



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

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/timberland/> 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/2tRWrS3>

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.

New students who enroll at Timberland Charter Academy (TCA), on average, are often behind. The school has the challenge of ensuring that students are able to catch up to grade level in a short amount of time. The growth is evident, but proficiency remains a challenge primarily for students who transition in and out of the school (transient population). To help bridge these gaps, Corrective Reading/Reading Mastery has been adopted. AIMS Web training-AIMS has been a great progress monitoring program for K-8 intervention. Identifying student gaps with data analysis instructional PLCs, helps guide K-8 intervention.



“Playbook,” a reading/math instructional model, has been adopted in grades K-6. The lessons are planned out with differentiated groups and intense intervention in small groups. Students rotate between groups including an independent technology station that is pre-planned and differentiated.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL


2017-2018

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

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

The school's Open Enrollment period begins on the first day of the current school year and ends at 5 p.m. on the last day of business in February of the current school year. During this Open Enrollment period, all applications receive equal consideration regardless of the date submitted. At the close of Open Enrollment, all applications received during the Open Enrollment period will be counted. If applications received are fewer than offered seats in each and every grade level, all applicants will be accepted and will receive a notice of acceptance into their respective grades. If the number of applications received exceeds the number of offered seats in any grade level, a random selection process will take place for all affected grade levels. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Once students are Enrolled and remain Enrolled, they will remain eligible to be Re-Enrolled at the school for successive years without having to re-apply. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment period showing their intent to



Re-Enroll for the subsequent school year. All applicants on a waiting list must submit an application for the following school year during the next Open Enrollment period in order to be considered in the lottery.

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

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


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

2016-2017

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

2017-2018

<https://www.nhaschools.com/schools/timberland-charter-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

Through a comprehensive data analysis, the SIP team has noticed a need for intentional focus around strengthening the core (classroom teachers) with language acquisition strategies for EL and K-2 students in general. Students in grades 3-8 needed tier 2 intervention with additional tutoring and differentiation of lessons.

A careful analysis of our year-end data has promoted us to adopt the Corrective Reading/Reading Mastery program for the intervention of all students K-3, and tier 2 and 3 students 4-8. This program takes time to see results, but we believe we will see the impact not only in our interim scores but in our proficiency scores as well. Our students need lots of skill practice so that they can reach mastery level. While a focus on strengthening the core is needed, our population of students will always need the additional support of a strong intervention program. Math stories have been introduced in K-5 classrooms to fill the common core questioning alignment need. Math groups, just like ELA groups, are intentional and help tier 2 students get more immediate feedback.

Although as a building, our NWEA rate of growth increased 62% from Fall 2017 to Fall 2018 for Reading, Oral Reading Fluency was an area highlighted as difficulty for our scholars, as evidenced by AIMS data. As a result, we are awarding students for meeting their ORF goals and continuing to progress monitor and adjust reading groups to meet the academic needs of the students.

Math Rate of Growth, as measured by NWEA, increased by 16%. Math stories and Playbook were introduced in 2018 as a result. Math stories help students apply knowledge to common core rigorous multi-step problems. After seeing significant growth when using reading intervention strategies in 3-8, interventionists will be working on math fluency and building



stamina in working with multi-step problems. AIMS has been a great progress monitoring program for K-3 and 4-8(Bottom 25%tile) Using this data point has helped the development of intervention groups this year.

PLCs-Data Analysis and Differentiate-Teachers drive instruction using data points to ensure every child is increasing in proficiency in areas of Math and ELA.

Student Support Summit-Becoming a trauma informed school-to help in the assistance of understanding student emotions and what struggles they face.

Continued conversation during O3s will ensure learning is sustained.

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


While there are yet many opportunities for growth and improvement, the SIP has had a positive impact on TCA students and their academic achievement in 2018-2019 and with the keen focus on building a strong foundation in our K-2 wing to meet the reading challenges in 3rd grade, we are certain that the dial will continue to move in the right direction.

SRA Corrective reading will need continuous data monitoring to assure effectiveness. I-ready reading and math continue to help students grow with the ability to differentiate student learning. Math stories in K-5 have been essential to the improvement in student achievement and help students do multi-step problems. The middle school enjoys News ELA as another informational text support program, STEM resources have been effective in science and new social studies alignment documents have helped the vertical alignment across the board.

AIMS Web training-AIMS has been a great progress monitoring program for K-3. Using this data point has helped the development of intervention groups this year. Corrective Reading-CR decoding and comprehension has been used in intervention groups and to help students with application of reading strategies and increasing the ability to decode words... increasing fluency.

Interim testing across the board has shown significant improvement in areas of math and reading from Fall 2018 to Winter 2019. The continuation of Corrective Reading and tutoring opportunities is essential. There is a possibility of differentiating classrooms based on student proficiency, especially in the upper grades, based on the need for supplemental activities at the high proficient and low levels. Students in corrective reading comprehension and decoding continue to increase proficiency with AIMS data. Small student groups covering interim and MSTEP aligned questions and comprehension activities has helped with stamina and fluency.

The School Improvement Team formally reviewed progress against its 2017-2018 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-2019 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


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

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- 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
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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.

Through a comprehensive data analysis, the SIP team has noticed a need for intentional focus around strengthening the core (classroom teachers) with language acquisition strategies for EI and K-2 students in general.

A careful analysis of our year-end data has promoted us to adopt the Corrective Reading/Reading Mastery program for the 2017-18 school year. This program takes time to see results, but we believe we will see the impact not only in our interim scores but in our proficiency scores as well. Our students need lots of skill practice so that they can reach mastery level. While a focus on strengthening the core is needed, our population of students will always need the additional support of a strong intervention program.

Using AIMS data, in the K-2 wing, the lowest areas to concentrate on were Letter word sound fluency(K), Oral Reading Fluency (1st grade), Reading Comprehension (2nd). K and 1st grade interventionists are working with students on letter and sound fluency in small groups.

K-2 Math quantity difference fluency (K), Number Comparison Fluency (1st), Concepts and Applications Fluency (2), are the lowest areas identified by AIMS Web testing. Teachers are awarding K-2 students on improvement in these areas in connection with interims and quick assessments. Math stories have been introduced to help students apply knowledge to common core rigorous multi-step problems. After seeing significant growth when using reading intervention strategies in 3-8, interventionists will be working on math fluency and building stamina in working with multi-step problems.

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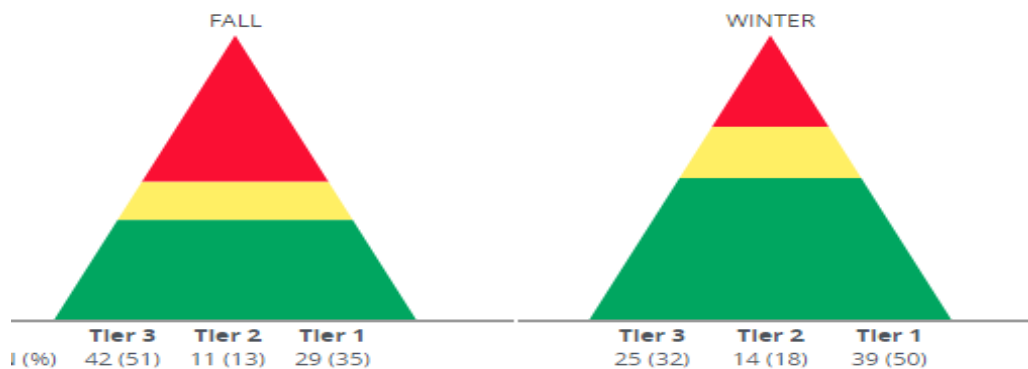
PLCs-Data Analysis and Differentiate-Teachers drive instruction using data points to ensure every child is increasing in proficiency in areas of math and ELA.
Student Support Summit-Becoming a trauma informed school-to help in the assistance of understanding student emotions and what struggles they face. Continued conversation during O3s will ensure learning is sustained.

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

While there are yet many opportunities for growth and improvement, based on the results listed below, the SIP has had a positive impact on TCA students and their academic achievement in 2016-17, and with the keen focus on building a strong foundation in our K-2 wing to meet the reading challenges in 3rd grade, we are certain that the dial will continue to move in the right direction.


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Transition Details

Fall to Winter Transition				Winter to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students		
Count N (%)	Red	Yellow	Green	Count N (%)	Red	Yellow	Green
42 (51)	23	11	4	25 (32)			
11 (13)	1	3	7	14 (18)			
29 (35)	1		27	39 (50)			
82	25	14	38	78			



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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

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2017-2018

Timberland Charter Academy is the 9th of over 80 plus National Heritage Academies School which was opened in 1998. It is a K-8 free public academy chartered by Grand Valley State University and currently serves 667 students. Timberland serves a diverse population in with 72% African American, 11% Hispanic, and 14% White. 97% of our population is eligible for FRL. 6.4% of our students are EL and 13% of our student population are students with IEPs.

2016-2017


Timberland Charter Academy is the 9th of over 80 plus National Heritage Academies School which was opened in 1998. It is a K-8 free public academy chartered by Grand Valley State University and currently serves over 720 students. Timberland's enrollment has trended upwards consecutively since 2012. Timberland serves a diverse population in with 68% African American, 19% Hispanic, and 16% White. 52% of our students are males and 48% are females. 95% of our population is eligible for FRL. 13% of our students are EL and 12% of our student population are students with IEPs.

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.

2016-2017

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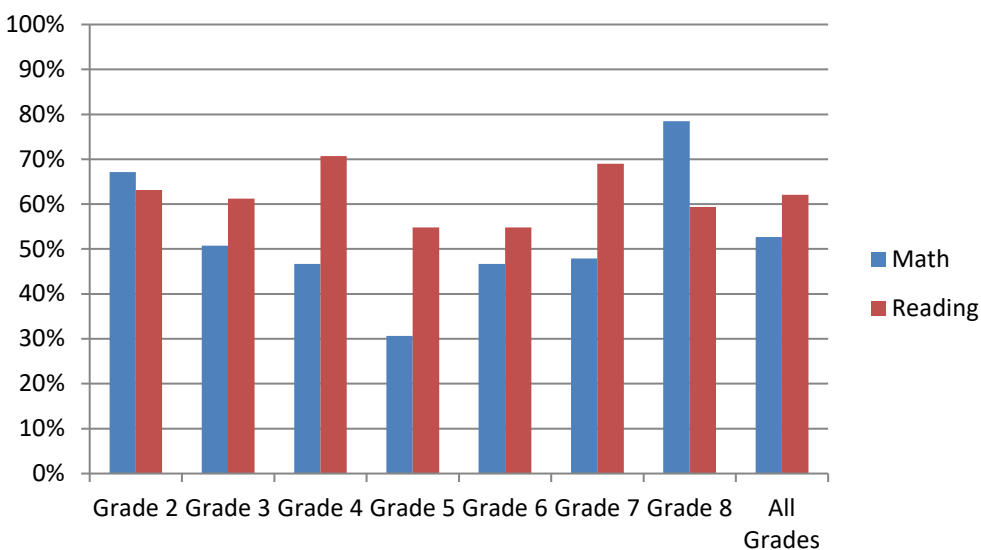
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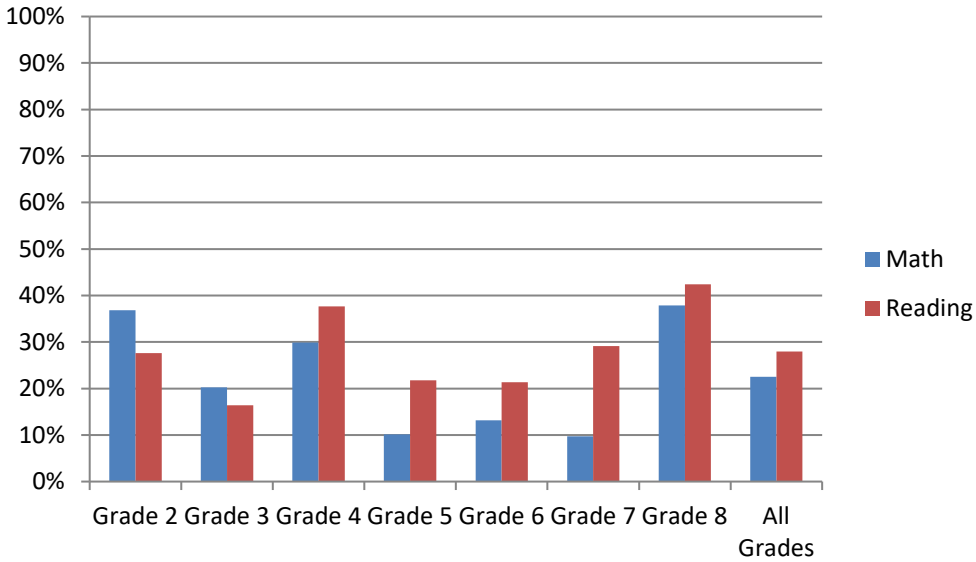
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

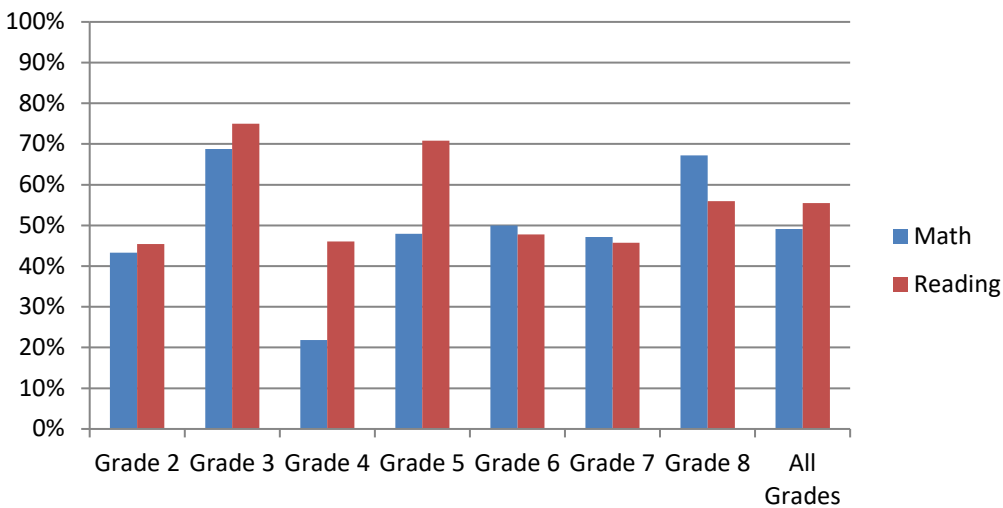


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

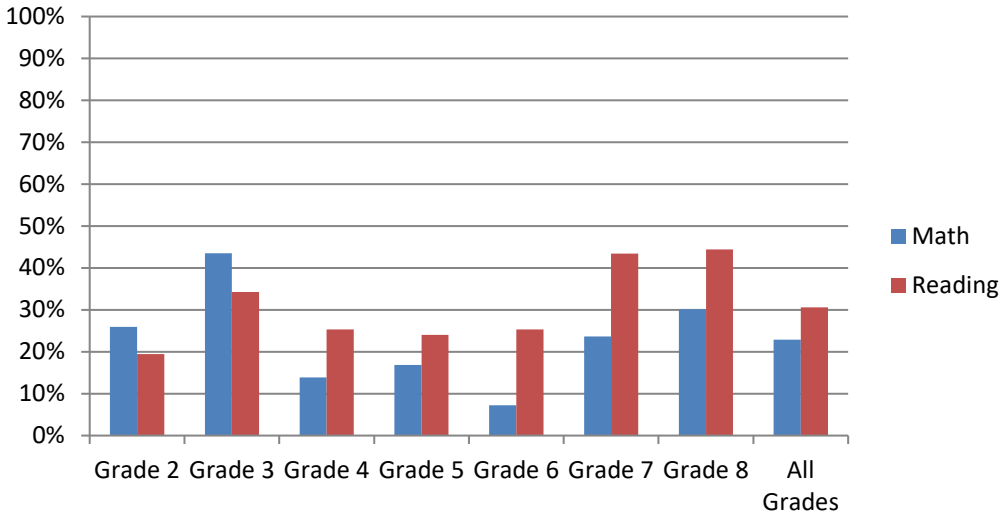


2016-2017

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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	647	93.0%
Spring 2018	K-8	545	80.7%

2016-2017

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2016	K-8	674	95.6%
Spring 2017	K-8	644	95.0%


7. SCHOOL YEAR HIGHLIGHTS

The 2018-2019 school year proved to be another highly intentional year of opportunities & growth for student enrichment at Timberland Charter Academy.

AimswebPlus has been adopted as our universal screener for all K-3 math and reading fluency, 4-8 Bottom 25%. Our school team has streamlined our process to enhance the fidelity of our systematic interventions program.

A new point of pride for the 2018-2019 school year is our intentional focus on education of the whole child being laid through professional development around trauma informed practices. Many of our scholars have unique social/emotional needs or lagging skills. As a school community, we realize the importance of better understanding how to identify the lagging skills and the needs and then how to ensure we are helping to teach the desired skill to support the whole child. This work includes a book study, the use of 3 Achievement Behavior Support Specialist (ABSS) and an enhanced approach to building bridges between the home, community and school. These include but are not limited to our Be Nice campaign, Sylvan Learning tutors/mentors, True Success, student mentor, individualized student support plans, etc.

Suspension numbers are down due to the implementation of PBIS and more proactive interventions. Our ABSS staff are teaching mini lessons on socioemotional areas that are grade appropriate. We are offering many behavior incentives such as eating with administration and dress down passes.



Busing: Timberland Charter Academy was the first NHA school to offer its own private free transportation for all qualifying students. Our success with transportation has been a model for our sister schools that are beginning to offer transportation as well.

Blended Learning: All students in grades K-8 are 1:1. Between Chromebooks, iPads, and laptops, more individualized instruction, formative assessment, and remedial skill practices aligned to the CCE occur. The school team will continue its focus on educational technology integrations for progress monitoring and skill practice as we continue to work on closing the achievement gap.

Moral Focus: It goes without saying that one of the most notable trademarks of our program offerings is the focus that we maintain on helping our scholars to be responsible, compassionate, use integrity, etc. Each school year our teachers and students have really taken ownership in “owning” the behavior expectations through using students to record videos and create posters with our scholars are the models for various Moral Focus or CHAMPS expectations.

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

Sincerely,



Angelia Coleman
School Principal
Timberland Charter Academy
2574 McLaughlin Road
Muskegon, MI 49442
231-767-9700

BOARD OF DIRECTORS:

Dorothy Scott – President
Timothy Bunnell – Vice President
Tracey Welsh – Treasurer
Tammisha Morris – Secretary

New Annual Education Report Timberland Academy (08490)

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	16.9%	12	16.9%	12	5.6%	4	11.3%	8	16.9%	12	66.2%	47
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	5.4%	4	5.4%	4	5%	<3	5%	<3	18.9%	14	75.7%	56
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	17.9%	7	17.9%	7	10%	3	*	4	15.4%	6	66.7%	26
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	10%	<3	10%	<3	10%	<3	10%	<3	*	7	*	40
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	20%	<3	20%	*	20%	<3	20%	<3	*	3	*	12
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	50%	3	50%	3	50%	<3	50%	<3	50%	3	50%	5
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	*	*	*	*	*	*	*	*	*	*	*	*

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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	White	2017-18	52.3%	34,541	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	17.5%	7	17.5%	7	10%	3	10%	4	12.5%	5	70.0%	28
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	20%	<3	20%	*	20%	<3	20%	<3	*	5	*	17
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	16.1%	5	16.1%	5	10%	<3	*	*	22.6%	7	61.3%	19
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	10%	3	10%	3	10%	<3	10%	<3	*	9	*	39
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	15.2%	10	15.2%	10	5%	3	*	7	18.2%	12	66.7%	44
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	5.9%	4	5.9%	4	5%	<3	5%	<3	17.6%	12	76.5%	52
ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	*	*	*	*	*	*	*	*	*	*	*	*

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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	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	10
ELA	3rd Grade Content	Foster Care	2017-18	21.3%	127	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	12.3%	8	12.3%	8	5%	3	*	5	18.5%	12	69.2%	45
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	14.5%	11	14.5%	11	5.3%	4	9.2%	7	19.7%	15	65.8%	50
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	10%	<3	10%	*	10%	<3	10%	<3	*	6	*	25
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	11.6%	5	11.6%	5	10%	<3	10%	*	25.6%	11	62.8%	27
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	50%	3	50%	3	50%	<3	50%	<3	50%	<3	50%	9

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	20%	<3	20%	<3	20%	<3	20%	<3	<3	<3	*	14
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	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	6
ELA	4th Grade Content	White	2017-18	52.5%	35,934	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	18.2%	6	18.2%	6	10%	<3	*	*	18.2%	6	63.6%	21
ELA	4th Grade Content	Female	2017-18	48.1%	24,749	16.7%	7	16.7%	7	10%	3	10%	4	19.0%	8	64.3%	27
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	10%	<3	10%	*	10%	<3	10%	<3	*	6	*	24
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	11.8%	4	11.8%	4	10%	<3	10%	*	20.6%	7	67.6%	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
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	12.7%	8	12.7%	8	5%	3	*	5	19.0%	12	68.3%	43
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	11.8%	8	11.8%	8	5%	<3	*	*	19.1%	13	69.1%	47
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
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	14.1%	10	14.1%	10	5%	<3	*	*	21.1%	15	64.8%	46

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	15.6%	10	15.6%	10	5%	3	*	7	15.6%	10	68.8%	44
ELA	5th Grade Content	Asian	2016-17	73.2%	2,591	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	12.2%	5	12.2%	5	10%	<3	10%	*	14.6%	6	73.2%	30
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	10.5%	4	10.5%	4	10%	<3	10%	<3	15.8%	6	73.7%	28
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	50%	4	50%	4	50%	<3	50%	*	50%	3	50%	6
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	50%	5	50%	5	50%	<3	50%	*	50%	<3	50%	8
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*

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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	White	2017-18	53.8%	38,604	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	13.2%	5	13.2%	5	10%	<3	*	*	26.3%	10	60.5%	23
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	20.7%	6	20.7%	6	20%	<3	20%	*	20.7%	6	58.6%	17
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	15.2%	5	15.2%	5	10%	<3	*	*	15.2%	5	69.7%	23
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	11.4%	4	11.4%	4	10%	<3	10%	*	11.4%	4	77.1%	27
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	14.3%	10	14.3%	10	5%	<3	*	*	20.0%	14	65.7%	46
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	15.0%	9	15.0%	9	10%	3	10%	6	16.7%	10	68.3%	41
ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Students With Disabilities	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	<3	*	10
ELA	5th Grade Content	Homeless	2017-18	22.1%	456	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	17.6%	12	17.6%	12	5%	<3	*	*	27.9%	19	54.4%	37
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	5.3%	4	5.3%	4	5%	<3	5%	*	25.0%	19	69.7%	53
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	246	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2017-18	66.2%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	19.6%	9	19.6%	9	10%	<3	*	*	21.7%	10	58.7%	27

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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
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	10%	3	10%	3	10%	<3	10%	*	*	12	*	30
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	6
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	7
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	9
ELA	6th Grade Content	White	2016-17	50.3%	36,045	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2017-18	48.0%	34,579	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	11.4%	4	11.4%	4	10%	<3	*	*	31.4%	11	57.1%	20
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	10%	<3	10%	<3	10%	<3	10%	<3	*	11	*	25

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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
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	24.2%	8	24.2%	8	10%	<3	*	*	24.2%	8	51.5%	17
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	10%	4	10%	4	10%	<3	10%	*	*	8	*	28
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	18.5%	12	18.5%	12	5%	<3	*	*	26.2%	17	55.4%	36
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	5%	3	5%	3	5%	<3	5%	<3	*	18	*	53
ELA	6th Grade Content	English Learners	2016-17	14.0%	883	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10

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Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student 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	Homeless	2017-18	19.1%	356	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Foster Care	2017-18	17.1%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	23.7%	18	23.7%	18	5%	<3	*	*	25.0%	19	51.3%	39
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	21.1%	15	21.1%	15	5%	<3	*	*	22.5%	16	56.3%	40
ELA	7th Grade Content	American Indian or Alaska Native	2017-18	35.4%	266	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	18.6%	8	18.6%	8	10%	<3	*	*	25.6%	11	55.8%	24
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	19.6%	10	19.6%	10	10%	<3	*	*	21.6%	11	58.8%	30
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	20%	3	20%	3	20%	<3	20%	*	*	4	*	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	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	4
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	White	2016-17	51.0%	38,276	50%	5	50%	5	50%	<3	50%	*	50%	<3	50%	3
ELA	7th Grade Content	White	2017-18	49.8%	35,929	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	37.1%	13	37.1%	13	10%	<3	*	*	20.0%	7	42.9%	15
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	22.6%	7	22.6%	7	10%	<3	*	*	29.0%	9	48.4%	15
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	12.2%	5	12.2%	5	10%	<3	10%	*	29.3%	12	58.5%	24
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	20.0%	8	20.0%	8	10%	<3	*	*	17.5%	7	62.5%	25

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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	Economically Disadvantaged	2016-17	28.4%	14,561	23.6%	17	23.6%	17	5%	<3	*	*	25.0%	18	51.4%	37
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	20.6%	14	20.6%	14	5%	<3	*	*	22.1%	15	57.4%	39
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	7
ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	9
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	25.8%	16	25.8%	16	6.5%	4	19.4%	12	43.5%	27	30.6%	19
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	26.2%	17	26.2%	17	5%	3	*	14	30.8%	20	43.1%	28

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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	Black or African American	2016-17	24.0%	4,316	19.4%	6	19.4%	6	10%	<3	*	*	38.7%	12	41.9%	13
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	21.1%	8	21.1%	8	10%	<3	*	*	31.6%	12	47.4%	18
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	20%	3	20%	3	20%	<3	20%	<3	*	9	*	5
ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	50%	4	50%	4	50%	<3	50%	*	50%	4	50%	7
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	5	50%	5	50%	*	50%	<3	50%	*	50%	1
ELA	8th Grade Content	White	2017-18	48.4%	36,424	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	25.8%	8	25.8%	8	10%	<3	*	*	35.5%	11	38.7%	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	Female	2017-18	49.0%	26,422	31.0%	9	31.0%	9	20%	<3	*	*	27.6%	8	41.4%	12
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	25.8%	8	25.8%	8	12.9%	4	12.9%	4	51.6%	16	22.6%	7
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	22.2%	8	22.2%	8	10%	<3	*	*	33.3%	12	44.4%	16
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	25.9%	15	25.9%	15	10%	4	*	11	43.1%	25	31.0%	18
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	27.6%	16	27.6%	16	10%	3	*	13	31.0%	18	41.4%	24
ELA	8th Grade Content	English Learners	2016-17	21.5%	1,340	50%	<3	50%	*	50%	<3	50%	<3	*	7	*	4
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	50%	<3	50%	<3	50%	<3	50%	<3	*	4	*	6
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	33.3%	24	33.3%	24	5.6%	4	27.8%	20	36.1%	26	30.6%	22
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	18.9%	14	18.9%	14	5%	<3	*	*	31.1%	23	50.0%	37
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	30.0%	12	30.0%	12	10%	3	*	9	32.5%	13	37.5%	15
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	17.0%	8	17.0%	8	10%	<3	*	*	27.7%	13	55.3%	26
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	23.5%	4	23.5%	4	20%	<3	*	*	47.1%	8	29.4%	5
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	6

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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	White	2016-17	54.8%	37,396	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	4
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	27.5%	11	27.5%	11	10%	3	*	8	42.5%	17	30.0%	12
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	16
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	40.6%	13	40.6%	13	10%	<3	*	*	28.1%	9	31.3%	10
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	25.5%	13	25.5%	13	10%	<3	*	*	33.3%	17	41.2%	21
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	32.8%	22	32.8%	22	5%	3	*	19	37.3%	25	29.9%	20
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	19.1%	13	19.1%	13	5%	<3	*	*	32.4%	22	48.5%	33
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	50%	4	50%	4	50%	<3	50%	*	50%	6	50%	4

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10
Mathematics	3rd Grade Content	Foster Care	2017-18	23.9%	142	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	15.5%	9	15.5%	9	10%	3	*	6	34.5%	20	50.0%	29
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	19.7%	15	19.7%	15	5%	<3	*	*	36.8%	28	43.4%	33
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	20%	<3	20%	*	20%	<3	20%	<3	*	13	*	15
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	18.6%	8	18.6%	8	10%	<3	*	*	37.2%	16	44.2%	19

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Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	50%	6	50%	6	50%	<3	50%	*	50%	3	50%	3
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	20%	<3	20%	*	20%	<3	20%	<3	*	3	*	11
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	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	6
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	20%	5	20%	5	20%	<3	20%	*	*	11	*	11
Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	10%	4	10%	4	10%	<3	10%	*	*	18	*	20
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	12.9%	4	12.9%	4	10%	<3	10%	*	29.0%	9	58.1%	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
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	32.4%	11	32.4%	11	10%	<3	*	*	29.4%	10	38.2%	13
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	15.8%	9	15.8%	9	10%	3	*	6	35.1%	20	49.1%	28
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	20.6%	14	20.6%	14	5%	<3	*	*	33.8%	23	45.6%	31
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Homeless	2017-18	19.0%	374	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	6.8%	5	6.8%	5	5%	<3	5%	*	28.8%	21	64.4%	47
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	5%	3	5%	3	5%	<3	5%	<3	*	10	*	51
Mathematics	5th Grade Content	Asian	2016-17	65.4%	2,371	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	10%	<3	10%	*	10%	<3	10%	<3	*	11	*	28
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	10%	<3	10%	*	10%	<3	10%	<3	*	5	*	32
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	50%	<3	50%	*	50%	<3	50%	<3	*	6	*	5
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	8
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	28
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	21
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	10%	3	10%	3	10%	<3	10%	<3	*	11	*	19
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	30
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	6.9%	5	6.9%	5	5%	<3	5%	*	29.2%	21	63.9%	46
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	10%	3	10%	3	10%	<3	10%	<3	*	9	*	48
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*

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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	English Learners	2017-18	15.8%	1,233	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
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	5.8%	4	5.8%	4	5%	<3	*	*	33.3%	23	60.9%	42
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	6.5%	5	6.5%	5	5%	<3	5%	*	24.7%	19	68.8%	53
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	182	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2017-18	66.4%	2,442	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	28
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	10%	<3	10%	*	10%	<3	10%	<3	*	9	*	35
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	9
Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	7
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	6
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	10%	<3	10%	*	10%	<3	10%	<3	*	9	*	24

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Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	25
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	10%	<3	10%	*	10%	<3	10%	<3	*	14	*	18
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	10%	4	10%	4	10%	<3	10%	<3	*	9	*	28
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	5%	3	5%	3	5%	<3	5%	*	*	21	*	42
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	6.7%	5	6.7%	5	5%	<3	5%	*	24.0%	18	69.3%	52
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	10
Mathematics	6th Grade Content	Homeless	2017-18	13.0%	242	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Foster Care	2017-18	11.7%	61	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	7.9%	6	7.9%	6	5%	<3	*	*	32.9%	25	59.2%	45
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	5.6%	4	5.6%	4	5%	<3	5%	*	22.5%	16	71.8%	51
Mathematics	7th Grade Content	American Indian or Alaska Native	2017-18	26.6%	199	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	10%	<3	10%	<3	10%	<3	10%	<3	*	15	*	28
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	10%	<3	10%	*	10%	<3	10%	<3	*	13	*	36

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Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	23.5%	4	23.5%	4	20%	<3	20%	*	23.5%	4	52.9%	9
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	9
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	White	2016-17	42.9%	32,196	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	6
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	10%	3	10%	3	10%	<3	10%	<3	*	12	*	20
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	10%	<3	10%	*	10%	<3	10%	<3	*	8	*	22
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	10%	3	10%	3	10%	<3	10%	<3	*	13	*	25

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	10%	3	10%	3	10%	<3	10%	<3	*	8	*	29
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	8.3%	6	8.3%	6	5%	<3	*	*	31.9%	23	59.7%	43
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	5.9%	4	5.9%	4	5%	<3	5%	*	19.1%	13	75.0%	51
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	50%	3	50%	3	50%	<3	50%	<3	50%	3	50%	7
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	15.9%	10	15.9%	10	7.9%	5	7.9%	5	28.6%	18	55.6%	35

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	12.3%	8	12.3%	8	*	*	5%	<3	36.9%	24	50.8%	33
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	10%	3	10%	3	10%	<3	10%	<3	*	6	*	23
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	10%	3	10%	3	10%	<3	10%	<3	*	12	*	23
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	1,572	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	10
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	50%	4	50%	4	50%	*	50%	<3	50%	5	50%	6
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	5	50%	5	50%	*	50%	<3	50%	*	50%	2
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	10%	3	10%	3	10%	<3	10%	*	*	10	*	19
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	20%	4	20%	4	20%	*	20%	<3	*	11	*	14
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	22.6%	7	22.6%	7	*	*	10%	<3	25.8%	8	51.6%	16
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	11.1%	4	11.1%	4	10%	<3	10%	<3	36.1%	13	52.8%	19
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	16.9%	10	16.9%	10	10%	5	10%	5	27.1%	16	55.9%	33
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	13.8%	8	13.8%	8	*	*	10%	<3	37.9%	22	48.3%	28
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	935	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	8
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	5%	<3	5%	*	5%	<3	5%	<3	*	7	*	58
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	10%	<3	10%	*	10%	<3	10%	<3	<3	<3	*	32
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	12
Science	4th Grade Content	Female	2016-17	12.6%	6,689	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	26
Science	4th Grade Content	Male	2016-17	16.5%	9,092	10%	<3	10%	*	10%	<3	10%	<3	*	3	*	32
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	5%	<3	5%	*	5%	<3	5%	<3	*	7	*	56

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	English Learners	2016-17	4.3%	364	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	13
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	5%	<3	5%	*	5%	<3	5%	<3	*	7	*	66
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	10%	<3	10%	<3	10%	<3	10%	<3	*	3	*	40
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	20%	<3	20%	<3	20%	<3	20%	<3	<3	<3	*	16
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	White	2016-17	27.5%	20,638	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	6
Science	7th Grade Content	Female	2016-17	21.2%	11,397	10%	<3	10%	*	10%	<3	10%	<3	*	4	*	29
Science	7th Grade Content	Male	2016-17	24.3%	13,684	10%	<3	10%	*	10%	<3	10%	<3	*	3	*	37

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	5%	<3	5%	*	5%	<3	5%	<3	*	7	*	63
Science	7th Grade Content	English Learners	2016-17	3.4%	225	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	12
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	12
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	5%	<3	5%	*	5%	<3	5%	<3	*	34	*	34
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	5%	3	5%	3	5%	<3	5%	*	*	23	*	38
Social Studies	5th Grade Content	Asian	2016-17	38.0%	1,377	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	10%	<3	10%	*	10%	<3	10%	<3	*	17	*	21
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	10%	<3	10%	*	10%	<3	10%	<3	*	16	*	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
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	50%	<3	50%	<3	50%	<3	50%	<3	*	7	*	5
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	8
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
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%	<3	10%	<3	10%	<3	*	14	*	23
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	20%	<3	20%	*	20%	<3	20%	<3	*	12	*	15
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	10%	<3	10%	*	10%	<3	10%	<3	*	20	*	11

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	10%	<3	10%	*	10%	<3	10%	<3	*	11	*	23
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	5%	<3	5%	*	5%	<3	5%	<3	*	33	*	34
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	10%	3	10%	3	10%	<3	10%	*	*	22	*	35
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	*	*	*	*	*	*	*	*	*	*	*	*
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	*	8
Social Studies	5th Grade Content	Homeless	2017-18	3.9%	81	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	12.7%	8	12.7%	8	5%	<3	*	*	28.6%	18	58.7%	37
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	10.9%	7	10.9%	7	5%	<3	*	*	34.4%	22	54.7%	35
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	10%	<3	10%	<3	10%	<3	10%	<3	*	7	*	25
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	10.8%	4	10.8%	4	10%	<3	*	*	29.7%	11	59.5%	22
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	20%	<3	20%	*	20%	<3	20%	<3	*	4	*	11
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	10
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*
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	50%	4	50%	4	50%	<3	50%	<3	50%	*	50%	1

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	10%	<3	10%	*	10%	<3	10%	<3	*	10	*	20
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	20%	3	20%	3	20%	<3	20%	*	*	8	*	18
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	19.4%	6	19.4%	6	10%	<3	*	*	25.8%	8	54.8%	17
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	11.4%	4	11.4%	4	10%	<3	*	*	40.0%	14	48.6%	17
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	13.6%	8	13.6%	8	10%	<3	*	*	27.1%	16	59.3%	35
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	10.5%	6	10.5%	6	10%	<3	*	*	36.8%	21	52.6%	30
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	515	50%	<3	50%	*	50%	<3	50%	<3	*	3	*	9
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	*	*	*	*	*	*	*	*	*	*	*	*

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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
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%	<3	50%	<3	50%	<3	*	3	*	7

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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

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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2016-17	69.2%	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	*	*	*	*	*
ELA	3rd Grade Content	Male	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Male	2016-17	60.6%	*	*	*	*	*
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	68.8%	*	*	*	*	*
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	*	*	*	*	*
ELA	4th Grade Content	All Students	2017-18	81.4%	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2017-18	66.7%	*	*	*	*	*
Science	4th Grade Content	All Students	2017-18	48.5%	*	*	*	*	*
ELA	4th Grade Content	Black or African American	2017-18	76.3%	*	*	*	*	*
Mathematics	4th Grade Content	Black or African American	2017-18	60.4%	*	*	*	*	*
Science	4th Grade Content	Black or African American	2017-18	38.0%	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	4th Grade Content	Male	2017-18	81.1%	*	*	*	*	*
Mathematics	4th Grade Content	Male	2017-18	68.4%	*	*	*	*	*
Science	4th Grade Content	Male	2017-18	48.9%	*	*	*	*	*
ELA	4th Grade Content	Economically Disadvantaged	2017-18	81.7%	*	*	*	*	*
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	67.3%	*	*	*	*	*
Science	4th Grade Content	Economically Disadvantaged	2017-18	49.7%	*	*	*	*	*
ELA	5th Grade Content	All Students	2017-18	80.3%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2017-18	32.0%	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2017-18	74.9%	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2017-18	40.6%	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2017-18	26.1%	*	*	*	*	*
ELA	5th Grade Content	Female	2017-18	82.8%	*	*	*	*	*
Mathematics	5th Grade Content	Female	2017-18	45.0%	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Social Studies	5th Grade Content	Female	2017-18	31.4%	*	*	*	*	*
ELA	5th Grade Content	Male	2017-18	78.9%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2017-18	50.1%	*	*	*	*	*
Social Studies	5th Grade Content	Male	2017-18	32.3%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2017-18	80.8%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	48.3%	*	*	*	*	*
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	32.6%	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	76.9%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	52.2%	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	72.0%	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	45.3%	*	*	*	*	*
ELA	6th Grade Content	Male	2016-17	76.2%	*	*	*	*	*
Mathematics	6th Grade Content	Male	2016-17	53.8%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	*	*	*	*	*

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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	Economically Disadvantaged	2016-17	51.4%	*	*	*	*	*
ELA	7th Grade Content	All Students	2017-18	87.2%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2017-18	52.2%	*	*	*	*	*
Science	7th Grade Content	All Students	2017-18	50.9%	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2017-18	86.3%	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2017-18	43.7%	*	*	*	*	*
Science	7th Grade Content	Black or African American	2017-18	35.6%	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2017-18	84.2%	*	*	*	*	*
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	53.5%	*	*	*	*	*
Science	7th Grade Content	Hispanic of Any Race	2017-18	57.4%	*	*	*	*	*
ELA	7th Grade Content	Male	2017-18	87.1%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2017-18	56.5%	*	*	*	*	*
Science	7th Grade Content	Male	2017-18	53.0%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2017-18	88.2%	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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	7th Grade Content	Economically Disadvantaged	2017-18	52.7%	*	*	*	*	*
Science	7th Grade Content	Economically Disadvantaged	2017-18	51.8%	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2016-17	82.2%	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	73.0%	*	*	*	*	*
ELA	5th Grade Content	American Indian or Alaska Native	2016-17	100.0%	*	*	*	*	*
Mathematics	5th Grade Content	American Indian or Alaska Native	2016-17	66.7%	*	*	*	*	*
ELA	5th Grade Content	Male	2016-17	81.8%	*	*	*	*	*
Mathematics	5th Grade Content	Male	2016-17	72.9%	*	*	*	*	*
ELA	5th Grade Content	Economically Disadvantaged	2016-17	86.3%	*	*	*	*	*
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	76.5%	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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 Timberland Academy (08490)

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	433	<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	268	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	73	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	44	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	46	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	191	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	242	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	402	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	31	<10	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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)	English Learners	2017-18	42	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	391	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	433	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	67	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	366	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	430	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	431	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	433	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2017-18	434	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	268	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	73	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	45	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	46	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	191	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	243	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	403	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	31	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	42	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	392	<10	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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 Migrant	2017-18	434	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	67	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	367	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	431	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	432	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	434	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2017-18	<10	*	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Economically Disadvantaged	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students With Disabilities	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2017-18	133	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	80	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	29	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	16	<10	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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)	Female	2017-18	59	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	74	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	121	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	15	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2017-18	118	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	133	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	24	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	109	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	132	<10	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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)	Not Foster Care	2017-18	133	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	133	<10	*	*	*	*	*	*	*

New Annual Education Report Timberland Academy (08490)

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%	99.8%	0.0%	N/A	99.8%	0.0%	14.77%
All Students	Mathematics	98.8%	1.2%	38.72%	99.8%	0.2%	N/A	99.8%	0.2%	12.11%
All Students	Science	97.8%	2.2%	N/A	98.4%	1.6%	N/A	98.4%	1.6%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	98.5%	1.5%	N/A	98.5%	1.5%	7.32%
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%	99.6%	0.0%	N/A	99.6%	0.0%	11.60%
Black or African American	Mathematics	98.0%	2.0%	13.99%	99.6%	0.4%	N/A	99.6%	0.4%	9.60%
Black or African American	Science	96.1%	3.9%	N/A	97.3%	2.7%	N/A	97.3%	2.7%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	97.4%	2.6%	N/A	97.4%	2.6%	5.71%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	100.0%	0.0%	N/A	100.0%	0.0%	19.18%

New Annual Education Report Timberland Academy (08490)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	100.0%	0.0%	N/A	100.0%	0.0%	17.81%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	100.0%	0.0%	N/A	100.0%	0.0%	6.90%
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	100.0%	0.0%	N/A	100.0%	0.0%	20.45%
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	100.0%	0.0%	15.91%
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%	100.0%	0.0%	N/A	100.0%	0.0%	20.45%
White	Mathematics	99.0%	1.0%	45.19%	100.0%	0.0%	N/A	100.0%	0.0%	13.64%
White	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.1%	1.9%	38.15%	100.0%	0.0%	N/A	100.0%	0.0%	12.50%
Female	ELA	98.8%	0.1%	51.36%	100.0%	0.0%	N/A	100.0%	0.0%	15.59%

New Annual Education Report Timberland Academy (08490)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	6.99%
Female	Science	98.0%	2.0%	N/A	98.2%	1.8%	N/A	98.2%	1.8%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	8.77%
Male	ELA	98.6%	0.1%	43.47%	99.6%	0.0%	N/A	99.6%	0.0%	14.10%
Male	Mathematics	98.7%	1.3%	40.26%	99.6%	0.4%	N/A	99.6%	0.4%	16.30%
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%	97.3%	2.7%	N/A	97.3%	2.7%	6.06%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	99.7%	0.0%	N/A	99.7%	0.0%	14.25%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	99.7%	0.3%	N/A	99.7%	0.3%	12.44%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	98.3%	1.7%	N/A	98.3%	1.7%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	98.3%	1.7%	N/A	98.3%	1.7%	7.89%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	0.0%	N/A	100.0%	0.0%	9.52%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	11.90%
English Learners	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
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

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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%	98.5%	0.0%	N/A	98.5%	0.0%	7.81%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	98.5%	1.5%	N/A	98.5%	1.5%	6.25%
Students With Disabilities	Science	94.6%	5.4%	N/A	95.5%	4.5%	N/A	95.5%	4.5%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	96.0%	4.0%	N/A	96.0%	4.0%	0.00%
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	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	N/A	N/A	N/A	N/A	N/A	0.00%
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	90.0%	10.0%	11.94%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	98.0%	0.0%	55.30%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	98.4%	1.6%	43.23%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

New Annual Education Report Timberland Academy (08490)

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 Timberland Academy (08490)

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%	39.62%	49.27%	50.69%	52.12%

New Annual Education Report Timberland Academy (08490)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	64.14%

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

New Annual Education Report Timberland Academy (08490)

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%	14.77%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	14.25%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	9.52%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	7.81%	37.15%	46.29%	60.00%
African American	ELA	23.26%	11.60%	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%
Hispanic of Any Race	ELA	36.15%	19.18%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	20.45%	52.64%	55.59%	60.00%
White	ELA	56.05%	20.45%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	12.11%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	12.44%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	11.90%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	6.25%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	9.60%	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%
Hispanic of Any Race	Mathematics	23.63%	17.81%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	15.91%	40.26%	43.17%	47.55%
White	Mathematics	43.95%	13.64%	45.55%	46.35%	47.55%

New Annual Education Report Timberland Academy (08490)

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
Timberland Academy	25.40	30.24	N/A	66.86	66.63	100.00	100.00	40.73	N/A	N/A

New Annual Education Report Timberland Academy (08490)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Timberland Academy (08490)	0	24	18	0

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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Timberland Academy (08490)	42.01	11.00	26.2%	11.00	26.2%	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
Timberland Academy (08490)	6.01	1.00	16.6%	1.00	16.6%	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
Timberland Academy (08490)	42.01	0.00	0.0%	0.00	0.0%	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
Timberland Academy (08490)	42.01	6.00	14.3%	6.00	14.3%	N/A	N/A

New Annual Education Report Timberland Academy (08490)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received for SY 2017-2018	Strategies Implemented
Timberland Academy	Timberland Academy	Targeted Support and Improvement	0.00	N/A

New Annual Education Report Timberland Academy (08490)

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 Timberland Academy (08490)

NAEP Grade 8 Math

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

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

New Annual Education Report Timberland Academy (08490)
NAEP Grade 4 Reading

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

Rounds to zero

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

New Annual Education Report Timberland Academy (08490)
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 Timberland Academy (08490)

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