



May 30, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 educational progress for 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: <https://goo.gl/6US4LU>

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

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

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 this year for grades 2-5. AIMS Web training-AIMS has been a great progress monitoring program for K-2. Identifying student gaps with data analysis instructional PLCs, helps guide K-8 intervention.

State law requires that we also report additional information.



1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017

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. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority. Applications received after the Open Enrollment period will be accepted until the end of the current school year and available seats will be filled.

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

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

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



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

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

2015-2016


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

2016-2017


<https://www.nhaschools.com/schools/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 2017, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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

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



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

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.

AIMS Web training-AIMS has been a great progress monitoring program for K-2. Using this data point has helped the development of intervention groups this year.

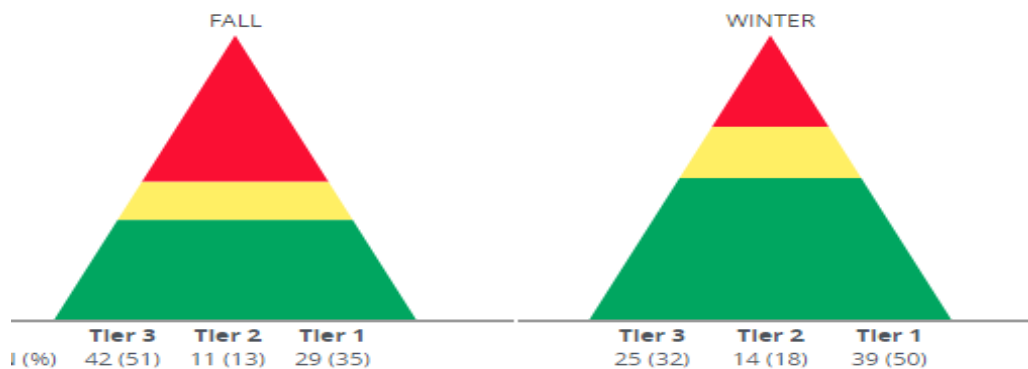
PLCs-Data Analysis and Differentiate-Teachers drive instruction using data points to ensure every child is increasing in proficiency in areas of math and ELA.
Student Support Summit-Becoming a trauma informed school-to help in the assistance of understanding student emotions and what struggles they face.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


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 the K-2 wing 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-2. 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.



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	Tier N (%)	Red	Yellow	Green
Red 42 (51)	23	11	4	Red 25 (32)			
Yellow 11 (13)	1	3	7	Yellow 14 (18)			
Green 29 (35)	1		27	Green 39 (50)			
82	25	14	38	78			



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.

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

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

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

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

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



2015-2016

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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 ELL and K-2 students in general. Professional development has been identified for the general education teachers through SIOP trainings, and increased modeling and coaching through the dean model. Refinement of the school's blended learning and intervention program is another key component of the plan with an adoption of a core progress monitoring plan for all K-3 students in the areas of reading and math.

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.



NWEA college readiness path or the 2015-16 school year

Math: 35% (up 10% from previous year)
Reading: 15% (up 5% from previous year)

NWEA Spring necessary growth

Math: 43% (up over 10%)
Reading: 41% (up 17%)

M-Step Performance

Math	15%
Reading	31%

While our proficiency gap still remains, we are certain that with our current rate of growth we will begin to see a narrowing trend in this gap. Although enrollment has somewhat stabilized, the mobility rate of our students has increased. The school team continues to work on refinement of the intervention program so that as mobility and transitions of staffing occur, the effective programming will be such that it becomes more easily adaptable. Data dialogs have also begun which better prepares grade-level teams for authenticity with the FA process and honing in on targeted students who are at the cuffs of moving to the next category of growth.

Financial decisions continue to be made that concentrate on differentiation and personalized learning which will in turn impact more students on a daily basis through programming such as i-Ready, Dreambox, AimswebPlus, etc.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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.


2015-2016

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

2016-2017

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



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


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

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

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

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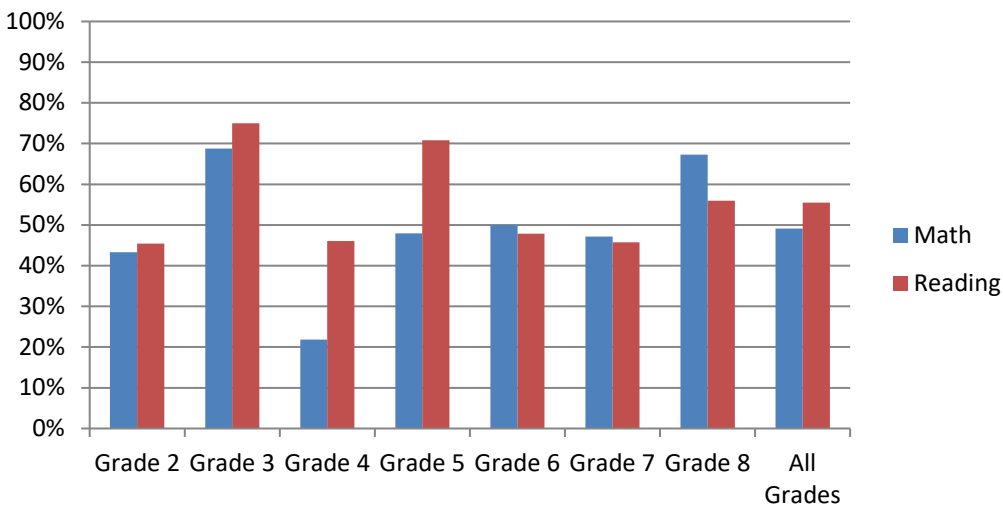
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

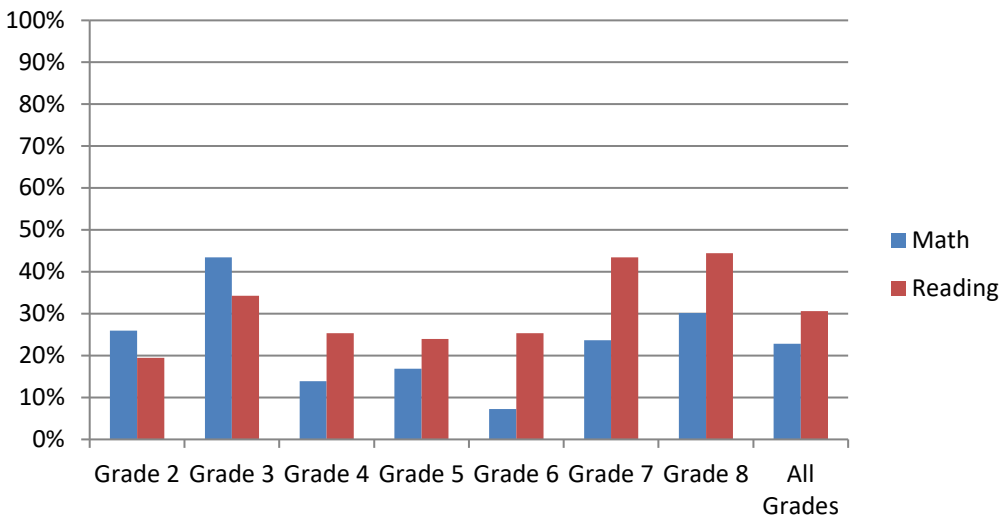
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

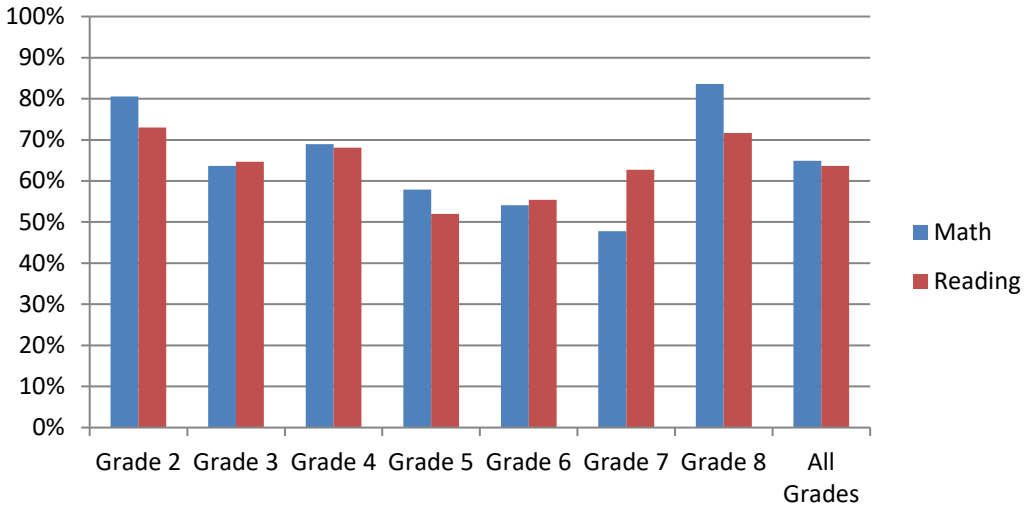


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2017 administration of the NWEA MAP assessment.

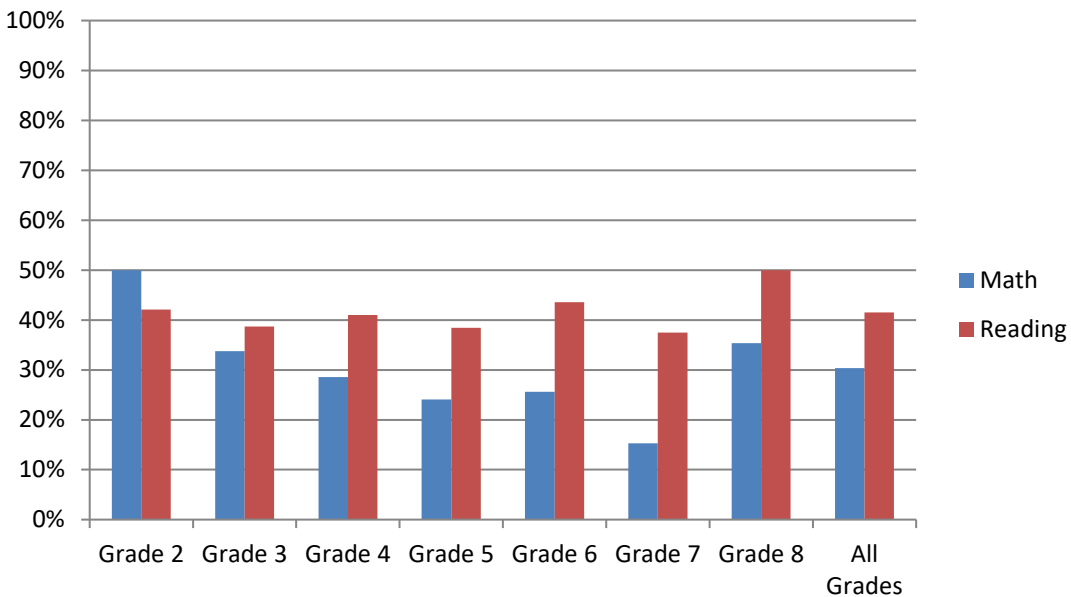


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Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.



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

2016-2017

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

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	620	87.7%
Spring 2016	K-8	648	92.8%



7. SCHOOL YEAR HIGHLIGHTS


The 2016-17 school year proved to be another highly intentional year of opportunities & growth for student enrichment at Timberland Charter Academy.

AimswestPlus has been adopted as our universal screener for all K-8 math and reading fluency. Our school team has streamlined our process to enhance the fidelity of our systematic interventions program.

A new point of pride for the 2016-17 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.

Busing: Timberland was the first NHA schools 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 3-8 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 2018-19!

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

Annual Education Report
Timberland Academy (08490)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	12.2%	12.2%	6.8%	5.4%	25.7%	62.2%
ELA	3rd Grade Content	All Students	2016-17	44.1%	16.9%	16.9%	5.6%	11.3%	16.9%	66.2%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	9.3%	9.3%	2.3%	7.0%	27.9%	62.8%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	17.9%	17.9%	7.7%	10.3%	15.4%	66.7%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	20.0%	20.0%	20.0%	0.0%	6.7%	73.3%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	11.8%	11.8%	0.0%	11.8%	17.6%	70.6%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	7.7%	7.7%	7.7%	0.0%	46.2%	46.2%
ELA	3rd Grade Content	White	2016-17	51.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	12.5%	12.5%	10.0%	2.5%	30.0%	57.5%
ELA	3rd Grade Content	Female	2016-17	47.7%	17.5%	17.5%	7.5%	10.0%	12.5%	70.0%

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Timberland Academy (08490)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Male	2015-16	42.6%	11.8%	11.8%	2.9%	8.8%	20.6%	67.6%
ELA	3rd Grade Content	Male	2016-17	40.7%	16.1%	16.1%	3.2%	12.9%	22.6%	61.3%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	12.5%	12.5%	6.9%	5.6%	25.0%	62.5%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15.2%	15.2%	4.5%	10.6%	18.2%	66.7%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	18.2%	18.2%	18.2%	0.0%	9.1%	72.7%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	14.3%	14.3%	0.0%	14.3%	21.4%	64.3%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	16.9%	16.9%	5.2%	11.7%	19.5%	63.6%
ELA	4th Grade Content	All Students	2016-17	44.2%	12.3%	12.3%	4.6%	7.7%	18.5%	69.2%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	6.7%	6.7%	2.2%	4.4%	15.6%	77.8%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	6.1%	6.1%	3.0%	3.0%	18.2%	75.8%

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ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	35.7%	35.7%	21.4%	14.3%	28.6%	35.7%
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	21.4%	21.4%	7.1%	14.3%	14.3%	64.3%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2016-17	51.5%	18.2%	18.2%	9.1%	9.1%	27.3%	54.5%
ELA	4th Grade Content	Female	2015-16	50.9%	22.0%	22.0%	4.9%	17.1%	24.4%	53.7%
ELA	4th Grade Content	Female	2016-17	48.6%	18.2%	18.2%	6.1%	12.1%	18.2%	63.6%
ELA	4th Grade Content	Male	2015-16	41.8%	11.1%	11.1%	5.6%	5.6%	13.9%	75.0%
ELA	4th Grade Content	Male	2016-17	39.9%	6.3%	6.3%	3.1%	3.1%	18.8%	75.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	17.1%	17.1%	5.3%	11.8%	19.7%	63.2%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	12.7%	12.7%	4.8%	7.9%	19.0%	68.3%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10

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ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
ELA	5th Grade Content	All Students	2015-16	50.6%	11.5%	11.5%	1.3%	10.3%	25.6%	62.8%
ELA	5th Grade Content	All Students	2016-17	51.1%	14.1%	14.1%	1.4%	12.7%	21.1%	64.8%
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2016-17	73.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	12.3%	12.3%	0.0%	12.3%	24.6%	63.2%
ELA	5th Grade Content	Black or African American	2016-17	24.8%	12.2%	12.2%	2.4%	9.8%	14.6%	73.2%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	0.0%	0.0%	0.0%	0.0%	30.0%	70.0%
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	30.8%	30.8%	0.0%	30.8%	23.1%	46.2%

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ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2016-17	58.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	55.8%	16.7%	16.7%	2.8%	13.9%	33.3%	50.0%
ELA	5th Grade Content	Female	2016-17	56.0%	13.2%	13.2%	0.0%	13.2%	26.3%	60.5%
ELA	5th Grade Content	Male	2015-16	45.5%	7.1%	7.1%	0.0%	7.1%	19.0%	73.8%
ELA	5th Grade Content	Male	2016-17	46.2%	15.2%	15.2%	3.0%	12.1%	15.2%	69.7%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	11.7%	11.7%	1.3%	10.4%	24.7%	63.6%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	14.3%	14.3%	1.4%	12.9%	20.0%	65.7%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	<10	<10	<10	<10	<10	<10

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ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	45.0%	20.8%	20.8%	6.5%	14.3%	36.4%	42.9%
ELA	6th Grade Content	All Students	2016-17	43.6%	17.6%	17.6%	1.5%	16.2%	27.9%	54.4%
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	19.2%	16.3%	16.3%	4.1%	12.2%	34.7%	49.0%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	19.6%	19.6%	2.2%	17.4%	21.7%	58.7%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	21.4%	21.4%	14.3%	7.1%	42.9%	35.7%
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	9.1%	9.1%	0.0%	9.1%	36.4%	54.5%
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	30.0%	30.0%	10.0%	20.0%	40.0%	30.0%

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ELA	6th Grade Content	White	2016-17	50.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	49.8%	30.6%	30.6%	8.3%	22.2%	22.2%	47.2%
ELA	6th Grade Content	Female	2016-17	48.7%	11.4%	11.4%	0.0%	11.4%	31.4%	57.1%
ELA	6th Grade Content	Male	2015-16	40.4%	12.2%	12.2%	4.9%	7.3%	48.8%	39.0%
ELA	6th Grade Content	Male	2016-17	38.7%	24.2%	24.2%	3.0%	21.2%	24.2%	51.5%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	21.1%	21.1%	6.6%	14.5%	36.8%	42.1%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	18.5%	18.5%	1.5%	16.9%	26.2%	55.4%
ELA	6th Grade Content	English Learners	2015-16	15.0%	18.2%	18.2%	9.1%	9.1%	36.4%	45.5%
ELA	6th Grade Content	English Learners	2016-17	14.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	47.1%	15.5%	15.5%	2.8%	12.7%	25.4%	59.2%
ELA	7th Grade Content	All Students	2016-17	44.8%	23.7%	23.7%	2.6%	21.1%	25.0%	51.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	7th Grade Content	Black or African American	2015-16	21.5%	10.5%	10.5%	2.6%	7.9%	23.7%	65.8%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	18.6%	18.6%	0.0%	18.6%	25.6%	55.8%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	16.7%	16.7%	0.0%	16.7%	22.2%	61.1%
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	17.6%	17.6%	0.0%	17.6%	23.5%	58.8%
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	53.7%	25.0%	25.0%	8.3%	16.7%	25.0%	50.0%
ELA	7th Grade Content	White	2016-17	51.0%	50.0%	50.0%	20.0%	30.0%	20.0%	30.0%
ELA	7th Grade Content	Female	2015-16	53.8%	13.9%	13.9%	2.8%	11.1%	33.3%	52.8%
ELA	7th Grade Content	Female	2016-17	50.9%	37.1%	37.1%	2.9%	34.3%	20.0%	42.9%
ELA	7th Grade Content	Male	2015-16	40.6%	17.1%	17.1%	2.9%	14.3%	17.1%	65.7%
ELA	7th Grade Content	Male	2016-17	39.1%	12.2%	12.2%	2.4%	9.8%	29.3%	58.5%

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ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	14.9%	14.9%	1.5%	13.4%	26.9%	58.2%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	23.6%	23.6%	1.4%	22.2%	25.0%	51.4%
ELA	7th Grade Content	English Learners	2015-16	17.5%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
ELA	7th Grade Content	English Learners	2016-17	15.8%	15.4%	15.4%	0.0%	15.4%	30.8%	53.8%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
ELA	8th Grade Content	All Students	2015-16	48.9%	34.8%	34.8%	1.5%	33.3%	34.8%	30.3%
ELA	8th Grade Content	All Students	2016-17	48.0%	25.8%	25.8%	6.5%	19.4%	43.5%	30.6%
ELA	8th Grade Content	Black or African American	2015-16	24.4%	37.1%	37.1%	0.0%	37.1%	25.7%	37.1%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	19.4%	19.4%	0.0%	19.4%	38.7%	41.9%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	31.6%	31.6%	5.3%	26.3%	52.6%	15.8%
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	17.6%	17.6%	5.9%	11.8%	52.9%	29.4%

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ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	30.0%	30.0%	0.0%	30.0%	30.0%	40.0%
ELA	8th Grade Content	White	2016-17	53.9%	50.0%	50.0%	30.0%	20.0%	40.0%	10.0%
ELA	8th Grade Content	Female	2015-16	54.9%	33.3%	33.3%	3.3%	30.0%	46.7%	20.0%
ELA	8th Grade Content	Female	2016-17	54.9%	25.8%	25.8%	0.0%	25.8%	35.5%	38.7%
ELA	8th Grade Content	Male	2015-16	43.0%	36.1%	36.1%	0.0%	36.1%	25.0%	38.9%
ELA	8th Grade Content	Male	2016-17	41.4%	25.8%	25.8%	12.9%	12.9%	51.6%	22.6%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	32.8%	32.8%	1.6%	31.3%	35.9%	31.3%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	25.9%	25.9%	6.9%	19.0%	43.1%	31.0%
ELA	8th Grade Content	English Learners	2015-16	17.3%	18.8%	18.8%	6.3%	12.5%	62.5%	18.8%
ELA	8th Grade Content	English Learners	2016-17	21.5%	15.4%	15.4%	7.7%	7.7%	53.8%	30.8%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10

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ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	23.3%	23.3%	4.1%	19.2%	27.4%	49.3%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	33.3%	33.3%	5.6%	27.8%	36.1%	30.6%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	16.3%	16.3%	0.0%	16.3%	25.6%	58.1%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	30.0%	30.0%	7.5%	22.5%	32.5%	37.5%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	33.3%	33.3%	13.3%	20.0%	20.0%	46.7%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	23.5%	23.5%	0.0%	23.5%	47.1%	29.4%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	41.7%	41.7%	8.3%	33.3%	41.7%	16.7%
Mathematics	3rd Grade Content	White	2016-17	54.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	25.6%	25.6%	5.1%	20.5%	23.1%	51.3%

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Mathematics	3rd Grade Content	Female	2016-17	45.0%	27.5%	27.5%	7.5%	20.0%	42.5%	30.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	20.6%	20.6%	2.9%	17.6%	32.4%	47.1%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	40.6%	40.6%	3.1%	37.5%	28.1%	31.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	23.9%	23.9%	4.2%	19.7%	28.2%	47.9%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	32.8%	32.8%	4.5%	28.4%	37.3%	29.9%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	27.3%	27.3%	18.2%	9.1%	27.3%	45.5%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	28.6%	28.6%	0.0%	28.6%	42.9%	28.6%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	10.5%	10.5%	2.6%	7.9%	35.5%	53.9%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	15.5%	15.5%	5.2%	10.3%	34.5%	50.0%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	4.5%	4.5%	2.3%	2.3%	31.8%	63.6%

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Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	3.4%	3.4%	3.4%	0.0%	44.8%	51.7%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	21.4%	21.4%	7.1%	14.3%	50.0%	28.6%
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	50.0%	50.0%	16.7%	33.3%	25.0%	25.0%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2016-17	49.7%	18.2%	18.2%	0.0%	18.2%	27.3%	54.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	9.8%	9.8%	0.0%	9.8%	43.9%	46.3%
Mathematics	4th Grade Content	Female	2016-17	39.6%	18.5%	18.5%	7.4%	11.1%	40.7%	40.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	11.4%	11.4%	5.7%	5.7%	25.7%	62.9%
Mathematics	4th Grade Content	Male	2016-17	44.2%	12.9%	12.9%	3.2%	9.7%	29.0%	58.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	10.7%	10.7%	2.7%	8.0%	36.0%	53.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	15.8%	15.8%	5.3%	10.5%	35.1%	49.1%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	2.6%	2.6%	0.0%	2.6%	25.6%	71.8%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	6.8%	6.8%	2.7%	4.1%	28.8%	64.4%
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2016-17	65.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	1.8%	1.8%	0.0%	1.8%	28.1%	70.2%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	4.9%	4.9%	4.9%	0.0%	26.8%	68.3%

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Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	15.4%	15.4%	0.0%	15.4%	46.2%	38.5%
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2016-17	42.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	31.7%	5.6%	5.6%	0.0%	5.6%	27.8%	66.7%
Mathematics	5th Grade Content	Female	2016-17	32.6%	5.0%	5.0%	0.0%	5.0%	25.0%	70.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	0.0%	0.0%	0.0%	0.0%	23.8%	76.2%
Mathematics	5th Grade Content	Male	2016-17	37.4%	9.1%	9.1%	6.1%	3.0%	33.3%	57.6%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	2.6%	2.6%	0.0%	2.6%	26.0%	71.4%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	6.9%	6.9%	2.8%	4.2%	29.2%	63.9%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10

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Mathematics	5th Grade Content	English Learners	2016-17	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	32.8%	12.0%	12.0%	6.7%	5.3%	32.0%	56.0%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	5.8%	5.8%	0.0%	5.8%	33.3%	60.9%
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	4.2%	4.2%	2.1%	2.1%	31.3%	64.6%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	4.3%	4.3%	0.0%	4.3%	34.8%	60.9%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	28.6%	28.6%	21.4%	7.1%	28.6%	42.9%
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10

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Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2016-17	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	31.4%	17.1%	17.1%	8.6%	8.6%	20.0%	62.9%
Mathematics	6th Grade Content	Female	2016-17	33.1%	5.7%	5.7%	0.0%	5.7%	25.7%	68.6%
Mathematics	6th Grade Content	Male	2015-16	34.1%	7.5%	7.5%	5.0%	2.5%	42.5%	50.0%
Mathematics	6th Grade Content	Male	2016-17	35.2%	5.9%	5.9%	0.0%	5.9%	41.2%	52.9%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	12.2%	12.2%	6.8%	5.4%	32.4%	55.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	4.5%	4.5%	0.0%	4.5%	31.8%	63.6%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	18.2%	18.2%	18.2%	0.0%	27.3%	54.5%
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10

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Mathematics	7th Grade Content	All Students	2015-16	35.3%	12.5%	12.5%	4.2%	8.3%	18.1%	69.4%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	7.9%	7.9%	2.6%	5.3%	32.9%	59.2%
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	10.5%	10.5%	5.3%	5.3%	7.9%	81.6%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	0.0%	0.0%	0.0%	0.0%	34.9%	65.1%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	5.3%	5.3%	0.0%	5.3%	26.3%	68.4%
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	23.5%	23.5%	5.9%	17.6%	23.5%	52.9%
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	41.6%	25.0%	25.0%	8.3%	16.7%	33.3%	41.7%
Mathematics	7th Grade Content	White	2016-17	42.9%	20.0%	20.0%	10.0%	10.0%	20.0%	60.0%
Mathematics	7th Grade Content	Female	2015-16	34.5%	5.6%	5.6%	2.8%	2.8%	19.4%	75.0%
Mathematics	7th Grade Content	Female	2016-17	35.1%	8.6%	8.6%	2.9%	5.7%	34.3%	57.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Male	2015-16	36.1%	19.4%	19.4%	5.6%	13.9%	16.7%	63.9%
Mathematics	7th Grade Content	Male	2016-17	37.3%	7.3%	7.3%	2.4%	4.9%	31.7%	61.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	11.8%	11.8%	4.4%	7.4%	19.1%	69.1%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	8.3%	8.3%	2.8%	5.6%	31.9%	59.7%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	8.3%	91.7%
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	23.1%	23.1%	7.7%	15.4%	23.1%	53.8%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	18.2%	18.2%	6.1%	12.1%	33.3%	48.5%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	15.9%	15.9%	7.9%	7.9%	28.6%	55.6%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	17.1%	17.1%	2.9%	14.3%	34.3%	48.6%
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	9.4%	9.4%	3.1%	6.3%	18.8%	71.9%

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Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	15.8%	15.8%	15.8%	0.0%	36.8%	47.4%
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	5.9%	5.9%	5.9%	0.0%	35.3%	58.8%
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	30.0%	30.0%	0.0%	30.0%	20.0%	50.0%
Mathematics	8th Grade Content	White	2016-17	39.2%	50.0%	50.0%	30.0%	20.0%	30.0%	20.0%
Mathematics	8th Grade Content	Female	2015-16	34.1%	13.3%	13.3%	6.7%	6.7%	33.3%	53.3%
Mathematics	8th Grade Content	Female	2016-17	35.2%	9.4%	9.4%	0.0%	9.4%	31.3%	59.4%
Mathematics	8th Grade Content	Male	2015-16	31.4%	22.2%	22.2%	5.6%	16.7%	33.3%	44.4%
Mathematics	8th Grade Content	Male	2016-17	31.8%	22.6%	22.6%	16.1%	6.5%	25.8%	51.6%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	17.2%	17.2%	6.3%	10.9%	32.8%	50.0%
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	16.9%	16.9%	8.5%	8.5%	27.1%	55.9%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	6.3%	6.3%	6.3%	0.0%	43.8%	50.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	English Learners	2016-17	14.2%	7.7%	7.7%	7.7%	0.0%	23.1%	69.2%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	2.6%	2.6%	0.0%	2.6%	10.5%	86.8%
Science	4th Grade Content	All Students	2016-17	14.6%	3.0%	3.0%	1.5%	1.5%	10.4%	86.6%
Science	4th Grade Content	Black or African American	2015-16	2.4%	2.3%	2.3%	0.0%	2.3%	6.8%	90.9%
Science	4th Grade Content	Black or African American	2016-17	2.8%	2.9%	2.9%	0.0%	2.9%	2.9%	94.1%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	7.1%	7.1%	0.0%	7.1%	14.3%	78.6%
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	7.7%	7.7%	7.7%	0.0%	23.1%	69.2%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	White	2016-17	18.2%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Science	4th Grade Content	Female	2015-16	13.0%	0.0%	0.0%	0.0%	0.0%	9.8%	90.2%
Science	4th Grade Content	Female	2016-17	12.6%	3.2%	3.2%	0.0%	3.2%	12.9%	83.9%
Science	4th Grade Content	Male	2015-16	16.4%	5.7%	5.7%	0.0%	5.7%	11.4%	82.9%
Science	4th Grade Content	Male	2016-17	16.5%	2.8%	2.8%	2.8%	0.0%	8.3%	88.9%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	2.7%	2.7%	0.0%	2.7%	10.7%	86.7%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3.1%	3.1%	1.5%	1.5%	10.8%	86.2%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	All Students	2015-16	23.9%	5.6%	5.6%	1.4%	4.2%	5.6%	88.9%
Science	7th Grade Content	All Students	2016-17	22.7%	2.7%	2.7%	0.0%	2.7%	9.3%	88.0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Black or African American	2015-16	5.4%	0.0%	0.0%	0.0%	0.0%	5.3%	94.7%
Science	7th Grade Content	Black or African American	2016-17	5.1%	0.0%	0.0%	0.0%	0.0%	7.0%	93.0%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	15.8%	15.8%	0.0%	15.8%	0.0%	84.2%
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	0.0%	0.0%	0.0%	0.0%	5.9%	94.1%
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2016-17	21.0%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	28.9%	8.3%	8.3%	8.3%	0.0%	8.3%	83.3%
Science	7th Grade Content	White	2016-17	27.5%	20.0%	20.0%	0.0%	20.0%	20.0%	60.0%
Science	7th Grade Content	Female	2015-16	22.6%	2.8%	2.8%	0.0%	2.8%	2.8%	94.4%
Science	7th Grade Content	Female	2016-17	21.2%	2.9%	2.9%	0.0%	2.9%	11.8%	85.3%
Science	7th Grade Content	Male	2015-16	25.1%	8.3%	8.3%	2.8%	5.6%	8.3%	83.3%
Science	7th Grade Content	Male	2016-17	24.3%	2.4%	2.4%	0.0%	2.4%	7.3%	90.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	4.4%	4.4%	0.0%	4.4%	5.9%	89.7%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	1.4%	1.4%	0.0%	1.4%	9.9%	88.7%
Science	7th Grade Content	English Learners	2015-16	3.5%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	English Learners	2016-17	3.4%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	3.8%	3.8%	0.0%	3.8%	35.9%	60.3%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	1.4%	1.4%	0.0%	1.4%	49.3%	49.3%
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2016-17	38.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	3.5%	3.5%	0.0%	3.5%	36.8%	59.6%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	2.6%	2.6%	0.0%	2.6%	43.6%	53.8%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	0.0%	0.0%	0.0%	0.0%	40.0%	60.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	0.0%	0.0%	0.0%	0.0%	58.3%	41.7%
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2016-17	26.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	16.7%	5.6%	5.6%	0.0%	5.6%	38.9%	55.6%
Social Studies	5th Grade Content	Female	2016-17	19.3%	0.0%	0.0%	0.0%	0.0%	37.8%	62.2%
Social Studies	5th Grade Content	Male	2015-16	21.0%	2.4%	2.4%	0.0%	2.4%	33.3%	64.3%
Social Studies	5th Grade Content	Male	2016-17	23.9%	3.1%	3.1%	0.0%	3.1%	62.5%	34.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	3.9%	3.9%	0.0%	3.9%	36.4%	59.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	1.5%	1.5%	0.0%	1.5%	48.5%	50.0%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	7.7%	7.7%	1.5%	6.2%	44.6%	47.7%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	12.7%	12.7%	3.2%	9.5%	28.6%	58.7%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	5.9%	5.9%	2.9%	2.9%	55.9%	38.2%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	0.0%	0.0%	0.0%	0.0%	21.9%	78.1%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	5.3%	5.3%	0.0%	5.3%	36.8%	57.9%
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	11.8%	11.8%	0.0%	11.8%	23.5%	64.7%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	20.0%	20.0%	0.0%	20.0%	20.0%	60.0%
Social Studies	8th Grade Content	White	2016-17	37.1%	40.0%	40.0%	20.0%	20.0%	50.0%	10.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	3.3%	3.3%	0.0%	3.3%	50.0%	46.7%
Social Studies	8th Grade Content	Female	2016-17	28.6%	6.3%	6.3%	0.0%	6.3%	31.3%	62.5%
Social Studies	8th Grade Content	Male	2015-16	32.6%	11.4%	11.4%	2.9%	8.6%	40.0%	48.6%
Social Studies	8th Grade Content	Male	2016-17	34.0%	19.4%	19.4%	6.5%	12.9%	25.8%	54.8%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	6.3%	6.3%	1.6%	4.8%	46.0%	47.6%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	13.6%	13.6%	3.4%	10.2%	27.1%	59.3%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	6.3%	6.3%	0.0%	6.3%	31.3%	62.5%
Social Studies	8th Grade Content	English Learners	2016-17	7.8%	7.7%	7.7%	0.0%	7.7%	23.1%	69.2%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	<10	<10	<10	<10	<10	<10



05/11/2018

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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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 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
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2016-17	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	82.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	60.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	59.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	54.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2016-17	60.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10

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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	Economically Disadvantaged	2016-17	68.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	61.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	72.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	48.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	28.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10

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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
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2016-17	76.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2016-17	52.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2016-17	72.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2016-17	45.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2016-17	76.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2016-17	53.8%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	<10	<10	<10	<10	<10

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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%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2016-17	73.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	American Indian or Alaska Native	2016-17	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	American Indian or Alaska Native	2016-17	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2016-17	81.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2016-17	72.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2016-17	86.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	76.5%	<10	<10	<10	<10	<10

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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

Annual Education Report Timberland Academy (08490)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	93.0%	18.2%	93.0%	18.2%
All Students	Mathematics	98.7%	39.1%	93.0%	14.4%	93.0%	14.4%
All Students	Science	97.9%	24.9%	94.6%	3.0%	94.6%	3.0%
All Students	Social Studies	97.8%	33.7%	93.0%	5.5%	93.0%	5.5%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	<30	<30
Asian	ELA	99.1%	70.5%	<30	0.0%	<30	0.0%
Asian	Mathematics	99.3%	68.9%	<30	0.0%	<30	0.0%
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	0.0%	<30	0.0%
Black or African American	ELA	97.6%	25.0%	92.5%	15.8%	92.5%	15.8%
Black or African American	Mathematics	97.5%	14.2%	92.5%	9.3%	92.5%	9.3%
Black or African American	Science	96.0%	7.0%	94.0%	2.7%	94.0%	2.7%
Black or African American	Social Studies	95.9%	11.2%	92.3%	1.4%	92.3%	1.4%
Hispanic of Any Race	ELA	98.6%	36.9%	97.8%	18.6%	97.8%	18.6%
Hispanic of Any Race	Mathematics	98.7%	25.1%	96.7%	18.6%	96.7%	18.6%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	93.6%	<30	93.6%	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	96.7%	<30	96.7%	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	93.0%	10.8%	93.0%	10.8%
Two or More Races	Mathematics	98.6%	35.1%	90.7%	21.6%	90.7%	21.6%
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	88.5%	34.1%	88.5%	34.1%
White	Mathematics	99.0%	45.6%	92.3%	26.1%	92.3%	26.1%
White	Science	98.4%	29.7%	<30	<30	<30	<30
White	Social Studies	98.3%	39.7%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.2%	33.5%	92.7%	18.1%	92.7%	18.1%
Economically Disadvantaged	Mathematics	98.3%	23.3%	92.9%	14.1%	92.9%	14.1%
Economically Disadvantaged	Science	97.2%	13.0%	94.4%	3.1%	94.4%	3.1%
Economically Disadvantaged	Social Studies	97.0%	18.3%	92.8%	5.7%	92.8%	5.7%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	98.3%	17.0%	98.3%	17.0%
English Learners	Mathematics	99.0%	23.0%	98.3%	20.3%	98.3%	20.3%
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	84.5%	6.1%	84.5%	6.1%
Students With Disabilities	Mathematics	97.9%	20.7%	89.7%	5.8%	89.7%	5.8%
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	<30	<30	<30	<30

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Accountability Details Graduation Data

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

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

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Timberland Academy (08490)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	62.58%	62.58%

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

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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
Timberland Academy	29.80	32.43	N/A	47.86	67.13	97.10	98.84	40.87

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	27	22	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	30.6%

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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.

Annual Education Report
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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.

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					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

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.

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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
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	3	40	38	16	6
American Indian or Alaska Native					
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	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.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	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