



## School Annual Education Report (AER) Cover Letter

February 7, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Taylor Preparatory High School. 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 the Principal at 313-668-2100 for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/xQU1cA>, or you may review a copy in the school's main office.

For the 2016-17 year, Taylor Prep was not named as a Priority or Focus school. A Reward school is identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

Taylor Prep continues to work to address proficiency levels in math and reading. Several initiatives have been put in place in order to meet the needs of students. We have also infused a co-teaching model for all 9<sup>th</sup> grade math and reading courses. This has allowed two certified teachers to deliver instruction and assist students. We have also implemented concentrated classes; these have fewer students that allow more direct instruction and allow the teacher to target specifically lacking learning skills. We have also increased after school support staff that assist in tutoring. In addition to tutoring, support staff serve the role as academic coaches and target at risk students and monitor their progress. The school has also have infused various hands on technology to make sure math skills are shown as relevant. As Taylor Prep has identified these challenges and have also implemented school wide assistance. Most classes include

reading standards that are measured. Taylor Prep has also hired Academic Specialist who worked with academic coaches and students to increase the success of students.

State law requires that we also report additional information for the two most recent years:

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

### 2015-16

Same as 2014-15 (described below).

### 2014-15

Taylor Prep is a state-funded, public school academy. Therefore, there is no cost to attend Taylor Prep. 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, Taylor Prep cannot restrict enrollment based on selection criteria. Taylor Prep can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the school.

Taylor Prep's open enrollment period is from the first day of the current school year until 5:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However; they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available.

Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.

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

### 2015-16

Taylor Prep continues to focus on language usage, reading, and math as goals for school improvement, specifically attempting to increase the number of proficient students as measured by PSAT, SAT, NWEA and school formative assessments. The administration and teachers continue to utilize NWEA assessments three times annually to identify where students are struggling and to help develop lesson plans to meet the specific needs of students. Professional development has been provided on NWEA and future professional development will be dedicated to analyzing NWEA results and developing lessons and curriculum to meet the needs of students. In conjunction with professional development, the school uses paraprofessionals and academic specialists to work with students with the most need in the building.

### 2014-15

An improvement goal continues to be needed for each of the three content areas: reading, language usage, and math. Additionally, a school culture and behavior goal continues to be needed to address the needs of a growing school. The challenges noted will be addressed through the goals outlined in a number of ways. An academic specialist and HQ paraprofessionals coupled with training in co-teaching best practices will be deployed to work with teachers to provide additional small group and one-on-one support to the neediest students. This support will be provided in an intentionally differentiated manner from in class formative assessments and instructional feedback.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

### 2015-16

Same as 2014-15 (described below).

### 2014-15

Taylor Preparatory High school was authorized by Grand Valley State University to begin its first year of operation in September of 2013. The school is managed by PrepNet, LLC. Taylor Prep is a full college preparatory high school serving grades 9-10 in 2013-14, growing to grades 9-12 in 2015-16. The PrepNet curriculum used by Taylor Prep is designed to not only prepare students to meet the State of Michigan's High School Content Expectations, but also to meet the rigorous expectations of the College Board's Advanced Placement curricula.

Taylor Prep has built its program based on the following core values:

**Rigor:** Our graduates will complete AP coursework and earn college acceptance. Our graduates will read well, write clearly and coherently, study effectively, reason soundly, and question thoughtfully. End of term comprehensive exams covering the essential learning in each

core subject will determine advancement to the next level. We will give students multiple opportunities to learn and demonstrate their accomplishments.

Relevance: We will lead students toward rigorous learning by posing essential questions and developing knowledge, skills and understanding that can be transferred and applied to realistic tasks and real world settings. We endeavor to bring curiosity, challenge, pleasure, and a sense of accomplishment into our students' lives. Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

Relationships: To succeed in our mission, we need the students' parents' active partnership and agreement with the school mission, which includes a personal commitment to serious academic challenge. Parents will take an active role in their child's education by providing basic needs so their child is ready to learn. By learning values and good work ethics at home, students will be prepared to succeed at school. Mutually respectful and cooperative in school and community, parents and staff will work together with the vision of helping students become productive members of Taylor Preparatory High School and society. Administrators, teachers and counselors will be visible and accessible to students.

Responsibility and Moral Focus: Our curriculum will include service learning opportunities and completion of community service projects. We encourage students to be accountable for their actions, and to be guided by the values of being respectful, truthful and ethical. Students at Taylor Prep understand that learning requires effort and hard work. Through their sense of good values, positive behavior, and moral conscience, they will hold themselves accountable for their actions. Students will have a true sense of direction, with goals and potential college and career paths clearly established. Staff will be competent, compassionate, consistent, considerate, accountable and empowered.

Special School Features: The program of study at Taylor Prep is designed to ensure each graduate:

- Successfully completes a minimum of two AP classes
- Makes successful application to college
- Completes 60 hours of community service

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

2015-16

Same as 2014-15 (described below).

2014-15

To access a copy of the Taylor Prep standards for graduation, please use the following URL:  
<http://taylorprephs.com/academic-life/curriculum/>

To access a copy of the Michigan High School Content Expectations (HSCE), please use the following URL: [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

Our goal of preparing students for college success requires us to think beyond the State High School Content Expectations as we develop and then refine our curricula. Our goal is to graduate students who have experienced academic excellence and have acquired the knowledge and skills necessary to be successful in college. Thus, in each core content area, we start with the end in mind: college level work as outlined in the Advanced Placement courses. We then plan backwards, asking ourselves what foundation our students will need to be successful in these college-level courses.

We began developing our curriculum by examining the Michigan High School Content Expectations (HSCE). In each core subject offered at each grade level, HSCE standards are identified, sequenced and targeted for each unit of instruction.

Teachers created their lesson plans to reflect appropriate HSCE in order to maximize learning time and ensure alignment of instruction to the MI framework. All students were expected to reach the HSCE standards; however, accommodations were sometimes necessary to maximize learning opportunities for all students. This support came through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school instructional opportunities—all of which were designed to accelerate student growth trajectory.

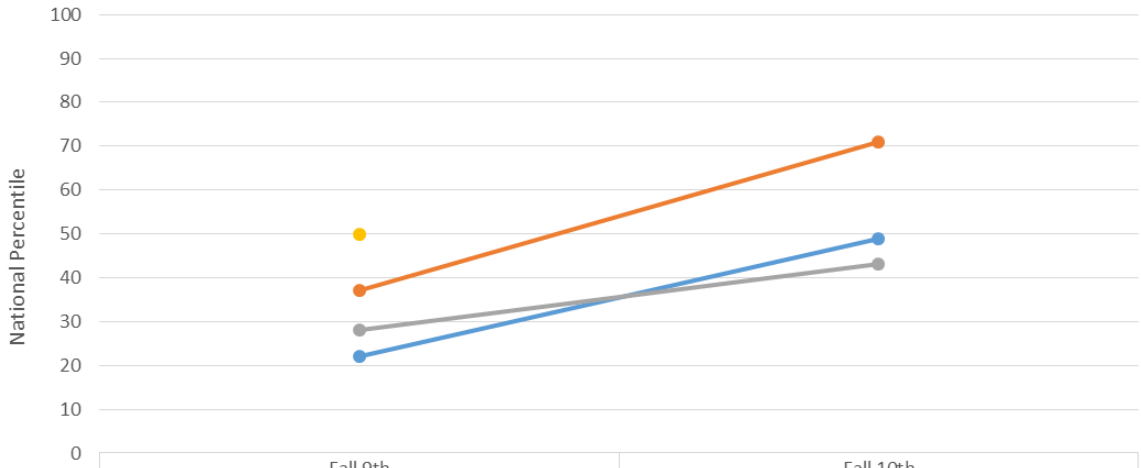
In addition to the MI framework, English classes align instruction with the national College Board Standards for College Success, and all core subjects align instruction with the Advanced Placement Course expectations. We also have integrated a Moral Focus program into our advisory classes and humanities courses. 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. Additionally, teachers model behavior that exemplifies the virtue and recognize that behavior in students when they do the same.

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

Taylor Preparatory High School administers the NWEA MAP assessment three times per year (fall, winter, spring) to all 9<sup>th</sup> and 10<sup>th</sup> grade students. The MAP is a computer-adaptive norm-referenced test benchmarked to national grade-level cohorts. The objective of the assessment is to measure cohort baseline proficiency and growth relative to their peers nationally.

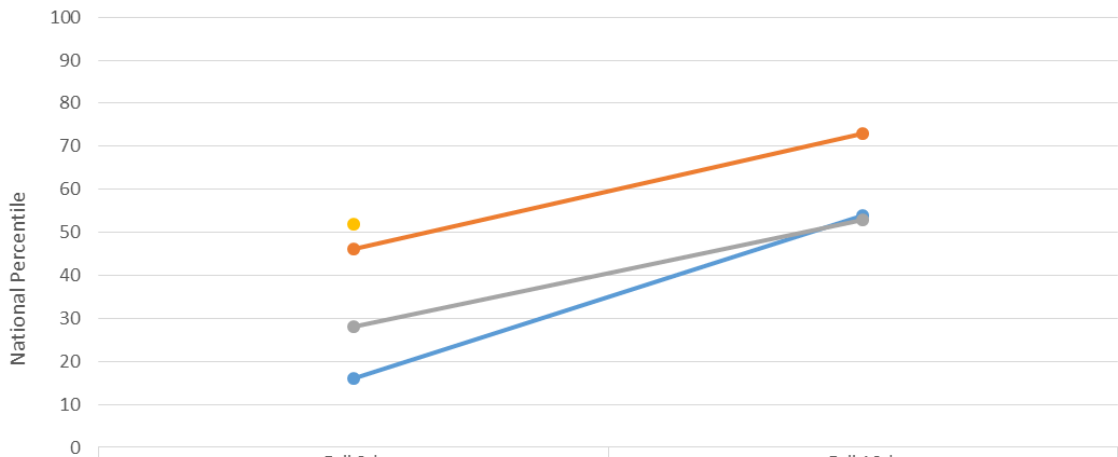
The charts below depict the progress of current and recent 9<sup>th</sup> and 10<sup>th</sup> grade cohorts in Reading, Language Usage, and Mathematics:

### Taylor Prep NWEA Reading

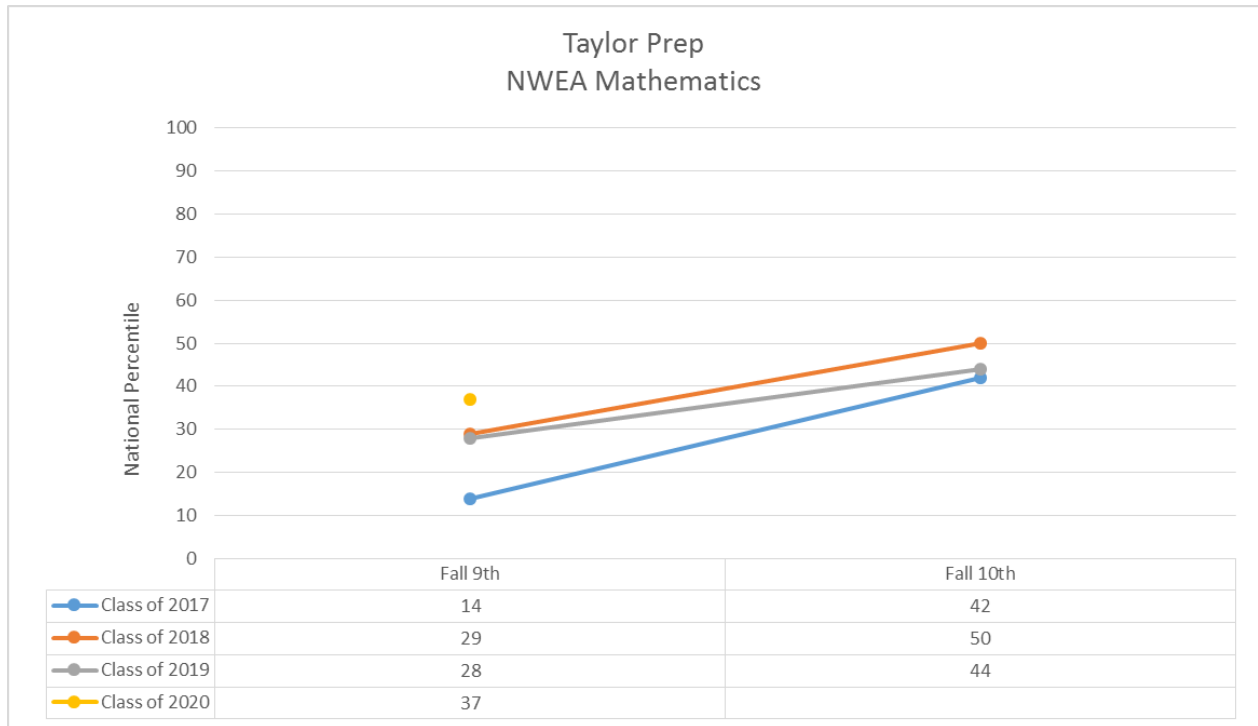


	Fall 9th	Fall 10th
Class of 2017	22	49
Class of 2018	37	71
Class of 2019	28	43
Class of 2020	50	

### Taylor Prep NWEA Language Usage



	Fall 9th	Fall 10th
Class of 2017	16	54
Class of 2018	46	73
Class of 2019	28	53
Class of 2020	52	



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

2015-16

Taylor Prep had 138 students represented at Parent-Teacher Conferences, representing 45% of the student population.

2014-2015

Taylor Prep had 153 students represented at Parent-Teacher Conferences, representing 72% of the student population.

**7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:**

**a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**

2015-16

Taylor Prep had no students in dual enrollment.

2014-15

Taylor Prep had no students in dual enrollment.

**b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)**

2015-16

Taylor Prep offered 9 Advanced Placement (AP) courses.

2014-15

Taylor Prep offered 3 Advanced Placement (AP) courses.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2015-16

Taylor Prep had 61 students enrolled in Advanced Placement (AP) courses, representing 20% of the student population.

2014-15

Taylor Prep had 29 students enrolled in Advanced Placement (AP) courses, representing 13.8% of the student population.

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2015-16

Taylor Prep had 16 students receive a score leading to college credit (3 or higher) on the AP Exam, representing 26% of students enrolled in an AP course.

2014-15

Taylor Prep had 6 students receive a score leading to college credit (3 or higher) on the AP Exam, representing 20.7% of students enrolled in an AP course.

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Thank you for an amazing 2015-2016 school year. We take pride in the amazing work accomplished by our staff and students. We will continue to improve in all areas and look forward to another rewarding and successful year.

Sincerely,



Erica Sharp  
Principal  
Taylor Preparatory High School  
9540 Telegraph Road  
Taylor, MI 48180  
313-668-2100



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**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	28.6%	28.6%	7.1%	21.4%	42.9%	28.6%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	7.1%	7.1%	7.1%	0.0%	21.4%	71.4%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	14.3%	14.3%	7.1%	7.1%	21.4%	64.3%
Science	11th Grade Content	All Students	2015-16	33.0%	22.2%	22.2%	7.4%	14.8%	35.2%	42.6%
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	14.3%	14.3%	3.6%	10.7%	39.3%	46.4%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10

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**M-STEP Grades 3-11**

Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	30.4%	30.4%	13.0%	17.4%	30.4%	39.1%
Science	11th Grade Content	Female	2014-15	26.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	29.8%	22.2%	22.2%	3.7%	18.5%	22.2%	55.6%
Science	11th Grade Content	Male	2014-15	32.1%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	36.3%	22.2%	22.2%	11.1%	11.1%	48.1%	29.6%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	19.4%	19.4%	3.2%	16.1%	25.8%	54.8%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	28.6%	28.6%	14.3%	14.3%	42.9%	28.6%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	35.2%	35.2%	0.0%	35.2%	51.9%	13.0%

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**M-STEP Grades 3-11**

Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	25.0%	25.0%	0.0%	25.0%	57.1%	17.9%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	43.5%	43.5%	0.0%	43.5%	47.8%	8.7%
Social Studies	11th Grade Content	Female	2014-15	40.5%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	39.1%	29.6%	29.6%	0.0%	29.6%	59.3%	11.1%
Social Studies	11th Grade Content	Male	2014-15	47.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	40.7%	40.7%	0.0%	40.7%	44.4%	14.8%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	25.8%	25.8%	0.0%	25.8%	61.3%	12.9%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10



**MI School Data**  
**Annual Education Report**  
**Taylor Preparatory High School**

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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
Taylor Preparatory High School	2015-16	Total Score	All Students	959.3	N/A	11	20.4%	43	79.6%	54
Taylor Preparatory High School	2015-16	Total Score	Black or African American	945.0	N/A	<10	14.3%	24	85.7%	28
Taylor Preparatory High School	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Taylor Preparatory High School	2015-16	Total Score	White	981.3	N/A	<10	26.1%	17	73.9%	23
Taylor Preparatory High School	2015-16	Total Score	Female	963.0	N/A	<10	14.8%	23	85.2%	27
Taylor Preparatory High School	2015-16	Total Score	Male	955.6	N/A	<10	25.9%	20	74.1%	27
Taylor Preparatory High School	2015-16	Total Score	Economically Disadvantaged	925.8	N/A	<10	16.1%	26	83.9%	31
Taylor Preparatory High School	2015-16	Total Score	Not Economically Disadvantaged	1004.3	N/A	<10	26.1%	17	73.9%	23
Taylor Preparatory High School	2015-16	Total Score	Not English Language Learners	959.3	N/A	11	20.4%	43	79.6%	54
Taylor Preparatory High School	2015-16	Total Score	Not Migrant	959.3	N/A	11	20.4%	43	79.6%	54



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**SAT**

Taylor Preparatory High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Taylor Preparatory High School	2015-16	Total Score	Students Without Disabilities	976.4	N/A	11	22.0%	39	78.0%	50
Taylor Preparatory High School	2015-16	Total Score	Not Homeless	959.3	N/A	11	20.4%	43	79.6%	54
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	All Students	492.0	480	27	50.0%	27	50.0%	54
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Black or African American	472.9	480	11	39.3%	17	60.7%	28
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	White	515.7	480	14	60.9%	<10	39.1%	23
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Female	501.5	480	14	51.9%	13	48.1%	27
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Male	482.6	480	13	48.1%	14	51.9%	27
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	477.1	480	14	45.2%	17	54.8%	31
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	512.2	480	13	56.5%	10	43.5%	23



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**SAT**

Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	492.0	480	27	50.0%	27	50.0%	54
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	492.0	480	27	50.0%	27	50.0%	54
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	502.4	480	27	54.0%	23	46.0%	50
Taylor Preparatory High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	492.0	480	27	50.0%	27	50.0%	54
Taylor Preparatory High School	2015-16	Mathematics	All Students	467.2	530	12	22.2%	42	77.8%	54
Taylor Preparatory High School	2015-16	Mathematics	Black or African American	472.1	530	<10	17.9%	23	82.1%	28
Taylor Preparatory High School	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Taylor Preparatory High School	2015-16	Mathematics	White	465.7	530	<10	26.1%	17	73.9%	23
Taylor Preparatory High School	2015-16	Mathematics	Female	461.5	530	<10	14.8%	23	85.2%	27
Taylor Preparatory High School	2015-16	Mathematics	Male	473.0	530	<10	29.6%	19	70.4%	27





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**SAT**

Taylor Preparatory High School	2015-16	Mathematics	Economically Disadvantaged	448.7	530	<10	19.4%	25	80.6%	31
Taylor Preparatory High School	2015-16	Mathematics	Not Economically Disadvantaged	492.2	530	<10	26.1%	17	73.9%	23
Taylor Preparatory High School	2015-16	Mathematics	Not English Language Learners	467.2	530	12	22.2%	42	77.8%	54
Taylor Preparatory High School	2015-16	Mathematics	Not Migrant	467.2	530	12	22.2%	42	77.8%	54
Taylor Preparatory High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Taylor Preparatory High School	2015-16	Mathematics	Students Without Disabilities	474.0	530	12	24.0%	38	76.0%	50
Taylor Preparatory High School	2015-16	Mathematics	Not Homeless	467.2	530	12	22.2%	42	77.8%	54

**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
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No Data to Display

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	86.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	86.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	68.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2015-16	87.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	64.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	86.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	85.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	70.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	89.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2015-16	89.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	70.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	85.1%	<10	<10	<10	<10	<10

**MI-Access Supported Independence**

Mathematics	11th Grade Content	Male	2015-16	85.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	67.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	85.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	69.3%	<10	<10	<10	<10	<10

**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



**Accountability Details Subject Data**

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	100.0%	73.6%	100.0%	73.6%
All Students	Mathematics	98.6%	62.1%	100.0%	50.9%	100.0%	50.9%
All Students	Science	98.1%	50.0%	100.0%	58.5%	100.0%	58.5%
All Students	Social Studies	98.1%	59.3%	100.0%	70.6%	100.0%	70.6%
Bottom 30%	ELA	N/A	25.1%	N/A	<30	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	<30	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	<30	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	<30	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	<30	<30	<30	<30
White	Mathematics	98.9%	68.4%	<30	<30	<30	<30
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	70.0%	100.0%	70.0%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	40.0%	100.0%	40.0%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	56.7%	100.0%	56.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	<30	<30	<30	<30
English Language Learners	ELA	98.8%	49.5%	N/A	N/A	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A



**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	<30	<30	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	<30	<30	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30





## MI School Data

### Annual Education Report Taylor Preparatory High School

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#### Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	N/A	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	N/A	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



## MI School Data

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#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	90.60%	90.60%

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

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Taylor Preparatory High School	Green	2	Green	2	Green	2	Green	2	Yellow	18



# MI School Data

## Annual Education Report Taylor Preparatory High School

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### Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	3	19	5	0

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

### Teacher Quality - Class

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

### Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	3.7%



# MI School Data

## Annual Education Report Taylor Preparatory High School

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### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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) 2015 Mathematics Achievement.



# MI School Data

## Annual Education Report Taylor Preparatory High School

01/26/2017

### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

# 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) 2015 Mathematics Achievement.



# MI School Data

## Annual Education Report Taylor Preparatory High School

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### NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# 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) 2015 Mathematics Achievement.





# MI School Data

## Annual Education Report Taylor Preparatory High School

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### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

# 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), 2015 Reading Assessment.



# MI School Data

## Annual Education Report Taylor Preparatory High School

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### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# 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), 2015 Reading Assessment.



# MI School Data

## Annual Education Report Taylor Preparatory High School

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### NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# 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), 2015 Reading Assessment.



**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0