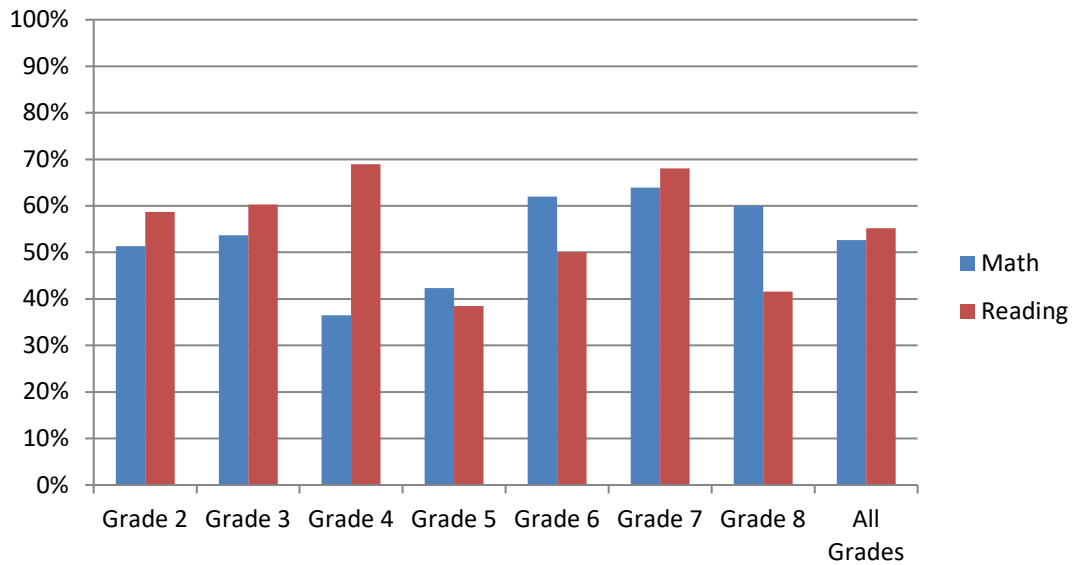
A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

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

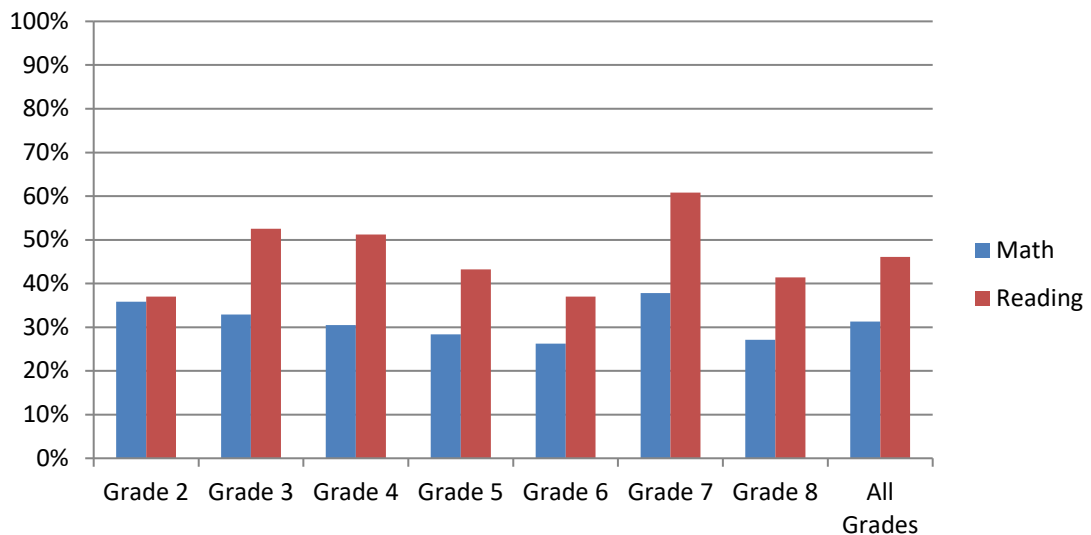
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

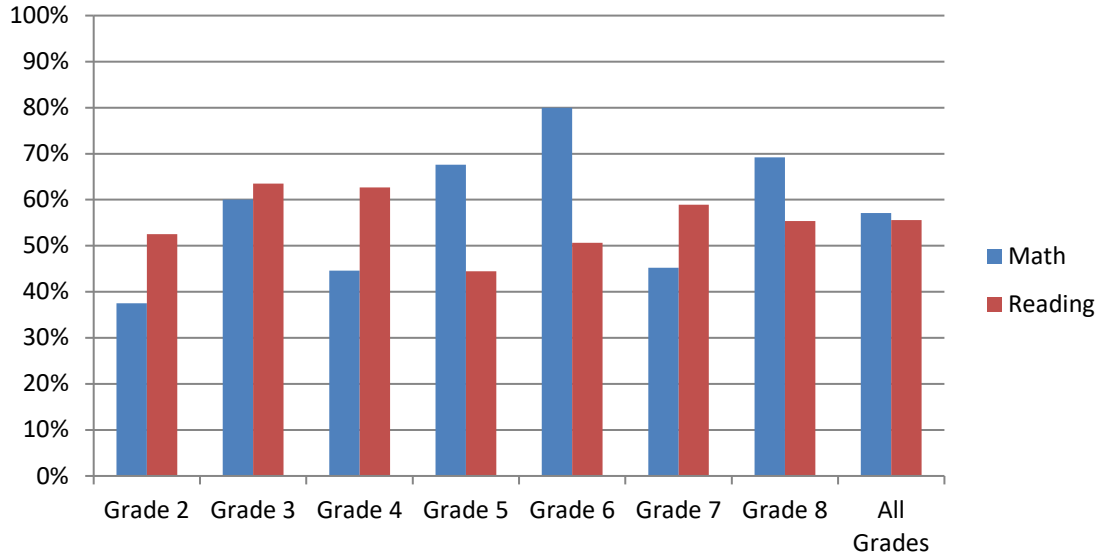


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

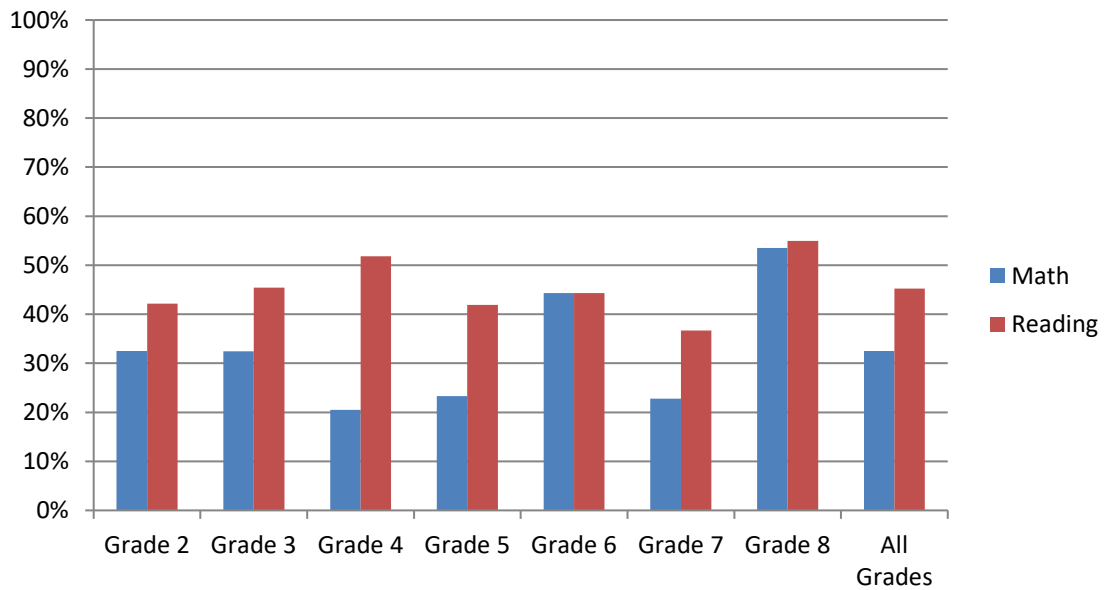


2015-2016

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



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



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

2016-2017

| Parent-Teacher Conferences | | | |
|-----------------------------------|---------------|----------------------------------|----------------------------------|
| | Grades | # of Students Represented | % of Students Represented |
| Fall 2016 | K-8 | 544 | 75.8% |
| Spring 2017 | K-8 | 461 | 64.9% |

2015-2016

| Parent-Teacher Conferences | | | |
|-----------------------------------|---------------|----------------------------------|----------------------------------|
| | Grades | # of Students Represented | % of Students Represented |
| Fall 2015 | K-8 | 627 | 87.9% |
| Spring 2016 | K-8 | 627 | 90.5% |

7. SCHOOL YEAR HIGHLIGHTS

- Great Oaks Academy was ranked 79 out of all 2,261 public elementary and middle schools in the according to the Mackinac Center study
- Great Oaks Academy outperformed Detroit School District by 94% in all areas of the M-STEP and outperformed Fitzgerald Public Schools by 88% in all areas of the M-STEP
- All 8th graders that took a placement test for their high school of choice were accepted
- 18 scholars were awarded Presidential Awards for academics which included a letter from President Trump
- Great Oaks Employee Engagement was amongst the highest in NHA

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

Sincerely,



Damon Williams
School Principal
Great Oaks Academy
4257 Bart Avenue
Warren, MI 48091
586-427-4540

BOARD OF DIRECTORS:

Keenan Penn – President
Williams Hooks – Treasurer
John Fort – Director

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | All Students | 2015-16 | 46.0% | 27.6% | 27.6% | 15.8% | 11.8% | 31.6% | 40.8% |
| ELA | 3rd Grade Content | All Students | 2016-17 | 44.1% | 35.0% | 35.0% | 8.8% | 26.3% | 30.0% | 35.0% |
| ELA | 3rd Grade Content | Asian | 2015-16 | 65.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Asian | 2016-17 | 63.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 20.0% | 27.4% | 27.4% | 14.5% | 12.9% | 30.6% | 41.9% |
| ELA | 3rd Grade Content | Black or African American | 2016-17 | 19.9% | 36.1% | 36.1% | 8.3% | 27.8% | 26.4% | 37.5% |
| ELA | 3rd Grade Content | Hispanic of Any Race | 2016-17 | 32.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2015-16 | 42.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Two or More Races | 2016-17 | 41.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | White | 2015-16 | 53.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Female | 2015-16 | 49.5% | 43.2% | 43.2% | 24.3% | 18.9% | 37.8% | 18.9% |
| ELA | 3rd Grade Content | Female | 2016-17 | 47.7% | 41.7% | 41.7% | 13.9% | 27.8% | 27.8% | 30.6% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 3rd Grade Content | Male | 2015-16 | 42.6% | 12.8% | 12.8% | 7.7% | 5.1% | 25.6% | 61.5% |
| ELA | 3rd Grade Content | Male | 2016-17 | 40.7% | 29.5% | 29.5% | 4.5% | 25.0% | 31.8% | 38.6% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 31.1% | 26.8% | 26.8% | 15.5% | 11.3% | 31.0% | 42.3% |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 29.1% | 36.1% | 36.1% | 8.3% | 27.8% | 31.9% | 31.9% |
| ELA | 3rd Grade Content | English Learners | 2015-16 | 31.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | English Learners | 2016-17 | 34.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2015-16 | 20.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Students With Disabilities | 2016-17 | 19.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2015-16 | 46.3% | 32.1% | 32.1% | 14.8% | 17.3% | 32.1% | 35.8% |
| ELA | 4th Grade Content | All Students | 2016-17 | 44.2% | 37.0% | 37.0% | 12.3% | 24.7% | 28.4% | 34.6% |
| ELA | 4th Grade Content | Asian | 2015-16 | 67.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Asian | 2016-17 | 66.9% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 4th Grade Content | Black or African American | 2015-16 | 20.4% | 33.3% | 33.3% | 16.0% | 17.3% | 32.0% | 34.7% |
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| ELA | 4th Grade Content | White | 2016-17 | 51.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Female | 2015-16 | 50.9% | 45.2% | 45.2% | 23.8% | 21.4% | 28.6% | 26.2% |
| ELA | 4th Grade Content | Female | 2016-17 | 48.6% | 44.2% | 44.2% | 11.6% | 32.6% | 32.6% | 23.3% |
| ELA | 4th Grade Content | Male | 2015-16 | 41.8% | 17.9% | 17.9% | 5.1% | 12.8% | 35.9% | 46.2% |
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|---------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 30.8% | 29.7% | 29.7% | 16.2% | 13.5% | 31.1% | 39.2% |
| ELA | 4th Grade Content | Economically Disadvantaged | 2016-17 | 28.6% | 37.3% | 37.3% | 13.3% | 24.0% | 28.0% | 34.7% |
| ELA | 4th Grade Content | English Learners | 2015-16 | 24.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | English Learners | 2016-17 | 22.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2015-16 | 17.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Students With Disabilities | 2016-17 | 15.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2015-16 | 50.6% | 32.9% | 32.9% | 6.6% | 26.3% | 31.6% | 35.5% |
| ELA | 5th Grade Content | All Students | 2016-17 | 51.1% | 30.9% | 30.9% | 6.2% | 24.7% | 30.9% | 38.3% |
| ELA | 5th Grade Content | American Indian or Alaska Native | 2015-16 | 43.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Asian | 2015-16 | 74.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Asian | 2016-17 | 73.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2015-16 | 23.7% | 34.9% | 34.9% | 4.8% | 30.2% | 31.7% | 33.3% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 5th Grade Content | Black or African American | 2016-17 | 24.8% | 32.9% | 32.9% | 5.5% | 27.4% | 30.1% | 37.0% |
| ELA | 5th Grade Content | Hispanic of Any Race | 2015-16 | 38.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Hispanic of Any Race | 2016-17 | 39.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 54.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2015-16 | 49.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Two or More Races | 2016-17 | 48.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | White | 2015-16 | 58.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Female | 2015-16 | 55.8% | 42.5% | 42.5% | 12.5% | 30.0% | 25.0% | 32.5% |
| ELA | 5th Grade Content | Female | 2016-17 | 56.0% | 33.3% | 33.3% | 8.9% | 24.4% | 40.0% | 26.7% |
| ELA | 5th Grade Content | Male | 2015-16 | 45.5% | 22.2% | 22.2% | 0.0% | 22.2% | 38.9% | 38.9% |
| ELA | 5th Grade Content | Male | 2016-17 | 46.2% | 27.8% | 27.8% | 2.8% | 25.0% | 19.4% | 52.8% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 5th Grade Content | Economically Disadvantaged | 2015-16 | 34.4% | 33.3% | 33.3% | 5.8% | 27.5% | 29.0% | 37.7% |
| ELA | 5th Grade Content | Economically Disadvantaged | 2016-17 | 35.3% | 28.0% | 28.0% | 6.7% | 21.3% | 33.3% | 38.7% |
| ELA | 5th Grade Content | English Learners | 2015-16 | 23.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | English Learners | 2016-17 | 24.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Students With Disabilities | 2015-16 | 16.1% | 0.0% | 0.0% | 0.0% | 0.0% | 10.0% | 90.0% |
| ELA | 5th Grade Content | Students With Disabilities | 2016-17 | 16.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | All Students | 2015-16 | 45.0% | 33.8% | 33.8% | 7.5% | 26.3% | 31.3% | 35.0% |
| ELA | 6th Grade Content | All Students | 2016-17 | 43.6% | 28.8% | 28.8% | 7.5% | 21.3% | 30.0% | 41.3% |
| ELA | 6th Grade Content | Asian | 2015-16 | 70.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Asian | 2016-17 | 69.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Black or African American | 2015-16 | 19.2% | 33.3% | 33.3% | 5.3% | 28.0% | 32.0% | 34.7% |
| ELA | 6th Grade Content | Black or African American | 2016-17 | 19.3% | 31.4% | 31.4% | 7.1% | 24.3% | 27.1% | 41.4% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 6th Grade Content | Hispanic of Any Race | 2015-16 | 31.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Hispanic of Any Race | 2016-17 | 31.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Native Hawaiian or Other Pacific Islander | 2016-17 | 42.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Two or More Races | 2015-16 | 42.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Two or More Races | 2016-17 | 40.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | White | 2015-16 | 51.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | White | 2016-17 | 50.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Female | 2015-16 | 49.8% | 41.5% | 41.5% | 9.8% | 31.7% | 31.7% | 26.8% |
| ELA | 6th Grade Content | Female | 2016-17 | 48.7% | 36.2% | 36.2% | 12.8% | 23.4% | 36.2% | 27.7% |
| ELA | 6th Grade Content | Male | 2015-16 | 40.4% | 25.6% | 25.6% | 5.1% | 20.5% | 30.8% | 43.6% |
| ELA | 6th Grade Content | Male | 2016-17 | 38.7% | 18.2% | 18.2% | 0.0% | 18.2% | 21.2% | 60.6% |
| ELA | 6th Grade Content | Economically Disadvantaged | 2015-16 | 28.3% | 31.4% | 31.4% | 5.7% | 25.7% | 32.9% | 35.7% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 6th Grade Content | Economically Disadvantaged | 2016-17 | 27.1% | 27.4% | 27.4% | 8.2% | 19.2% | 28.8% | 43.8% |
| ELA | 6th Grade Content | English Learners | 2016-17 | 14.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Students With Disabilities | 2015-16 | 10.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 6th Grade Content | Students With Disabilities | 2016-17 | 10.9% | 0.0% | 0.0% | 0.0% | 0.0% | 20.0% | 80.0% |
| ELA | 7th Grade Content | All Students | 2015-16 | 47.1% | 29.5% | 29.5% | 5.1% | 24.4% | 29.5% | 41.0% |
| ELA | 7th Grade Content | All Students | 2016-17 | 44.8% | 45.9% | 45.9% | 13.5% | 32.4% | 28.4% | 25.7% |
| ELA | 7th Grade Content | Asian | 2015-16 | 71.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Asian | 2016-17 | 70.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Black or African American | 2015-16 | 21.5% | 27.1% | 27.1% | 4.3% | 22.9% | 28.6% | 44.3% |
| ELA | 7th Grade Content | Black or African American | 2016-17 | 21.1% | 45.6% | 45.6% | 11.8% | 33.8% | 30.9% | 23.5% |
| ELA | 7th Grade Content | Hispanic of Any Race | 2016-17 | 32.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Two or More Races | 2016-17 | 42.8% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 7th Grade Content | White | 2015-16 | 53.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | White | 2016-17 | 51.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Female | 2015-16 | 53.8% | 43.9% | 43.9% | 7.3% | 36.6% | 26.8% | 29.3% |
| ELA | 7th Grade Content | Female | 2016-17 | 50.9% | 63.2% | 63.2% | 18.4% | 44.7% | 18.4% | 18.4% |
| ELA | 7th Grade Content | Male | 2015-16 | 40.6% | 13.5% | 13.5% | 2.7% | 10.8% | 32.4% | 54.1% |
| ELA | 7th Grade Content | Male | 2016-17 | 39.1% | 27.8% | 27.8% | 8.3% | 19.4% | 38.9% | 33.3% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2015-16 | 30.7% | 30.1% | 30.1% | 5.5% | 24.7% | 27.4% | 42.5% |
| ELA | 7th Grade Content | Economically Disadvantaged | 2016-17 | 28.4% | 43.9% | 43.9% | 13.6% | 30.3% | 27.3% | 28.8% |
| ELA | 7th Grade Content | English Learners | 2015-16 | 17.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | English Learners | 2016-17 | 15.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 7th Grade Content | Students With Disabilities | 2015-16 | 11.1% | 0.0% | 0.0% | 0.0% | 0.0% | 36.4% | 63.6% |
| ELA | 7th Grade Content | Students With Disabilities | 2016-17 | 10.5% | 0.0% | 0.0% | 0.0% | 0.0% | 40.0% | 60.0% |
| ELA | 8th Grade Content | All Students | 2015-16 | 48.9% | 37.1% | 37.1% | 5.7% | 31.4% | 32.9% | 30.0% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 8th Grade Content | All Students | 2016-17 | 48.0% | 38.0% | 38.0% | 8.5% | 29.6% | 35.2% | 26.8% |
| ELA | 8th Grade Content | Asian | 2015-16 | 73.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Asian | 2016-17 | 73.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Black or African American | 2015-16 | 24.4% | 34.5% | 34.5% | 3.4% | 31.0% | 36.2% | 29.3% |
| ELA | 8th Grade Content | Black or African American | 2016-17 | 24.0% | 33.8% | 33.8% | 6.2% | 27.7% | 36.9% | 29.2% |
| ELA | 8th Grade Content | Hispanic of Any Race | 2015-16 | 35.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Two or More Races | 2015-16 | 47.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | White | 2015-16 | 55.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | White | 2016-17 | 53.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Female | 2015-16 | 54.9% | 51.4% | 51.4% | 5.4% | 45.9% | 24.3% | 24.3% |
| ELA | 8th Grade Content | Female | 2016-17 | 54.9% | 46.7% | 46.7% | 8.9% | 37.8% | 37.8% | 15.6% |
| ELA | 8th Grade Content | Male | 2015-16 | 43.0% | 21.2% | 21.2% | 6.1% | 15.2% | 42.4% | 36.4% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| ELA | 8th Grade Content | Male | 2016-17 | 41.4% | 23.1% | 23.1% | 7.7% | 15.4% | 30.8% | 46.2% |
| ELA | 8th Grade Content | Economically Disadvantaged | 2015-16 | 32.5% | 37.5% | 37.5% | 6.3% | 31.3% | 32.8% | 29.7% |
| ELA | 8th Grade Content | Economically Disadvantaged | 2016-17 | 31.8% | 35.8% | 35.8% | 7.5% | 28.4% | 35.8% | 28.4% |
| ELA | 8th Grade Content | English Learners | 2015-16 | 17.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | English Learners | 2016-17 | 21.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 8th Grade Content | Students With Disabilities | 2015-16 | 10.6% | 8.3% | 8.3% | 0.0% | 8.3% | 33.3% | 58.3% |
| ELA | 8th Grade Content | Students With Disabilities | 2016-17 | 10.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 45.2% | 28.0% | 28.0% | 2.7% | 25.3% | 28.0% | 44.0% |
| Mathematics | 3rd Grade Content | All Students | 2016-17 | 46.8% | 30.0% | 30.0% | 5.0% | 25.0% | 31.3% | 38.8% |
| Mathematics | 3rd Grade Content | Asian | 2015-16 | 73.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Asian | 2016-17 | 73.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 17.9% | 23.0% | 23.0% | 1.6% | 21.3% | 32.8% | 44.3% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 3rd Grade Content | Black or African American | 2016-17 | 20.6% | 30.6% | 30.6% | 5.6% | 25.0% | 30.6% | 38.9% |
| Mathematics | 3rd Grade Content | Hispanic of Any Race | 2016-17 | 33.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2015-16 | 40.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Two or More Races | 2016-17 | 41.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | White | 2015-16 | 53.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 43.7% | 37.8% | 37.8% | 5.4% | 32.4% | 24.3% | 37.8% |
| Mathematics | 3rd Grade Content | Female | 2016-17 | 45.0% | 27.8% | 27.8% | 8.3% | 19.4% | 27.8% | 44.4% |
| Mathematics | 3rd Grade Content | Male | 2015-16 | 46.6% | 18.4% | 18.4% | 0.0% | 18.4% | 31.6% | 50.0% |
| Mathematics | 3rd Grade Content | Male | 2016-17 | 48.5% | 31.8% | 31.8% | 2.3% | 29.5% | 34.1% | 34.1% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 30.1% | 28.6% | 28.6% | 1.4% | 27.1% | 28.6% | 42.9% |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 31.5% | 29.2% | 29.2% | 5.6% | 23.6% | 33.3% | 37.5% |
| Mathematics | 3rd Grade Content | English Learners | 2015-16 | 37.8% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 3rd Grade Content | English Learners | 2016-17 | 41.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2015-16 | 21.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Students With Disabilities | 2016-17 | 23.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 44.0% | 14.6% | 14.6% | 1.2% | 13.4% | 54.9% | 30.5% |
| Mathematics | 4th Grade Content | All Students | 2016-17 | 42.0% | 23.5% | 23.5% | 7.4% | 16.0% | 44.4% | 32.1% |
| Mathematics | 4th Grade Content | Asian | 2015-16 | 71.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Asian | 2016-17 | 72.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 15.1% | 15.8% | 15.8% | 1.3% | 14.5% | 53.9% | 30.3% |
| Mathematics | 4th Grade Content | Black or African American | 2016-17 | 14.6% | 16.4% | 16.4% | 4.5% | 11.9% | 47.8% | 35.8% |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2015-16 | 30.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Hispanic of Any Race | 2016-17 | 29.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Two or More Races | 2015-16 | 39.1% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 4th Grade Content | Two or More Races | 2016-17 | 36.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2015-16 | 52.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | White | 2016-17 | 49.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Female | 2015-16 | 42.1% | 16.7% | 16.7% | 0.0% | 16.7% | 61.9% | 21.4% |
| Mathematics | 4th Grade Content | Female | 2016-17 | 39.6% | 20.9% | 20.9% | 4.7% | 16.3% | 51.2% | 27.9% |
| Mathematics | 4th Grade Content | Male | 2015-16 | 45.8% | 12.5% | 12.5% | 2.5% | 10.0% | 47.5% | 40.0% |
| Mathematics | 4th Grade Content | Male | 2016-17 | 44.2% | 26.3% | 26.3% | 10.5% | 15.8% | 36.8% | 36.8% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 27.9% | 12.0% | 12.0% | 1.3% | 10.7% | 54.7% | 33.3% |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2016-17 | 25.8% | 25.3% | 25.3% | 8.0% | 17.3% | 41.3% | 33.3% |
| Mathematics | 4th Grade Content | English Learners | 2015-16 | 27.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | English Learners | 2016-17 | 25.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Students With Disabilities | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Students With Disabilities | 2016-17 | 16.7% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|---|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 5th Grade Content | All Students | 2015-16 | 33.8% | 14.5% | 14.5% | 3.9% | 10.5% | 39.5% | 46.1% |
| Mathematics | 5th Grade Content | All Students | 2016-17 | 35.0% | 11.3% | 11.3% | 0.0% | 11.3% | 37.5% | 51.3% |
| Mathematics | 5th Grade Content | American Indian or Alaska Native | 2015-16 | 26.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Asian | 2015-16 | 63.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Asian | 2016-17 | 65.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2015-16 | 8.2% | 14.3% | 14.3% | 1.6% | 12.7% | 41.3% | 44.4% |
| Mathematics | 5th Grade Content | Black or African American | 2016-17 | 9.4% | 11.1% | 11.1% | 0.0% | 11.1% | 38.9% | 50.0% |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2015-16 | 19.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Hispanic of Any Race | 2016-17 | 20.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 39.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Two or More Races | 2015-16 | 30.0% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 5th Grade Content | Two or More Races | 2016-17 | 29.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | White | 2015-16 | 41.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Female | 2015-16 | 31.7% | 17.5% | 17.5% | 7.5% | 10.0% | 37.5% | 45.0% |
| Mathematics | 5th Grade Content | Female | 2016-17 | 32.6% | 11.1% | 11.1% | 0.0% | 11.1% | 42.2% | 46.7% |
| Mathematics | 5th Grade Content | Male | 2015-16 | 35.8% | 11.1% | 11.1% | 0.0% | 11.1% | 41.7% | 47.2% |
| Mathematics | 5th Grade Content | Male | 2016-17 | 37.4% | 11.4% | 11.4% | 0.0% | 11.4% | 31.4% | 57.1% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2015-16 | 17.7% | 13.0% | 13.0% | 4.3% | 8.7% | 40.6% | 46.4% |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2016-17 | 18.8% | 12.2% | 12.2% | 0.0% | 12.2% | 36.5% | 51.4% |
| Mathematics | 5th Grade Content | English Learners | 2015-16 | 12.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | English Learners | 2016-17 | 15.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Students With Disabilities | 2015-16 | 10.2% | 0.0% | 0.0% | 0.0% | 0.0% | 10.0% | 90.0% |
| Mathematics | 5th Grade Content | Students With Disabilities | 2016-17 | 11.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | All Students | 2015-16 | 32.8% | 30.0% | 30.0% | 16.3% | 13.8% | 33.8% | 36.3% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|---|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 6th Grade Content | All Students | 2016-17 | 34.2% | 20.0% | 20.0% | 7.5% | 12.5% | 40.0% | 40.0% |
| Mathematics | 6th Grade Content | Asian | 2015-16 | 64.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Asian | 2016-17 | 65.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Black or African American | 2015-16 | 8.2% | 26.7% | 26.7% | 14.7% | 12.0% | 36.0% | 37.3% |
| Mathematics | 6th Grade Content | Black or African American | 2016-17 | 9.3% | 18.6% | 18.6% | 5.7% | 12.9% | 41.4% | 40.0% |
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2015-16 | 18.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Hispanic of Any Race | 2016-17 | 20.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Native Hawaiian or Other Pacific Islander | 2016-17 | 31.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Two or More Races | 2015-16 | 29.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Two or More Races | 2016-17 | 29.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | White | 2015-16 | 39.2% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 6th Grade Content | White | 2016-17 | 41.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Female | 2015-16 | 31.4% | 34.1% | 34.1% | 17.1% | 17.1% | 34.1% | 31.7% |
| Mathematics | 6th Grade Content | Female | 2016-17 | 33.1% | 19.1% | 19.1% | 8.5% | 10.6% | 40.4% | 40.4% |
| Mathematics | 6th Grade Content | Male | 2015-16 | 34.1% | 25.6% | 25.6% | 15.4% | 10.3% | 33.3% | 41.0% |
| Mathematics | 6th Grade Content | Male | 2016-17 | 35.2% | 21.2% | 21.2% | 6.1% | 15.2% | 39.4% | 39.4% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2015-16 | 16.8% | 27.1% | 27.1% | 14.3% | 12.9% | 35.7% | 37.1% |
| Mathematics | 6th Grade Content | Economically Disadvantaged | 2016-17 | 18.0% | 21.9% | 21.9% | 8.2% | 13.7% | 37.0% | 41.1% |
| Mathematics | 6th Grade Content | English Learners | 2016-17 | 13.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Students With Disabilities | 2015-16 | 7.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 6th Grade Content | Students With Disabilities | 2016-17 | 8.1% | 0.0% | 0.0% | 0.0% | 0.0% | 10.0% | 90.0% |
| Mathematics | 7th Grade Content | All Students | 2015-16 | 35.3% | 10.3% | 10.3% | 3.8% | 6.4% | 28.2% | 61.5% |
| Mathematics | 7th Grade Content | All Students | 2016-17 | 36.2% | 31.1% | 31.1% | 12.2% | 18.9% | 18.9% | 50.0% |
| Mathematics | 7th Grade Content | Asian | 2015-16 | 68.1% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 7th Grade Content | Asian | 2016-17 | 67.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Black or African American | 2015-16 | 10.4% | 8.6% | 8.6% | 2.9% | 5.7% | 25.7% | 65.7% |
| Mathematics | 7th Grade Content | Black or African American | 2016-17 | 10.8% | 30.9% | 30.9% | 10.3% | 20.6% | 19.1% | 50.0% |
| Mathematics | 7th Grade Content | Hispanic of Any Race | 2016-17 | 21.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Two or More Races | 2016-17 | 31.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | White | 2015-16 | 41.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | White | 2016-17 | 42.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Female | 2015-16 | 34.5% | 12.2% | 12.2% | 4.9% | 7.3% | 36.6% | 51.2% |
| Mathematics | 7th Grade Content | Female | 2016-17 | 35.1% | 39.5% | 39.5% | 15.8% | 23.7% | 18.4% | 42.1% |
| Mathematics | 7th Grade Content | Male | 2015-16 | 36.1% | 8.1% | 8.1% | 2.7% | 5.4% | 18.9% | 73.0% |
| Mathematics | 7th Grade Content | Male | 2016-17 | 37.3% | 22.2% | 22.2% | 8.3% | 13.9% | 19.4% | 58.3% |
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2015-16 | 18.7% | 11.0% | 11.0% | 4.1% | 6.8% | 26.0% | 63.0% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 7th Grade Content | Economically Disadvantaged | 2016-17 | 19.0% | 28.8% | 28.8% | 10.6% | 18.2% | 19.7% | 51.5% |
| Mathematics | 7th Grade Content | English Learners | 2015-16 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | English Learners | 2016-17 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 7th Grade Content | Students With Disabilities | 2015-16 | 7.7% | 0.0% | 0.0% | 0.0% | 0.0% | 9.1% | 90.9% |
| Mathematics | 7th Grade Content | Students With Disabilities | 2016-17 | 7.5% | 0.0% | 0.0% | 0.0% | 0.0% | 20.0% | 80.0% |
| Mathematics | 8th Grade Content | All Students | 2015-16 | 32.7% | 38.6% | 38.6% | 22.9% | 15.7% | 24.3% | 37.1% |
| Mathematics | 8th Grade Content | All Students | 2016-17 | 33.5% | 28.2% | 28.2% | 8.5% | 19.7% | 18.3% | 53.5% |
| Mathematics | 8th Grade Content | Asian | 2015-16 | 67.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Asian | 2016-17 | 67.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Black or African American | 2015-16 | 9.9% | 34.5% | 34.5% | 19.0% | 15.5% | 29.3% | 36.2% |
| Mathematics | 8th Grade Content | Black or African American | 2016-17 | 10.1% | 24.6% | 24.6% | 6.2% | 18.5% | 18.5% | 56.9% |
| Mathematics | 8th Grade Content | Hispanic of Any Race | 2015-16 | 18.6% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|-------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Mathematics | 8th Grade Content | Two or More Races | 2015-16 | 29.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | White | 2015-16 | 38.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | White | 2016-17 | 39.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Female | 2015-16 | 34.1% | 51.4% | 51.4% | 32.4% | 18.9% | 27.0% | 21.6% |
| Mathematics | 8th Grade Content | Female | 2016-17 | 35.2% | 31.1% | 31.1% | 8.9% | 22.2% | 22.2% | 46.7% |
| Mathematics | 8th Grade Content | Male | 2015-16 | 31.4% | 24.2% | 24.2% | 12.1% | 12.1% | 21.2% | 54.5% |
| Mathematics | 8th Grade Content | Male | 2016-17 | 31.8% | 23.1% | 23.1% | 7.7% | 15.4% | 11.5% | 65.4% |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2015-16 | 16.7% | 37.5% | 37.5% | 21.9% | 15.6% | 23.4% | 39.1% |
| Mathematics | 8th Grade Content | Economically Disadvantaged | 2016-17 | 16.9% | 25.4% | 25.4% | 7.5% | 17.9% | 19.4% | 55.2% |
| Mathematics | 8th Grade Content | English Learners | 2015-16 | 11.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | English Learners | 2016-17 | 14.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 8th Grade Content | Students With Disabilities | 2015-16 | 5.3% | 0.0% | 0.0% | 0.0% | 0.0% | 25.0% | 75.0% |
| Mathematics | 8th Grade Content | Students With Disabilities | 2016-17 | 5.6% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|---------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 4th Grade Content | All Students | 2015-16 | 14.7% | 4.9% | 4.9% | 1.2% | 3.7% | 37.0% | 58.0% |
| Science | 4th Grade Content | All Students | 2016-17 | 14.6% | 16.0% | 16.0% | 8.6% | 7.4% | 23.5% | 60.5% |
| Science | 4th Grade Content | Asian | 2015-16 | 28.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Asian | 2016-17 | 27.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2015-16 | 2.4% | 4.0% | 4.0% | 1.3% | 2.7% | 40.0% | 56.0% |
| Science | 4th Grade Content | Black or African American | 2016-17 | 2.8% | 11.9% | 11.9% | 4.5% | 7.5% | 23.9% | 64.2% |
| Science | 4th Grade Content | Hispanic of Any Race | 2015-16 | 6.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Hispanic of Any Race | 2016-17 | 6.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Two or More Races | 2015-16 | 12.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Two or More Races | 2016-17 | 13.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | White | 2015-16 | 18.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | White | 2016-17 | 18.2% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 4th Grade Content | Female | 2015-16 | 13.0% | 0.0% | 0.0% | 0.0% | 0.0% | 45.2% | 54.8% |
| Science | 4th Grade Content | Female | 2016-17 | 12.6% | 14.0% | 14.0% | 9.3% | 4.7% | 27.9% | 58.1% |
| Science | 4th Grade Content | Male | 2015-16 | 16.4% | 10.3% | 10.3% | 2.6% | 7.7% | 28.2% | 61.5% |
| Science | 4th Grade Content | Male | 2016-17 | 16.5% | 18.4% | 18.4% | 7.9% | 10.5% | 18.4% | 63.2% |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 6.6% | 2.7% | 2.7% | 0.0% | 2.7% | 37.8% | 59.5% |
| Science | 4th Grade Content | Economically Disadvantaged | 2016-17 | 6.8% | 16.0% | 16.0% | 9.3% | 6.7% | 22.7% | 61.3% |
| Science | 4th Grade Content | English Learners | 2015-16 | 2.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | English Learners | 2016-17 | 4.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2015-16 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Students With Disabilities | 2016-17 | 5.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | All Students | 2015-16 | 23.9% | 19.2% | 19.2% | 10.3% | 9.0% | 17.9% | 62.8% |
| Science | 7th Grade Content | All Students | 2016-17 | 22.7% | 29.7% | 29.7% | 9.5% | 20.3% | 27.0% | 43.2% |
| Science | 7th Grade Content | Asian | 2015-16 | 41.9% | <10 | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|---------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 7th Grade Content | Asian | 2016-17 | 41.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Black or African American | 2015-16 | 5.4% | 17.1% | 17.1% | 8.6% | 8.6% | 18.6% | 64.3% |
| Science | 7th Grade Content | Black or African American | 2016-17 | 5.1% | 29.4% | 29.4% | 8.8% | 20.6% | 27.9% | 42.6% |
| Science | 7th Grade Content | Hispanic of Any Race | 2016-17 | 11.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Two or More Races | 2016-17 | 21.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | White | 2015-16 | 28.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | White | 2016-17 | 27.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Female | 2015-16 | 22.6% | 24.4% | 24.4% | 9.8% | 14.6% | 19.5% | 56.1% |
| Science | 7th Grade Content | Female | 2016-17 | 21.2% | 28.9% | 28.9% | 13.2% | 15.8% | 31.6% | 39.5% |
| Science | 7th Grade Content | Male | 2015-16 | 25.1% | 13.5% | 13.5% | 10.8% | 2.7% | 16.2% | 70.3% |
| Science | 7th Grade Content | Male | 2016-17 | 24.3% | 30.6% | 30.6% | 5.6% | 25.0% | 22.2% | 47.2% |
| Science | 7th Grade Content | Economically Disadvantaged | 2015-16 | 11.7% | 17.8% | 17.8% | 9.6% | 8.2% | 17.8% | 64.4% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Science | 7th Grade Content | Economically Disadvantaged | 2016-17 | 10.5% | 28.8% | 28.8% | 7.6% | 21.2% | 25.8% | 45.5% |
| Science | 7th Grade Content | English Learners | 2015-16 | 3.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | English Learners | 2016-17 | 3.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 7th Grade Content | Students With Disabilities | 2015-16 | 5.6% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% |
| Science | 7th Grade Content | Students With Disabilities | 2016-17 | 5.2% | 10.0% | 10.0% | 0.0% | 10.0% | 0.0% | 90.0% |
| Social Studies | 5th Grade Content | All Students | 2015-16 | 18.9% | 5.3% | 5.3% | 0.0% | 5.3% | 63.2% | 31.6% |
| Social Studies | 5th Grade Content | All Students | 2016-17 | 21.6% | 2.5% | 2.5% | 0.0% | 2.5% | 45.0% | 52.5% |
| Social Studies | 5th Grade Content | American Indian or Alaska Native | 2015-16 | 16.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Asian | 2015-16 | 35.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Asian | 2016-17 | 38.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Black or African American | 2015-16 | 4.3% | 4.8% | 4.8% | 0.0% | 4.8% | 61.9% | 33.3% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|---|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 5th Grade Content | Black or African American | 2016-17 | 4.8% | 2.8% | 2.8% | 0.0% | 2.8% | 47.2% | 50.0% |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2015-16 | 10.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Hispanic of Any Race | 2016-17 | 11.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Native Hawaiian or Other Pacific Islander | 2015-16 | 17.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2015-16 | 17.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Two or More Races | 2016-17 | 18.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | White | 2015-16 | 23.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Female | 2015-16 | 16.7% | 10.0% | 10.0% | 0.0% | 10.0% | 57.5% | 32.5% |
| Social Studies | 5th Grade Content | Female | 2016-17 | 19.3% | 4.4% | 4.4% | 0.0% | 4.4% | 51.1% | 44.4% |
| Social Studies | 5th Grade Content | Male | 2015-16 | 21.0% | 0.0% | 0.0% | 0.0% | 0.0% | 69.4% | 30.6% |
| Social Studies | 5th Grade Content | Male | 2016-17 | 23.9% | 0.0% | 0.0% | 0.0% | 0.0% | 37.1% | 62.9% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2015-16 | 8.5% | 5.8% | 5.8% | 0.0% | 5.8% | 62.3% | 31.9% |
| Social Studies | 5th Grade Content | Economically Disadvantaged | 2016-17 | 10.0% | 2.7% | 2.7% | 0.0% | 2.7% | 43.2% | 54.1% |
| Social Studies | 5th Grade Content | English Learners | 2015-16 | 3.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | English Learners | 2016-17 | 4.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 5th Grade Content | Students With Disabilities | 2015-16 | 5.6% | 0.0% | 0.0% | 0.0% | 0.0% | 40.0% | 60.0% |
| Social Studies | 5th Grade Content | Students With Disabilities | 2016-17 | 6.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | All Students | 2015-16 | 29.3% | 24.6% | 24.6% | 0.0% | 24.6% | 46.4% | 29.0% |
| Social Studies | 8th Grade Content | All Students | 2016-17 | 31.4% | 15.5% | 15.5% | 4.2% | 11.3% | 35.2% | 49.3% |
| Social Studies | 8th Grade Content | Asian | 2015-16 | 53.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Asian | 2016-17 | 53.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Black or African American | 2015-16 | 9.3% | 20.7% | 20.7% | 0.0% | 20.7% | 50.0% | 29.3% |
| Social Studies | 8th Grade Content | Black or African American | 2016-17 | 9.0% | 12.3% | 12.3% | 3.1% | 9.2% | 33.8% | 53.8% |

Annual Education Report
Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 8th Grade Content | Hispanic of Any Race | 2015-16 | 18.0% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Two or More Races | 2015-16 | 28.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | White | 2015-16 | 34.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | White | 2016-17 | 37.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Female | 2015-16 | 26.0% | 21.1% | 21.1% | 0.0% | 21.1% | 52.6% | 26.3% |
| Social Studies | 8th Grade Content | Female | 2016-17 | 28.6% | 15.6% | 15.6% | 2.2% | 13.3% | 37.8% | 46.7% |
| Social Studies | 8th Grade Content | Male | 2015-16 | 32.6% | 29.0% | 29.0% | 0.0% | 29.0% | 38.7% | 32.3% |
| Social Studies | 8th Grade Content | Male | 2016-17 | 34.0% | 15.4% | 15.4% | 7.7% | 7.7% | 30.8% | 53.8% |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2015-16 | 15.8% | 27.0% | 27.0% | 0.0% | 27.0% | 42.9% | 30.2% |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2016-17 | 16.4% | 13.4% | 13.4% | 4.5% | 9.0% | 35.8% | 50.7% |
| Social Studies | 8th Grade Content | English Learners | 2015-16 | 7.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | English Learners | 2016-17 | 7.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Students With Disabilities | 2015-16 | 7.6% | 9.1% | 9.1% | 0.0% | 9.1% | 9.1% | 81.8% |

Annual Education Report
 Great Oaks Academy (09448)

M-STEP Grades 3-11

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Advanced | Percent Proficient | Percent Partially Proficient | Percent Not Proficient |
|----------------|-------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Social Studies | 8th Grade Content | Students With Disabilities | 2016-17 | 8.1% | <10 | <10 | <10 | <10 | <10 | <10 |



04/23/2018

Annual Education Report
Great Oaks Academy (09448)

SAT

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

No Data to Display

Annual Education Report
Great Oaks Academy (09448)

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 | 2015-16 | 86.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | All Students | 2016-17 | 69.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2015-16 | 64.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | All Students | 2016-17 | 60.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2015-16 | 82.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Black or African American | 2016-17 | 60.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2015-16 | 59.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Black or African American | 2016-17 | 54.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Female | 2015-16 | 85.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Female | 2015-16 | 61.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Male | 2016-17 | 68.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Male | 2016-17 | 60.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 85.6% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

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 | Economically Disadvantaged | 2016-17 | 68.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2015-16 | 65.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 3rd Grade Content | Economically Disadvantaged | 2016-17 | 61.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2015-16 | 78.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | All Students | 2016-17 | 82.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | All Students | 2015-16 | 73.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | All Students | 2016-17 | 68.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2015-16 | 54.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | All Students | 2016-17 | 54.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Black or African American | 2015-16 | 71.6% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Black or African American | 2016-17 | 77.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2015-16 | 66.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Black or African American | 2016-17 | 61.4% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

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 | Black or African American | 2015-16 | 44.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Black or African American | 2016-17 | 45.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Female | 2015-16 | 78.5% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Female | 2016-17 | 85.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Female | 2015-16 | 69.0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Female | 2016-17 | 65.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Female | 2015-16 | 51.0% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Female | 2016-17 | 54.0% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Economically Disadvantaged | 2015-16 | 79.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 4th Grade Content | Economically Disadvantaged | 2016-17 | 83.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2015-16 | 73.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 4th Grade Content | Economically Disadvantaged | 2016-17 | 69.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 4th Grade Content | Economically Disadvantaged | 2015-16 | 55.7% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

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 | Economically Disadvantaged | 2016-17 | 55.7% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | All Students | 2016-17 | 81.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | All Students | 2016-17 | 57.4% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Black or African American | 2016-17 | 78.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Black or African American | 2016-17 | 47.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Female | 2016-17 | 84.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Female | 2016-17 | 53.9% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Male | 2016-17 | 80.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Male | 2016-17 | 59.2% | <10 | <10 | <10 | <10 | <10 |
| ELA | 5th Grade Content | Economically Disadvantaged | 2016-17 | 82.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 5th Grade Content | Economically Disadvantaged | 2016-17 | 57.9% | <10 | <10 | <10 | <10 | <10 |

Annual Education Report
Great Oaks Academy (09448)

MI -Access Supported Independence

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report
Great Oaks Academy (09448)

MI -Access Participation

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Surpassed | Percent Attained | Percent Emerging |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report Great Oaks Academy (09448)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| All Students | ELA | 98.6% | 49.5% | 99.4% | 35.7% | 99.4% | 35.7% |
| All Students | Mathematics | 98.7% | 39.1% | 99.8% | 23.9% | 99.8% | 23.9% |
| All Students | Science | 97.9% | 24.9% | 100.0% | 21.1% | 100.0% | 21.1% |
| All Students | Social Studies | 97.8% | 33.7% | 98.7% | 8.4% | 98.7% | 8.4% |
| Bottom 30% | ELA | N/A | 3.8% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Mathematics | N/A | 1.5% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Science | N/A | 0.4% | N/A | 0.0% | N/A | 0.0% |
| Bottom 30% | Social Studies | N/A | 0.6% | N/A | 0.0% | N/A | 0.0% |
| American Indian or Alaska Native | ELA | 97.6% | 40.5% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Mathematics | 97.8% | 28.8% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Science | 96.8% | 19.1% | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | Social Studies | 96.4% | 28.9% | N/A | N/A | N/A | N/A |
| Asian | ELA | 99.1% | 70.5% | <30 | <30 | <30 | <30 |
| Asian | Mathematics | 99.3% | 68.9% | <30 | <30 | <30 | <30 |
| Asian | Science | 99.1% | 41.4% | <30 | <30 | <30 | <30 |
| Asian | Social Studies | 98.9% | 51.9% | <30 | <30 | <30 | <30 |
| Black or African American | ELA | 97.6% | 25.0% | 99.5% | 35.9% | 99.5% | 35.9% |
| Black or African American | Mathematics | 97.5% | 14.2% | 100.0% | 22.1% | 100.0% | 22.1% |
| Black or African American | Science | 96.0% | 7.0% | 100.0% | 19.5% | 100.0% | 19.5% |
| Black or African American | Social Studies | 95.9% | 11.2% | 98.6% | 6.9% | 98.6% | 6.9% |
| Hispanic of Any Race | ELA | 98.6% | 36.9% | <30 | <30 | <30 | <30 |
| Hispanic of Any Race | Mathematics | 98.7% | 25.1% | <30 | <30 | <30 | <30 |

Annual Education Report
 Great Oaks Academy (09448)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|---|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| Hispanic of Any Race | Science | 97.7% | 13.5% | <30 | <30 | <30 | <30 |
| Hispanic of Any Race | Social Studies | 97.8% | 21.1% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | ELA | 97.7% | 54.8% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | Mathematics | 98.1% | 43.4% | <30 | <30 | <30 | <30 |
| Native Hawaiian or Other Pacific Islander | Science | 97.6% | 28.3% | N/A | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Social Studies | 98.1% | 38.8% | N/A | N/A | N/A | N/A |
| Two or More Races | ELA | 98.7% | 46.6% | <30 | <30 | <30 | <30 |
| Two or More Races | Mathematics | 98.6% | 35.1% | <30 | <30 | <30 | <30 |
| Two or More Races | Science | 97.7% | 21.9% | <30 | <30 | <30 | <30 |
| Two or More Races | Social Studies | 97.7% | 29.7% | <30 | <30 | <30 | <30 |
| White | ELA | 98.9% | 56.1% | <30 | <30 | <30 | <30 |
| White | Mathematics | 99.0% | 45.6% | <30 | <30 | <30 | <30 |
| White | Science | 98.4% | 29.7% | <30 | <30 | <30 | <30 |
| White | Social Studies | 98.3% | 39.7% | <30 | <30 | <30 | <30 |
| Economically Disadvantaged | ELA | 98.2% | 33.5% | 99.3% | 34.5% | 99.3% | 34.5% |
| Economically Disadvantaged | Mathematics | 98.3% | 23.3% | 99.8% | 23.7% | 99.8% | 23.7% |
| Economically Disadvantaged | Science | 97.2% | 13.0% | 100.0% | 20.3% | 100.0% | 20.3% |
| Economically Disadvantaged | Social Studies | 97.0% | 18.3% | 98.6% | 7.5% | 98.6% | 7.5% |

Annual Education Report
 Great Oaks Academy (09448)

Accountability Details Subject Data

| Testing Group | Subject | State Tested Total | State Percent Proficient | District Tested Total | District Percent Proficient* | School Tested Total | School Percent Proficient** |
|----------------------------|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| English Learners | ELA | 98.6% | 24.0% | <30 | <30 | <30 | <30 |
| English Learners | Mathematics | 99.0% | 23.0% | <30 | <30 | <30 | <30 |
| English Learners | Science | 98.4% | 5.0% | <30 | <30 | <30 | <30 |
| English Learners | Social Studies | 98.2% | 7.8% | <30 | <30 | <30 | <30 |
| Students With Disabilities | ELA | 97.5% | 26.0% | 96.0% | 6.3% | 96.0% | 6.3% |
| Students With Disabilities | Mathematics | 97.9% | 20.7% | 100.0% | 4.1% | 100.0% | 4.1% |
| Students With Disabilities | Science | 96.9% | 15.8% | <30 | <30 | <30 | <30 |
| Students With Disabilities | Social Studies | 95.9% | 14.2% | <30 | <30 | <30 | <30 |

Annual Education Report
 Great Oaks Academy (09448)

Accountability Details Graduation Data

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

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

Annual Education Report
Great Oaks Academy (09448)

Accountability Details Attendance Data

| Student Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students | 84.41% | 70.31% | 70.31% |

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

Annual Education Report
Great Oaks Academy (09448)

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 |
|--------------------|-------------------------|--------------------|-----------------------------|-------------------------|--|-----------------------------------|------------------------------|---------------------|
| Great Oaks Academy | 42.82 | 53.15 | N/A | N/A | 73.87 | 100.00 | 100.00 | 54.79 |

Annual Education Report
 Great Oaks Academy (09448)

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 | 24 | 0 |

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

Teacher Quality - Class

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

Teacher Quality - Provisional

| | Certification Percent |
|--|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 32.6% |

Annual Education Report
 Great Oaks Academy (09448)

NAEP Grade 4 Math

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

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

Annual Education Report
 Great Oaks Academy (09448)

NAEP Grade 8 Math

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

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

Annual Education Report
Great Oaks Academy (09448)

NAEP Grade 12 Math

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

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

Annual Education Report
Great Oaks Academy (09448)

NAEP Grade 4 Reading

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

Rounds to zero

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

Annual Education Report
 Great Oaks Academy (09448)

NAEP Grade 8 Reading

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

Rounds to zero

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

Annual Education Report
 Great Oaks Academy (09448)

NAEP Grade 12 Reading

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

Rounds to zero

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

Annual Education Report
 Great Oaks Academy (09448)

NAEP Participation Data

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