



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 Taylor Exemplar 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 Noel Surma for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.nhaschools.com/schools/taylor/> 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/PMoY5X>.

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 has not been given one of these labels.

The achievement gap between our top 30% and bottom 30% indicates that we need to do more differentiating within our classrooms. All teachers are utilizing the workshop model in their classrooms, across content areas, which allows for small group/one-on-one instruction. An intervention block is hard-scheduled daily for all grade levels to ensure that interventions and extensions are intentionally provided to all students for reading instruction regardless of academic level. The amount of academic interventionists were doubled from 4 to 8 so that there were more people able to service students who were in the bottom 30%. A more focused systematic approach to intervention has been implemented in K-8. All students in K-2 are diagnostic tested 3 times per year to identify those who are in need of Tier 2 or Tier 3 Intervention services. Students in 3rd-8th who are identified through our universal screener of NWEA, receive diagnostic testing 3 times per year to identify Tier 2 or Tier 3 Intervention services. A consistent progress monitoring tool is also utilized across each grade level. Interventionists utilize a specific teaching tool to prepare lessons and provide intensive instruction. An in-house tutoring program was also established to provide Tier 2 and Tier 3 services consistently. All students in K-2 are placed in Reading and Math groups based on their assessment results. The students move from their homeroom to a leveled class for Reading and for Math as well. This allows students to receive more personalized instruction as teachers can



better differentiate based on student need. The growth of the team culture has accelerated student achievement. Trust is earned and cannot be commanded; therefore, through consistency and intentional planning engagement scores have drastically improved. Teacher buy-in has increased student buy-in and data has seen a positive incline. Furthermore, the use of a universal teaching model with interventionists in the classroom has helped reach all learners and build the confidence of all students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-2017


Taylor Exemplar 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/taylor-exemplar-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

- The School Improvement Team continues to meet monthly to review the current School Improvement Plan and our progress towards meeting our goals.
- Four full time and one half time At-Risk teacher along with 5 academic paraprofessionals will provide intense intervention support to our at-risk students in an effort to close the achievement gap.
- The master schedule has been designed with hard-scheduled times for all four core content areas and the administration will hold teachers accountable to following the master schedule with fidelity.
- Wing teams meet monthly to have vertical discussions around each content area to support what is taught at each grade level. The teams also discuss how to integrate more cross-curricular instruction.
- TEA is utilizing the workshop model in which instruction is differentiated for each student in reading and math. Workshop time is hard-scheduled into the day and is in addition to core instruction time. The workshop model is also woven into core instruction throughout the day in an effort to meet the needs of each student.
- Our staff is provided with ongoing, high quality professional development for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance and more rigorous instruction.
- Supplemental instructional and educational materials are purchased that support the Common Core State Standards for reading and math and the Michigan GLCE's for Science and Social Studies.
- Teachers continue to facilitate academic discussions in their classrooms and also to utilize the Claims, Evidence, Reasoning strategy in both writing and classroom discussions.
- Online learning tools are available to all students for use in school and at home: ixl.com, Accelerated Reader, and BrainPOP.
- Teachers have dedicated professional learning community time to plan high-quality units and lessons, analyze student data and assessment results, and discuss effective instructional strategies.
- Teachers utilize formative assessment strategies to gauge student understanding.


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- Teachers will work with students in an after school tutoring program for students who have been identified below grade level or not demonstrating adequate growth as measured by the NWEA assessment.
 - We have increased our focus on Spring to Spring growth, per the NWEA assessment, as well as college readiness. A daily summer program lasting four hours per day, five days per week, for 4 weeks will be available to all students. Instruction will be provided by our certified teachers and/or academic paraprofessionals.
 - Deans continue to set goals with teachers to enhance instructional practices, observe classrooms weekly, and provide affirming and adjusting feedback.
 - Administration collaborated on instructional rounds weekly and incorporated teaching staff during the third trimester of the school year. These instructional rounds ensured that the leadership team was aligned in what they were looking for in regards to effective instruction and allowed us opportunities to see where areas for growth and coaching were as well as areas of success for observing best practices to be shared were.

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

Yes, the SIP did what it set out to do. At TEA, we see the value of the SIP in identifying what we are doing well and what we can do better each year. We were able to identify the areas where stronger support is needed as we continue to push our students to proficiency and college readiness. We are closely monitoring the achievement gap between our top 30% and bottom 30% and we will continue to analyze the data available, aligning our manpower, resources, and efforts to close this gap. We want all students scoring and performing at/above grade level and achieving the college readiness thresholds as established by NWEA.

Therefore, we are focused on spring to spring growth as this outlines the learning occurring over the course of an entire calendar year, including the impact of the summer learning we provide. We continue to focus on science, social studies, and writing in all grade levels and incorporating as much cross-curricular integration as possible.

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

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- The School Improvement Team continues to meet monthly to review the current School Improvement Plan and our progress towards meeting our goals. A Focus School Representative from the Wayne RESA meets with the SIP team monthly. She also meets monthly with the administrative team a week prior to each SIP meeting to ensure that appropriate support is given.
 - Four full time and one half time At-Risk teacher along with 5 academic paraprofessionals will provide intense intervention support to our at-risk students in an effort to close the achievement gap.
 - The master schedule has been designed with hard-scheduled times for all four core content areas and the administration will hold teachers accountable to following the master schedule with fidelity.
 - Strengthening the core instruction is an area of focus. In order to do so, teachers have been identified to work with the curriculum and instruction team for reading and mathematics multiple times throughout the year. They are co-planning, observing, providing feedback, modeling, assessing, and analyzing data together.
 - Wing teams meet monthly to have vertical discussions around each content area to support what is taught at each grade level. The teams also discuss how to integrate more cross-curricular instruction.
 - TEA is utilizing the workshop model in which instruction is differentiated for each student in reading and math. Workshop time is hard-scheduled into the day and is in addition to core instruction time. The workshop model is also woven into core instruction throughout the day in an effort to meet the needs of each student.
 - Our staff is provided with ongoing, high quality professional development for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance and more rigorous instruction.
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 - Online learning tools are available to all students for use in school and at home: ixl.com, Accelerated Reader, and BrainPOP.
 - Teachers have dedicated professional learning community time to plan high-quality units and lessons, analyze student data and assessment results, and discuss effective instructional strategies.
 - Teachers utilize formative assessment strategies to gauge student understanding.
 - Teachers will work with students in an after school tutoring program for students who have been identified below grade level or not demonstrating adequate growth as measured by the NWEA assessment.
 - We have increased our focus on Spring to Spring growth, per the NWEA assessment, as well as college readiness. Two opportunities for students to check in their summer learning assignments and receive immediate incentives during the summer months have been put into place and access to the school's Library and Media Center is available



throughout the summer. A daily summer program lasting six hours per day, five days per week, for 6 weeks will be available to all students. Instruction will be provided by our certified teachers and/or academic paraprofessionals.

- Deans continue to set goals with teachers to enhance instructional practices, observe classrooms weekly, and provide affirming and adjusting feedback.

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

Yes, the SIP did what it set out to do. At TEA, we see the value of the SIP in identifying what we are doing well and what we can do better each year. We were able to identify the areas where stronger support is needed as we continue to push our students to proficiency and college readiness. We are closely monitoring the achievement gap between our top 30% and bottom 30% and we will continue to analyze the data available, aligning our manpower, resources, and efforts to close this gap. We want all students scoring and performing at/above grade level and achieving the college readiness thresholds as established by NWEA. Therefore, we are focused on spring to spring growth as this outlines the learning occurring over the course of an entire calendar year, including the impact of the summer learning we provide. We continue to focus on science, social studies, and writing in all grade levels and incorporating as much cross-curricular integration as possible.

The School Improvement Team formally reviewed progress against its 2015-16 SIP goals and objectives in spring 2016, as part of its preparation for the 2016-17 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.

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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.



3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-2017

Taylor Exemplar Academy (TEA) is authorized by Bay Mills Community College. TEA was founded in 2006 and opened its doors on September 5, 2006. Taylor Exemplar Academy is managed by National Heritage Academies, a company based in Grand Rapids, MI. 13% of our school population (96 scholars) qualify for IEP Services (16-17). 67% of students qualify for free and reduced lunch (16-17). 35 students qualify as English Learners (16-17). TEA's average daily attendance is 93% (16-17) and our student mobility rate is 19.9% (16-17). TEA offers grades Young 5's through grade 8.

2015-2016


Taylor Exemplar Academy (TEA) is authorized by Bay Mills Community College. TEA was founded in 2006 and opened its doors on September 5, 2006. Taylor Exemplar Academy is managed by National Heritage Academies, a company based in Grand Rapids, MI. 64% of students qualify for free and reduced lunch (14-15). 25 students qualify as English Learners (14-15). TEA's average daily attendance is 96.2% (14-15) and our student mobility rate is 18% (13-14). TEA offers grades Young 5's through grade 8.

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

2016-2017

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

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



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

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


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

2015-2016

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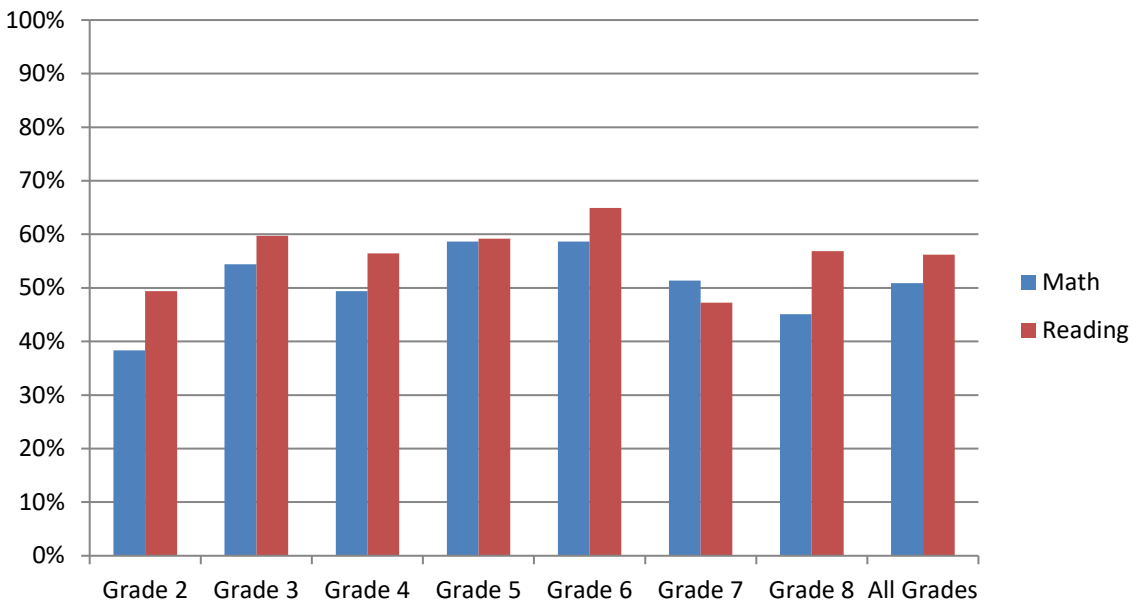
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In 2016-2017, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

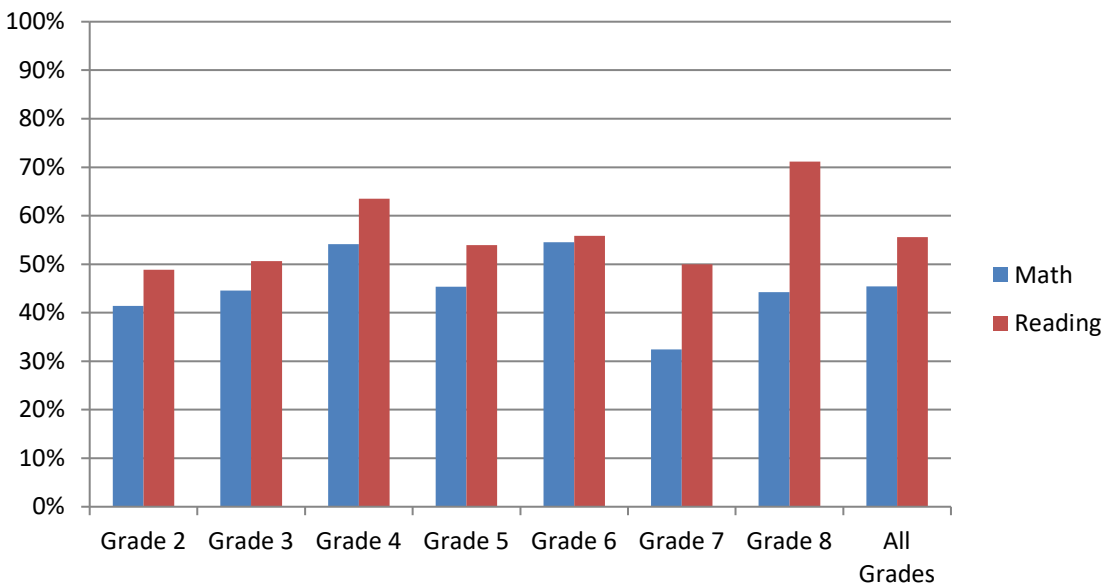
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2016-2017

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

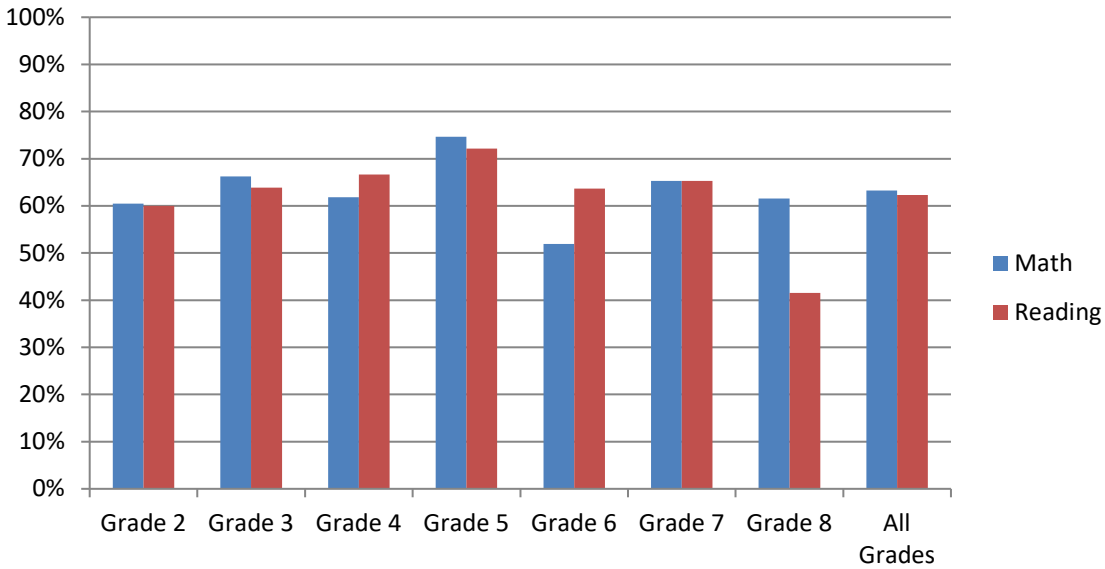


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2016 administration of the NWEA MAP assessment.

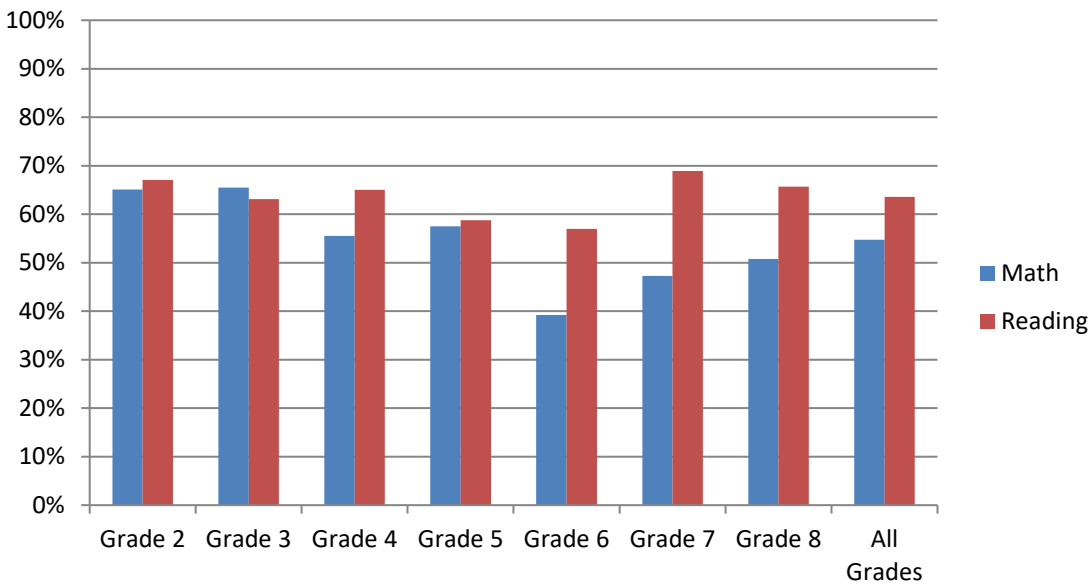


2015-2016

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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	720	100.0%
Spring 2017	K-8	720	100.0%

2015-2016

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2015	K-8	732	97.5%
Spring 2016	K-8	703	98.7%

7. SCHOOL YEAR HIGHLIGHTS

- Enrollment was at 741 students on Fall Count Day (2016)
- Teacher turnover decreased.
- Employee Engagement results show an increase, with TEA staff now being above NHA average for their engagement results.
- Parent Satisfaction results show an increase.
- TEA outperformed our local district by 8% on the M-STEP in all content areas combined.
- TEA outperformed all charter schools in MI by 7% on the M-STEP in all content areas combined.
- Rigorous intervention program for at-risk students with instruction provided by 4.5 Certified Interventionists and 4 at-risk paraprofessionals.
- TEA hosted three well-attended curriculum family nights focused on reading, math, and science as well as an on-site summer learning program where students participated in a variety of learning activities and received at least two hours of tutoring. The program was six hours per day, five days per week, for 6 weeks.
- Teaching in Excellence Winner and Finalist

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

Sincerely,



Melissa Nickel
School Principal
Taylor Exemplar Academy
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Taylor, MI 48180
734-941-7742

BOARD OF DIRECTORS:

Cheryl Schiebold – President
James Lakatos – Vice President
Becky Peters – Secretary
Christine Anderson – Treasurer
Belkis Marshall – Director

Annual Education Report
Taylor Exemplar Academy (09709)

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%	42.2%	42.2%	25.3%	16.9%	41.0%	16.9%
ELA	3rd Grade Content	All Students	2016-17	44.1%	42.7%	42.7%	26.8%	15.9%	23.2%	34.1%
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2016-17	63.4%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	41.2%	41.2%	20.6%	20.6%	38.2%	20.6%
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	38.5%	38.5%	17.9%	20.5%	25.6%	35.9%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	48.7%	48.7%	30.8%	17.9%	43.6%	7.7%
ELA	3rd Grade Content	White	2016-17	51.7%	51.5%	51.5%	39.4%	12.1%	15.2%	33.3%

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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
ELA	3rd Grade Content	Female	2015-16	49.5%	56.8%	56.8%	37.8%	18.9%	29.7%	13.5%
ELA	3rd Grade Content	Female	2016-17	47.7%	61.9%	61.9%	38.1%	23.8%	16.7%	21.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	30.4%	30.4%	15.2%	15.2%	50.0%	19.6%
ELA	3rd Grade Content	Male	2016-17	40.7%	22.5%	22.5%	15.0%	7.5%	30.0%	47.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	39.1%	39.1%	20.3%	18.8%	43.8%	17.2%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	32.7%	32.7%	16.4%	16.4%	25.5%	41.8%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	43.8%	43.8%	25.0%	18.8%	21.3%	35.0%
ELA	4th Grade Content	All Students	2016-17	44.2%	48.8%	48.8%	23.3%	25.6%	15.1%	36.0%
ELA	4th Grade Content	Asian	2015-16	67.8%	<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
ELA	4th Grade Content	Asian	2016-17	66.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	35.0%	35.0%	20.0%	15.0%	22.5%	42.5%
ELA	4th Grade Content	Black or African American	2016-17	19.2%	36.1%	36.1%	16.7%	19.4%	16.7%	47.2%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10
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%	50.0%	50.0%	33.3%	16.7%	23.3%	26.7%
ELA	4th Grade Content	White	2016-17	51.5%	60.0%	60.0%	30.0%	30.0%	12.5%	27.5%
ELA	4th Grade Content	Female	2015-16	50.9%	47.7%	47.7%	27.3%	20.5%	18.2%	34.1%
ELA	4th Grade Content	Female	2016-17	48.6%	59.1%	59.1%	25.0%	34.1%	15.9%	25.0%
ELA	4th Grade Content	Male	2015-16	41.8%	38.9%	38.9%	22.2%	16.7%	25.0%	36.1%

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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
ELA	4th Grade Content	Male	2016-17	39.9%	38.1%	38.1%	21.4%	16.7%	14.3%	47.6%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	36.1%	36.1%	16.4%	19.7%	19.7%	44.3%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	43.9%	43.9%	14.0%	29.8%	17.5%	38.6%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	18.2%	18.2%	9.1%	9.1%	0.0%	81.8%
ELA	5th Grade Content	All Students	2015-16	50.6%	46.2%	46.2%	23.1%	23.1%	26.9%	26.9%
ELA	5th Grade Content	All Students	2016-17	51.1%	48.7%	48.7%	23.7%	25.0%	18.4%	32.9%
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	33.3%	33.3%	10.0%	23.3%	33.3%	33.3%

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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	5th Grade Content	Black or African American	2016-17	24.8%	45.0%	45.0%	15.0%	30.0%	25.0%	30.0%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	54.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	54.5%	54.5%	33.3%	21.2%	24.2%	21.2%
ELA	5th Grade Content	White	2016-17	58.6%	55.6%	55.6%	33.3%	22.2%	7.4%	37.0%
ELA	5th Grade Content	Female	2015-16	55.8%	47.5%	47.5%	20.0%	27.5%	32.5%	20.0%
ELA	5th Grade Content	Female	2016-17	56.0%	51.2%	51.2%	22.0%	29.3%	26.8%	22.0%
ELA	5th Grade Content	Male	2015-16	45.5%	44.7%	44.7%	26.3%	18.4%	21.1%	34.2%

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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
ELA	5th Grade Content	Male	2016-17	46.2%	45.7%	45.7%	25.7%	20.0%	8.6%	45.7%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	35.1%	35.1%	17.5%	17.5%	31.6%	33.3%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	40.0%	40.0%	16.0%	24.0%	16.0%	44.0%
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%	33.3%	33.3%	8.3%	25.0%	8.3%	58.3%
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%	39.2%	39.2%	12.7%	26.6%	24.1%	36.7%
ELA	6th Grade Content	All Students	2016-17	43.6%	44.0%	44.0%	22.7%	21.3%	33.3%	22.7%
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2016-17	69.5%	<10	<10	<10	<10	<10	<10

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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	6th Grade Content	Black or African American	2015-16	19.2%	19.4%	19.4%	3.2%	16.1%	32.3%	48.4%
ELA	6th Grade Content	Black or African American	2016-17	19.3%	30.3%	30.3%	12.1%	18.2%	45.5%	24.2%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	42.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	54.8%	54.8%	21.4%	33.3%	19.0%	26.2%
ELA	6th Grade Content	White	2016-17	50.3%	57.1%	57.1%	35.7%	21.4%	21.4%	21.4%
ELA	6th Grade Content	Female	2015-16	49.8%	39.0%	39.0%	14.6%	24.4%	17.1%	43.9%
ELA	6th Grade Content	Female	2016-17	48.7%	50.0%	50.0%	23.8%	26.2%	33.3%	16.7%

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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
ELA	6th Grade Content	Male	2015-16	40.4%	39.5%	39.5%	10.5%	28.9%	31.6%	28.9%
ELA	6th Grade Content	Male	2016-17	38.7%	36.4%	36.4%	21.2%	15.2%	33.3%	30.3%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	29.6%	29.6%	7.4%	22.2%	31.5%	38.9%
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	37.0%	37.0%	13.0%	24.1%	33.3%	29.6%
ELA	6th Grade Content	English Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
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%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	30.8%	30.8%	7.7%	23.1%	7.7%	61.5%
ELA	7th Grade Content	All Students	2015-16	47.1%	58.1%	58.1%	17.6%	40.5%	32.4%	9.5%
ELA	7th Grade Content	All Students	2016-17	44.8%	34.2%	34.2%	6.8%	27.4%	31.5%	34.2%
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2016-17	70.0%	<10	<10	<10	<10	<10	<10

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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%	38.5%	38.5%	7.7%	30.8%	50.0%	11.5%
ELA	7th Grade Content	Black or African American	2016-17	21.1%	20.7%	20.7%	3.4%	17.2%	24.1%	55.2%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	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%	73.0%	73.0%	24.3%	48.6%	18.9%	8.1%
ELA	7th Grade Content	White	2016-17	51.0%	47.5%	47.5%	10.0%	37.5%	40.0%	12.5%
ELA	7th Grade Content	Female	2015-16	53.8%	56.4%	56.4%	20.5%	35.9%	38.5%	5.1%
ELA	7th Grade Content	Female	2016-17	50.9%	30.8%	30.8%	5.1%	25.6%	30.8%	38.5%
ELA	7th Grade Content	Male	2015-16	40.6%	60.0%	60.0%	14.3%	45.7%	25.7%	14.3%
ELA	7th Grade Content	Male	2016-17	39.1%	38.2%	38.2%	8.8%	29.4%	32.4%	29.4%

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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	Economically Disadvantaged	2015-16	30.7%	54.3%	54.3%	13.0%	41.3%	32.6%	13.0%
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	20.5%	20.5%	2.3%	18.2%	36.4%	43.2%
ELA	7th Grade Content	English Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Learners	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<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%	35.7%	64.3%
ELA	8th Grade Content	All Students	2015-16	48.9%	63.1%	63.1%	23.1%	40.0%	23.1%	13.8%
ELA	8th Grade Content	All Students	2016-17	48.0%	54.9%	54.9%	7.8%	47.1%	29.4%	15.7%
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2016-17	73.0%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	47.1%	47.1%	23.5%	23.5%	35.3%	17.6%
ELA	8th Grade Content	Black or African American	2016-17	24.0%	40.0%	40.0%	10.0%	30.0%	30.0%	30.0%

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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
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	66.7%	66.7%	17.9%	48.7%	17.9%	15.4%
ELA	8th Grade Content	White	2016-17	53.9%	68.0%	68.0%	4.0%	64.0%	28.0%	4.0%
ELA	8th Grade Content	Female	2015-16	54.9%	67.6%	67.6%	29.7%	37.8%	21.6%	10.8%
ELA	8th Grade Content	Female	2016-17	54.9%	66.7%	66.7%	9.5%	57.1%	19.0%	14.3%
ELA	8th Grade Content	Male	2015-16	43.0%	57.1%	57.1%	14.3%	42.9%	25.0%	17.9%
ELA	8th Grade Content	Male	2016-17	41.4%	46.7%	46.7%	6.7%	40.0%	36.7%	16.7%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	47.4%	47.4%	13.2%	34.2%	31.6%	21.1%
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	44.8%	44.8%	6.9%	37.9%	41.4%	13.8%
ELA	8th Grade Content	English Learners	2015-16	17.3%	<10	<10	<10	<10	<10	<10

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ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
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%	56.6%	56.6%	22.9%	33.7%	21.7%	21.7%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	43.2%	43.2%	17.3%	25.9%	18.5%	38.3%
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	50.0%	50.0%	20.6%	29.4%	26.5%	23.5%
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	43.6%	43.6%	17.9%	25.6%	15.4%	41.0%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10

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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	3rd Grade Content	White	2015-16	53.2%	66.7%	66.7%	30.8%	35.9%	20.5%	12.8%
Mathematics	3rd Grade Content	White	2016-17	54.8%	46.9%	46.9%	21.9%	25.0%	21.9%	31.3%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	67.6%	67.6%	37.8%	29.7%	16.2%	16.2%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	48.8%	48.8%	17.1%	31.7%	17.1%	34.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	47.8%	47.8%	10.9%	37.0%	26.1%	26.1%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	37.5%	37.5%	17.5%	20.0%	20.0%	42.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	55.6%	55.6%	17.5%	38.1%	22.2%	22.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	33.3%	33.3%	13.0%	20.4%	22.2%	44.4%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	48.8%	48.8%	17.5%	31.3%	33.8%	17.5%

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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	All Students	2016-17	42.0%	44.2%	44.2%	17.4%	26.7%	36.0%	19.8%
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2016-17	72.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	35.0%	35.0%	7.5%	27.5%	42.5%	22.5%
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	36.1%	36.1%	16.7%	19.4%	38.9%	25.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
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%	66.7%	66.7%	30.0%	36.7%	26.7%	6.7%
Mathematics	4th Grade Content	White	2016-17	49.7%	52.5%	52.5%	20.0%	32.5%	37.5%	10.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	40.9%	40.9%	20.5%	20.5%	43.2%	15.9%

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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	Female	2016-17	39.6%	45.5%	45.5%	18.2%	27.3%	31.8%	22.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	58.3%	58.3%	13.9%	44.4%	22.2%	19.4%
Mathematics	4th Grade Content	Male	2016-17	44.2%	42.9%	42.9%	16.7%	26.2%	40.5%	16.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	36.1%	36.1%	8.2%	27.9%	41.0%	23.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	36.8%	36.8%	10.5%	26.3%	42.1%	21.1%
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%	18.2%	18.2%	0.0%	18.2%	45.5%	36.4%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	38.5%	38.5%	26.9%	11.5%	28.2%	33.3%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	31.6%	31.6%	17.1%	14.5%	28.9%	39.5%
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10	<10

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Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	23.3%	23.3%	13.3%	10.0%	26.7%	50.0%
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	22.5%	22.5%	10.0%	12.5%	32.5%	45.0%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
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%	54.5%	54.5%	42.4%	12.1%	27.3%	18.2%
Mathematics	5th Grade Content	White	2016-17	42.4%	48.1%	48.1%	25.9%	22.2%	18.5%	33.3%
Mathematics	5th Grade Content	Female	2015-16	31.7%	30.0%	30.0%	15.0%	15.0%	37.5%	32.5%

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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	5th Grade Content	Female	2016-17	32.6%	29.3%	29.3%	14.6%	14.6%	34.1%	36.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	47.4%	47.4%	39.5%	7.9%	18.4%	34.2%
Mathematics	5th Grade Content	Male	2016-17	37.4%	34.3%	34.3%	20.0%	14.3%	22.9%	42.9%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	28.1%	28.1%	19.3%	8.8%	29.8%	42.1%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	20.0%	20.0%	8.0%	12.0%	32.0%	48.0%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	16.7%	16.7%	0.0%	16.7%	25.0%	58.3%
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%	24.1%	24.1%	8.9%	15.2%	32.9%	43.0%
Mathematics	6th Grade Content	All Students	2016-17	34.2%	32.0%	32.0%	21.3%	10.7%	36.0%	32.0%
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	<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
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2016-17	65.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	9.7%	9.7%	6.5%	3.2%	25.8%	64.5%
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	24.2%	24.2%	9.1%	15.2%	30.3%	45.5%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	31.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	35.7%	35.7%	11.9%	23.8%	38.1%	26.2%
Mathematics	6th Grade Content	White	2016-17	41.0%	42.9%	42.9%	35.7%	7.1%	39.3%	17.9%

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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	6th Grade Content	Female	2015-16	31.4%	24.4%	24.4%	7.3%	17.1%	31.7%	43.9%
Mathematics	6th Grade Content	Female	2016-17	33.1%	26.2%	26.2%	16.7%	9.5%	42.9%	31.0%
Mathematics	6th Grade Content	Male	2015-16	34.1%	23.7%	23.7%	10.5%	13.2%	34.2%	42.1%
Mathematics	6th Grade Content	Male	2016-17	35.2%	39.4%	39.4%	27.3%	12.1%	27.3%	33.3%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	14.8%	14.8%	5.6%	9.3%	35.2%	50.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	25.9%	25.9%	13.0%	13.0%	37.0%	37.0%
Mathematics	6th Grade Content	English Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
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%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	7.7%	7.7%	7.7%	0.0%	30.8%	61.5%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	29.7%	29.7%	12.2%	17.6%	32.4%	37.8%
Mathematics	7th Grade Content	All Students	2016-17	36.2%	19.2%	19.2%	5.5%	13.7%	30.1%	50.7%
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<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
Mathematics	7th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	11.5%	11.5%	0.0%	11.5%	46.2%	42.3%
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	6.9%	6.9%	0.0%	6.9%	24.1%	69.0%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	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%	43.2%	43.2%	16.2%	27.0%	24.3%	32.4%
Mathematics	7th Grade Content	White	2016-17	42.9%	30.0%	30.0%	10.0%	20.0%	35.0%	35.0%
Mathematics	7th Grade Content	Female	2015-16	34.5%	28.2%	28.2%	17.9%	10.3%	35.9%	35.9%
Mathematics	7th Grade Content	Female	2016-17	35.1%	15.4%	15.4%	0.0%	15.4%	33.3%	51.3%
Mathematics	7th Grade Content	Male	2015-16	36.1%	31.4%	31.4%	5.7%	25.7%	28.6%	40.0%

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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	7th Grade Content	Male	2016-17	37.3%	23.5%	23.5%	11.8%	11.8%	26.5%	50.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	23.9%	23.9%	6.5%	17.4%	34.8%	41.3%
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9.1%	9.1%	0.0%	9.1%	34.1%	56.8%
Mathematics	7th Grade Content	English Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<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%	7.1%	92.9%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	33.8%	33.8%	15.4%	18.5%	30.8%	35.4%
Mathematics	8th Grade Content	All Students	2016-17	33.5%	21.6%	21.6%	7.8%	13.7%	37.3%	41.2%
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2016-17	67.0%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	23.5%	23.5%	5.9%	17.6%	23.5%	52.9%

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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	Black or African American	2016-17	10.1%	10.0%	10.0%	0.0%	10.0%	30.0%	60.0%
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	<10	<10	<10	<10	<10	<10
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%	30.8%	30.8%	15.4%	15.4%	38.5%	30.8%
Mathematics	8th Grade Content	White	2016-17	39.2%	28.0%	28.0%	12.0%	16.0%	48.0%	24.0%
Mathematics	8th Grade Content	Female	2015-16	34.1%	43.2%	43.2%	21.6%	21.6%	27.0%	29.7%
Mathematics	8th Grade Content	Female	2016-17	35.2%	19.0%	19.0%	14.3%	4.8%	42.9%	38.1%
Mathematics	8th Grade Content	Male	2015-16	31.4%	21.4%	21.4%	7.1%	14.3%	35.7%	42.9%
Mathematics	8th Grade Content	Male	2016-17	31.8%	23.3%	23.3%	3.3%	20.0%	33.3%	43.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	21.1%	21.1%	5.3%	15.8%	28.9%	50.0%

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Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	17.2%	17.2%	0.0%	17.2%	27.6%	55.2%
Mathematics	8th Grade Content	English Learners	2015-16	11.8%	<10	<10	<10	<10	<10	<10
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%	13.8%	13.8%	5.0%	8.8%	25.0%	61.3%
Science	4th Grade Content	All Students	2016-17	14.6%	11.6%	11.6%	3.5%	8.1%	29.1%	59.3%
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2016-17	27.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	5.0%	5.0%	2.5%	2.5%	20.0%	75.0%
Science	4th Grade Content	Black or African American	2016-17	2.8%	8.3%	8.3%	2.8%	5.6%	19.4%	72.2%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10

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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	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%	23.3%	23.3%	10.0%	13.3%	33.3%	43.3%
Science	4th Grade Content	White	2016-17	18.2%	17.5%	17.5%	5.0%	12.5%	37.5%	45.0%
Science	4th Grade Content	Female	2015-16	13.0%	15.9%	15.9%	6.8%	9.1%	22.7%	61.4%
Science	4th Grade Content	Female	2016-17	12.6%	11.4%	11.4%	2.3%	9.1%	31.8%	56.8%
Science	4th Grade Content	Male	2015-16	16.4%	11.1%	11.1%	2.8%	8.3%	27.8%	61.1%
Science	4th Grade Content	Male	2016-17	16.5%	11.9%	11.9%	4.8%	7.1%	26.2%	61.9%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	9.8%	9.8%	1.6%	8.2%	19.7%	70.5%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	10.5%	10.5%	1.8%	8.8%	28.1%	61.4%
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

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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	Students With Disabilities	2016-17	5.3%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	7th Grade Content	All Students	2015-16	23.9%	13.7%	13.7%	6.8%	6.8%	24.7%	61.6%
Science	7th Grade Content	All Students	2016-17	22.7%	8.3%	8.3%	5.6%	2.8%	18.1%	73.6%
Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2016-17	41.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	0.0%	0.0%	0.0%	0.0%	23.1%	76.9%
Science	7th Grade Content	Black or African American	2016-17	5.1%	3.6%	3.6%	0.0%	3.6%	0.0%	96.4%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	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%	22.2%	22.2%	11.1%	11.1%	30.6%	47.2%

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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	White	2016-17	27.5%	12.5%	12.5%	10.0%	2.5%	32.5%	55.0%
Science	7th Grade Content	Female	2015-16	22.6%	15.8%	15.8%	7.9%	7.9%	21.1%	63.2%
Science	7th Grade Content	Female	2016-17	21.2%	5.1%	5.1%	2.6%	2.6%	15.4%	79.5%
Science	7th Grade Content	Male	2015-16	25.1%	11.4%	11.4%	5.7%	5.7%	28.6%	60.0%
Science	7th Grade Content	Male	2016-17	24.3%	12.1%	12.1%	9.1%	3.0%	21.2%	66.7%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	4.4%	4.4%	0.0%	4.4%	28.9%	66.7%
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	2.3%	2.3%	0.0%	2.3%	14.0%	83.7%
Science	7th Grade Content	English Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Learners	2016-17	3.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<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%	7.1%	92.9%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	11.5%	11.5%	0.0%	11.5%	62.8%	25.6%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	10.5%	10.5%	1.3%	9.2%	53.9%	35.5%

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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	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	0.0%	0.0%	0.0%	60.0%	40.0%
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	10.0%	10.0%	2.5%	7.5%	50.0%	40.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	17.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	18.2%	18.2%	0.0%	18.2%	69.7%	12.1%
Social Studies	5th Grade Content	White	2016-17	26.7%	7.4%	7.4%	0.0%	7.4%	66.7%	25.9%

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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	5th Grade Content	Female	2015-16	16.7%	7.5%	7.5%	0.0%	7.5%	70.0%	22.5%
Social Studies	5th Grade Content	Female	2016-17	19.3%	4.9%	4.9%	0.0%	4.9%	56.1%	39.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	15.8%	15.8%	0.0%	15.8%	55.3%	28.9%
Social Studies	5th Grade Content	Male	2016-17	23.9%	17.1%	17.1%	2.9%	14.3%	51.4%	31.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	8.8%	8.8%	0.0%	8.8%	57.9%	33.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	8.0%	8.0%	2.0%	6.0%	50.0%	42.0%
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%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	29.2%	29.2%	6.2%	23.1%	41.5%	29.2%
Social Studies	8th Grade Content	All Students	2016-17	31.4%	19.6%	19.6%	0.0%	19.6%	43.1%	37.3%
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<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	Asian	2016-17	53.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	11.8%	11.8%	5.9%	5.9%	47.1%	41.2%
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	10.0%	10.0%	0.0%	10.0%	40.0%	50.0%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	30.8%	30.8%	5.1%	25.6%	41.0%	28.2%
Social Studies	8th Grade Content	White	2016-17	37.1%	28.0%	28.0%	0.0%	28.0%	48.0%	24.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	29.7%	29.7%	5.4%	24.3%	37.8%	32.4%
Social Studies	8th Grade Content	Female	2016-17	28.6%	14.3%	14.3%	0.0%	14.3%	42.9%	42.9%
Social Studies	8th Grade Content	Male	2015-16	32.6%	28.6%	28.6%	7.1%	21.4%	46.4%	25.0%

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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	Male	2016-17	34.0%	23.3%	23.3%	0.0%	23.3%	43.3%	33.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	18.4%	18.4%	5.3%	13.2%	42.1%	39.5%
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	13.8%	13.8%	0.0%	13.8%	37.9%	48.3%
Social Studies	8th Grade Content	English Learners	2015-16	7.2%	<10	<10	<10	<10	<10	<10
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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Taylor Exemplar Academy (09709)

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	White	2015-16	87.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	78.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	70.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	49.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<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	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<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	White	2015-16	83.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<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
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<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	2015-16	68.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2016-17	52.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	87.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2016-17	79.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2016-17	54.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2016-17	78.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2016-17	49.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<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	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
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2016-17	88.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2016-17	52.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2016-17	47.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	70.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	64.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	32.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2016-17	87.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	45.0%	<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
Science	7th Grade Content	Hispanic of Any Race	2016-17	35.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	75.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2016-17	85.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2016-17	54.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	50.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2016-17	50.0%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2015-16	49.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	<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	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2016-17	82.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2016-17	63.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2016-17	41.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	87.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2016-17	78.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	57.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	38.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	88.5%	<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	8th Grade Content	White	2015-16	68.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	45.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2016-17	81.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2016-17	66.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2016-17	42.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<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
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	<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
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No Data to Display

Annual Education Report
Taylor Exemplar Academy (09709)

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 Taylor Exemplar Academy (09709)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	99.8%	45.1%	99.8%	45.1%
All Students	Mathematics	98.7%	39.1%	99.3%	32.7%	99.3%	32.7%
All Students	Science	97.9%	24.9%	99.4%	10.1%	99.4%	10.1%
All Students	Social Studies	97.8%	33.7%	99.2%	14.1%	99.2%	14.1%
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%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	<30	<30
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	<30	<30
Black or African American	ELA	97.6%	25.0%	100.0%	35.7%	100.0%	35.7%
Black or African American	Mathematics	97.5%	14.2%	99.5%	25.8%	99.5%	25.8%
Black or African American	Science	96.0%	7.0%	98.5%	6.2%	98.5%	6.2%
Black or African American	Social Studies	95.9%	11.2%	98.4%	9.7%	98.4%	9.7%
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	43.3%	100.0%	43.3%
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	30.0%	100.0%	30.0%

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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%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	99.5%	55.9%	99.5%	55.9%
White	Mathematics	99.0%	45.6%	99.0%	41.0%	99.0%	41.0%
White	Science	98.4%	29.7%	100.0%	14.1%	100.0%	14.1%
White	Social Studies	98.3%	39.7%	100.0%	17.7%	100.0%	17.7%
Economically Disadvantaged	ELA	98.2%	33.5%	99.7%	36.4%	99.7%	36.4%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.3%	25.1%	99.3%	25.1%
Economically Disadvantaged	Science	97.2%	13.0%	99.0%	7.8%	99.0%	7.8%
Economically Disadvantaged	Social Studies	97.0%	18.3%	100.0%	10.0%	100.0%	10.0%

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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%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	98.3%	22.4%	98.3%	22.4%
Students With Disabilities	Mathematics	97.9%	20.7%	98.3%	13.8%	98.3%	13.8%
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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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	76.09%	76.09%

* 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
Taylor Exemplar Academy	62.67	63.83	N/A	N/A	80.10	100.00	76.81	67.33

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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	23	24	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	23.4%

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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.

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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.

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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					
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/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
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 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