



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for Laurus 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 Willinda Mitchell for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.nhaschools.com/schools/laurus/> and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school. You may also access the AER by clicking here: <http://bit.ly/2tR5mTz>

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

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

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

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

Our school has not been given one of these labels.

A review of the 2017-18 academic student data shows a slight decrease in math. Proficiency in fifth grade increased by 13% but decreased by 12% in fourth grade.

Year-over-year overall proficiency decreased slightly in ELA. Key initiatives in science and social studies are being taken to accelerate student achievement and close persistent gaps in achievement include the following:



Math:

1. Implemented k-2 Math Stories
2. Quarterly Interim Assessments are administered, and data allows teachers to regularly identify student mastery/ skills and provide needs-based intervention support and re-teaching.
3. Consistently utilizing the Accelerated Math program in grades k-8.
4. Teachers utilize math instruction time each week to promote math facts acquisition (basic math skills, multiplication, division, etc.....).
5. Teachers are using Accelerated Math in the classroom to enhance math instruction
6. Continue instructional grouping, workshop instruction and small-group instruction.

Social Studies:

1. Use a teacher tool for test prep/ Social Studies for teachers taking M-STEP.
2. Block-schedule time for integration of Social Studies and ELA.
3. Utilize supplemental resources and social studies units from Oakland Schools.

State law requires that we also report additional information.


1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2017-2018

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

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

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the



school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

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

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


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

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

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

2017-2018

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

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

The school's School Improvement Team reviews data formally and informally throughout each school year as part of its continuous school improvement process. In spring 2018, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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

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

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

The SIP goals for Laurus Academy are to attain 78% proficiency in all core academic areas. The Laurus Academy School Improvement Plan has identified implementation strategies for Language Arts, Mathematics, Science, Writing and Social Studies, which support both the State Level criterion goals and the norm referenced criterion goals. In addition, the implementation plan identified formative assessment strategies whose purpose is to inform instruction and support student achievement.

Objectives: Free & Reduced Lunch subgroups will increase by 10% in math, reading, writing, science, and social studies.



Key Action Items:

1. Modification of master schedule to provide ample time for targeted subjects.
2. Created instructionally based classroom (novice, proficient and advanced).
3. Hired At-Risk teachers to push in and pull out students in novice classrooms.
4. Administered interim assessments exams to assess grade level proficiency
5. Implementation of CER and Accountable Talk.
6. Implementation of Common Core Shifts in each classroom.
7. Involve parents as partners in the education of their children with Accelerated Math.
8. Add Sylvan Tutoring to focus on Math for students lagging behind.
9. Implementation of the Formative Assessment Process schoolwide.
10. Utilization of a common progress monitoring tool to identify and address the needs of FRL and IEP students.
11. Increase of academic vocabulary in the lesson delivery.
12. Offer before and after-school tutoring.

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

The Laurus Academy School Improvement Plan provided the foundation to inform and guide all of the instruction which took place during the course of the current school year. The school engaged its teaching staff in the development of grade-level action plans and identified specific educational strategies to ensure an increase in academic achievement.

A review of the 2017-2018 academic student data shows that students in grades 3-4 showed an increase in proficiency for ELA and math. Grades 5 and 6 declined in ELA and math.

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

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

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



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

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

2016-2017

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

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4. Administered interim assessments exams to assess grade level proficiency
5. Implementation of CER and Accountable Talk.
6. Implementation of Common Core Shifts in each classroom.
7. Involve parents as partners in the education of their children with Dreambox and Accelerated Math.
8. Implementation of the Formative Assessment Process schoolwide.
9. Utilization of a common progress monitoring tool to identify and address the needs of FRL and IEP students.
10. Increase of academic vocabulary in the lesson delivery.
11. Offer before and after-school tutoring.

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

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL


2017-2018

Laurus Academy is located in Southfield, Michigan. The academy is managed by National Heritage Academies (NHA) which was founded in 1995. Laurus Academy opened its doors in August, 2005, to provide a challenging academic curriculum to students in grades K-6. By adding one grade level per year, the school now services students in Grades K-8 in an environment that fosters social and academic growth and which actively engages parents as partners in the educational program.

Laurus Academy offers an academically challenging, character-based education to every student. The school-day begins each morning with a Moral Focus highlight in which students repeat the Pledge of Allegiance to the flag, the Laurus Academy Student Creed, and receive motivational quotes that are geared to encourage positive character development and tools to begin a successful school day.

The Laurus Student Creed itself states: "I am a Laurus student. I strive to achieve academic excellence. I exemplify high moral character. I work diligently to prepare for the future. I know that my success in school and life is dependent on my own efforts and the choices I make." Laurus Academy provides an academic curriculum that is rigorous and challenging and which includes Language Arts, Mathematics, Science and Social Studies. In addition, the curriculum is enhanced with Art, Music, Technology, and Physical Education.

Laurus students are provided with instruction that is student-centered and data-driven. Students are administered the state M-STEP assessment each school year. In addition, they are tested in the fall, winter and spring, using the Northwest Evaluation Assessment Measures of Academic Progress (NWEA). The NWEA is norm-referenced test that allows us to track the progress of our students against the national population. It also allows us to quickly identify the needs of our students and to provide academic interventions in a timely manner. Furthermore, our year begins with diagnostic testing that allows us to see the academic entry-level of our students, followed by interim assessments that provide the necessary data to provide adequate and systematic academic interventions.



Laurus Academy staff, parents, administration and Board of Directors are committed to providing each student with a learning environment that enables each child to reach his/her highest social and academic potential.

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


2017-2018

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

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

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

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



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

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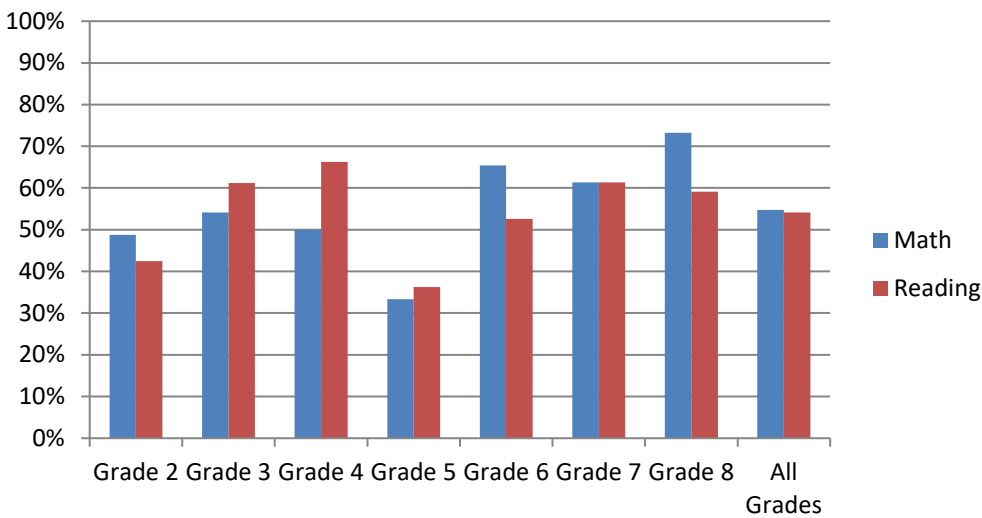
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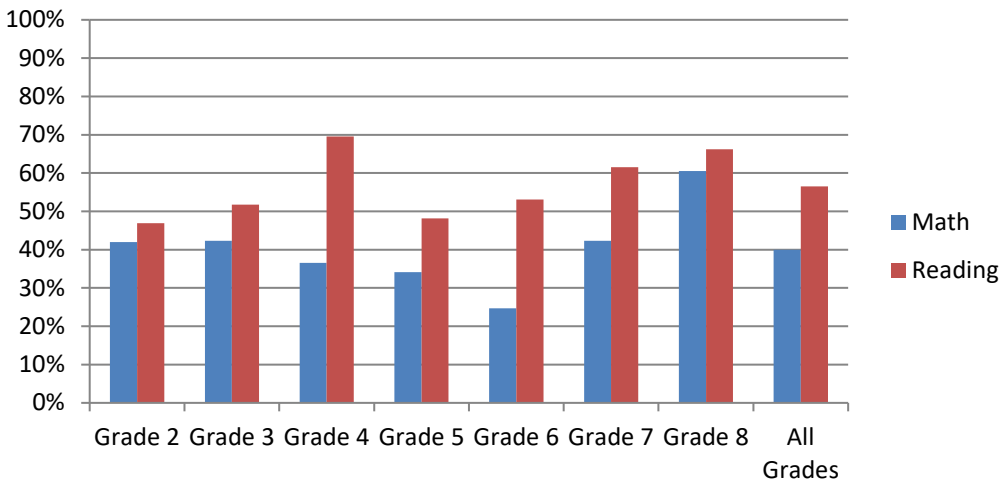
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

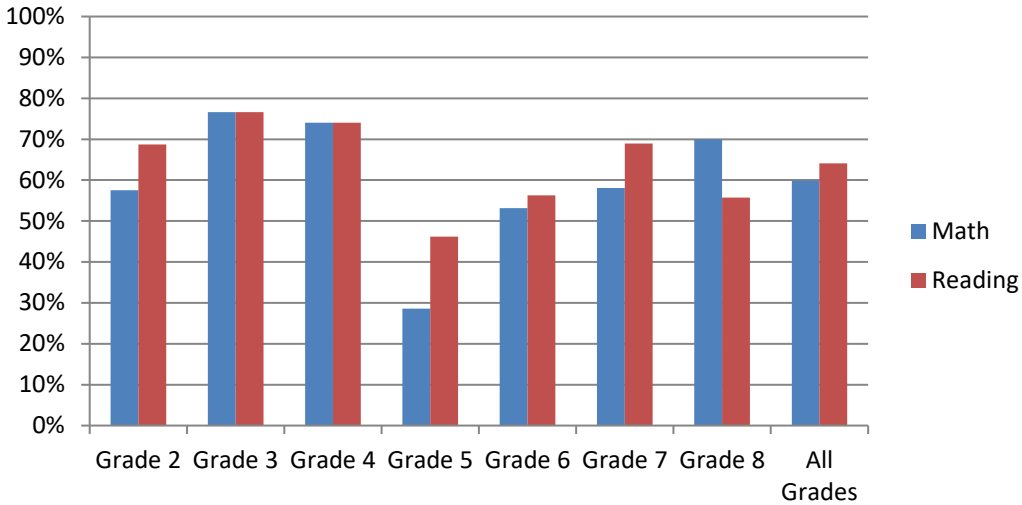


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

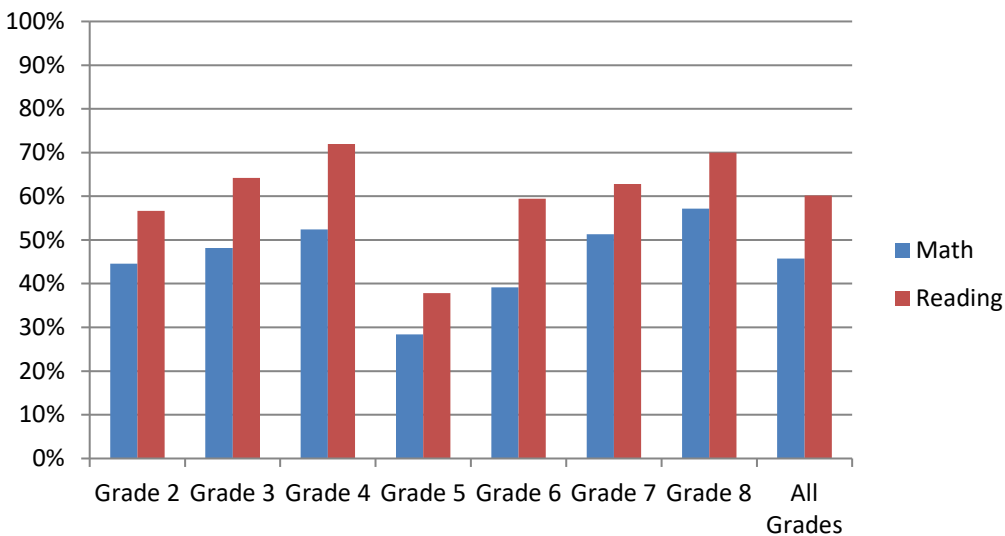


2016-2017

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



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

2017-2018

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2017	K-8	727	99.7%
Spring 2018	K-8	711	99.0%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	698	98.4%
Spring 2017	K-8	705	99.7%



7. SCHOOL YEAR HIGHLIGHTS

- Penny War – This was a fundraiser for The Capuchin Soup Kitchen.
- Family Night- That focus and Reading and Math in conjunction with Gizmo Learning
- Gleaners Food Bank - Students showed their teachings of the Moral Focus by having a canned food drive to help families in their time of need during the holiday season. The students brought in over 700 cans of food that were donated to local food banks.
- Music Concert - We celebrated two musical performances for the 2016-2017 school year. Students sang songs in Arabic, Nigerian, and even performed sign language for some performances.
- National Junior Honor Society and Blue Ribbon – Laurus has induction ceremonies each year for both organizations. Students do community service and sponsor certain activities. The students also provide mentoring to students.

We are looking forward to another rewarding and successful school year in 2019-2020!

Sincerely,



Carolyn Boyer
School Principal
Laurus Academy
24590 Lahser Road
Southfield, MI 48034
248-799-8401

BOARD OF DIRECTORS:

Glenora Collins – President
Donna Rich-King – Vice President/Treasurer
Tony Marshall – Secretary
Kim Frazier – Director

New Annual Education Report Laurus Academy (09449)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	46.9%	38	46.9%	38	25.9%	21	21.0%	17	28.4%	23	24.7%	20
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	40.0%	34	40.0%	34	22.4%	19	17.6%	15	29.4%	25	30.6%	26
ELA	3rd Grade Content	Asian	2017-18	64.4%	2,227	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	46.2%	36	46.2%	36	24.4%	19	21.8%	17	29.5%	23	24.4%	19
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	39.3%	33	39.3%	33	22.6%	19	16.7%	14	29.8%	25	31.0%	26
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	53.3%	24	53.3%	24	35.6%	16	17.8%	8	31.1%	14	15.6%	7
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	50.0%	23	50.0%	23	30.4%	14	19.6%	9	28.3%	13	21.7%	10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	38.9%	14	38.9%	14	13.9%	5	25.0%	9	25.0%	9	36.1%	13
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	28.2%	11	28.2%	11	12.8%	5	15.4%	6	30.8%	12	41.0%	16
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	42.1%	24	42.1%	24	22.8%	13	19.3%	11	31.6%	18	26.3%	15
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	37.5%	24	37.5%	24	17.2%	11	20.3%	13	31.3%	20	31.3%	20
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	62.2%	51	62.2%	51	28.0%	23	34.1%	28	11.0%	9	26.8%	22
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	47.6%	39	47.6%	39	26.8%	22	20.7%	17	20.7%	17	31.7%	26

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	American Indian or Alaska Native	2017-18	35.1%	219	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Asian	2016-17	66.9%	2,379	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	64.1%	50	64.1%	50	29.5%	23	34.6%	27	10.3%	8	25.6%	20
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	47.4%	37	47.4%	37	26.9%	21	20.5%	16	20.5%	16	32.1%	25
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	48.4%	46	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	White	2016-17	51.5%	36,664	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	71.1%	32	71.1%	32	37.8%	17	33.3%	15	13.3%	6	15.6%	7
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	56.0%	28	56.0%	28	30.0%	15	26.0%	13	20.0%	10	24.0%	12
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	51.4%	19	51.4%	19	16.2%	6	35.1%	13	10%	3	*	15
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	34.4%	11	34.4%	11	21.9%	7	12.5%	4	21.9%	7	43.8%	14
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	63.5%	40	63.5%	40	25.4%	16	38.1%	24	9.5%	6	27.0%	17
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	46.0%	29	46.0%	29	27.0%	17	19.0%	12	20.6%	13	33.3%	21
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Homeless	2017-18	22.0%	433	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	31.7%	26	31.7%	26	12.2%	10	19.5%	16	24.4%	20	43.9%	36
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	44.4%	36	44.4%	36	9.9%	8	34.6%	28	22.2%	18	33.3%	27
ELA	5th Grade Content	American Indian or Alaska Native	2016-17	45.6%	302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	31.6%	25	31.6%	25	12.7%	10	19.0%	15	22.8%	18	45.6%	36
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	46.7%	35	46.7%	35	10.7%	8	36.0%	27	21.3%	16	32.0%	24
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	54.9%	50	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	58.6%	41,947	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2017-18	53.8%	38,604	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	44.4%	16	44.4%	16	13.9%	5	30.6%	11	33.3%	12	22.2%	8
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	50.0%	23	50.0%	23	10.9%	5	39.1%	18	23.9%	11	26.1%	12
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	21.7%	10	21.7%	10	10.9%	5	10.9%	5	17.4%	8	60.9%	28
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	37.1%	13	37.1%	13	10%	3	*	10	20.0%	7	42.9%	15

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	32.3%	21	32.3%	21	13.8%	9	18.5%	12	20.0%	13	47.7%	31
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	42.9%	27	42.9%	27	9.5%	6	33.3%	21	17.5%	11	39.7%	25
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	8
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	44.1%	30	44.1%	30	5.9%	4	38.2%	26	29.4%	20	26.5%	18
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	38.0%	30	38.0%	30	5%	3	*	27	34.2%	27	27.8%	22
ELA	6th Grade Content	American Indian or Alaska Native	2017-18	33.4%	223	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Asian	2016-17	69.5%	2,467	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	42.2%	27	42.2%	27	6.3%	4	35.9%	23	29.7%	19	28.1%	18
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	39.0%	30	39.0%	30	5%	3	*	27	33.8%	26	27.3%	21
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2017-18	48.0%	34,579	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	48.4%	15	48.4%	15	12.9%	4	35.5%	11	29.0%	9	22.6%	7
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	50.0%	20	50.0%	20	10%	3	*	17	35.0%	14	15.0%	6
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	40.5%	15	40.5%	15	10%	<3	*	*	29.7%	11	29.7%	11

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	25.6%	10	25.6%	10	10%	<3	*	*	33.3%	13	41.0%	16
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	44.9%	22	44.9%	22	10%	3	*	19	28.6%	14	26.5%	13
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	37.5%	24	37.5%	24	5%	3	*	21	31.3%	20	31.3%	20
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	44.9%	35	44.9%	35	7.7%	6	37.2%	29	26.9%	21	28.2%	22
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	43.6%	34	43.6%	34	9.0%	7	34.6%	27	24.4%	19	32.1%	25
ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	46.7%	35	46.7%	35	8.0%	6	38.7%	29	25.3%	19	28.0%	21
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	41.1%	30	41.1%	30	8.2%	6	32.9%	24	26.0%	19	32.9%	24
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	59.0%	23	59.0%	23	10.3%	4	48.7%	19	23.1%	9	17.9%	7
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	46.2%	18	46.2%	18	12.8%	5	33.3%	13	25.6%	10	28.2%	11
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	30.8%	12	30.8%	12	10%	<3	*	*	30.8%	12	38.5%	15

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	41.0%	16	41.0%	16	10%	<3	*	*	23.1%	9	35.9%	14
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	39.1%	18	39.1%	18	10%	4	*	14	30.4%	14	30.4%	14
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	39.6%	21	39.6%	21	10%	4	*	17	22.6%	12	37.7%	20
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	5
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9
ELA	7th Grade Content	Homeless	2017-18	21.4%	392	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	57.4%	39	57.4%	39	10.3%	7	47.1%	32	27.9%	19	14.7%	10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	50.0%	36	50.0%	36	9.7%	7	40.3%	29	26.4%	19	23.6%	17
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	56.7%	38	56.7%	38	10.4%	7	46.3%	31	28.4%	19	14.9%	10
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	48.6%	34	48.6%	34	10.0%	7	38.6%	27	27.1%	19	24.3%	17
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	78.1%	25	78.1%	25	18.8%	6	59.4%	19	*	*	10%	2
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	50.0%	18	50.0%	18	11.1%	4	38.9%	14	36.1%	13	13.9%	5
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	38.9%	14	38.9%	14	10%	<3	*	*	38.9%	14	22.2%	8
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	50.0%	18	50.0%	18	10%	3	*	15	16.7%	6	33.3%	12

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	43.8%	21	43.8%	21	10%	3	*	18	35.4%	17	20.8%	10
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	45.8%	22	45.8%	22	10%	4	*	18	25.0%	12	29.2%	14
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	6
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	42.0%	34	42.0%	34	16.0%	13	25.9%	21	24.7%	20	33.3%	27
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	37.6%	32	37.6%	32	18.8%	16	18.8%	16	29.4%	25	32.9%	28
Mathematics	3rd Grade Content	Asian	2017-18	73.0%	2,616	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	41.0%	32	41.0%	32	15.4%	12	25.6%	20	25.6%	20	33.3%	26

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	36.9%	31	36.9%	31	19.0%	16	17.9%	15	29.8%	25	33.3%	28
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	53.3%	24	53.3%	24	15.6%	7	37.8%	17	22.2%	10	24.4%	11
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	39.1%	18	39.1%	18	23.9%	11	15.2%	7	32.6%	15	28.3%	13
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	27.8%	10	27.8%	10	16.7%	6	11.1%	4	27.8%	10	44.4%	16
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	35.9%	14	35.9%	14	12.8%	5	23.1%	9	25.6%	10	38.5%	15
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	38.6%	22	38.6%	22	10%	4	*	18	28.1%	16	33.3%	19
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	34.4%	22	34.4%	22	15.6%	10	18.8%	12	28.1%	18	37.5%	24

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	48.8%	40	48.8%	40	18.3%	15	30.5%	25	25.6%	21	25.6%	21
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	36.6%	30	36.6%	30	14.6%	12	22.0%	18	34.1%	28	29.3%	24
Mathematics	4th Grade Content	American Indian or Alaska Native	2017-18	33.0%	206	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Asian	2016-17	72.2%	2,643	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	47.4%	37	47.4%	37	17.9%	14	29.5%	23	25.6%	20	26.9%	21
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	35.9%	28	35.9%	28	14.1%	11	21.8%	17	34.6%	27	29.5%	23

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	49.0%	47	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	55.6%	25	55.6%	25	20.0%	9	35.6%	16	26.7%	12	17.8%	8
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	44.0%	22	44.0%	22	12.0%	6	32.0%	16	32.0%	16	24.0%	12
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	40.5%	15	40.5%	15	16.2%	6	24.3%	9	24.3%	9	35.1%	13
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	25.0%	8	25.0%	8	*	*	10%	<3	37.5%	12	37.5%	12

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	50.8%	32	50.8%	32	19.0%	12	31.7%	20	22.2%	14	27.0%	17
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	33.3%	21	33.3%	21	7.9%	5	25.4%	16	38.1%	24	28.6%	18
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	14.6%	12	14.6%	12	5%	3	*	9	23.2%	19	62.2%	51
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	27.2%	22	27.2%	22	12.3%	10	14.8%	12	19.8%	16	53.1%	43

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Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Students Proficient	District Percent Student Proficient	District Number Students Proficient	School Percent Student Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	American Indian or Alaska Native	2016-17	28.4%	188	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	15.2%	12	15.2%	12	5%	3	*	9	21.5%	17	63.3%	50
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	28.0%	21	28.0%	21	13.3%	10	14.7%	11	20.0%	15	52.0%	39
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	34.8%	32	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	16.7%	6	16.7%	6	10%	<3	*	*	30.6%	11	52.8%	19
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	28.3%	13	28.3%	13	10.9%	5	17.4%	8	23.9%	11	47.8%	22
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	13.0%	6	13.0%	6	10%	<3	10%	*	17.4%	8	69.6%	32
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	25.7%	9	25.7%	9	14.3%	5	11.4%	4	14.3%	5	60.0%	21
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	16.9%	11	16.9%	11	5%	3	*	8	21.5%	14	61.5%	40
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	27.0%	17	27.0%	17	9.5%	6	17.5%	11	20.6%	13	52.4%	33
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	11
Mathematics	5th Grade Content	Homeless	2017-18	12.1%	251	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	25.0%	17	25.0%	17	5%	3	*	14	35.3%	24	39.7%	27
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	20.3%	16	20.3%	16	5%	<3	*	*	30.4%	24	49.4%	39
Mathematics	6th Grade Content	American Indian or Alaska Native	2017-18	26.2%	175	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	25.0%	16	25.0%	16	5%	3	*	13	35.9%	23	39.1%	25
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	20.8%	16	20.8%	16	5%	<3	*	*	28.6%	22	50.6%	39

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	32.3%	10	32.3%	10	10%	<3	*	*	38.7%	12	29.0%	9
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	25.0%	10	25.0%	10	10%	<3	*	*	32.5%	13	42.5%	17
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	18.9%	7	18.9%	7	10%	<3	*	*	32.4%	12	48.6%	18
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	15.4%	6	15.4%	6	10%	<3	*	*	28.2%	11	56.4%	22
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	26.5%	13	26.5%	13	10%	<3	*	*	30.6%	15	42.9%	21
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	15.6%	10	15.6%	10	5%	<3	*	*	29.7%	19	54.7%	35

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	34.6%	27	34.6%	27	10.3%	8	24.4%	19	29.5%	23	35.9%	28
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	26.9%	21	26.9%	21	11.5%	9	15.4%	12	32.1%	25	41.0%	32
Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	36.0%	27	36.0%	27	10.7%	8	25.3%	19	29.3%	22	34.7%	26
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	24.7%	18	24.7%	18	9.6%	7	15.1%	11	32.9%	24	42.5%	31
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	1,229	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	48.7%	19	48.7%	19	17.9%	7	30.8%	12	20.5%	8	30.8%	12
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	30.8%	12	30.8%	12	17.9%	7	12.8%	5	33.3%	13	35.9%	14
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	20.5%	8	20.5%	8	10%	<3	*	*	38.5%	15	41.0%	16
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	23.1%	9	23.1%	9	10%	<3	*	*	30.8%	12	46.2%	18
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	30.4%	14	30.4%	14	10%	4	*	10	30.4%	14	39.1%	18
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	24.5%	13	24.5%	13	10%	5	*	8	26.4%	14	49.1%	26

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9
Mathematics	7th Grade Content	Homeless	2017-18	13.6%	250	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	35.3%	24	35.3%	24	16.2%	11	19.1%	13	29.4%	20	35.3%	24
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	37.5%	27	37.5%	27	20.8%	15	16.7%	12	33.3%	24	29.2%	21
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	34.3%	23	34.3%	23	16.4%	11	17.9%	12	29.9%	20	35.8%	24
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	38.6%	27	38.6%	27	21.4%	15	17.1%	12	31.4%	22	30.0%	21

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	50.0%	16	50.0%	16	31.3%	10	18.8%	6	28.1%	9	21.9%	7
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	41.7%	15	41.7%	15	27.8%	10	13.9%	5	36.1%	13	22.2%	8
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	22.2%	8	22.2%	8	10%	<3	*	*	30.6%	11	47.2%	17
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	33.3%	12	33.3%	12	13.9%	5	19.4%	7	30.6%	11	36.1%	13
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	25.0%	12	25.0%	12	10%	4	*	8	29.2%	14	45.8%	22
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	35.4%	17	35.4%	17	18.8%	9	16.7%	8	29.2%	14	35.4%	17
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	12.2%	10	12.2%	10	5%	3	*	7	36.6%	30	51.2%	42
Science	4th Grade Content	Asian	2016-17	27.8%	1,017	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	12.8%	10	12.8%	10	5%	3	*	7	37.2%	29	50.0%	39
Science	4th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	12.5%	12	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Female	2016-17	12.6%	6,689	15.6%	7	15.6%	7	10%	<3	*	*	44.4%	20	40.0%	18

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	3	10%	3	10%	<3	10%	<3	*	10	*	24
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	12.7%	8	12.7%	8	5%	3	*	5	34.9%	22	52.4%	33
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	10.3%	8	10.3%	8	5%	<3	*	*	23.1%	18	66.7%	52
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	10.7%	8	10.7%	8	5%	<3	*	*	24.0%	18	65.3%	49
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Female	2016-17	21.2%	11,397	10%	3	10%	3	10%	<3	10%	*	*	13	*	23
Science	7th Grade Content	Male	2016-17	24.3%	13,684	12.8%	5	12.8%	5	10%	<3	*	*	12.8%	5	74.4%	29

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	10%	3	10%	3	10%	<3	10%	*	*	10	*	33
Science	7th Grade Content	English Learners	2016-17	3.4%	225	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	8
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	5%	4	5%	4	5%	<3	5%	*	*	42	*	36
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	6.2%	5	6.2%	5	5%	<3	*	*	56.8%	46	37.0%	30
Social Studies	5th Grade Content	American Indian or Alaska Native	2016-17	18.3%	122	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	5.1%	4	5.1%	4	5%	<3	*	*	51.9%	41	43.0%	34
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	6.7%	5	6.7%	5	5%	<3	*	*	57.3%	43	36.0%	27

New Annual Education Report Laurus Academy (09449)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	18.5%	17	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	<3	10%	*	10%	<3	10%	<3	*	21	*	13
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	<3	10%	*	10%	<3	10%	<3	*	31	*	14
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	*	10%	<3	10%	<3	*	21	*	23

New Annual Education Report Laurus Academy (09449)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	11.4%	4	11.4%	4	10%	<3	*	*	42.9%	15	45.7%	16
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	6.2%	4	6.2%	4	5%	<3	*	*	47.7%	31	46.2%	30
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	6.3%	4	6.3%	4	5%	<3	*	*	55.6%	35	38.1%	24
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	13.2%	9	13.2%	9	5%	3	*	6	39.7%	27	47.1%	32
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	12.5%	9	12.5%	9	5%	<3	*	*	38.9%	28	48.6%	35

New Annual Education Report Laurus Academy (09449)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	13.4%	9	13.4%	9	5%	3	*	6	38.8%	26	47.8%	32
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	12.9%	9	12.9%	9	5%	<3	*	*	38.6%	27	48.6%	34
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	12.5%	4	12.5%	4	10%	<3	10%	*	56.3%	18	31.3%	10
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	11.1%	4	11.1%	4	10%	<3	*	*	44.4%	16	44.4%	16
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	13.9%	5	13.9%	5	10%	<3	10%	*	25.0%	9	61.1%	22
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	13.9%	5	13.9%	5	10%	<3	*	*	33.3%	12	52.8%	19
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	10%	4	10%	4	10%	<3	10%	<3	*	14	*	30

New Annual Education Report Laurus Academy (09449)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	10.4%	5	10.4%	5	10%	<3	*	*	37.5%	18	52.1%	25
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7

New Annual Education Report Laurus Academy (09449)

SAT

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

New Annual Education Report Laurus Academy (09449)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2016-17	81.8%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	57.4%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2016-17	38.5%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	78.1%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	47.9%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	31.4%	*	*	*	*	*
ELA	5th Grade Content	Female	2016-17	84.6%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2016-17	53.9%	*	*	*	*	*
Social Studies	5th Grade Content	Female	2016-17	37.5%	*	*	*	*	*
ELA	6th Grade Content	All Students	2017-18	75.5%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2017-18	50.6%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2017-18	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2017-18	46.3%	*	*	*	*	*
ELA	6th Grade Content	Female	2017-18	79.1%	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	6th Grade Content	Female	2017-18	45.2%	*	*	*	*	*
ELA	6th Grade Content	Male	2017-18	73.8%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2017-18	53.4%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2017-18	77.2%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	50.8%	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	41.8%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	78.3%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	84.6%	*	*	*	*	*
Mathematics	8th Grade Content	Female	2016-17	58.0%	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	41.2%	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

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	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

MI -Access Supported Independence

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

New Annual Education Report Laurus Academy (09449)

MI -Access Participation

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

New Annual Education Report Laurus Academy (09449)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	479	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	459	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	258	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	221	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	356	<10	*	*	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	123	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	478	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	479	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	51	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	428	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	475	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	479	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	479	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	479	<10	*	*	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	459	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	258	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	221	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	356	<10	*	*	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	123	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	478	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	479	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	51	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	428	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	475	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	479	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	479	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	153	<10	*	*	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Black or African American	2017-18	145	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	82	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	71	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	111	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	42	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	153	<10	*	*	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	132	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	152	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	153	<10	*	*	*	*	*	*	*

New Annual Education Report Laurus Academy (09449)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	99.4%	0.0%	N/A	99.4%	0.0%	44.02%
All Students	Mathematics	98.8%	1.2%	38.72%	99.4%	0.6%	N/A	99.4%	0.6%	30.77%
All Students	Science	97.8%	2.2%	N/A	99.4%	0.6%	N/A	99.4%	0.6%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	99.4%	0.6%	N/A	99.4%	0.6%	8.55%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	<10	<10	<10	<10	<10	<10
Asian	Mathematics	99.3%	0.7%	69.47%	<10	<10	<10	<10	<10	<10
Asian	Science	99.0%	1.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	98.6%	1.4%	50.74%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	97.9%	0.0%	23.02%	99.3%	0.0%	N/A	99.3%	0.0%	43.88%
Black or African American	Mathematics	98.0%	2.0%	13.99%	99.3%	0.7%	N/A	99.3%	0.7%	30.73%
Black or African American	Science	96.1%	3.9%	N/A	99.3%	0.7%	N/A	99.3%	0.7%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	99.3%	0.7%	N/A	99.3%	0.7%	9.03%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	<10	<10	<10	<10	<10	<10

New Annual Education Report Laurus Academy (09449)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Science	97.7%	2.3%	N/A	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	<10	<10	<10	<10	<10	<10
Two or More Races	ELA	98.7%	0.0%	44.35%	<10	<10	<10	<10	<10	<10
Two or More Races	Mathematics	98.8%	1.2%	35.00%	<10	<10	<10	<10	<10	<10
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	<10	<10	<10	<10	<10	<10
White	Mathematics	99.0%	1.0%	45.19%	<10	<10	<10	<10	<10	<10
White	Science	98.2%	1.8%	N/A	<10	<10	<10	<10	<10	<10
White	Social Studies	98.1%	1.9%	38.15%	<10	<10	<10	<10	<10	<10
Female	ELA	98.8%	0.1%	51.36%	99.6%	0.0%	N/A	99.6%	0.0%	50.79%

New Annual Education Report Laurus Academy (09449)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	99.6%	0.4%	N/A	99.6%	0.4%	34.92%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	6.10%
Male	ELA	98.6%	0.1%	43.47%	99.1%	0.0%	N/A	99.1%	0.0%	36.11%
Male	Mathematics	98.7%	1.3%	40.26%	99.1%	0.9%	N/A	99.1%	0.9%	25.93%
Male	Science	97.7%	2.3%	N/A	98.6%	1.4%	N/A	98.6%	1.4%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	98.6%	1.4%	N/A	98.6%	1.4%	11.43%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	99.2%	0.0%	N/A	99.2%	0.0%	41.38%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.2%	0.8%	N/A	99.2%	0.8%	27.87%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	99.1%	0.9%	N/A	99.1%	0.9%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	99.1%	0.9%	N/A	99.1%	0.9%	7.27%
English Learners	ELA	98.4%	1.8%	23.27%	<10	<10	<10	<10	<10	<10
English Learners	Mathematics	98.9%	1.1%	23.08%	<10	<10	<10	<10	<10	<10
English Learners	Science	98.1%	1.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Laurus Academy (09449)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	98.1%	0.0%	N/A	98.1%	0.0%	11.76%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	98.1%	1.9%	N/A	98.1%	1.9%	9.80%
Students With Disabilities	Science	94.6%	5.4%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	100.0%	0.0%	4.76%
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	<10	<10	<10	<10	<10	<10
Homeless	Social Studies	93.2%	6.8%	13.58%	<10	<10	<10	<10	<10	<10
Foster Care	ELA	94.4%	0.0%	25.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	94.6%	5.4%	17.49%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Laurus Academy (09449)

High School Graduation: Four-Year Adjusted Cohort Rate

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

New Annual Education Report Laurus Academy (09449)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	<10	49.27%	50.69%	52.12%

New Annual Education Report Laurus Academy (09449)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	77.51%

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

New Annual Education Report Laurus Academy (09449)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	44.02%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	41.38%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	<10	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	11.76%	37.15%	46.29%	60.00%
African American	ELA	23.26%	43.88%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	<10	49.32%	53.59%	60.00%
Asian	ELA	70.34%	<10	70.34%	70.34%	60.00%
Native Hawaiian	ELA	53.54%	<10	56.41%	57.85%	60.00%
Hispanic of Any Race	ELA	36.15%	<10	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	<10	52.64%	55.59%	60.00%
White	ELA	56.05%	<10	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	30.77%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	27.87%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	<10	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	9.80%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	30.73%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	<10	36.97%	41.20%	47.55%
Asian	Mathematics	68.19%	<10	68.19%	68.19%	47.55%
Native Hawaiian	Mathematics	41.85%	<10	44.38%	45.65%	47.55%
Hispanic of Any Race	Mathematics	23.63%	<10	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	<10	40.26%	43.17%	47.55%

New Annual Education Report Laurus Academy (09449)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
White	Mathematics	43.95%	<10	45.55%	46.35%	47.55%

New Annual Education Report Laurus Academy (09449)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Laurus Academy	55.46	60.64	N/A	N/A	79.22	100.00	N/A	63.03	N/A	N/A

New Annual Education Report Laurus Academy (09449)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Laurus Academy (09449)	0	19	13	1

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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Laurus Academy (09449)	33.01	16.00	48.5%	16.00	48.5%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Laurus Academy (09449)	5.01	2.00	39.9%	2.00	39.9%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Laurus Academy (09449)	33.01	1.00	3.0%	1.00	3.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Laurus Academy (09449)	33.01	3.00	9.1%	3.00	9.1%	N/A	N/A

New Annual Education Report Laurus Academy (09449)

LEA School Improvement Fund Recipients

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

New Annual Education Report Laurus Academy (09449)

NAEP Grade 4 Math

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

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

New Annual Education Report Laurus Academy (09449)

NAEP Grade 8 Math

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

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

New Annual Education Report Laurus Academy (09449)
NAEP Grade 4 Reading

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

Rounds to zero

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

New Annual Education Report Laurus Academy (09449)
NAEP Grade 8 Reading

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

Rounds to zero

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

New Annual Education Report Laurus Academy (09449)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9