

Katy Independent School District

Taylor High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

In partnership with parents and community, James E. Taylor High School is committed to providing a balanced program of academic study and extra/co-curricular programs in a safe and caring environment. Our intent is to prepare our students to excel in the areas of lifelong learning and citizenship, and achieve both personal and professional success.

Vision

We believe that in order to earn personal and professional success...

- Students must learn to THINK critically and solve real world problems with information that can be difficult or ambiguous.
- Students must learn that success is more often born of WORK, persistence, and grit, than of talent and natural ability.
- Students will GROW their intellectual and physical skills through hard work, practice, and belief in themselves.

We believe that we are responsible for ensuring that students think, work, and grow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our student populations continue to slowly evolve along with our community. Our at risk population has slowly risen to almost 30%, and our economically disadvantaged population has gone from around 15% ten years ago to over 20% in 2016.

Demographics Strengths

Despite our slowly changing student demographic, our school continues to perform, on the whole, at a very high level across demographic subpopulations.

Demographics Needs

An unexpected increase in ELL enrollment has strained our ESL program and poses challenges for student progress, parental involvement, and student well being (we have an increased need to make sure that all of our students understand the culture of openness and excellence at Taylor High School.)

Student Achievement

Student Achievement Summary

Student achievement continues to be strong at Taylor High School. The 2016 Texas Accountability Summary reports that we have earned distinctions in all 7 designations: Academic achievement in ELA, Math, Science, Social Studies, Student Progress, Closing Performance Gaps, and Post-Secondary Readiness. Our students made significant gains in advanced standard performance. However, there are still areas to address, specifically with the performance of our special education and english language learner students. Additionally, while we made marginal gains in graduation rate, we compare poorly to similar schools.

Student Achievement Strengths

Earned TEA distinction designations in 7 out of 7 possible areas.

In the area of student progress the percentage of students who met or exceeded progress increased 6% for all students, increased 15% for African American students and increased 6% for Hispanic Students. The percentage of special education students who met or exceeded progress increased 10% (exceeded progress increasing 23%.)

In the area of closing performance gaps, the percentage of Eco Dis, Hispanic, and African American students who achieved the advanced standard increased in each category by 4%, 3%, and 3% respectively in ELA. In Math, those numbers were even higher, increasing 15%, 11%, and 8% respectively. Science increased 11% for Eco Dis, and 3% for Hispanic students achieving the advanced standard. Social Studies increased 9% for Hispanic students achieving the advanced standard.

Out of the 34 indicators for distinction designations, we ranked in Quartile 1 in 19 of those indicators (56%) compared to 14 indicators (41%) in 2015.

Student Achievement Needs

As our enrollment of english language learners continues to increase, we must pay close attention to their progress. We did not meet System Safeguards regarding ELLs. The percentage of ELLs who met or exceeded progress dropped from 58% to 47%. While the percentage of special education students who met or exceeded progress increased from 46% to 56%, we still did not meet System Safeguards for that group.

While our 5 year extended graduation rate (Class of 2014) increased from 97.0 to 97.2%, our 4 year graduation rate (Class of 2015) dropped from 96.2 to 96.0%. Additionally, we dropped to Quartile 4 of our comparison group in the area of 4 year graduation rate.

School Culture and Climate

School Culture and Climate Summary

A staff survey conducted at the end of the 2016 school year indicated that school leadership has promoted a clear vision and direction for Taylor High School. Additionally, the survey indicated positive results in the areas of leadership opportunities, opportunity to provide feedback, and a collegial and congenial environment. However, concerns regarding support of student discipline and efficacy of our tardy policy were also evident.

School Culture and Climate Strengths

The 2016 staff survey indicated that -

- 89.4% of respondents agreed or strongly agreed that the principal has established a clear vision or direction for the school.
- 63.5% of respondents agreed or strongly agreed that administrators provide effective instructional leadership.
- 73.3% of respondents agreed or strongly agreed that there were many opportunities to grow as a leader.
- 84.4% of respondents agreed or strongly agreed that THS has a friendly and collegial atmosphere.
- 79.6% of respondents agreed or strongly agreed that they have opportunities to provide useful feedback to school leaders.

Other activities or indicators:

Principal-led book study with staff members.

Staff memo focusing on current events, C&I practices, and campus news.

Communication Tools: Canvas, Teacher Web, Library Newsletter, Taylor High School web site, Twitter, Remind 101.

Principal Twitter account used for professional learning ideas and communications.

School Culture and Climate Needs

The 2016 Staff Survey indicated that...

- 39.2% of respondents agreed or strongly agreed that administrators effectively support discipline management.
- 47.1% of respondents disagreed or strongly disagreed that the tardy policy is effective in reducing student tardies.
- 56.9% of respondents disagreed or strongly disagreed that the tardy policy is consistently followed by teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our staff quality is very strong (100% highly qualified.) Many staff members have multiple certifications and continue to increase their certifications, which is crucial as our number of courses offered increases. 2015-16 was a year with higher than normal staff turnover as we hired 30 professionals and paraprofessionals. However, our number of staff who have been at our school for more than 5 years is still very high.

Staff Quality, Recruitment, and Retention Strengths

We have added some very strong staff members in areas of high need this year. We've reached 100% HQ for the first time in several years.

Staff Quality, Recruitment, and Retention Needs

Taylor High School still needs to recruit and retain staff who better represent our student population.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor High School has extremely high quality program of instruction which is supported by district-developed curricula and ongoing strategic assessment. Additionally, our instruction is supported by 4 full time instructional coaches and 1 full time testing facilitator.

Curriculum, Instruction, and Assessment Strengths

Teacher work week is structured so that formal Professional Learning Community (PLC) meetings will occur once per week. These meetings are usually attended by an instructional coach (for core content areas) and sometimes by a campus administrator. These PLC meetings provide the core planning of instruction and assessment of students as teachers analyze classroom and district assessments, and plan their instruction accordingly. Content departments meeting monthly to discuss school operations as well as provide instructional professional development.

Curriculum, Instruction, and Assessment Needs

State requirements for graduation (endorsement plans) have increased the need for expanding our course offerings to students to provide the best opportunities for these endorsement plans. This need has increased our need for a wider variety of certifications from our teachers and the requirement for more courses taught by our faculty.

Technology

Technology Summary

Our technology deployment at the campus and district level is based on the BYOD (bring your own device) doctrine. It requires that public wifi be robust and available to all areas of campus and with available broadband to suit an increasing need. We also have a large number of mobile learning devices that are available for classroom check out, including iPad minis, netbook carts, laptops, and fixed computer labs. Canvas is the technology learning platform and delivery program that is used by all teachers and students.

Technology Strengths

Our student population can sustain a high rate of personal learning devices (+90% of students bring a mobile device to school.) Our teachers are becoming increasingly proficient in the use of Canvas and other instructional technology platforms.

Technology Needs

Harnessing the large number of mobile devices for learning, and reducing cheating, has been a large challenge for our staff.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals







Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: The Index 1 Student Achievement score for our campus will increase from 92 in 2016 to 94 in 2017.

Evaluation Data Source(s) 1: State Accountability Report 2017

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of The Fundamental Five: Teaching from the Power Zone; Frequent Small Group Purposeful Talk About the Learning; Framing the Lesson; Critical Writing	Instructional Leadership Team	Quick Walk data				
Funding Sources: 461 - Campus Activity Fund - \$17,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: Increase percentage of English Language Learners who meet or exceed progress from 47% to 60%.

Evaluation Data Source(s) 2: 2017 State Assessment

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Increase number of newcomer and sheltered classes as ELL population increases.	Principal Associate Principal ESL lead teacher	Master schedule				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Provide increased opportunities for ELL instructional strategies for all staff.	Principal Associate Principal ESL lead teacher	Eduphoria training data emails Department meeting minutes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 3: Increase percentage of Special Education students who meet or exceed progress from 56 to 60%

Evaluation Data Source(s) 3: 2017 State Assessment

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
State System Safeguard Strategy Federal System Safeguard Strategy 1) Provide increased opportunities for special education instructional strategies (such as accommodations) to all staff.	Principal Associate Principal Special Ed department chair	Eduphoria training data Department meeting minutes				
						









Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 1: Improve staff and student perception of safety of Taylor High School by 5%.

Evaluation Data Source(s) 1: End of year staff survey; Safe and Civil Schools staff and student surveys 2016.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will successfully complete year 1 implementation of Safe and Civil Schools	Principal, S&CS committee, APs	Minutes from S&S committee meetings; rosters from district trainings; schoolwide staff presentations; S&CS survey data.				
2) Campus will attain 75% level of staff trained in Capturing Kids' Hearts.	Principal	Training rosters				
Funding Sources: 865 - Principal Activity - \$23,000.00						
3) Campus will implement Restorative Practices for grades 9 and 10 for 2016-17.	APs Principal Restorative Practices staff member	Discipline records Records of restorative circles held.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 3: Community Engagement

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: Campus Community Engagement survey will have no areas of deficiency or needing improvement.

Evaluation Data Source(s) 1: Community Engagement Survey conducted in spring 2017.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus Advisory Team (CAT) will review prior year's community engagement survey results to assess ongoing campus attention to specific needs.	Principal Campus Advisory Team	CAT meeting minutes				
2) Coffee with the Principal (town hall format) held twice each semester.	Principal	Sign in sheets				
						







Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: Campus will identify three areas of resource allocation which can be made more cost effective through reduction of expenditures or by taking conservation measures.

Evaluation Data Source(s) 1: Minutes of administrative and other meetings.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Survey stakeholders (fixed assets clerk, textbook clerk, copy clerk, department chairs, financial clerk, etc.) to identify areas of concern.	Principal Associate Principal	Survey Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: Improve campus perception of staff input into decision making by 10%

Evaluation Data Source(s) 1: Staff end of year survey

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create "Mustang Council" comprised of teachers which will meet regularly to identify and brainstorm solutions to schoolwide problems.	Principal Associate Principal	Minutes				
2) Provide online anonymous feedback page where staff can provide feedback to administration, who will review regularly.	Admin team	Admin Minutes and Google Doc				
3) Consolidate department chairs, instructional coaches, and administrators into an Instructional Leadership Team (ILT) which will collaborate to improve instruction on campus.	Principal Associate Principal	ILT meeting minutes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Increase number of newcomer and sheltered classes as ELL population increases.
1	2	2	Provide increased opportunities for ELL instructional strategies for all staff.
1	3	1	Provide increased opportunities for special education instructional strategies (such as accommodations) to all staff.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Increase number of newcomer and sheltered classes as ELL population increases.
1	2	2	Provide increased opportunities for ELL instructional strategies for all staff.
1	3	1	Provide increased opportunities for special education instructional strategies (such as accommodations) to all staff.

State Compensatory

Personnel for Taylor High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Academic Support	2

Campus Advisory Team

Committee Role	Name	Position
Administrator	Jeff Stocks	Principal
Business Representative	Kim Ayers	2015-17
Classroom Teacher	Blair Bennett	2015-17
Classroom Teacher	Ericca Fader	2016-18
Classroom Teacher	Andrew Kimball	2016-18
Classroom Teacher	Chris Loper	2015-17
Classroom Teacher	Sheila Lundell	2015-17
Classroom Teacher	Jennifer Napier	2016-18
Classroom Teacher	Lisa O'Neal	2016-18
Classroom Teacher	Marci Radke	2016-18
Classroom Teacher	MaryAnn Terry	2016-18
Community Representative	Jan Silliman	2015-17
Community Representative	Janet Thomason	2016-18
Non-classroom Professional	Carol Cowand	2015-17
Non-classroom Professional	Sue Martin	2015-17
Non-classroom Professional	Duff McClain	2015-17
Parent	Tim Blythe	2016-18
Parent	Dawn Champagne	2016-18
Parent	Ursula Griffin	2015-17
Parent	Dugan Klussmann	Parent

Campus Funding Summary

461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development led by "Lead Your School" trainers.		\$17,000.00
Sub-Total					\$17,000.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Flippen Group training sessions		\$23,000.00
Sub-Total					\$23,000.00
Grand Total					\$40,000.00

Addendums

Taylor High School

Campus Advisory Team (2016) Meeting Dates

September 27, 2016

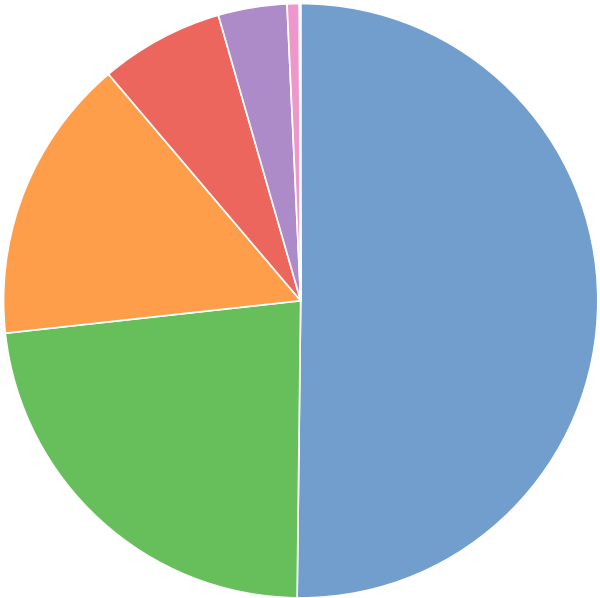
December 6, 2016

February 7, 2017

April 4, 2017

Taylor High School

Student Profile



Student Statistics

Total Enrollment	2,922
At-Risk	26.8%
Low Income	18.4%
Limited English Proficient	3.1%
Special Education	6.2%
Career Technology Education	48.0%
Bi/English as a Second Language	3.1%
Gifted/Talented	10.3%
Title I	0.6%
Attendance Rate (2013-14)	96.1%

' * ' indicates the number was masked by TEA. ' - ' indicates zero students.
 Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
White	1,467	50.2%
Hispanic	674	23.1%
Asian	454	15.5%
Black or African American	197	6.7%
Two or More Races	109	3.7%
American Indian or Alaska Native	19	0.7%
Other	2	0.1%

Other includes student groups whose counts were masked by TEA, where applicable.

TEXAS EDUCATION AGENCY 2016 Accountability Summary

TAYLOR H S (101914002) - KATY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

DISTINCTION EARNED

Academic Achievement in Mathematics

DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

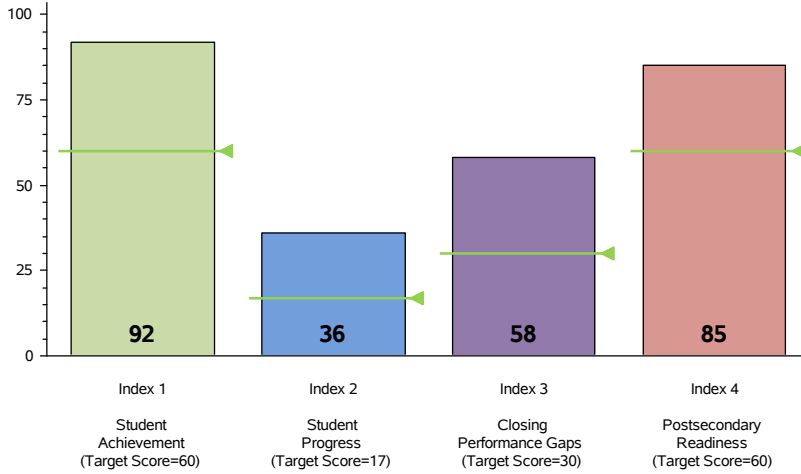
Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	2,921 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	18.4
Percent English Language Learners	3.1
Mobility Rate	8.4

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	3,143	3,412	92
2 - Student Progress	575	1,600	36
3 - Closing Performance Gaps	1,381	2,400	58
4 - Postsecondary Readiness			
STAAR Score	20.6		
Graduation Rate Score	23.8		
Graduation Plan Score	21.5		
Postsecondary Component Score	18.6		85

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	29 out of 32 = 91%
Participation Rates	16 out of 17 = 94%
Graduation Rates	8 out of 8 = 100%
Total	53 out of 57 = 93%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

Taylor High School - Algebra I

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	444	393	89%	246	55%	116	26%	
Black/African American	48	42	88%	25	52%	9	19%	
Am Indian/Alaskan Native	2	*	*	*	*	*	*	
Asian	26	26	100%	23	88%	11	42%	
Hispanic	138	118	86%	67	49%	32	23%	
Native Hawaiian Pacific Islander	2	*	*	*	*	*	*	
White	210	187	89%	123	59%	58	28%	
Two or More Races	18	17	94%	7	39%	5	28%	
Economically Disadvantaged	143	112	78%	63	44%	33	23%	80%
Special Education	39	25	64%	10	26%	5	13%	70%
English Language Learner	35	23	66%	14	40%	8	23%	70%

Taylor High School - Biology

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	726	698	96%	621	86%	323	44%	50%
Black/African American	60	56	93%	42	70%	14	23%	
Am Indian/Alaskan Native	4	*	*	*	*	*	*	
Asian	111	111	100%	107	96%	85	77%	
Hispanic	173	163	94%	136	79%	59	34%	
Native Hawaiian Pacific Islander	2	*	*	*	*	*	*	
White	350	341	97%	312	89%	152	43%	
Two or More Races	26	24	92%	21	81%	10	38%	
Economically Disadvantaged	172	152	88%	119	69%	48	28%	90%
Special Education	44	31	70%	16	36%	7	16%	
English Language Learner	37	28	76%	19	51%	6	16%	80%

Taylor High School - English I

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	733	638	87%	553	75%	144	20%	90%
Black/African American	57	44	77%	39	68%	5	9%	
Am Indian/Alaskan Native	3	*	*	*	*	*	*	
Asian	114	107	94%	101	89%	54	47%	
Hispanic	179	143	80%	123	69%	20	11%	
Native Hawaiian Pacific Islander	2	*	*	*	*	*	*	
White	352	317	90%	270	77%	58	16%	
Two or More Races	26	24	92%	17	65%	5	19%	
Economically Disadvantaged	175	132	75%	105	60%	17	10%	
Special Education	48	22	46%	16	33%	0	0%	60%
English Language Learner	42	17	40%	11	26%	0	0%	60%

Taylor High School - English II

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	781	692	89%	614	79%	196	25%	
Black/African American	53	42	79%	37	70%	4	8%	
Am Indian/Alaskan Native	6	3	50%	3	50%	0	0%	
Asian	119	109	92%	107	90%	57	48%	
Hispanic	173	140	81%	113	65%	34	20%	
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	
White	405	376	93%	334	82%	95	23%	
Two or More Races	25	22	88%	20	80%	6	24%	
Economically Disadvantaged	136	86	63%	66	49%	12	9%	70%
Special Education	29	8	28%	4	14%	0	0%	60%
English Language Learner	46	15	33%	6	13%	1	2%	60%

Taylor High School - US History

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	700	679	97%	575	82%	387	55%	87%
Black/African American	56	53	95%	35	63%	13	23%	
Am Indian/Alaskan Native	6	6	100%	6	100%	5	83%	
Asian	105	102	97%	97	92%	72	69%	
Hispanic	160	152	95%	120	75%	77	48%	
Native Hawaiian Pacific Islander	1	*	*	*	*	*	*	
White	346	340	98%	296	86%	205	59%	
Two or More Races	26	25	96%	20	77%	14	54%	
Economically Disadvantaged	127	114	90%	84	66%	40	31%	70%
Special Education	31	23	74%	12	39%	5	16%	
English Language Learner	26	19	73%	8	31%	1	4%	60%