



April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for 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: <http://bit.ly/2Hbodk2>.

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


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

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

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

Our school has not been given one of these labels.

The achievement gap between our top 30% and our bottom 30% indicated that we need to do more to meet the needs of our bottom quartile of learners. One of the initiatives that we have implemented for the 2018-2019 School Year is a K-2 Balanced Literacy Program that focuses on repetition of comprehension and oral reading fluency. Each K-2 classroom has two staff members servicing scholars for 120 minutes of ELA instruction per day. Scholars receive small group instruction during this time as their teacher utilize a "skill and drill" method of instruction. The lessons are rigorous, skill aligned, data driven, and fast paced to ensure academic engagement is at its highest. Another initiative that we have previously implemented, however, have rolled out on a larger scale is our Diagnostic and Progress Monitoring using AimsWeb



Plus. All Young 5's-2nd grade scholars go through the Diagnostic Testing at the Beginning, Middle, and End of year. All scholars in the bottom quartile (according to NWEA) for Reading in 3rd-8th grade receive the same Diagnostic Testing at the Beginning, Middle and End of the year. Goals are set and progress towards those goals is monitored bi-weekly for all. All teachers utilize a workshop model in their classrooms and across content areas which allows for small group and/or personalized instruction. Intervention blocks have been built into the master schedule to ensure that scholars receive core instruction as well as appropriate interventions to help them close the achievement gap. An additional initiative that we have utilized is data analysis through the use of AIMSWEB Plus data as well as Interim Results. Our teachers utilized the data to identify what needs to be retaught and to whom. They also use the assessments to backward plan, ensuring that all necessary content is covered in a rigorous and appropriate way. In addition, we have implemented an initiative to identify Champion Teachers in all K-2 and Intervention Groups. These champion teachers were identified based on their ability to implement the curricular tools with fidelity and lead their team to a successful implementation of our new initiative. The teachers worked with members of the leadership team as well as the curriculum department to gather knowledge for a successful implementation. They were then responsible for working alongside the leadership team to train the rest of their team on the implementation.

State law requires that we also report additional information.


#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

##### 2017-2018

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. The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This




person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

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

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

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

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



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

2017-2018

<https://www.nhaschools.com/schools/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 2018, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

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

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


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

Champion teachers met multiple times prior to the beginning of the 2018-2019 school year. They attended training with the curriculum department over the summer and met with the leadership team prior to the rest of the staff reporting.

The School Improvement Team continues to meet monthly to review the current School Improvement Plan and our progress towards meeting our goals.

In the 2017-2018 school year four full time at-risk teachers, two shared-time teachers, four paraprofessionals and one half time at-risk teacher 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. Middle School students utilize ISN (individual student notebooks) to ensure collect of notes that are teacher led for reference and review in each subject area

Online learning tools are available to all students for use in school and at home: ixl.com, Accelerated Reader, Khan Academy, Raz Kids, Learning A to Z, 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. 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 2017-18 SIP goals and objectives in spring 2018, as part of its preparation for the 2018-19 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through the state assessment, NWEA assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.


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

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

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

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





2016-2017

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

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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.
- 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.
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**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

2017-2018

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. 12% of our school population (96 scholars) qualify for IEP Services (17-18). 69% of students qualify for free and reduced lunch (17-18). 5% of students qualify as English Learners (17-18). TEA's Attrition was 7.8% (17-18) TEA offers grades Young 5's through grade 8.

2016-2017

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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.

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


2017-2018

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

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

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

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



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

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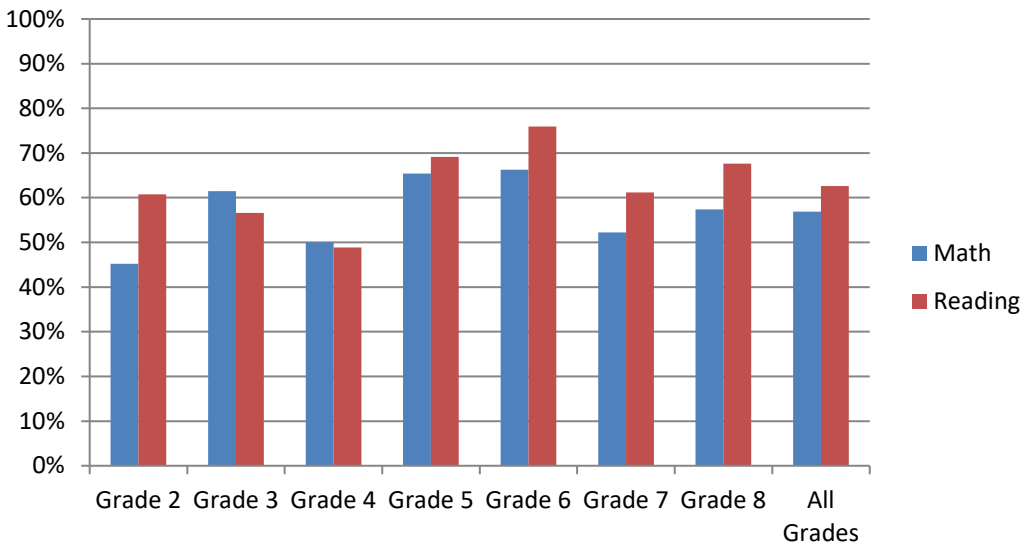
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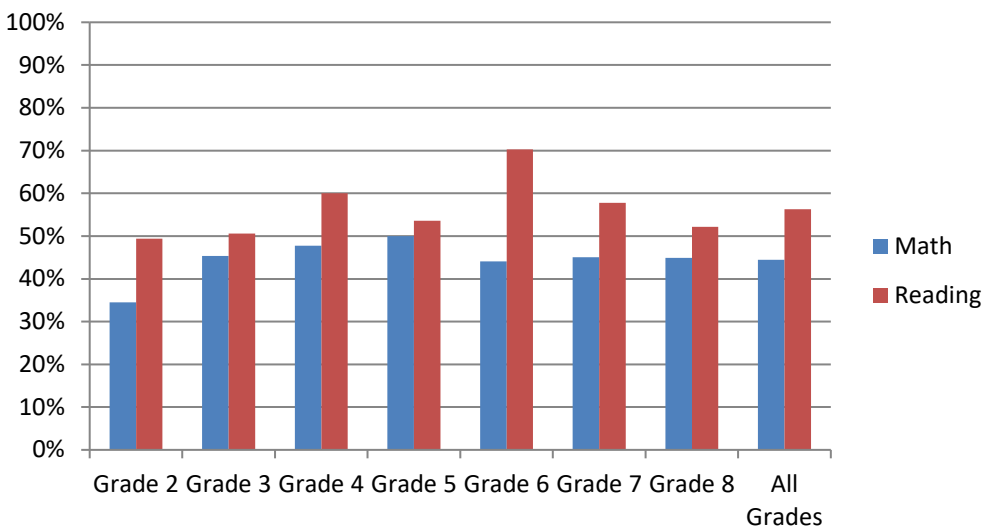
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018

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

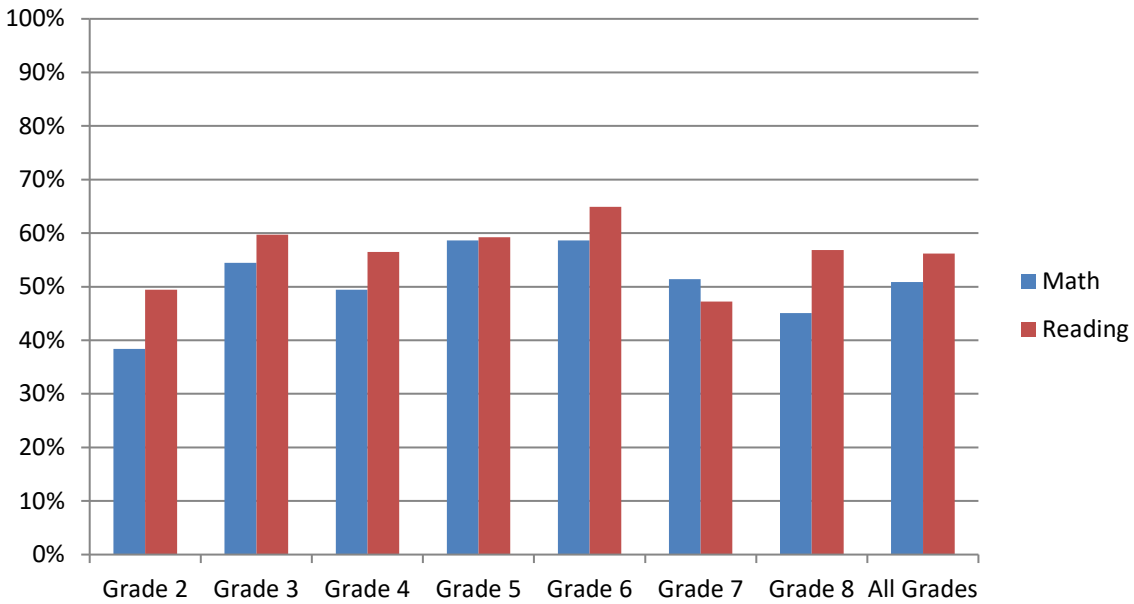


Detailed below are the percentages of students performing at or above the 50th percentile on the spring 2018 administration of the NWEA MAP assessment.

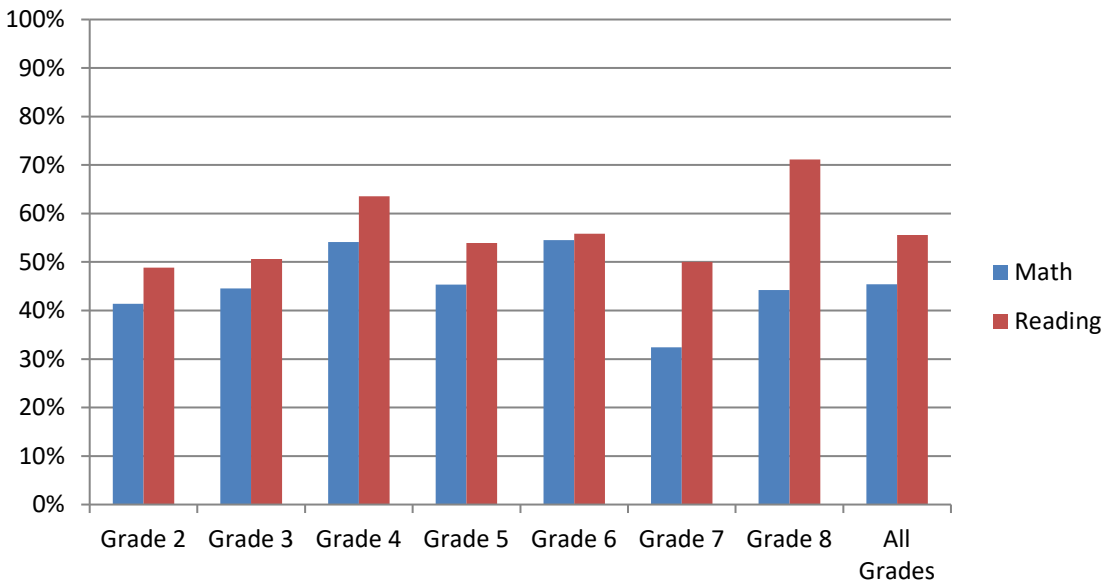


2016-2017

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.



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

2017-2018

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2017</b>	K-8	759	100%
<b>Spring 2018</b>	K-8	755	100%

2016-2017

<b>Parent-Teacher Conferences</b>			
	<b>Grades</b>	<b># of Students Represented</b>	<b>% of Students Represented</b>
<b>Fall 2016</b>	K-8	720	100.0%
<b>Spring 2017</b>	K-8	720	100.0%





## 7. SCHOOL YEAR HIGHLIGHTS

- Enrollment was at 770 students on Fall Count Day (17-18)
- 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 Taylor School District by 18% in all areas combined on the M-STEP.
- TEA outperformed all charter schools in MI by 11% 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 2019-20!

Sincerely,



Melissa Nickel  
School Principal  
Taylor Exemplar Academy  
26727 Goddard Road  
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

New Annual Education Report Taylor Exemplar Academy (09709)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2016-17	44.1%	46,000	42.7%	35	42.7%	35	26.8%	22	15.9%	13	23.2%	19	34.1%	28
ELA	3rd Grade Content	All Students	2017-18	44.4%	45,377	36.0%	31	36.0%	31	17.4%	15	18.6%	16	22.1%	19	41.9%	36
ELA	3rd Grade Content	Asian	2016-17	63.4%	2,184	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Asian	2017-18	64.4%	2,227	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	3,785	38.5%	15	38.5%	15	17.9%	7	20.5%	8	25.6%	10	35.9%	14
ELA	3rd Grade Content	Black or African American	2017-18	19.2%	3,666	30.2%	13	30.2%	13	10%	3	*	10	23.3%	10	46.5%	20
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	2,709	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Hispanic of Any Race	2017-18	32.9%	2,721	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	1,912	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Two or More Races	2017-18	42.2%	1,967	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2016-17	51.7%	35,180	51.5%	17	51.5%	17	39.4%	13	12.1%	4	15.2%	5	33.3%	11
ELA	3rd Grade Content	White	2017-18	52.3%	34,541	51.9%	14	51.9%	14	*	10	20%	4	20%	4	*	9
ELA	3rd Grade Content	Female	2016-17	47.7%	24,357	61.9%	26	61.9%	26	38.1%	16	23.8%	10	16.7%	7	21.4%	9
ELA	3rd Grade Content	Female	2017-18	47.4%	23,793	41.7%	15	41.7%	15	25.0%	9	16.7%	6	19.4%	7	38.9%	14
ELA	3rd Grade Content	Male	2016-17	40.7%	21,643	22.5%	9	22.5%	9	*	6	10%	3	30.0%	12	47.5%	19
ELA	3rd Grade Content	Male	2017-18	41.4%	21,584	32.0%	16	32.0%	16	12.0%	6	20.0%	10	24.0%	12	44.0%	22
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	15,756	32.7%	18	32.7%	18	16.4%	9	16.4%	9	25.5%	14	41.8%	23
ELA	3rd Grade Content	Economically Disadvantaged	2017-18	30.3%	17,477	30.2%	19	30.2%	19	14.3%	9	15.9%	10	19.0%	12	50.8%	32

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ELA	3rd Grade Content	English Learners	2016-17	34.0%	3,595	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	English Learners	2017-18	33.2%	3,359	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	2,238	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Students With Disabilities	2017-18	19.2%	2,210	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Homeless	2017-18	21.8%	468	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2016-17	44.2%	47,606	48.8%	42	48.8%	42	23.3%	20	25.6%	22	15.1%	13	36.0%	31
ELA	4th Grade Content	All Students	2017-18	45.0%	47,227	44.4%	40	44.4%	40	13.3%	12	31.1%	28	23.3%	21	32.2%	29
ELA	4th Grade Content	Asian	2016-17	66.9%	2,379	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Asian	2017-18	65.9%	2,318	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Black or African American	2016-17	19.2%	3,664	36.1%	13	36.1%	13	16.7%	6	19.4%	7	16.7%	6	47.2%	17
ELA	4th Grade Content	Black or African American	2017-18	20.2%	3,803	38.1%	16	38.1%	16	14.3%	6	23.8%	10	23.8%	10	38.1%	16
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	2,858	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Hispanic of Any Race	2017-18	33.9%	2,917	50%	3	50%	3	50%	<3	50%	*	50%	4	50%	4
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	1,754	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2017-18	42.4%	2,001	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2016-17	51.5%	36,664	60.0%	24	60.0%	24	30.0%	12	30.0%	12	12.5%	5	27.5%	11
ELA	4th Grade Content	White	2017-18	52.5%	35,934	57.6%	19	57.6%	19	15.2%	5	42.4%	14	18.2%	6	24.2%	8
ELA	4th Grade Content	Female	2016-17	48.6%	25,715	59.1%	26	59.1%	26	25.0%	11	34.1%	15	15.9%	7	25.0%	11

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ELA	4th Grade Content	Female	2017-18	48.1%	24,749	51.0%	25	51.0%	25	12.2%	6	38.8%	19	26.5%	13	22.4%	11
ELA	4th Grade Content	Male	2016-17	39.9%	21,891	38.1%	16	38.1%	16	21.4%	9	16.7%	7	14.3%	6	47.6%	20
ELA	4th Grade Content	Male	2017-18	42.1%	22,478	36.6%	15	36.6%	15	14.6%	6	22.0%	9	19.5%	8	43.9%	18
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	15,744	43.9%	25	43.9%	25	14.0%	8	29.8%	17	17.5%	10	38.6%	22
ELA	4th Grade Content	Economically Disadvantaged	2017-18	30.4%	17,664	37.7%	23	37.7%	23	13.1%	8	24.6%	15	24.6%	15	37.7%	23
ELA	4th Grade Content	English Learners	2016-17	22.9%	1,856	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	English Learners	2017-18	30.6%	3,006	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	1,893	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	9

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ELA	4th Grade Content	Students With Disabilities	2017-18	17.6%	2,158	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2016-17	51.1%	55,086	48.7%	37	48.7%	37	23.7%	18	25.0%	19	18.4%	14	32.9%	25
ELA	5th Grade Content	All Students	2017-18	46.5%	50,658	47.6%	40	47.6%	40	15.5%	13	32.1%	27	19.0%	16	33.3%	28
ELA	5th Grade Content	Asian	2017-18	71.6%	2,598	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Black or African American	2016-17	24.8%	4,734	45.0%	18	45.0%	18	15.0%	6	30.0%	12	25.0%	10	30.0%	12
ELA	5th Grade Content	Black or African American	2017-18	20.7%	3,978	38.9%	14	38.9%	14	13.9%	5	25.0%	9	16.7%	6	44.4%	16
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	3,380	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Hispanic of Any Race	2017-18	36.0%	3,222	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	2,078	*	*	*	*	*	*	*	*	*	*	*	*



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ELA	5th Grade Content	Two or More Races	2017-18	43.3%	1,959	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	White	2016-17	58.6%	41,947	55.6%	15	55.6%	15	33.3%	9	22.2%	6	20%	<3	*	10
ELA	5th Grade Content	White	2017-18	53.8%	38,604	63.6%	21	63.6%	21	24.2%	8	39.4%	13	15.2%	5	21.2%	7
ELA	5th Grade Content	Female	2016-17	56.0%	29,914	51.2%	21	51.2%	21	22.0%	9	29.3%	12	26.8%	11	22.0%	9
ELA	5th Grade Content	Female	2017-18	50.7%	27,038	53.5%	23	53.5%	23	23.3%	10	30.2%	13	20.9%	9	25.6%	11
ELA	5th Grade Content	Male	2016-17	46.2%	25,172	45.7%	16	45.7%	16	25.7%	9	20.0%	7	10%	3	*	16
ELA	5th Grade Content	Male	2017-18	42.5%	23,620	41.5%	17	41.5%	17	10%	3	*	14	17.1%	7	41.5%	17
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	19,040	40.0%	20	40.0%	20	16.0%	8	24.0%	12	16.0%	8	44.0%	22
ELA	5th Grade Content	Economically Disadvantaged	2017-18	31.8%	18,816	46.0%	29	46.0%	29	11.1%	7	34.9%	22	22.2%	14	31.7%	20

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ELA	5th Grade Content	English Learners	2016-17	24.5%	1,770	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	English Learners	2017-18	20.8%	1,576	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	1,983	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2017-18	14.8%	1,846	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	8
ELA	5th Grade Content	Foster Care	2017-18	21.5%	119	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	All Students	2016-17	43.6%	46,672	44.0%	33	44.0%	33	22.7%	17	21.3%	16	33.3%	25	22.7%	17
ELA	6th Grade Content	All Students	2017-18	41.4%	44,939	53.6%	45	53.6%	45	17.9%	15	35.7%	30	29.8%	25	16.7%	14
ELA	6th Grade Content	American Indian or Alaska Native	2016-17	33.4%	246	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	6th Grade Content	Asian	2016-17	69.5%	2,467	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Asian	2017-18	66.2%	2,388	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Black or African American	2016-17	19.3%	3,568	30.3%	10	30.3%	10	12.1%	4	18.2%	6	45.5%	15	24.2%	8
ELA	6th Grade Content	Black or African American	2017-18	17.7%	3,379	52.1%	25	52.1%	25	18.8%	9	33.3%	16	33.3%	16	14.6%	7
ELA	6th Grade Content	Hispanic of Any Race	2016-17	31.6%	2,728	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Hispanic of Any Race	2017-18	30.3%	2,638	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	42.3%	30	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Two or More Races	2016-17	40.4%	1,588	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	6th Grade Content	Two or More Races	2017-18	38.1%	1,689	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	50.3%	36,045	57.1%	16	57.1%	16	35.7%	10	21.4%	6	21.4%	6	21.4%	6
ELA	6th Grade Content	White	2017-18	48.0%	34,579	59.1%	13	59.1%	13	20%	4	*	9	*	5	20%	4
ELA	6th Grade Content	Female	2016-17	48.7%	25,540	50.0%	21	50.0%	21	23.8%	10	26.2%	11	33.3%	14	16.7%	7
ELA	6th Grade Content	Female	2017-18	45.7%	24,510	60.0%	27	60.0%	27	15.6%	7	44.4%	20	28.9%	13	11.1%	5
ELA	6th Grade Content	Male	2016-17	38.7%	21,132	36.4%	12	36.4%	12	21.2%	7	15.2%	5	33.3%	11	30.3%	10
ELA	6th Grade Content	Male	2017-18	37.2%	20,429	46.2%	18	46.2%	18	20.5%	8	25.6%	10	30.8%	12	23.1%	9
ELA	6th Grade Content	Economically Disadvantaged	2016-17	27.1%	14,054	37.0%	20	37.0%	20	13.0%	7	24.1%	13	33.3%	18	29.6%	16
ELA	6th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,505	48.4%	31	48.4%	31	15.6%	10	32.8%	21	34.4%	22	17.2%	11

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ELA	6th Grade Content	English Learners	2016-17	14.0%	883	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	English Learners	2017-18	13.5%	917	*	*	*	*	*	*	*	*	*	*	*	*
ELA	6th Grade Content	Students With Disabilities	2016-17	10.9%	1,275	50%	4	50%	4	50%	<3	50%	*	50%	<3	50%	8
ELA	6th Grade Content	Students With Disabilities	2017-18	11.0%	1,310	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	44.8%	49,372	34.2%	25	34.2%	25	6.8%	5	27.4%	20	31.5%	23	34.2%	25
ELA	7th Grade Content	All Students	2017-18	43.4%	46,837	54.9%	39	54.9%	39	19.7%	14	35.2%	25	21.1%	15	23.9%	17
ELA	7th Grade Content	American Indian or Alaska Native	2017-18	35.4%	266	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Asian	2016-17	70.0%	2,607	*	*	*	*	*	*	*	*	*	*	*	*

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ELA	7th Grade Content	Asian	2017-18	71.0%	2,586	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Black or African American	2016-17	21.1%	3,888	20.7%	6	20.7%	6	20%	<3	20%	*	24.1%	7	55.2%	16
ELA	7th Grade Content	Black or African American	2017-18	19.2%	3,544	28.0%	7	28.0%	7	20%	3	20%	4	28.0%	7	44.0%	11
ELA	7th Grade Content	Hispanic of Any Race	2016-17	32.2%	2,658	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2017-18	32.4%	2,867	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	44.1%	30	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2016-17	42.8%	1,655	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Two or More Races	2017-18	40.7%	1,615	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	7th Grade Content	White	2016-17	51.0%	38,276	47.5%	19	47.5%	19	10%	4	*	15	40.0%	16	12.5%	5
ELA	7th Grade Content	White	2017-18	49.8%	35,929	74.1%	20	74.1%	20	25.9%	7	48.1%	13	20%	4	20%	3
ELA	7th Grade Content	Female	2016-17	50.9%	27,378	30.8%	12	30.8%	12	10%	<3	*	*	30.8%	12	38.5%	15
ELA	7th Grade Content	Female	2017-18	49.0%	25,945	58.1%	25	58.1%	25	18.6%	8	39.5%	17	25.6%	11	16.3%	7
ELA	7th Grade Content	Male	2016-17	39.1%	21,994	38.2%	13	38.2%	13	10%	3	*	10	32.4%	11	29.4%	10
ELA	7th Grade Content	Male	2017-18	38.0%	20,892	50.0%	14	50.0%	14	21.4%	6	28.6%	8	20%	4	*	10
ELA	7th Grade Content	Economically Disadvantaged	2016-17	28.4%	14,561	20.5%	9	20.5%	9	10%	<3	*	*	36.4%	16	43.2%	19
ELA	7th Grade Content	Economically Disadvantaged	2017-18	28.2%	15,627	47.1%	24	47.1%	24	11.8%	6	35.3%	18	19.6%	10	33.3%	17
ELA	7th Grade Content	English Learners	2016-17	15.8%	999	*	*	*	*	*	*	*	*	*	*	*	*



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ELA	7th Grade Content	English Learners	2017-18	13.8%	879	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Students With Disabilities	2016-17	10.5%	1,248	50%	<3	50%	<3	50%	<3	50%	<3	*	5	*	9
ELA	7th Grade Content	Students With Disabilities	2017-18	11.0%	1,302	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	6
ELA	7th Grade Content	Foster Care	2017-18	18.5%	89	*	*	*	*	*	*	*	*	*	*	*	*
ELA	7th Grade Content	Military Connected	2017-18	54.1%	86	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	48.0%	52,241	54.9%	28	54.9%	28	10%	4	*	24	29.4%	15	15.7%	8
ELA	8th Grade Content	All Students	2017-18	42.8%	47,207	39.7%	27	39.7%	27	10.3%	7	29.4%	20	20.6%	14	39.7%	27
ELA	8th Grade Content	Asian	2016-17	73.0%	2,706	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Asian	2017-18	69.2%	2,629	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Black or African American	2016-17	24.0%	4,316	40.0%	8	40.0%	8	20%	<3	*	*	30.0%	6	30.0%	6
ELA	8th Grade Content	Black or African American	2017-18	20.1%	3,676	24.0%	6	24.0%	6	20%	<3	*	*	20%	5	*	14
ELA	8th Grade Content	Hispanic of Any Race	2016-17	36.9%	2,948	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Hispanic of Any Race	2017-18	31.3%	2,612	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2016-17	45.6%	1,618	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Two or More Races	2017-18	40.4%	1,583	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	White	2016-17	53.9%	40,325	68.0%	17	68.0%	17	20%	<3	*	*	*	*	20%	1
ELA	8th Grade Content	White	2017-18	48.4%	36,424	55.3%	21	55.3%	21	18.4%	7	36.8%	14	18.4%	7	26.3%	10
ELA	8th Grade Content	Female	2016-17	54.9%	29,312	66.7%	14	66.7%	14	20%	<3	*	*	20%	4	20%	3

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	8th Grade Content	Female	2017-18	49.0%	26,422	44.1%	15	44.1%	15	10%	<3	*	*	17.6%	6	38.2%	13
ELA	8th Grade Content	Male	2016-17	41.4%	22,929	46.7%	14	46.7%	14	20%	<3	*	*	*	11	20%	5
ELA	8th Grade Content	Male	2017-18	36.8%	20,785	35.3%	12	35.3%	12	14.7%	5	20.6%	7	23.5%	8	41.2%	14
ELA	8th Grade Content	Economically Disadvantaged	2016-17	31.8%	15,595	44.8%	13	44.8%	13	20%	<3	*	*	*	12	20%	4
ELA	8th Grade Content	Economically Disadvantaged	2017-18	27.5%	15,044	38.1%	16	38.1%	16	10%	<3	*	*	19.0%	8	42.9%	18
ELA	8th Grade Content	English Learners	2017-18	13.5%	846	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2016-17	10.6%	1,220	*	*	*	*	*	*	*	*	*	*	*	*
ELA	8th Grade Content	Students With Disabilities	2017-18	9.5%	1,120	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	7

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Mathematics	3rd Grade Content	All Students	2016-17	46.8%	48,992	43.2%	35	43.2%	35	17.3%	14	25.9%	21	18.5%	15	38.3%	31
Mathematics	3rd Grade Content	All Students	2017-18	45.7%	46,886	34.9%	30	34.9%	30	10.5%	9	24.4%	21	34.9%	30	30.2%	26
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	2,623	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Asian	2017-18	73.0%	2,616	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	3,912	43.6%	17	43.6%	17	17.9%	7	25.6%	10	15.4%	6	41.0%	16
Mathematics	3rd Grade Content	Black or African American	2017-18	19.3%	3,688	23.3%	10	23.3%	10	10%	4	*	6	41.9%	18	34.9%	15
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	2,870	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Hispanic of Any Race	2017-18	32.5%	2,705	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	1,920	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	3rd Grade Content	Two or More Races	2017-18	42.1%	1,968	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2016-17	54.8%	37,396	46.9%	15	46.9%	15	21.9%	7	25.0%	8	21.9%	7	31.3%	10
Mathematics	3rd Grade Content	White	2017-18	53.8%	35,669	51.9%	14	51.9%	14	20%	5	*	9	*	8	20%	5
Mathematics	3rd Grade Content	Female	2016-17	45.0%	23,053	48.8%	20	48.8%	20	17.1%	7	31.7%	13	17.1%	7	34.1%	14
Mathematics	3rd Grade Content	Female	2017-18	43.5%	21,895	36.1%	13	36.1%	13	13.9%	5	22.2%	8	30.6%	11	33.3%	12
Mathematics	3rd Grade Content	Male	2016-17	48.5%	25,939	37.5%	15	37.5%	15	17.5%	7	20.0%	8	20.0%	8	42.5%	17
Mathematics	3rd Grade Content	Male	2017-18	47.8%	24,991	34.0%	17	34.0%	17	10%	4	*	13	38.0%	19	28.0%	14
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	17,140	33.3%	18	33.3%	18	13.0%	7	20.4%	11	22.2%	12	44.4%	24
Mathematics	3rd Grade Content	Economically Disadvantaged	2017-18	31.1%	18,017	25.4%	16	25.4%	16	7.9%	5	17.5%	11	36.5%	23	38.1%	24

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Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	4,588	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	English Learners	2017-18	39.1%	4,061	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	2,701	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2017-18	20.9%	2,421	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Homeless	2017-18	21.8%	470	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45,360	44.2%	38	44.2%	38	17.4%	15	26.7%	23	36.0%	31	19.8%	17
Mathematics	4th Grade Content	All Students	2017-18	42.0%	44,105	46.7%	42	46.7%	42	11.1%	10	35.6%	32	31.1%	28	22.2%	20
Mathematics	4th Grade Content	Asian	2016-17	72.2%	2,643	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Asian	2017-18	71.0%	2,560	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	2,787	36.1%	13	36.1%	13	16.7%	6	19.4%	7	38.9%	14	25.0%	9
Mathematics	4th Grade Content	Black or African American	2017-18	15.2%	2,858	45.2%	19	45.2%	19	14.3%	6	31.0%	13	31.0%	13	23.8%	10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	2,556	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Hispanic of Any Race	2017-18	29.1%	2,527	50%	4	50%	4	50%	<3	50%	*	50%	4	50%	3
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	1,596	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2017-18	37.3%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2016-17	49.7%	35,505	52.5%	21	52.5%	21	20.0%	8	32.5%	13	*	15	10%	4
Mathematics	4th Grade Content	White	2017-18	49.8%	34,165	54.5%	18	54.5%	18	10%	3	*	15	30.3%	10	15.2%	5
Mathematics	4th Grade Content	Female	2016-17	39.6%	20,977	45.5%	20	45.5%	20	18.2%	8	27.3%	12	31.8%	14	22.7%	10

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Mathematics	4th Grade Content	Female	2017-18	39.4%	20,299	51.0%	25	51.0%	25	10%	3	*	22	30.6%	15	18.4%	9
Mathematics	4th Grade Content	Male	2016-17	44.2%	24,383	42.9%	18	42.9%	18	16.7%	7	26.2%	11	40.5%	17	16.7%	7
Mathematics	4th Grade Content	Male	2017-18	44.4%	23,806	41.5%	17	41.5%	17	17.1%	7	24.4%	10	31.7%	13	26.8%	11
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	14,215	36.8%	21	36.8%	21	10.5%	6	26.3%	15	42.1%	24	21.1%	12
Mathematics	4th Grade Content	Economically Disadvantaged	2017-18	26.8%	15,586	41.0%	25	41.0%	25	11.5%	7	29.5%	18	32.8%	20	26.2%	16
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	2,163	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	English Learners	2017-18	31.9%	3,215	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	2,017	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	4



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	Students With Disabilities	2017-18	16.8%	2,072	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2016-17	35.0%	37,912	31.6%	24	31.6%	24	17.1%	13	14.5%	11	28.9%	22	39.5%	30
Mathematics	5th Grade Content	All Students	2017-18	34.3%	37,429	33.3%	28	33.3%	28	17.9%	15	15.5%	13	29.8%	25	36.9%	31
Mathematics	5th Grade Content	Asian	2017-18	67.3%	2,495	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	1,790	22.5%	9	22.5%	9	10%	4	*	5	32.5%	13	45.0%	18
Mathematics	5th Grade Content	Black or African American	2017-18	9.4%	1,808	30.6%	11	30.6%	11	16.7%	6	13.9%	5	25.0%	9	44.4%	16
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	1,794	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Hispanic of Any Race	2017-18	21.5%	1,934	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	1,274	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	5th Grade Content	Two or More Races	2017-18	29.7%	1,347	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	White	2016-17	42.4%	30,455	48.1%	13	48.1%	13	25.9%	7	22.2%	6	20%	5	*	9
Mathematics	5th Grade Content	White	2017-18	41.3%	29,655	42.4%	14	42.4%	14	21.2%	7	21.2%	7	30.3%	10	27.3%	9
Mathematics	5th Grade Content	Female	2016-17	32.6%	17,472	29.3%	12	29.3%	12	14.6%	6	14.6%	6	34.1%	14	36.6%	15
Mathematics	5th Grade Content	Female	2017-18	31.4%	16,772	34.9%	15	34.9%	15	20.9%	9	14.0%	6	32.6%	14	32.6%	14
Mathematics	5th Grade Content	Male	2016-17	37.4%	20,440	34.3%	12	34.3%	12	20.0%	7	14.3%	5	22.9%	8	42.9%	15
Mathematics	5th Grade Content	Male	2017-18	37.1%	20,657	31.7%	13	31.7%	13	14.6%	6	17.1%	7	26.8%	11	41.5%	17
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	10,174	20.0%	10	20.0%	10	10%	4	*	6	32.0%	16	48.0%	24
Mathematics	5th Grade Content	Economically Disadvantaged	2017-18	19.6%	11,618	31.7%	20	31.7%	20	17.5%	11	14.3%	9	31.7%	20	36.5%	23

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Mathematics	5th Grade Content	English Learners	2016-17	15.3%	1,158	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	English Learners	2017-18	15.8%	1,233	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	1,313	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2017-18	10.3%	1,284	50%	<3	50%	<3	50%	<3	50%	<3	*	3	*	7
Mathematics	5th Grade Content	Foster Care	2017-18	12.3%	68	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	34.2%	36,642	32.0%	24	32.0%	24	21.3%	16	10.7%	8	36.0%	27	32.0%	24
Mathematics	6th Grade Content	All Students	2017-18	34.6%	37,588	40.5%	34	40.5%	34	19.0%	16	21.4%	18	28.6%	24	31.0%	26
Mathematics	6th Grade Content	American Indian or Alaska Native	2016-17	24.8%	182	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	6th Grade Content	Asian	2016-17	65.9%	2,385	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Asian	2017-18	66.4%	2,442	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Black or African American	2016-17	9.3%	1,719	24.2%	8	24.2%	8	10%	3	*	5	30.3%	10	45.5%	15
Mathematics	6th Grade Content	Black or African American	2017-18	9.7%	1,856	29.2%	14	29.2%	14	16.7%	8	12.5%	6	35.4%	17	35.4%	17
Mathematics	6th Grade Content	Hispanic of Any Race	2016-17	20.5%	1,778	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Hispanic of Any Race	2017-18	22.1%	1,933	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Native Hawaiian or Other Pacific Islander	2016-17	31.9%	22	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Two or More Races	2016-17	29.6%	1,158	*	*	*	*	*	*	*	*	*	*	*	*

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Mathematics	6th Grade Content	Two or More Races	2017-18	29.6%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	41.0%	29,398	42.9%	12	42.9%	12	*	*	20%	<3	*	11	20%	5
Mathematics	6th Grade Content	White	2017-18	41.4%	29,843	68.2%	15	68.2%	15	22.7%	5	45.5%	10	20%	3	20%	4
Mathematics	6th Grade Content	Female	2016-17	33.1%	17,427	26.2%	11	26.2%	11	*	7	10%	4	42.9%	18	31.0%	13
Mathematics	6th Grade Content	Female	2017-18	33.4%	17,949	42.2%	19	42.2%	19	15.6%	7	26.7%	12	24.4%	11	33.3%	15
Mathematics	6th Grade Content	Male	2016-17	35.2%	19,215	39.4%	13	39.4%	13	27.3%	9	12.1%	4	27.3%	9	33.3%	11
Mathematics	6th Grade Content	Male	2017-18	35.7%	19,639	38.5%	15	38.5%	15	23.1%	9	15.4%	6	33.3%	13	28.2%	11
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	18.0%	9,341	25.9%	14	25.9%	14	13.0%	7	13.0%	7	37.0%	20	37.0%	20
Mathematics	6th Grade Content	Economically Disadvantaged	2017-18	19.3%	11,173	28.1%	18	28.1%	18	12.5%	8	15.6%	10	35.9%	23	35.9%	23

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Subject	Grade	Testing Group	School Year	State Percent Student Proficient	State Number Student Proficient	District Percent Student Proficient	District Number Student Proficient	School Percent Student Proficient	School Number Student Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	6th Grade Content	English Learners	2016-17	13.4%	890	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	English Learners	2017-18	13.5%	937	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	6th Grade Content	Students With Disabilities	2016-17	8.1%	944	50%	<3	50%	*	50%	<3	50%	<3	*	4	*	8
Mathematics	6th Grade Content	Students With Disabilities	2017-18	8.2%	977	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	36.2%	39,926	19.2%	14	19.2%	14	5.5%	4	13.7%	10	30.1%	22	50.7%	37
Mathematics	7th Grade Content	All Students	2017-18	35.7%	38,560	32.4%	23	32.4%	23	18.3%	13	14.1%	10	31.0%	22	36.6%	26
Mathematics	7th Grade Content	American Indian or Alaska Native	2017-18	26.6%	199	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Asian	2016-17	67.0%	2,545	*	*	*	*	*	*	*	*	*	*	*	*

New Annual Education Report Taylor Exemplar Academy (09709)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	Asian	2017-18	68.9%	2,547	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Black or African American	2016-17	10.8%	1,990	20%	<3	20%	*	20%	<3	20%	<3	*	7	*	20
Mathematics	7th Grade Content	Black or African American	2017-18	10.1%	1,850	20%	5	20%	5	20%	<3	20%	*	*	7	*	13
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	21.2%	1,759	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Hispanic of Any Race	2017-18	22.0%	1,960	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Native Hawaiian or Other Pacific Islander	2017-18	35.7%	25	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2016-17	31.9%	1,229	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Two or More Races	2017-18	31.2%	1,236	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	White	2016-17	42.9%	32,196	30.0%	12	30.0%	12	10%	4	*	8	35.0%	14	35.0%	14
Mathematics	7th Grade Content	White	2017-18	42.6%	30,743	51.9%	14	51.9%	14	*	10	20%	4	*	8	20%	5
Mathematics	7th Grade Content	Female	2016-17	35.1%	18,906	15.4%	6	15.4%	6	10%	<3	*	*	33.3%	13	51.3%	20
Mathematics	7th Grade Content	Female	2017-18	34.6%	18,352	23.3%	10	23.3%	10	10%	4	*	6	37.2%	16	39.5%	17
Mathematics	7th Grade Content	Male	2016-17	37.3%	21,020	23.5%	8	23.5%	8	11.8%	4	11.8%	4	26.5%	9	50.0%	17
Mathematics	7th Grade Content	Male	2017-18	36.7%	20,208	46.4%	13	46.4%	13	*	9	20%	4	21.4%	6	32.1%	9
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	19.0%	9,741	10%	4	10%	4	10%	<3	10%	*	*	15	*	25
Mathematics	7th Grade Content	Economically Disadvantaged	2017-18	19.9%	11,060	23.5%	12	23.5%	12	10%	4	*	8	29.4%	15	47.1%	24
Mathematics	7th Grade Content	English Learners	2016-17	13.0%	860	*	*	*	*	*	*	*	*	*	*	*	*



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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	7th Grade Content	English Learners	2017-18	12.9%	847	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Students With Disabilities	2016-17	7.5%	886	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	13
Mathematics	7th Grade Content	Students With Disabilities	2017-18	7.7%	903	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	8
Mathematics	7th Grade Content	Foster Care	2017-18	10.1%	48	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	7th Grade Content	Military Connected	2017-18	43.1%	69	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	33.5%	36,567	21.6%	11	21.6%	11	10%	4	*	7	37.3%	19	41.2%	21
Mathematics	8th Grade Content	All Students	2017-18	33.6%	37,102	23.5%	16	23.5%	16	7.4%	5	16.2%	11	29.4%	20	47.1%	32
Mathematics	8th Grade Content	Asian	2016-17	67.0%	2,530	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Asian	2017-18	68.0%	2,606	*	*	*	*	*	*	*	*	*	*	*	*

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Black or African American	2016-17	10.1%	1,812	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	12
Mathematics	8th Grade Content	Black or African American	2017-18	10.8%	1,978	20%	<3	20%	*	20%	<3	20%	<3	*	6	*	18
Mathematics	8th Grade Content	Hispanic of Any Race	2016-17	19.5%	1,572	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	20.4%	1,707	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2016-17	28.9%	1,025	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Two or More Races	2017-18	29.4%	1,147	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	White	2016-17	39.2%	29,443	28.0%	7	28.0%	7	20%	3	20%	4	48.0%	12	24.0%	6
Mathematics	8th Grade Content	White	2017-18	39.2%	29,464	39.5%	15	39.5%	15	13.2%	5	26.3%	10	34.2%	13	26.3%	10
Mathematics	8th Grade Content	Female	2016-17	35.2%	18,862	20%	4	20%	4	20%	*	20%	<3	*	9	*	8

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	8th Grade Content	Female	2017-18	35.5%	19,135	29.4%	10	29.4%	10	10%	<3	*	*	26.5%	9	44.1%	15
Mathematics	8th Grade Content	Male	2016-17	31.8%	17,705	23.3%	7	23.3%	7	20%	<3	20%	*	33.3%	10	43.3%	13
Mathematics	8th Grade Content	Male	2017-18	31.8%	17,967	17.6%	6	17.6%	6	*	*	10%	<3	32.4%	11	50.0%	17
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	16.9%	8,361	20%	5	20%	5	20%	<3	20%	*	*	8	*	16
Mathematics	8th Grade Content	Economically Disadvantaged	2017-18	17.9%	9,793	19.0%	8	19.0%	8	10%	<3	*	*	33.3%	14	47.6%	20
Mathematics	8th Grade Content	English Learners	2017-18	12.4%	796	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2016-17	5.6%	641	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	8th Grade Content	Students With Disabilities	2017-18	5.7%	670	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	11

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	All Students	2016-17	14.6%	15,781	11.6%	10	11.6%	10	5%	3	*	7	29.1%	25	59.3%	51
Science	4th Grade Content	Asian	2016-17	27.8%	1,017	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Black or African American	2016-17	2.8%	525	10%	3	10%	3	10%	<3	10%	<3	*	7	*	26
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	589	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Two or More Races	2016-17	13.0%	568	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	White	2016-17	18.2%	12,999	17.5%	7	17.5%	7	10%	<3	*	*	37.5%	15	45.0%	18
Science	4th Grade Content	Female	2016-17	12.6%	6,689	11.4%	5	11.4%	5	10%	<3	10%	*	31.8%	14	56.8%	25
Science	4th Grade Content	Male	2016-17	16.5%	9,092	11.9%	5	11.9%	5	10%	<3	10%	*	26.2%	11	61.9%	26
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	3,772	10.5%	6	10.5%	6	10%	<3	10%	*	28.1%	16	61.4%	35

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	4th Grade Content	English Learners	2016-17	4.3%	364	*	*	*	*	*	*	*	*	*	*	*	*
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	638	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	10
Science	7th Grade Content	All Students	2016-17	22.7%	25,081	8.3%	6	8.3%	6	*	*	5%	<3	18.1%	13	73.6%	53
Science	7th Grade Content	Asian	2016-17	41.3%	1,568	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Black or African American	2016-17	5.1%	943	20%	<3	20%	*	20%	<3	20%	<3	<3	<3	*	27
Science	7th Grade Content	Hispanic of Any Race	2016-17	11.8%	977	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Two or More Races	2016-17	21.0%	810	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	White	2016-17	27.5%	20,638	12.5%	5	12.5%	5	10%	*	10%	<3	32.5%	13	55.0%	22
Science	7th Grade Content	Female	2016-17	21.2%	11,397	10%	<3	10%	*	10%	<3	10%	<3	*	6	*	31

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	7th Grade Content	Male	2016-17	24.3%	13,684	12.1%	4	12.1%	4	10%	*	10%	<3	21.2%	7	66.7%	22
Science	7th Grade Content	Economically Disadvantaged	2016-17	10.5%	5,405	10%	<3	10%	*	10%	<3	10%	<3	*	6	*	36
Science	7th Grade Content	English Learners	2016-17	3.4%	225	*	*	*	*	*	*	*	*	*	*	*	*
Science	7th Grade Content	Students With Disabilities	2016-17	5.2%	618	50%	<3	50%	<3	50%	<3	50%	<3	<3	<3	*	13
Social Studies	5th Grade Content	All Students	2016-17	21.6%	23,411	10.5%	8	10.5%	8	5%	<3	*	*	53.9%	41	35.5%	27
Social Studies	5th Grade Content	All Students	2017-18	18.3%	19,952	10.7%	9	10.7%	9	5%	<3	*	*	56.0%	47	33.3%	28
Social Studies	5th Grade Content	Asian	2017-18	35.5%	1,309	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	923	10%	4	10%	4	10%	<3	10%	*	*	20	*	16

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Black or African American	2017-18	4.7%	894	11.1%	4	11.1%	4	10%	<3	*	*	50.0%	18	38.9%	14
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	981	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Hispanic of Any Race	2017-18	9.5%	854	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	810	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2017-18	15.3%	694	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	White	2016-17	26.7%	19,173	20%	<3	20%	*	20%	<3	20%	<3	*	18	*	7
Social Studies	5th Grade Content	White	2017-18	22.4%	16,088	12.1%	4	12.1%	4	10%	<3	*	*	63.6%	21	24.2%	8
Social Studies	5th Grade Content	Female	2016-17	19.3%	10,329	10%	<3	10%	*	10%	<3	10%	<3	*	23	*	16
Social Studies	5th Grade Content	Female	2017-18	16.3%	8,676	10%	4	10%	4	10%	<3	10%	*	*	26	*	13

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Male	2016-17	23.9%	13,082	17.1%	6	17.1%	6	10%	<3	*	*	51.4%	18	31.4%	11
Social Studies	5th Grade Content	Male	2017-18	20.3%	11,276	12.2%	5	12.2%	5	10%	<3	*	*	51.2%	21	36.6%	15
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	5,430	10%	4	10%	4	10%	<3	10%	*	*	25	*	21
Social Studies	5th Grade Content	Economically Disadvantaged	2017-18	8.9%	5,288	6.3%	4	6.3%	4	5%	<3	*	*	61.9%	39	31.7%	20
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	348	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	English Learners	2017-18	4.0%	310	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	768	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2017-18	5.4%	674	50%	<3	50%	*	50%	<3	50%	<3	<3	<3	*	7



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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Foster Care	2017-18	5.6%	31	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	31.4%	34,253	19.6%	10	19.6%	10	10%	<3	*	*	43.1%	22	37.3%	19
Social Studies	8th Grade Content	All Students	2017-18	29.3%	32,248	22.1%	15	22.1%	15	5%	3	*	12	38.2%	26	39.7%	27
Social Studies	8th Grade Content	Asian	2016-17	53.4%	2,014	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Asian	2017-18	49.9%	1,907	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Black or African American	2016-17	9.0%	1,621	20%	<3	20%	*	20%	<3	20%	<3	*	8	*	10
Social Studies	8th Grade Content	Black or African American	2017-18	7.8%	1,418	20%	<3	20%	<3	20%	<3	20%	<3	*	13	*	12
Social Studies	8th Grade Content	Hispanic of Any Race	2016-17	19.3%	1,554	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	18.0%	1,504	*	*	*	*	*	*	*	*	*	*	*	*

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Two or More Races	2016-17	28.4%	1,008	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Two or More Races	2017-18	27.2%	1,061	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	White	2016-17	37.1%	27,834	28.0%	7	28.0%	7	20%	<3	*	*	48.0%	12	24.0%	6
Social Studies	8th Grade Content	White	2017-18	34.8%	26,174	39.5%	15	39.5%	15	10%	3	*	12	34.2%	13	26.3%	10
Social Studies	8th Grade Content	Female	2016-17	28.6%	15,328	20%	3	20%	3	20%	<3	20%	*	*	9	*	9
Social Studies	8th Grade Content	Female	2017-18	26.5%	14,287	14.7%	5	14.7%	5	10%	<3	*	*	29.4%	10	55.9%	19
Social Studies	8th Grade Content	Male	2016-17	34.0%	18,925	23.3%	7	23.3%	7	20%	<3	*	*	43.3%	13	33.3%	10
Social Studies	8th Grade Content	Male	2017-18	31.9%	17,961	29.4%	10	29.4%	10	10%	3	*	7	47.1%	16	23.5%	8
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	16.4%	8,066	20%	4	20%	4	20%	<3	20%	*	*	11	*	14

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## M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	8th Grade Content	Economically Disadvantaged	2017-18	15.4%	8,366	14.3%	6	14.3%	6	10%	<3	*	*	45.2%	19	40.5%	17
Social Studies	8th Grade Content	English Learners	2017-18	6.0%	386	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2016-17	8.1%	935	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8th Grade Content	Students With Disabilities	2017-18	7.0%	818	50%	<3	50%	*	50%	<3	50%	<3	*	5	*	7

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## SAT

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

New Annual Education Report 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	6th Grade Content	All Students	2016-17	76.9%	*	*	*	*	*
Mathematics	6th Grade Content	All Students	2016-17	52.2%	*	*	*	*	*
ELA	6th Grade Content	White	2016-17	79.3%	*	*	*	*	*
Mathematics	6th Grade Content	White	2016-17	54.3%	*	*	*	*	*
ELA	6th Grade Content	Female	2016-17	78.3%	*	*	*	*	*
Mathematics	6th Grade Content	Female	2016-17	49.3%	*	*	*	*	*
ELA	6th Grade Content	Economically Disadvantaged	2016-17	77.5%	*	*	*	*	*
Mathematics	6th Grade Content	Economically Disadvantaged	2016-17	51.4%	*	*	*	*	*
ELA	7th Grade Content	All Students	2016-17	88.0%	*	*	*	*	*
Mathematics	7th Grade Content	All Students	2016-17	52.3%	*	*	*	*	*
Science	7th Grade Content	All Students	2016-17	47.8%	*	*	*	*	*
ELA	7th Grade Content	Hispanic of Any Race	2016-17	87.6%	*	*	*	*	*
Mathematics	7th Grade Content	Hispanic of Any Race	2016-17	45.0%	*	*	*	*	*
Science	7th Grade Content	Hispanic of Any Race	2016-17	35.3%	*	*	*	*	*

## New Annual Education Report 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	7th Grade Content	Male	2016-17	85.9%	*	*	*	*	*
Mathematics	7th Grade Content	Male	2016-17	54.3%	*	*	*	*	*
Science	7th Grade Content	Male	2016-17	50.0%	*	*	*	*	*
ELA	7th Grade Content	Economically Disadvantaged	2016-17	89.1%	*	*	*	*	*
Mathematics	7th Grade Content	Economically Disadvantaged	2016-17	51.9%	*	*	*	*	*
Science	7th Grade Content	Economically Disadvantaged	2016-17	48.7%	*	*	*	*	*
ELA	8th Grade Content	All Students	2016-17	82.3%	*	*	*	*	*
ELA	8th Grade Content	All Students	2017-18	80.1%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2016-17	63.3%	*	*	*	*	*
Mathematics	8th Grade Content	All Students	2017-18	61.9%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2016-17	41.8%	*	*	*	*	*
Social Studies	8th Grade Content	All Students	2017-18	41.6%	*	*	*	*	*
ELA	8th Grade Content	Black or African American	2016-17	78.3%	*	*	*	*	*
Mathematics	8th Grade Content	Black or African American	2016-17	56.6%	*	*	*	*	*

## New Annual Education Report 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
Social Studies	8th Grade Content	Black or African American	2016-17	36.7%	*	*	*	*	*
ELA	8th Grade Content	Hispanic of Any Race	2017-18	72.4%	*	*	*	*	*
Mathematics	8th Grade Content	Hispanic of Any Race	2017-18	63.9%	*	*	*	*	*
Social Studies	8th Grade Content	Hispanic of Any Race	2017-18	39.8%	*	*	*	*	*
ELA	8th Grade Content	Male	2016-17	81.1%	*	*	*	*	*
ELA	8th Grade Content	Male	2017-18	78.9%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2016-17	66.0%	*	*	*	*	*
Mathematics	8th Grade Content	Male	2017-18	63.4%	*	*	*	*	*
Social Studies	8th Grade Content	Male	2016-17	42.1%	*	*	*	*	*
Social Studies	8th Grade Content	Male	2017-18	40.9%	*	*	*	*	*
ELA	8th Grade Content	Economically Disadvantaged	2016-17	83.8%	*	*	*	*	*
Mathematics	8th Grade Content	Economically Disadvantaged	2016-17	65.1%	*	*	*	*	*
Social Studies	8th Grade Content	Economically Disadvantaged	2016-17	43.2%	*	*	*	*	*

## New Annual Education Report Taylor Exemplar Academy (09709)

## MI -Access Supported Independence

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



## New Annual Education Report 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

New Annual Education Report Taylor Exemplar Academy (09709)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2017-18	484	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Asian	2017-18	14	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2017-18	219	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2017-18	45	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2017-18	24	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2017-18	180	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2017-18	250	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2017-18	234	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2017-18	344	<10	*	*	*	*	*	*	*

## New Annual Education Report Taylor Exemplar Academy (09709)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Not Economically Disadvantaged	2017-18	140	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	English Learners	2017-18	36	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2017-18	448	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2017-18	484	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students With Disabilities	2017-18	51	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Students Without Disabilities	2017-18	433	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2017-18	483	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2017-18	482	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2017-18	483	<10	*	*	*	*	*	*	*

New Annual Education Report Taylor Exemplar Academy (09709)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	All Students	2017-18	484	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	American Indian or Alaska Native	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Asian	2017-18	14	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2017-18	219	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2017-18	45	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Native Hawaiian or Other Pacific Islander	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2017-18	24	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2017-18	180	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2017-18	250	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2017-18	234	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2017-18	344	<10	*	*	*	*	*	*	*

New Annual Education Report Taylor Exemplar Academy (09709)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2017-18	140	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	English Learners	2017-18	36	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2017-18	448	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2017-18	484	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students With Disabilities	2017-18	51	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2017-18	433	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Homeless	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2017-18	483	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2017-18	482	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Military Connected	2017-18	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2017-18	483	<10	*	*	*	*	*	*	*

New Annual Education Report Taylor Exemplar Academy (09709)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	All Students	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Asian	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Black or African American	2017-18	61	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2017-18	10	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2017-18	71	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2017-18	77	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2017-18	76	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2017-18	105	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2017-18	48	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	English Learners	2017-18	13	<10	*	*	*	*	*	*	*

New Annual Education Report Taylor Exemplar Academy (09709)

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

Subject	Grade	Testing Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not English Learners	2017-18	140	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students With Disabilities	2017-18	24	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2017-18	129	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Homeless	2017-18	153	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Foster Care	2017-18	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2017-18	152	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2017-18	153	<10	*	*	*	*	*	*	*

## New Annual Education Report Taylor Exemplar Academy (09709)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.7%	0.1%	47.33%	100.0%	0.0%	N/A	100.0%	0.0%	46.38%
All Students	Mathematics	98.8%	1.2%	38.72%	100.0%	0.0%	N/A	100.0%	0.0%	36.17%
All Students	Science	97.8%	2.2%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
All Students	Social Studies	97.7%	2.3%	32.57%	100.0%	0.0%	N/A	100.0%	0.0%	16.11%
American Indian or Alaska Native	ELA	97.8%	0.0%	38.17%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Mathematics	98.0%	2.0%	28.39%	<10	<10	<10	<10	<10	<10
American Indian or Alaska Native	Science	96.2%	3.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	96.2%	3.8%	26.22%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	98.9%	1.2%	69.51%	100.0%	0.0%	N/A	100.0%	0.0%	45.45%
Asian	Mathematics	99.3%	0.7%	69.47%	100.0%	0.0%	N/A	100.0%	0.0%	36.36%
Asian	Science	99.0%	1.0%	N/A	<10	<10	<10	<10	<10	<10
Asian	Social Studies	98.6%	1.4%	50.74%	<10	<10	<10	<10	<10	<10
Black or African American	ELA	97.9%	0.0%	23.02%	100.0%	0.0%	N/A	100.0%	0.0%	37.16%
Black or African American	Mathematics	98.0%	2.0%	13.99%	100.0%	0.0%	N/A	100.0%	0.0%	27.52%
Black or African American	Science	96.1%	3.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Black or African American	Social Studies	96.0%	4.0%	11.40%	100.0%	0.0%	N/A	100.0%	0.0%	6.56%
Hispanic of Any Race	ELA	98.7%	0.4%	35.55%	100.0%	0.0%	N/A	100.0%	0.0%	43.90%



## New Annual Education Report Taylor Exemplar Academy (09709)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	25.34%	100.0%	0.0%	N/A	100.0%	0.0%	31.71%
Hispanic of Any Race	Science	97.7%	2.3%	N/A	<10	<10	<10	<10	<10	<10
Hispanic of Any Race	Social Studies	97.5%	2.5%	20.88%	100.0%	0.0%	N/A	100.0%	0.0%	11.11%
Native Hawaiian or Other Pacific Islander	ELA	98.1%	1.1%	51.03%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Mathematics	97.9%	2.1%	38.63%	<10	<10	<10	<10	<10	<10
Native Hawaiian or Other Pacific Islander	Science	96.5%	3.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	96.2%	3.8%	33.46%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	0.0%	44.35%	100.0%	0.0%	N/A	100.0%	0.0%	39.13%
Two or More Races	Mathematics	98.8%	1.2%	35.00%	100.0%	0.0%	N/A	100.0%	0.0%	26.09%
Two or More Races	Science	97.8%	2.2%	N/A	<10	<10	<10	<10	<10	<10
Two or More Races	Social Studies	97.7%	2.3%	28.54%	<10	<10	<10	<10	<10	<10
White	ELA	98.9%	0.1%	53.90%	100.0%	0.0%	N/A	100.0%	0.0%	59.43%
White	Mathematics	99.0%	1.0%	45.19%	100.0%	0.0%	N/A	100.0%	0.0%	49.71%
White	Science	98.2%	1.8%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
White	Social Studies	98.1%	1.9%	38.15%	100.0%	0.0%	N/A	100.0%	0.0%	26.09%
Female	ELA	98.8%	0.1%	51.36%	100.0%	0.0%	N/A	100.0%	0.0%	52.70%

## New Annual Education Report Taylor Exemplar Academy (09709)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	98.9%	1.1%	37.11%	100.0%	0.0%	N/A	100.0%	0.0%	37.76%
Female	Science	98.0%	2.0%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Female	Social Studies	97.9%	2.1%	29.94%	100.0%	0.0%	N/A	100.0%	0.0%	10.81%
Male	ELA	98.6%	0.1%	43.47%	100.0%	0.0%	N/A	100.0%	0.0%	39.74%
Male	Mathematics	98.7%	1.3%	40.26%	100.0%	0.0%	N/A	100.0%	0.0%	34.50%
Male	Science	97.7%	2.3%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Male	Social Studies	97.5%	2.5%	35.10%	100.0%	0.0%	N/A	100.0%	0.0%	21.33%
Economically Disadvantaged	ELA	98.3%	0.1%	32.40%	100.0%	0.0%	N/A	100.0%	0.0%	41.27%
Economically Disadvantaged	Mathematics	98.4%	1.6%	23.76%	100.0%	0.0%	N/A	100.0%	0.0%	28.61%
Economically Disadvantaged	Science	96.9%	3.1%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Economically Disadvantaged	Social Studies	96.8%	3.2%	18.67%	100.0%	0.0%	N/A	100.0%	0.0%	8.91%
English Learners	ELA	98.4%	1.8%	23.27%	100.0%	0.0%	N/A	100.0%	0.0%	31.03%
English Learners	Mathematics	98.9%	1.1%	23.08%	100.0%	0.0%	N/A	100.0%	0.0%	24.14%
English Learners	Science	98.1%	1.9%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
English Learners	Social Studies	97.7%	2.3%	7.02%	100.0%	0.0%	N/A	100.0%	0.0%	0.00%
Migrant	ELA	98.1%	0.8%	17.96%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	97.8%	2.2%	14.81%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Science	95.5%	4.5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	94.4%	5.6%	10.70%	N/A	N/A	N/A	N/A	N/A	N/A

## New Annual Education Report Taylor Exemplar Academy (09709)

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.4%	0.0%	24.46%	100.0%	0.0%	N/A	100.0%	0.0%	13.73%
Students With Disabilities	Mathematics	97.9%	2.1%	19.21%	100.0%	0.0%	N/A	100.0%	0.0%	5.88%
Students With Disabilities	Science	94.6%	5.4%	N/A	100.0%	0.0%	N/A	100.0%	0.0%	N/A
Students With Disabilities	Social Studies	94.4%	5.6%	12.66%	100.0%	0.0%	N/A	100.0%	0.0%	12.50%
Homeless	ELA	95.9%	0.3%	25.16%	<10	<10	<10	<10	<10	<10
Homeless	Mathematics	96.2%	3.8%	17.34%	<10	<10	<10	<10	<10	<10
Homeless	Science	93.2%	6.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	Social Studies	93.2%	6.8%	13.58%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	ELA	94.4%	0.0%	25.58%	<10	<10	<10	<10	<10	<10
Foster Care	Mathematics	94.6%	5.4%	17.49%	<10	<10	<10	<10	<10	<10
Foster Care	Science	90.2%	9.8%	N/A	<10	<10	<10	<10	<10	<10
Foster Care	Social Studies	90.0%	10.0%	11.94%	<10	<10	<10	<10	<10	<10
Military Connected	ELA	98.0%	0.0%	55.30%	<10	<10	<10	<10	<10	<10
Military Connected	Mathematics	98.4%	1.6%	43.23%	<10	<10	<10	<10	<10	<10
Military Connected	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	96.3%	3.7%	36.16%	N/A	N/A	N/A	N/A	N/A	N/A

## New Annual Education Report Taylor Exemplar Academy (09709)

## High School Graduation: Four-Year Adjusted Cohort Rate

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

## New Annual Education Report Taylor Exemplar Academy (09709)

## Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	45.00%	49.27%	50.69%	52.12%

## New Annual Education Report Taylor Exemplar Academy (09709)

## Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.08%	N/A	79.72%

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

New Annual Education Report Taylor Exemplar Academy (09709)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	ELA	49.14%	46.38%	53.97%	56.38%	60.00%
Economically Disadvantaged	ELA	32.83%	41.27%	44.90%	50.94%	60.00%
English Learners	ELA	22.25%	31.03%	39.03%	47.42%	60.00%
Students With Disabilities	ELA	18.87%	13.73%	37.15%	46.29%	60.00%
African American	ELA	23.26%	37.16%	39.59%	47.75%	60.00%
American Indian	ELA	40.78%	<10	49.32%	53.59%	60.00%
Asian	ELA	70.34%	45.45%	70.34%	70.34%	60.00%
Native Hawaiian	ELA	53.54%	<10	56.41%	57.85%	60.00%
Hispanic of Any Race	ELA	36.15%	43.90%	46.75%	52.05%	60.00%
Two or More Races	ELA	46.76%	39.13%	52.64%	55.59%	60.00%
White	ELA	56.05%	59.43%	57.81%	58.68%	60.00%
All Students	Mathematics	37.55%	36.17%	41.99%	44.22%	47.55%
Economically Disadvantaged	Mathematics	21.92%	28.61%	33.31%	39.01%	47.55%
English Learners	Mathematics	21.04%	24.14%	32.82%	38.71%	47.55%
Students With Disabilities	Mathematics	15.57%	5.88%	29.78%	36.89%	47.55%
African American	Mathematics	12.43%	27.52%	28.04%	35.85%	47.55%
American Indian	Mathematics	28.50%	<10	36.97%	41.20%	47.55%
Asian	Mathematics	68.19%	36.36%	68.19%	68.19%	47.55%
Native Hawaiian	Mathematics	41.85%	<10	44.38%	45.65%	47.55%
Hispanic of Any Race	Mathematics	23.63%	31.71%	34.26%	39.58%	47.55%
Two or More Races	Mathematics	34.42%	26.09%	40.26%	43.17%	47.55%

## New Annual Education Report Taylor Exemplar Academy (09709)

## Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2018)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
White	Mathematics	43.95%	49.71%	45.55%	46.35%	47.55%



## New Annual Education Report Taylor Exemplar Academy (09709)

## Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Taylor Exemplar Academy	64.70	72.95	N/A	N/A	82.85	100.00	100.00	72.70	N/A	N/A

## New Annual Education Report Taylor Exemplar Academy (09709)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Taylor Exemplar Academy (09709)	0	25	15	0

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

### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Taylor Exemplar Academy (09709)	39.51	18.01	45.6%	N/A	N/A	N/A	N/A

### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Taylor Exemplar Academy (09709)	6.01	4.00	66.6%	N/A	N/A	N/A	N/A

### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Taylor Exemplar Academy (09709)	39.51	1.00	2.5%	N/A	N/A	N/A	N/A

### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Taylor Exemplar Academy (09709)	39.51	3.50	8.9%	N/A	N/A	N/A	N/A

## New Annual Education Report Taylor Exemplar Academy (09709)

## LEA School Improvement Fund Recipients

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

## New Annual Education Report Taylor Exemplar Academy (09709)

### 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	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

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

## New Annual Education Report Taylor Exemplar Academy (09709)

### 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 Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
Not ELL					

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

## New Annual Education Report Taylor Exemplar Academy (09709)

### NAEP Grade 4 Reading

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

# Rounds to zero

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

## New Annual Education Report Taylor Exemplar Academy (09709)

### NAEP Grade 8 Reading

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

## New Annual Education Report Taylor Exemplar Academy (09709)

## 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