January 24, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Taylor 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 Melissa Skopczynski for assistance.

The AER is available for you to review electronically by visiting the following web site, http://bit.ly/2HeuV9b or you may review a copy in the main office at your child’s school.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

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

During the 2018-2019 school year, Taylor students participated in the state required form of assessment, the MSTEP. Taylor students fell short in all areas compared to the State Average but their scores are continuing to increase overall. We recognize, and have identified the areas of concern, and are actively working to address these issues. Over the past 2 years of our graduation rate has decreased from 79.4% in 2017-2018 to 74.8% in 2018-2019. Some of the goals and focus for the 2018-2019 school year includes the continued implementation of the Restorative Justice practices, the continued use of critical thinking skills, increased positive teacher/student relationships, an increased use of skills and strategies to improve student engagement, and the use of data to affect differentiated instruction.

Taylor School District students are assigned to schools geographically, however parents are permitted to request placement at other schools with the district as space allows.

The School Improvement Plan has been completed by a group of stakeholders and has been submitted to the State of Michigan for approval.
The Core Curriculum is aligned to the state model and can be reviewed by parents at their local school. Each principal has a copy in the main office of the school and teachers have the current and appropriate curriculum and pacing charts available for review. Copies of the curriculum may also be found at the Department of State and Federal programs and the office of the Assistant Superintendent for Curriculum and Instruction. Pacing guides accompany the curriculum and describe the implementation process and timelines.

Parent-Teacher Conference Attendance:

<table>
<thead>
<tr>
<th>Parent Teacher Conferences Attendance</th>
<th>Number of Students Represented</th>
<th>Percentage of Students Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>326</td>
<td>29%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>455</td>
<td>28%</td>
</tr>
</tbody>
</table>

The number of postsecondary enrollments for Taylor High School: The number of students dual enrolled for the 2017-2018 was 69 students approximately 4% of the total student population. In 2018-2019 school year 64 students were dual enrolled with a total of 9% of the student population.

The number of college equivalent courses offered at Taylor High: At Taylor High we have nine AP (Advanced Placement classes that earn college credit) offerings. These classes are English 11, English 12, Government, Chemistry, Calculus, Computer Science, Economics, U.S. History, and Biology. This number did not change from the previous year.

The number of students enrolled in college equivalent courses at Truman In 2017-2018 school year, 343 students, approximately 22% took college equivalent courses. In the 2018-2019 school year, 291 students, approximately 18% took college equivalent courses.

The number of students receiving scores leading to college credit: In the 2017-2018 school year, 24 students received college credit, approximately 41%. In the 2018-2019 school year, 54 students received credit, approximately 18%.

Taylor High School appreciates the support of parents, staff, students and community members. We are continuously working to improve and will continue to build on our recent success. The challenges of education today are many, but the THS Team is working to meet and overcome those challenges. We will continue to work to provide our students with the skills necessary to be successful.

Sincerely,

Melissa R. Skopczynski

Melissa R. Skopczynski, Principal
Taylor High School
Taylor School District
NOTICE OF NON-DISCRIMINATION

It is the policy of the Taylor School District not to discriminate on the basis of race, religion, color, national origin, sex, disability, height, weight, or marital status in its programs, services, or activities. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

Dr. Mary Ann Cyr
Assistant Superintendent
23033 Northline Road
Taylor, Michigan 48180
(734) 374-1200

Patricia DeLaTorre
Executive Director of HR/LR
23033 Northline Road
Taylor, Michigan 48180
(734)374-1200