

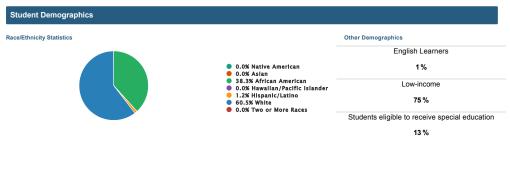


Marked Tree High School

School Report Card 2017-2018 406 St. Francis | Marked Tree, AR 72365 870-358-2891

Principal Kimberly Smith
Superintendent James Wright





The Purpose of the Report Card

The Report Card is a comprehensive report of state and federal accountability and additional reporting requirements. The Report Card is comprised of the School Report Card (state and federal reporting), ESSA School Index (federal accountability), Discipline Act 1015 of 2017 (state reporting), and Waivers. All stakeholders have access to aggregate data, data disaggregated by subgroups and grade levels (where applicable), and comparisons of schools, district, and state. The ESSA law in Section 1111(h)(1)(C)(i) requires states to report, "A clear and concise description of the State's accountability system. The State Accountability System empowers the State and public school districts to assess the effectiveness of student-focused education using multiple factors, measures, and indicators of student achievement and school quality, rather than relying solely on an annual statewide assessment. Stakeholders are encouraged to examine the Report Card and engage in communication with local schools and district.

Overview of the State's accountability system under Title I

Arkansas' ESSA plan was approved January 18, 2018. In this plan, Arkansas utilizes a summative (one final score) accountability system based on the following indicators: weighted achievement, value-added growth and English learner progress toward English language proficiency, cohort graduation rates, and school quality and student success. Arkansas's system is known as the ESSA School Index. As per stakeholder request, the indicators are weighted as noted in http://www.arkansased.gov/public/userfiles/ESEA/Documents_to_Share/What_is_the_ESSA_School_Index.pdf (http://www.arkansased.gov/public/userfiles/ESEA/Documents_to_Share/What_is_the_ESSA_School_Index.pdf) The full ESSA School Index report for each school is located in Report Card - ESSA School Index.

Reporting the N-Size and Subgroup Membership

The ESSA law in Section 1111(h)(1)(C)(i)(i)(i); seeks to determine how many students must be in a group for the data to be used for accountability, Arkansas uses an n size of 15 students to identify student subgroups. This means a school must have a minimum of 15 students in a subgroup to be held accountable for that subgroup. Arkansas reports on six subgroups of students including Black/African American, Hispanic/Latined, Whitte, English Learners, Low-Income, and Special Education as required under federal requirements of Every Student Succeeds Act (ESSA). Arkansas will also report on additional subgroups of students including Gifted and Talented, Military Dependents, Foster, Homeless, and former English Learners in the School Report Card. The ESSA School Index identifies scores for each of the six subgroups of students. The scores for these subgroups of students are available under the School Rating tab (Accountability at-a-Glance Report) and on the ESSA School Index Report under the Report Card tab. Arkansas is committed to student privacy therefore n size of 10 is used for reporting. Stakeholders will see "RV" or "restricted value" when the data size is less than 10 students or a value of 10 will be used.

How does the state differentiate to support public schools?

Arkansas is committed to supporting local education agencies to ensure all students are college, career and community ready. Arkansas's approved ESSA plan explains that in addition to supporting all districts and schools, the state will also differentiate support to schools in need of comprehensive support and improvement and schools in need of targeted support and improvement.

Arkansas offers support to schools that are in need of support for consistently underperforming subgroups.

The ESSA law in Section 1111 (h)(1)(C)(i)(IV)(cc) requires states to define consistently underperforming subgroups. Arkansas defines a consistently underperforming subgroup as any subgroup, pursuant to ESEA Section 1111(C)(3), in any school that scores at or below the bottom one percent in each of the three prior years. Effective 2018-2019 and annually thereafter, Arkansas will identify schools with one or more subgroups that meet the above definition of consistently underperforming for Targeted Support and Improvement. In addition, ADE provides a statistical report annually that is posted on the Informational Documents webpage under the column Business Rules and Statistics on the ADE website at http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents (http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents).

Arkansas Identifies schools in need of comprehensive support and improvement (CSI).

The ESSA law in Section 1111 (h)(1)(C)(i)(IV)(dd) requires states to identify schools for comprehensive support and Improvement (CSI). (1) All schools will be assigned to one of three grade spans based on each school's grade configuration. (2) Schools receiving Title I, Part A funds will be ranked by ESSA School Index scores within their respective grade span. (3) Schools receiving Title I, Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span will be identified as in need of comprehensive support and improvement. (4) Arkansas will identify schools in need of comprehensive support and improvement in 2018-2019 and every three years thereafter. (5) In addition, Arkansas will identify schools with a four-year Adjusted Cohort Graduation Rate below 66.667 percent for all students as in need of comprehensive support and improvement in 2018-2019 and every three years thereafter.

Arkansas Identified schools can exit from comprehensive support and improvement.

Section 1111 (h)(1)(C)(i)(VI) of the ESSA Law examines how identified schools can exit from comprehensive support and improvement. Arkansas exit criteria requires a school identified in need of comprehensive support and improvement to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score). High schools will be exited from comprehensive support and improvement services after three years if the schools' four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent.

Arkansas schools that have been identified as additional targeted support schools can exit

Beginning in 2018-2019 (and every three years thereafter), schools will be identified in need of additional targeted support. Arkansas's exit criteria requires the school to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score).



Marked Tree High School - 5604017

SECTION. Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Literacy								
All Students Percentage of Students	>95%	36.67	RV	RV	16.67	40.00	40.00	44.06
All Students Number of Students		11	RV	RV	RV	12		
African American	>95%	RV	RV	20.00	<5%	20.00	20.00	21.66
Hispanic								
Caucasian	>95%	RV	RV	26.67	33.33	60.00	60.00	52.83
Economically Disadvantaged	>95%	45.83	RV	RV	8.33	29.17	29.17	32.74
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	83.33	61.69
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	4.58
Students without Disabilities	>95%	RV	RV	25.00	17.86	42.86	42.86	48.60
Students with the most significant cognitive disabilities who take an alternate assessment: Number	r (Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	36.67	RV	RV	16.67	40.00	40.00	46.02
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Engli	ent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	27.66
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	66.67	86.23
Female Students	>95%	RV	RV	26.32	21.05	47.37	47.37	52.70
Male Students	>95%	RV	RV	18.18	9.09	27.27	27.27	35.99
Migrant								



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					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Literacy								
All Students Percentage of Students	>95%	36.36	RV	RV	12.12	36.36	36.36	43.58
All Students Number of Students		12	RV	RV	RV	12		
African American	N<10	N<10	N<10	N<10	N<10	N<10	33.33	21.25
Hispanic								
Caucasian	>95%	RV	RV	20.83	16.67	37.50	37.50	52.41
Economically Disadvantaged	>95%	41.67	RV	RV	8.33	29.17	29.17	32.14
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	55.56	59.73
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	25.00	10.51
Students without Disabilities	>95%	RV	RV	24.14	13.79	37.93	37.93	47.63
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	36.36	RV	RV	12.12	36.36	36.36	45.66
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	100.00	28.06
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	100.00	86.29
Female Students	>95%	RV	RV	26.32	5.26	31.58	31.58	51.39
Male Students	>95%	RV	RV	21.43	21.43	42.86	42.86	36.00
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					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Mathematics								
All Students Percentage of Students	>95%	40.00	RV	RV	13.33	33.33	33.33	33.75
All Students Number of Students		12	RV	RV	RV	10		
African American	>95%	RV	RV	13.33	6.67	20.00	20.00	12.30
Hispanic								
Caucasian	>95%	RV	RV	26.67	20.00	46.67	46.67	41.66
Economically Disadvantaged	>95%	41.67	RV	RV	12.50	33.33	33.33	22.88
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	33.33	50.70
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	3.77
Students without Disabilities	>95%	39.29	RV	RV	14.29	35.71	35.71	37.20
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	40.00	RV	RV	13.33	33.33	33.33	35.20
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	17.22
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	50.00	75.14
Female Students	>95%	RV	RV	21.05	10.53	31.58	31.58	35.44
Male Students	>95%	RV	RV	18.18	18.18	36.36	36.36	32.17
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					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Mathematics								
All Students Percentage of Students	>95%	69.70	RV	RV	12.12	21.21	21.21	28.97
All Students Number of Students		23	RV	RV	RV	RV		
African American	N<10	N<10	N<10	N<10	N<10	N<10	0.00	10.25
Hispanic								
Caucasian	>95%	RV	RV	12.50	16.67	29.17	29.17	35.98
Economically Disadvantaged	>95%	RV	RV	8.33	8.33	16.67	16.67	18.60
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	33.33	43.64
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	8.66
Students without Disabilities	>95%	RV	RV	10.34	13.79	24.14	24.14	31.46
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)	1	1						RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	69.70	RV	RV	12.12	21.21	21.21	30.28
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)	'	'						RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	100.00	15.93
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	80.00	71.23
Female Students	>95%	RV	RV	10.53	5.26	15.79	15.79	29.51
Male Students	>95%	RV	RV	7.14	21.43	28.57	28.57	28.45
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					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Science								
All Students Percentage of Students	>95%	60.00	RV	RV	6.67	20.00	20.00	32.78
All Students Number of Students		18	RV	RV	RV	RV		
African American	>95%	RV	RV	13.33	<5%	13.33	13.33	12.45
Hispanic								
Caucasian	>95%	RV	RV	13.33	13.33	26.67	26.67	40.76
Economically Disadvantaged	>95%	RV	RV	8.33	<5%	12.50	12.50	22.27
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	50.00	49.16
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	4.17
Students without Disabilities	>95%	57.14	RV	RV	7.14	21.43	21.43	36.07
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)		1						RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	60.00	RV	RV	6.67	20.00	20.00	34.43
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)		1						RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	18.67
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	33.33	73.51
Female Students	>95%	RV	RV	15.79	10.53	26.32	26.32	35.26
Male Students	>95%	RV	RV	9.09	<5%	9.09	9.09	30.46
Migrant								



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SECTION. Achievement		,						
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Science								
All Students Percentage of Students	>95%	41.18	35.29	RV	RV	23.53	23.53	33.29
All Students Number of Students		14	12	RV	RV	RV		
African American	N<10	N<10	N<10	N<10	N<10	N<10	11.11	13.16
Hispanic								
Caucasian	>95%	RV	RV	12.00	16.00	28.00	28.00	41.46
Economically Disadvantaged	>95%	44.00	RV	RV	8.00	24.00	24.00	23.10
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	22.22	47.82
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	40.00	14.04
Students without Disabilities	>95%	37.93	41.38	RV	RV	20.69	20.69	35.70
Students with the most significant cognitive disabilities who take an alternate assessment: Number (F	Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	41.18	35.29	RV	RV	23.53	23.53	34.99
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	100.00	18.94
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	60.00	75.07
Female Students	>95%	RV	RV	<5%	5.56	5.56	5.56	35.31
Male Students	>95%	RV	RV	25.00	18.75	43.75	43.75	31.34
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SECTION: Growth

SECTION: Growth						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 9						
All Students	76.0035	79.5115	77.7575	76.6692	N<10	
African-American	73.1321	75.4206	74.2764	75.7775	N<10	
Hispanic						
Caucasian	78.8748	83.6024	81.2386	77.5609	N<10	
Economically Disadvantaged	77.4299	77.6405	77.5352	76.4218	N<10	
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	
Students without Disabilities	75.2523	79.1104	77.1813	75.7934	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	76.0035	79.5115	77.7575	76.6692	N<10	
Former English Learner (Monitored 1-4 years)						
Homeless	N<10	N<10	N<10	N<10	N<10	
Children in Foster Care						
Children with Parent on Active Military Duty						
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	
Female Students	75.0091	80.1676	77.5884	78.9847	N<10	
Male Students	77.7210	78.3783	78.0497	72.6697	N<10	
Migrant						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 10						
All Students	74.6546	79.5806	77.1176	82.0981	N<10	
African-American	N<10	N<10	N<10	N<10	N<10	
Hispanic						
Causacian	74 5700	92.0065	70 2202	01 0201	N<10	

							with ELP
Grade 10							
All Students	74.6	6546	79.5806	77.1176	82.0981	N<10	
African-American	N<1	0	N<10	N<10	N<10	N<10	
Hispanic							
Caucasian	74.5	5799	82.0965	78.3382	81.8291	N<10	
Economically Disadvantaged	76.9	9656	78.8323	77.8990	83.6715	N<10	
Non-Economically Disadvantaged	N<1	0	N<10	N<10	N<10	N<10	
Students with Disabilities	N<1	0	N<10	N<10	N<10	N<10	
Students without Disabilities	73.8	3830	79.1699	76.5265	83.1679	N<10	
Current English Learners (EL)							
Non-English Learners (includes Former EL Monitored 1-4 years)	74.6	6546	79.5806	77.1176	82.0981	N<10	
Former English Learner (Monitored 1-4 years)							
Homeless	N<1	0	N<10	N<10	N<10	N<10	
Children in Foster Care							
Children with Parent on Active Military Duty							
Gifted and Talented	N<1	0	N<10	N<10	N<10	N<10	
Female Students	74.7	7151	79.1018	76.9084	81.4099	N<10	
Male Students	74.5	5556	80.3640	77.4598	83.2241	N<10	
Migrant							



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SECTION: Growth

	ELA	Math	Content	Science	ELP	Content with ELP
All Grades						
All Students	75.3405	79.5455	77.4430	79.3376	N<10	
African-American	73.7298	74.5704	74.1501	78.2215	N<10	
Hispanic						
Caucasian	76.3695	82.7240	79.5467	80.0507	N<10	
Economically Disadvantaged	77.2133	78.1967	77.7050	79.8050	N<10	
Non-Economically Disadvantaged	69.3208	83.8808	76.6008	77.8354	N<10	
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	
Students without Disabilities	74.5930	79.1391	76.8660	79.3441	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	75.3405	79.5455	77.4430	79.3376	N<10	
Former English Learner (Monitored 1-4 years)						
Homeless	N<10	N<10	N<10	N<10	N<10	
Children in Foster Care						
Children with Parent on Active Military Duty						
Gifted and Talented	73.2692	75.3072	74.2882	71.3894	N<10	
Female Students	74.8661	79.6491	77.2576	80.1645	N<10	
Male Students	76.1383	79.3711	77.7547	77.9469	N<10	
Migrant						



SECTION: English Language Proficiency for ELL

	2015-2016			2016-2017			2017-2018		
	EL Tested	Number Proficient	EL% Proficient	EL Tested	Number Proficient	EL% Proficient	EL Tested	Number Proficient	EL% Proficient
Grade All	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 11	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



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SECTION: SQSS

	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
Grade 9												
All Students	60.61	20.69	27.59	46.55	N<10	N<10	N<10	N<10	82.76	N<10	N<10	47.99
African-American	70.59	13.33	13.33	43.33	N<10	N<10	N<10	N<10	86.67	N<10	N<10	46.10
Hispanic												
Caucasian	50.00	28.57	42.86	50.00	N<10	N<10	N<10	N<10	78.57	N<10	N<10	50.00
Economically Disadvantaged	66.00	13.04	17.39	47.83	N<10	N<10	N<10	N<10	78.26	N<10	N<10	44.87
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Students without Disabilities	61.67	22.22	29.63	44.44	N<10	N<10	N<10	N<10	85.19	N<10	N<10	48.91
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	60.61	20.69	27.59	46.55	N<10	N<10	N<10	N<10	82.76	N<10	N<10	47.99
Former English Learner (Monitored 1-4 years)												
Homeless												
Children in Foster Care												
Children with Parent on Active Military Duty												
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Female Students	70.00	26.32	26.32	50.00	N<10	N<10	N<10	N<10	100.00	N<10	N<10	54.69
Male Students	46.15	10.00	30.00	40.00	N<10	N<10	N<10	N<10	50.00	N<10	N<10	35.85
Migrant												

	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
Frade 10												
Il Students	35.29	23.53	32.26	58.62	N<10	N<10	N<10	N<10	78.79	N<10	N<10	45.34
frican-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
lispanic												
aucasian	32.69	28.00	33.33	57.14	N<10	N<10	N<10	N<10	80.00	N<10	N<10	45.87
conomically Disadvantaged	32.61	25.00	23.81	65.00	N<10	N<10	N<10	N<10	73.91	N<10	N<10	43.69
Ion-Economically Disadvantaged	40.91	20.00	50.00	N<10	N<10	N<10	N<10	N<10	90.00	N<10	N<10	49.00
tudents with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
tudents without Disabilities	36.21	20.69	35.71	61.54	N<10	N<10	N<10	N<10	82.14	N<10	N<10	46.79
Current English Learners (EL)												
Ion-English Learners (includes Former EL Monitored 1-4 ears)	35.29	23.53	32.26	58.62	N<10	N<10	N<10	N<10	78.79	N<10	N<10	45.34
ormer English Learner (Monitored 1-4 years)												
lomeless												
children in Foster Care												
children with Parent on Active Military Duty												
sifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
emale Students	36.11	5.56	22.22	58.33	N<10	N<10	N<10	N<10	94.44	N<10	N<10	43.33
fale Students	34.38	43.75	46.15	59.09	N<10	N<10	N<10	N<10	60.00	N<10	N<10	47.89
ligrant												



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	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
Grade 11												
All Students	42.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	93.18	N<10	N<10	66.67
African-American	55.88	N<10	N<10	N<10	N<10	N<10	N<10	N<10	93.33	N<10	N<10	73.44
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Caucasian	35.48	N<10	N<10	N<10	N<10	N<10	N<10	N<10	92.86	N<10	N<10	62.71
Economically Disadvantaged	45.31	N<10	N<10	N<10	N<10	N<10	N<10	N<10	93.33	N<10	N<10	68.55
Non-Economically Disadvantaged	38.24	N<10	N<10	N<10	N<10	N<10	N<10	N<10	92.86	N<10	N<10	62.90
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Students without Disabilities	41.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	94.59	N<10	N<10	66.46
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	42.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	93.18	N<10	N<10	66.67
Former English Learner (Monitored 1-4 years)												
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care												
Children with Parent on Active Military Duty												
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Female Students	39.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	95.24	N<10	N<10	65.91
Male Students	46.15	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.30	N<10	N<10	67.35
Migrant												

	Ctdant Cairne											4 D II D IO O	
	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total	
Grade 12													
All Students	N<10	N<10	N<10	N<10	32.50	52.50	0.00	7.50	N<10	12.50	42.50	24.58	
African-American	N<10	N<10	N<10	N<10	36.84	63.16	0.00	5.26	N<10	13.16	42.11	26.75	
Hispanic													
Caucasian	N<10	N<10	N<10	N<10	28.57	42.86	0.00	9.52	N<10	11.90	42.86	22.62	
Economically Disadvantaged	N<10	N<10	N<10	N<10	32.26	48.39	0.00	6.45	N<10	11.29	35.48	22.31	
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	
Students without Disabilities	N<10	N<10	N<10	N<10	38.24	47.06	0.00	8.82	N<10	14.71	50.00	26.47	
Current English Learners (EL)													
Non-English Learners (includes Former EL Monitored 1-4 years)	N<10	N<10	N<10	N<10	32.50	52.50	0.00	7.50	N<10	12.50	42.50	24.58	
Former English Learner (Monitored 1-4 years)													
Homeless													
Children in Foster Care													
Children with Parent on Active Military Duty													
Gifted and Talented	N<10	N<10	N<10	N<10	72.73	90.91	0.00	18.18	N<10	31.82	81.82	49.24	
Female Students	N<10	N<10	N<10	N<10	40.00	68.00	0.00	0.00	N<10	14.00	52.00	29.00	
Male Students	N<10	N<10	N<10	N<10	20.00	26.67	0.00	20.00	N<10	10.00	26.67	17.22	
/ligrant													



Marked Tree High School - 5604017

SECTION: SQSS

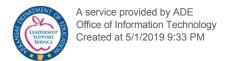
	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
All Grades												
All Students	45.69	22.22	30.00	52.59	32.50	52.50	0.00	7.50	85.85	12.50	42.50	41.29
African-American	59.52	12.50	18.18	50.00	36.84	63.16	0.00	5.26	86.84	13.16	42.11	40.68
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Caucasian	37.67	28.21	36.84	54.29	28.57	42.86	0.00	9.52	85.07	11.90	42.86	41.53
Economically Disadvantaged	48.13	19.15	20.45	55.81	32.26	48.39	0.00	6.45	82.89	11.29	35.48	38.87
Non-Economically Disadvantaged	40.28	31.25	56.25	43.33	N<10	N<10	N<10	N<10	93.33	N<10	N<10	48.20
Students with Disabilities	43.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	71.43	N<10	N<10	31.71
Students without Disabilities	46.04	21.43	32.73	52.83	38.24	47.06	0.00	8.82	88.04	14.71	50.00	42.69
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	45.69	22.22	30.00	52.59	32.50	52.50	0.00	7.50	85.85	12.50	42.50	41.29
Former English Learner (Monitored 1-4 years)												
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care												
Children with Parent on Active Military Duty												
Gifted and Talented	52.50	45.45	72.73	31.82	72.73	90.91	0.00	18.18	95.00	31.82	81.82	56.47
Female Students	48.36	16.22	24.32	54.05	40.00	68.00	0.00	0.00	96.55	14.00	52.00	43.16
Male Students	42.73	30.77	39.13	50.00	20.00	26.67	0.00	20.00	72.92	10.00	26.67	38.59
Migrant												



SECTION: Graduation Rates

ozonom orazazion ratio			
		2017-2018	
	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students	>95%	>95%	89.2 %
Four-Year Graduation Rate African-American	>95%	>95%	85.6 %
Four-Year Graduation Rate Hispanic	N<10	N<10	85.8 %
Four-Year Graduation Rate Caucasian	>95%	>95%	91.2 %
Four-Year Graduation Rate Economically Disadvantaged	>95%	>95%	86.8 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	N<10	N<10	84.6 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	N<10	N<10	82.7 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Four-Year Graduation Rate Homeless	N<10	N<10	81.3 %
Four-Year Graduation Rate Children in Foster Care	N<10	N<10	73.5 %
Four-Year Graduation Rate Children with Parent on Active Military Duty	N<10	N<10	94.3 %
Four-Year Graduation Rate Gifted and Talented	N<10	N<10	97.8 %
Four-Year Graduation Rate Female Students	100.0 %	100.0 %	92.0 %
Four-Year Graduation Rate Male Students	94.4 %	94.4 %	86.6 %
Four-Year Graduation Rate Migrant	N<10	N<10	82.8 %

	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students	>95%	>95%	90.7 %
Five-Year Graduation Rate African-American	>95%	>95%	87.7 %
Five-Year Graduation Rate Hispanic	N<10	N<10	89.2 %
Five-Year Graduation Rate Caucasian	>95%	>95%	92.1 %
Five-Year Graduation Rate Economically Disadvantaged	>95%	>95%	88.0 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	N<10	N<10	87.7 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	N<10	N<10	86.3 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Five-Year Graduation Rate Homeless	N<10	N<10	88.5 %
Five-Year Graduation Rate Children in Foster Care	N<10	N<10	87.5 %
Five-Year Graduation Rate Children with Parent on Active Military Duty	N<10	N<10	100.0 %
Five-Year Graduation Rate Gifted and Talented	N<10	N<10	100.0 %
Five-Year Graduation Rate Female Students	100.0 %	100.0 %	92.7 %
Five-Year Graduation Rate Male Students	95.7 %	95.7 %	88.8 %
Five-Year Graduation Rate Migrant	N<10	N<10	85.9 %





SECTION: College Readiness

-		2017-2018	
	Schoo	I District	State
American College Test (ACT)			
Participation in Grade 11 Statewide ACT Administration	46	46	31,425
District Provided Remediation for Students Taking ACT			
Number of Students Taking ACT in Grades 9-11	56	56	40,561
Number of Graduates that have taken ACT in High School	38	38	29,421
ACT Reading Average	16.79	16.79	20.32
ACT English Average	16.58	16.58	19.44
ACT Math Average	17.39	17.39	19.12
ACT Science Average	17.39	17.39	19.95
ACT Composite Average	17.26	17.26	19.86
SAT® by College Board			
Number of Students Taking SAT College Admission Test	2	2	1,388
SAT Critical Reading Mean	555	555	589
SAT Math Mean	540	540	569
SAT Writing Mean			
Advanced Placement Courses (AP)			
Number of Students Taking Advanced Placement (AP) Courses	38	38	29,031
Number of AP Exams Taken	66	66	45,874
Number of AP Exams Scored 3, 4, or 5	3	3	15,869
nternational Baccalaureate Courses			
Number of Students Taking International Baccalaureate Courses			460
College Going Rates			
All Students	38.1 %	38.1 %	49.1 %
African-American	45.0 %	45.0 %	45.0 %
lispanic	RV	0.0 %	38.9 %
Caucasian	31.8 %	31.8 %	52.4 %
Economically Disadvantaged	31.3 %	31.3 %	41.3 %
Students with Disabilities	14.3 %	14.3 %	15.1 %
Current English Learners (EL)	0.0 %	0.0 %	24.0 %
Homeless	0.0 %	0.0 %	33.7 %
Children in Foster Care	0.0 %	0.0 %	40.9 %
Children with Parent on Active Military Duty	0.0 %	0.0 %	58.9 %
Gifted and Talented	63.6 %	63.6 %	69.8 %
College Credit Accumulation Rates			
All Students	65.5 %	65.5 %	54.1 %
African-American	44.4 %	44.4 %	37.9 %
Hispanic	RV	100.0 %	49.7 %
Caucasian	73.7 %	73.7 %	58.9 %
Economically Disadvantaged	57.9 %	57.9 %	42.9 %
Students with Disabilities	0.0 %	0.0 %	30.2 %
Current English Learners (EL)	0.0 %	0.0 %	32.5 %
Homeless	0.0 %	0.0 %	35.0 %
Children in Foster Care	0.0 %	0.0 %	51.6 %
Children with Parent on Active Military Duty	0.0 %	0.0 %	60.8 %
Sifted and Talented	83.3 %	83.3 %	76.5 %

^{*} The College Credit Accumulation Rate definition from the U.S. Department of Education gives high school graduates two years at an institution of higher education to complete at least one year's worth of college credit that is applicable to a degree. Students graduating in the last school year listed have not yet had two years to complete a year of college credit. Only a basic level of suppression had been applied to CGR and CCAR datasets.



SECTION: School Performance

		2017-2018	
	School	District	State
2018 School Performance Rating	С		
Overall Points for School Rating	62.69		
Count of Schools with Rating = A		0	152
Count of Schools with Rating = B		0	313
Count of Schools with Rating = C		2	380
Count of Schools with Rating = D		1	145
Count of Schools with Rating = F		0	44
District Provides Textbooks or Digital Resources for all Pupils			
District Provides Textbooks or Digital Resources for all Pupils		Υ	100 %
Annual Accreditation Status			
Accredited	Υ	3	1,046
Accredited Cited	N	0	5
Accredited Probationary	N	0	1
Attendance Rate			
Attendance Rate All Students	89.56 %	91.22 %	93.92 %
Attendance Rate African American	91.11 %	92.79 %	93.83 %
Attendance Rate Hispanic	N<10	88.7 %	93.95 %
Attendance Rate Caucasian	88.54 %	90.48 %	93.53 %
Attendance Rate Economically Disadvantaged	89.45 %	91.24 %	93.65 %
Attendance Rate Non-Economically Disadvantaged	89.91 %	91.16 %	93.63 %
Attendance Rate Students with Disabilities	86.6 %	90.53 %	93.8 %
Attendance Rate Students without Disabilities	90.23 %	91.34 %	93.93 %
Attendance Rate English Learners (EL)	N<10	N<10	94.79 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	N<10	N<10	94.96 %
Attendance Rate Former EL (Monitored 1-4 years)			95.64 %
Attendance Rate Homeless	N<10	88.62 %	90.32 %
Attendance Rate Children in Foster Care		N<10	92.95 %
Attendance Rate Children with Parent on Active Military Duty			94.51 %
Attendance Rate Gifted and Talented	93.11 %	94.22 %	95.79 %
Attendance Rate Female Students	89.75 %	91.08 %	93.83 %
Attendance Rate Male Students	89.35 %	91.31 %	93.96 %
Attendance Rate Migrant	N<10	N<10	92.07 %
Dropout Rate			
Dropout Rate	2.99 %	2.36 %	2.36 %
College Remediation Rate			
College Remediation Rate	89.5 %	89.5 %	62.8 %
Enrollment			
October 1 Enrollment	167	538	479,258



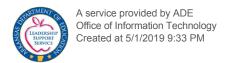
SECTION: School Environment

		2017-2018		
	School	District	State	
Discipline Policies Distributed to Parents	Υ	100 %	100 %	
Discipline Training Provided to Staff	Υ	100 %	100 %	
Parental Involvement Plan Adopted	Υ	100 %	100 %	
District Alternative Learning Environment Compliance		Υ	100 %	
Expulsions	1	1	979	
Weapons Incidents		1	840	
Staff Assaults		1	852	
Student Assaults		3	3,339	
Referrals to Law Enforcement		0	66	
School-related Arrests		0	10	



SECTION: Retention

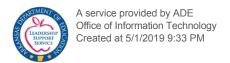
		2017-2018		
	School	District	State	
Number of Students Retained at Grade 1		1	1,085	
Percent of Students Retained at Grade 1		2.78 %	2.95 %	
Number of Students Retained at Grade 2		0	369	
Percent of Students Retained at Grade 2		0.00 %	1.00 %	
Number of Students Retained at Grade 3		0	158	
Percent of Students Retained at Grade 3		0.00 %	0.42 %	
Number of Students Retained at Grade 4		0	86	
Percent of Students Retained at Grade 4		0.00 %	0.22 %	
Number of Students Retained at Grade 5		0	74	
Percent of Students Retained at Grade 5		0.00 %	0.19 %	
Number of Students Retained at Grade 6		0	139	
Percent of Students Retained at Grade 6		0.00 %	0.38 %	
Number of Students Retained at Grade 7		0	209	
Percent of Students Retained at Grade 7		0.00 %	0.57 %	
Number of Students Retained at Grade 8		0	222	
Percent of Students Retained at Grade 8		0.00 %	0.61 %	





Vickie Green

Marked Tree School District - 5604000	Marked T	ree High Scho	ool - 56040
SECTION: Teacher Quality			
		2017-2018	
	School	District	State
6 Teachers Completely Certified (Licensed)	96.3 %	98.2 %	96.8 %
6 Teachers with Emergency / Provisional Credentials	0.0 %	0.0 %	0.0 %
6 Teachers with Bachelor's Degree	52.0 %	61.0 %	53.0 %
% Teachers with Master's Degree	43.0 %	32.0 %	42.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %
All Economic Levels (All Quartiles All Schools)			
	School	District	State
lumber of Teachers (Certified Teachers)	26	67	41,83
Number of Teachers Evaluated this year under Teacher Excellence and Support System	10	15	8,035
Number of Teachers Proficient or Above under Teacher Excellence and Support System	5	10	7,845
Number Certified by National Board for Professional Teaching Standards			2,287
Number of Teachers Teaching with Emergency/Provisional Credentials	3	7	765
Percentage Teaching with Emergency/Provisional Credentials	11.5 %	10.4 %	1.8 %
Number of Teachers Teaching Out-of-field	2	7	1,459
Percentage of Teachers Teaching Out-of-field	7.7 %	10.4 %	3.5 %
Number of Inexperienced Teachers	6	19	7,134
Percentage of Teachers who are Inexperienced	23.1 %	28.4 %	17.1 9
Number of Teachers, Principals, and Assistant Principals	27	70	43,66
Number of Inexperienced Teachers, Principals, and Assistant Principals	N/A	N/A	N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced	N/A	N/A	N/A
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)	··		
	School	District	State
lumber of Teachers (Certified Teachers)		41	9,078
lumber of Teachers Evaluated this year under Teacher Excellence and Support System		5	1,324
lumber of Teachers Proficient or Above under Teacher Excellence and Support System		5	1,262
lumber Certified by National Board for Professional Teaching Standards			339
Number of Teachers Teaching with Emergency/Provisional Credentials		4	281
Percentage Teaching with Emergency/Provisional Credentials		9.8 %	3.1 %
Number of Teachers Teaching Out-of-field		5	380
Percentage of Teachers Teaching Out-of-field		12.2 %	4.2 %
Number of Inexperienced Teachers		13	1,747
Percentage of Teachers who are Inexperienced		31.7 %	19.2 %
Number of Teachers, Principals, and Assistant Principals		43	9,504
Number of Inexperienced Teachers, Principals, and Assistant Principals		N/A	N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced		N/A	N/A
ow Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)			
	School	District	State
lumber of Teachers (Certified Teachers)			12,45
lumber of Teachers Evaluated this year under Teacher Excellence and Support System			2,50
lumber of Teachers Proficient or Above under Teacher Excellence and Support System			2,464
lumber Certified by National Board for Professional Teaching Standards			877
lumber of Teachers Teaching with Emergency/Provisional Credentials			154
Percentage Teaching with Emergency/Provisional Credentials			1.2 %
lumber of Teachers Teaching Out-of-field			341
Percentage of Teachers Teaching Out-of-field			2.7 %
lumber of Inexperienced Teachers			1,926
Percentage of Teachers who are Inexperienced			15.5 %
lumber of Teachers, Principals, and Assistant Principals			12,97
Number of Inexperienced Teachers, Principals, and Assistant Principals			N/A
recentage of Teachers, Principals, and Assitant Principals who are Inexperienced			N/A
chool Board Members		Hou	urs of Train
trian Parrish			1
ana Ashcraft			1
ra Whitfield			2
lessica Fernandez			
lickie Green			2





Marked Tree High School - 5604017

SECTION: School Expenditures

State and Local Expenditures									
		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$999,771	\$243,518	\$1,243,289	\$1,909,037	\$328,168	\$2,237,205	\$1,846,546,023	\$285,439,315	\$2,131,985,338
Support services, pupils	\$50,310	\$7,414	\$57,724	\$143,483	\$8,205	\$151,688	\$160,069,101	\$8,503,839	\$168,572,940
Support services, instructional staff	\$89,985	\$82,271	\$172,256	\$215,244	\$202,572	\$417,816	\$166,475,200	\$70,344,838	\$236,820,038
Support services, general administration	\$46,838	\$29,857	\$76,695	\$153,715	\$93,951	\$247,666	\$74,567,573	\$26,093,991	\$100,661,564
Support services, school administration	\$78,596	\$7,452	\$86,049	\$185,590	\$20,430	\$206,019	\$238,663,133	\$8,760,219	\$247,423,352
Support services, operation and maintenance of plant	\$16,062	\$122,147	\$138,209	\$42,892	\$399,249	\$442,141	\$176,640,009	\$310,699,332	\$487,339,341
Support services, student transportation	\$37,360	\$16,335	\$53,695	\$113,045	\$53,609	\$166,654	\$111,117,482	\$63,133,720	\$174,251,201
Business/central/other support services	\$25,943	\$17,974	\$43,917	\$68,399	\$19,986	\$88,385	\$79,763,690	\$51,636,647	\$131,400,337
Food services	\$39,511	\$72,016	\$111,527	\$129,671	\$236,346	\$366,017	\$98,105,725	\$160,750,493	\$258,856,218
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$40,418	\$2,666,844	\$2,707,263
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$8,920,422	\$2,213,308	\$11,133,730
Grand Total	\$1,384,377	\$598,983	\$1,983,360	\$2,961,075	\$1,362,517	\$4,323,591	\$2,960,908,776	\$990,242,548	\$3,951,151,324
State and Local Per-pupil Expenditures	\$8,501	\$3,678	\$12,179	\$5,541	\$2,549	\$8,090	\$6,231	\$2,084	\$8,315
Federal Expenditures									
		School			District			State	

		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$124,872	\$9,104	\$133,977	\$370,276	\$52,350	\$422,626	\$465,591,792	\$60,997,050	\$526,588,842
Support services, pupils	\$0	\$803	\$803	\$0	\$16,461	\$16,461	\$43,263,291	\$33,247,903	\$76,511,193
Support services, instructional staff	\$50,016	\$18,105	\$68,121	\$263,436	\$62,316	\$325,752	\$76,162,766	\$39,296,794	\$115,459,560
Support services, general administration	\$0	\$7,496	\$7,496	\$0	\$24,600	\$24,600	\$8,536,892	\$4,085,874	\$12,622,766
Support services, school administration	\$0	\$0	\$0	\$0	\$0	\$0	\$951,883	\$58,734	\$1,010,618
Support services, operation and maintenance of plant	\$0	\$0	\$0	\$0	\$0	\$0	\$203,457	\$1,551,473	\$1,754,930
Support services, student transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$7,211,281	\$1,152,985	\$8,364,266
Business/central/other support services	\$0	\$11,308	\$11,308	\$0	\$37,110	\$37,110	\$1,182,327	\$8,688,164	\$9,870,491
Food services	\$0	\$0	\$0	\$0	\$0	\$0	\$220,700	\$596,414	\$817,115
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,054	\$6,054
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$5,189,656	\$1,639,119	\$6,828,775
Grand Total	\$174,888	\$46,816	\$221,704	\$633,712	\$192,838	\$826,549	\$608,514,045	\$151,320,564	\$759,834,609
Federal Per-pupil Expenditures	\$1,074	\$287	\$1,361	\$1,186	\$361	\$1,547	\$1,281	\$318	\$1,599
Total Expenditures									

		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$1,124,643	\$252,623	\$1,377,265	\$2,279,313	\$380,518	\$2,659,831	\$2,312,137,815	\$346,436,365	\$2,658,574,180
Support services, pupils	\$50,310	\$8,217	\$58,527	\$143,483	\$24,666	\$168,149	\$203,332,391	\$41,751,742	\$245,084,133
Support services, instructional staff	\$140,001	\$100,376	\$240,377	\$478,680	\$264,888	\$743,568	\$242,637,966	\$109,641,632	\$352,279,598
Support services, general administration	\$46,838	\$37,352	\$84,190	\$153,715	\$118,551	\$272,266	\$83,104,465	\$30,179,866	\$113,284,330
Support services, school administration	\$78,596	\$7,452	\$86,049	\$185,590	\$20,430	\$206,019	\$239,615,017	\$8,818,953	\$248,433,970
Support services, operation and maintenance of plant	\$16,062	\$122,147	\$138,209	\$42,892	\$399,249	\$442,141	\$176,843,466	\$312,250,805	\$489,094,271
Support services, student transportation	\$37,360	\$16,335	\$53,695	\$113,045	\$53,609	\$166,654	\$118,328,762	\$64,286,705	\$182,615,468
Business/central/other support services	\$25,943	\$29,281	\$55,225	\$68,399	\$57,096	\$125,495	\$80,946,017	\$60,324,811	\$141,270,828
Food services	\$39,511	\$72,016	\$111,527	\$129,671	\$236,346	\$366,017	\$98,326,426	\$161,346,907	\$259,673,333
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$40,418	\$2,672,898	\$2,713,317
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$14,110,077	\$3,852,428	\$17,962,505
Grand Total	\$1,559,265	\$645,799	\$2,205,064	\$3,594,787	\$1,555,354	\$5,150,141	\$3,569,422,821	\$1,141,563,112	\$4,710,985,933
Total Per-pupil Expenditures	\$9,575	\$3,966	\$13,541	\$6,726	\$2,910	\$9,637	\$7,511	\$2,402	\$9,914

^{*} Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)

^{**} Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.

Mills Voted Average Teacher Salary Extracurricular Expenditures Capital Expenditures Debt Service Expenditures Free and Reduced Meals	201	17-2018	
Mills Voted Average Teacher Salary Extracurricular Expenditures Capital Expenditures Debt Service Expenditures Free and Reduced Meals			
Average Teacher Salary Extracurricular Expenditures Capital Expenditures Debt Service Expenditures Free and Reduced Meals	School Dis	istrict	State
Extracurricular Expenditures Capital Expenditures Debt Service Expenditures Free and Reduced Meals	:	39.5	38.4
Capital Expenditures Debt Service Expenditures Free and Reduced Meals	\$3	39,821	\$49,840
Debt Service Expenditures Free and Reduced Meals	\$19	193,232	\$187,202,332
Free and Reduced Meals	\$29	298,204	\$573,071,733
	\$20	208,745	\$294,033,249
Percent of Students Eligible for Free and Reduced Meals			
	75.5 % 82	32.9 %	60.2 %
State Free and Reduced-Price Meal Rate††			60.6 %
National Free and Reduced-Price Meal Rate†			57.9 %

[†] Source: FNS National databank.

^{††} State Free and Reduced Meal Rate includes preschool and adult education students.



SECTION: Alternatively Tested

		2017-201	8
	El	A Math	Science
Grade 9	RV	RV	RV
Grade 9 Grade 10	RV	RV	RV



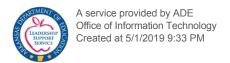
Marked Tree High School - 5604017

of Support % Close	% Tested	% Cinea	% Ready % Excee
			,
RV	>95%	RV 13.33	6.67
N<10	N<10		
14510			14-10
N<10	N<10		
N<10	N<10		
14510			14-10
N<10	N<10		
N<10	N<10		
N<10	N<10		
N<10	N<10		
N<10	N<10	N<10 N<10) N<10
RV	>95%		
RV	>95%		
RV	>95%		
RV	>95%		13.33
RV	>95%		
N<10	N<10		
RV	>95%		20
N<10	N<10		
N<10	N<10		
RV	>95%		20
N<10	N<10		
RV	>95%		
RV	>95%	RV 28.67	20
N<10	N<10		
RV	>95%	RV 30.77	23.08
N<10	N<10		
RV	>95%		
N<10	N<10	N<10 N<10	N<10
RV	>95%		
RV	>95%		10.53
N<10	N<10		
RV	>95%	RV 22.22	11.11
RV	>95%		
N<10	N<10	N<10 N<10) N<10
RV	>95%		20
RV	>95%	RV 18.18	
N<10	N<10		
RV	>95%		20
RV	>95%		14.29
RV	>95%		13.33
N<10	N<10		
			14.29
	N<10 >95%		RV RV



Marked Tree High School - 5604017

	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
	/s rested	A in Need of Support	/s Close	/s Ready	// Exceeds
Grade 10 Mathematics African American	N<10	N<10	N<10	N<10	N<10
Autora-Verietzen	N<10	N<10 N<10	N<10	N<10	N<10
Aftican-American Student with Lindsteily Aftican-American Francis	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
AUGOS VIPINEIGAT PETRON (MEDICAL PROPERTY AUGUSTA)	N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
Allican-American remaie with Disability Allican-American remaie withou Disability Allican-American remaie withou Disability	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
			N<10	N<10 N<10	
Aftican-American Female Non-English Learner	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
African-American Female Non-English Learner with Disability	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
African American Femile Non-English Learner without Disability African American Femile Non-English Learner without Disability African American Marie Of the African American Marie Of th	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
ARICES AFFICIENT MARE	N*10		N-10	N<10	N<10
Attican-American Mase with Usasianty Affician-American Mase with Usasianty Affician-American Mase with Usasianty Affician-American Mase without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner with Disability					
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
AI .	>95%	69.7	RV	RV	12.12
Caucasian	>95%	RV	RV	12.5	16.67
Caucasian Student with Deability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	>95%	RV	RV	16.67	8.33
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Fernale without Disability	>95%	RV	RV	20	10
Caucasian Female Non-English Learner	>95%	RV	RV	16.67	8.33
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	RV	20	10
Caucasian Male	>95%	RV	RV	8.33	25
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	RV	9.09	27.27
Caucasian Male Non-English Learner	>95%	RV	RV	8.33	25
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	9.09	27.27
Caucasian Student without Disability	>95%	RV	RV	14.29	19.05
Caucasian Non-English Learner	>95%	RV	RV	12.5	16.67
Caucasian Non-English Learner with Dissability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	RV	RV	14.29	19.05
Student with Disability	N<10	N<10	N<10	N<10	N<10
Fendle	>95%	RV	RV	10.53	5.26
Ferrolle Student with Disability	N<10	N<10	N<10	N<10	N<10
Ferreite Student without Disability	>95%	RV	RV	12.5	6.25
Female Non-English Learner	>95%	RV	RV	10.53	5.26
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	RV	RV	12.5	6.25
Male	>95%	RV	RV	7.14	21.43
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	RV	RV	7.69	23.08
Male Non-English Learner	>95%	RV	RV	7.14	21.43
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	RV	7.69	23.08
Sludent without Disability	>95%	RV	RV	10.34	13.79
Non-English Learner	>95%	69.7	RV	RV	12.12
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10





Marked Tree High School - 5604017

	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
	/e resteu	% in Need of Support	/s Close	A Ready	// EXCEEUS
All Grades Mathematics African-American	>95%	RV	RV	8.33	<5%
Autora-Verietzen	>90% N<10	N<10	N<10	N<10	N<10
Affician-American Student with Dissolvity Affician Student with Di	N<10 >95%	N<1U RV	N<10 RV	N<10 6.25	N<10 <5%
Autoca-Verification Fertiles Alticoa-Mercinica F	>90% N<10	N<10	N<10	0.25 N<10	<0% N<10
Allicia-Vierrican Fernale with Disability Allicia-Vierrican Fernale without Disability Allicia-Vierrican Fernale without Disability	N<10 >95%	N<1U RV	N<10 RV	N<10 6.67	N<10 <5%
	>95%	RV	RV	6.67	<5%
Affician-American Fernále Non-English Leumer	>95% N<10	N<10	N<10	6.2b N<10	<5% N<10
Allican-American Fernale Non-English Learner with Disability	N<10 >95%	N<10 RV	N<10	N<10 6.67	N<10 <5%
Aftican-American Female Non-English Learner without Disability Aftican-American Female Non-English Learner without Disability Aftican-American Market American Market Aftican-American Market Market Aftican Market Market Market Aftican Market Market Market Market Aftican Market Market Market Market Market Market Aftican Market M	>95% N<10	N<10	N<10	6.67 N<10	<5% N<10
Anticas-American Male with Disability	N<10	N<10	N=10	N<10	N-10
Annaca-Averagan Mase with Dissolity Affician-Averagan Make without Dissolity Affician-Averagan Make without Dissolity	N<10	N<10	N<10	N<10	N<10
Alticar-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner with Disability					
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability	>95%	RV	RV	8.7	<5%
African-American Non-English Learner	>95%	RV	RV	8.33	<5%
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	>95%	RV	RV	8.7	<5%
All	>95%	55.56	17.46	RV	RV
Caucasian	>95%	48.72	RV	RV	17.95
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	>95%	54.55	RV	RV	13.64
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	RV	RV	26.32	15.79
Caucasian Female Non-English Learner	>95%	54.55	RV	RV	13.64
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	RV	26.32	15.79
Caucasian Male	>95%	RV	RV	11.76	23.53
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	RV	13.33	26.67
Caucasian Male Non-English Learner	>95%	RV	RV	11.76	23.53
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	13.33	26.67
Caucasian Student without Disability	>95%	44.12	RV	RV	20.59
Caucasian Non-English Learner	>95%	48.72	RV	RV	17.95
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasia Non-English Learner without Disability	>95%	44.12	RV	RV	20.59
Student with Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	60.53	RV	RV	7.89
Female Student with Disability	N<10	N<10	N<10	N<10	N<10
Female Student without Disability	>95%	58.82	RV	RV	8.82
Female Non-English Learner	>95%	60.53	RV	RV	7.89
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	58.82	RV	RV	8.82
Male	>95%	48	RV	RV	20
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	47.83	RV	RV	21.74
Male Non-English Learner	>95%	48	RV	RV	20
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	47.83	RV	RV	21.74
	>95%	54.39	RV	RV	14.04
Student without Disability					
	>95%	55.56	17.46	RV	RV
Sudert without Disability		55.56 N<10	17.46 N<10	RV N<10	RV N<10



Marked Tree School District - 5604000 SECTION: Crosstab - ACT Aspire

			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Excee
Sinds B Literary	,,,,,,,,,			,	
State of Links by Michael Market and Michael Market	>95%	RV	RV	20	<5%
Micro-American Sudeent with Disability	- 55 %				
MILICANY PULLIFICANT SUIDERN WILL USBAMINY MICHAEL PRINCIPAL PRINC	N<10	N<10	N<10	N<10	N<10
Microstructure results are results and an area of the second and a second a second and a second and a second and a second and a second	14<10	14-10	14-10	14510	14-10
Milican American Testiane Was Library	N<10	N<10	N<10	N<10	N<10
Ministration of the second of	N<10	N<10	N<10	N<10	N<10
Micro American Frence (no. Frence) Learner with Disability (Micro American Rev No. English Learner with Disability		145-10	N-10		14-10
Mirian-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Michan-American Wile	N<10	N<10	N<10	N<10	N<10
finion-American Male with Disability					
Micro-American Make without Disability	N<10	N<10	N<10	N<10	N<10
Micro-American Make Non-English Learner	N<10	N<10	N<10	N<10	N<10
finan-American Make Non-English Learner with Disability					
fifting American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
inclain-vinician like in-vinician series vinician Learner vinician Learner vinician like in-vinician series vinician learner	>95%	RV	RV	20	<5%
inclar-virtuals student words. Lossenby Inclar-virtuals student words. Lossen	>95%	RV	RV	20	<5%
incan-vinican von-crigan Learne will Disability Indian-American Non-Grigala Learne will Disability	290%	KV	KV	20	<0%
Inclair-vince Industrial Notes - English Learner was ususousy The American Notes - English Learner with Ususousy The American Notes - English Learner with Ususousy The American Notes - English Learner without Obsability	>95%	RV	RV	20	<5%
incentification (on engine learner wirout classing)	>95%	36.67	RV	RV	16.67
ul visionismo de la compania del compania del compania de la compania del la compania de la compania del la compania de la compania de la compania del la compania de la compania del la compania	>95%	SUD RV	RV	26.67	33.33
accessor .	N<10	N<10	N<10	20.07 N<10	33.33 N<10
Aucuseus Former Aucuse	>95%	RV RV	RV RV	30	40
Auccessor Fermilee Auccessor Fer	N<10	N<10	N<10	N<10	N<10
Aucuses in Ferine with Ususcury	N<10	N<10	N<10	N<10	N<10
Aucustan Femile North Usbasiny Aucustan Femile North Plagfall Learner aucustan Femile North Plagfall Learner	N<10 >95%	N<10 RV	N<1U RV	N<10 30	N<10 40
Auccessor Fermile Profession Section 1 (Auction 1) Auccessor (Auccessor Income Profession Section 1) Auccessor (Auccessor Income Profession Section 1) Auccessor (Auccessor Income Income Profession Section 1) Auccessor (Auccessor Income Inco	N<10	N<10	N<10	N<10	N<10
Auccessor Fermile Non-Englan Learner with Lisability accessor Fermile Non-Englan Learner with Lisability accessor Fermile Non-Englan Learner with Lisability	N<10	N<10	N<10	N<10 N<10	N<10 N<10
Automatic Printer Participan Lean to was dut undermy	N<10	N<10	N<10	N<10	N<10
aucusian Male with Disability	N<10	N<10	N<10	N<10 N<10	N<10 N<10
ducation from two Lindausey accession Male with Challency ac	N<10	N<10	N<10	N<10	N<10
aucussin Make North Linsality aucussin Make North Cright Learner	N<10 N<10	N<10	N<10 N<10	N<10 N<10	N<10 N<10
autocase in mark to Are signit a ceimine with Disability autocase in Mark No. Progilation Learner with Disability autocase in Mark No. Progilation Learner with Disability	N<10	N<10	N<10	N<10	N<10
aucessor have Non-English Learner West Luciacity aucessor have Non-English Learner West Luciacity aucessor have Non-English Learner with Stability aucessor have Non-English Learner without Obsability aucessor have Non-English Learner without Obsability	N<10	N<10	N<10	N<10	N<10
accessor in a retrieval registrate continue with the continue was a continue with the continue was a continue with the continue was a continu	>95%	RV	RV	30.77	38.46
Auccessin Southern Werbox Lesserry Auccessin Southern Werbox Lesserry Auccessin Southern Southern Auccessing Auccessin Southern Southern Auccessing Auccessin Southern Souther	>95%	RV	RV	26.67	33.33
accessor in overlaying Learner accessor in overlaying Learner accessor in overlaying Learner with Disability	N<10	N<10	N<10	20.07 N<10	33.33 N<10
aucesson from Englan Learner with Usessiny aucesson from Englan Learner without Dissbilly aucesson from Englan Learner without Dissbilly	>95%	RV RV	RV	30.77	38.46
		N<10			
Audent with Disability emaile	N<10 >95%	N<10 RV	N<10 RV	N<10 26.32	N<10
errate errate errate investigate with Deability	>95% N<10	N<10	N<10	26:32 N<10	21.05 N<10
erale Student with Disability eraile Student with Disability eraile Student with Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 27.78	N<10 22:22
	>95%	RV	RV	27.78	22.22
emale Non English Lamer	>95% N<10	RV N<10	RV N<10	26.32 N<10	21.05 N<10
made Non-English Learner with Disability					
emale Non-English Learner willhout Disability sle	>95%	RV RV	RV	27.78	9.09
de Student with Disability	N<10	N<10	N<10	N<10	N<10
see Student without Desability	>95%	RV	RV	20	10
sle Non-English Learner	>95%	RV	RV	18.18	9.09
ale Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ale Non-English Learner without Disability	>95%	RV	RV	20	10
Ludent without Disability	>95%	RV	RV	25	17.86
on-English Learner	>95%	36.67	RV	RV	16.67
on-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
on-English Learner Student without Disability	>95%	RV	RV	25	17.86



Marked Tree High School - 5604017

			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 10 Literacy	, rested	N III Need of Support	A 0.030	70 recuty	// Licetos
Grade 10 Literacy Africas-American	N<10	N<10	N<10	N<10	N<10
relucative to Autor	N<10	N<10	N<10	N<10	N<10
ruled in inclined is suburity with industry Affician American's Female	N<10	N<10	N<10	N<10	N<10
rulicary reliables reliable	N<10	N<10	N<10	N<10	N<10
Auto-America Preside With Classific	N<10	N<10	N<10	N<10	N<10
Afticas-American Femile Non-English Learner	N<10	N<10	N<10	N<10	N<10
routed invitation of the state	N<10	N<10	N<10	N<10	N<10
Africa-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
After American Mile	N<10	N<10	N<10	N<10	N<10
African-American Male with Disability					
African-American Male without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner with Disability					
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	36.36	RV	RV	12.12
Caucasian	>95%	RV	RV	20.83	16.67
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	>95%	RV	RV	25	8.33
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	RV	RV	30	10
Caucasian Female Non-English Learner	>95%	RV	RV	25	8.33
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	RV	30	10
Caucasian Male	>95%	RV	RV	16.67	25
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	RV	18.18	27.27
Caucasian Male Non-English Learner	>95%	RV	RV	16.67	25
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	18.18	27.27
Caucasian Student without Disability	>95%	RV	RV	23.81	19.05
Caucasian Non-English Learner	>95%	RV	RV	20.83	16.67
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	RV	RV	23.81	19.05
Student with Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	RV	RV	26.32	5.26
Female Student with Disability	N<10	N<10	N<10	N<10	N<10
Fernale Student without Disability	>95%	RV	RV	25	6.25
Female Non-English Learner	>95%	RV	RV	26.32	5.26
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Fernale Non-English Learner without Disability	>95%	RV	RV	25	6.25
Male	>95%	RV	RV	21.43	21.43
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	RV	RV	23.08	23.08
Male Non-English Learner	>95%	RV	RV	21.43	21.43
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	RV	23.08	23.08
Student without Disability	>95%	RV	RV	24.14	13.79
Non-English Learner	>95%	36.36	RV	RV	12.12
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Non-Engrish Learner Student without Disability	>95%	RV	RV	24.14	13.79



Marked Tree High School - 5604017

	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Literacy	/0 TOURGO	in Need of Capport	A 01030	A THUMY	// Exceeds
As iscreen Lenney Milcan American	>95%	54.17	RV	RV	<5%
Afficien-American Student with Disability	N<10	N<10	N<10	N<10	N<10
Allican-American Grand Female	>95%	RV	RV	25	<5%
African-American Female with Disability	N<10	N<10	N<10	N<10	N<10
Africa-American Committee without Disability	>95%	RV	RV	20	<5%
Allican-American Formite Non-English Learner	>95%	RV	RV	25	<5%
Aftican-American Female Nor-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	>95%	RV	RV	20	<5%
Affician-American Male	N<10	N<10	N<10	N<10	N<10
Affician-American Male with Disability					
Allica-Privile Latin rise with Ususamy Affician American Male without Disability	N<10	N<10	N<10	N<10	N<10
Affician-American Monor Porgish Learner	N<10	N<10	N<10	N<10	N<10
Anica-America Nov-English Learner with Disability			N-10		14-10
	N<10	N<10	N<10	N<10	N<10
Aftican-American Mate Nov-English Learner without Disability Aftican-American Native without Disability Aftican-American Subject without Disability	>95%	56.52	RV	RV RV	N*10 <5%
Antican-Vereinan Subsert Wardout Lossetty African-American Pho-Prigian Learner African-American Pho-Prigian Learner	>95%	54.17	RV	RV	<5%
Aftican-American Not-Englant Learner Aftican-American Not-Englant Learner Aftican-American Not-Englant Learner Aftican-American Not-Englant Learner	>95% N<10	54.17 No.10	N<10	N<10	<5% N<10
Attican-American hon-project issuem with Lusationy Attica	N<10 >95%	N<10 56.52	N<10 RV	N<10 RV	N<10 <5%
Allican-American Non-inglass Learner without Leasonly All	>95%	36.52	254	RV	 RV
All Causalin					RV
Caucisin Caucisin Student with Disability	>95% N<10	25.64 N<10	28.21 N<10	RV N<10	RV N<10
Councient Female	>95% Net0	RV Notes	RV Notes	27:27 N<10	22.73 N<10
Caucasian Female with Disability	N<10	N<10 RV	N<10 RV	N<10 31.58	N<10 26.32
Caucasian Female without Disability	>95%				
Caucasian Fernale Non-English Learner	>95%	RV	RV	27.27	22.73
Caucasian Female Non-English Learner with Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 31.58	N<10 26.32
Caucasian Female Non-English Learner without Disability					
Caucasian Male	>95%	RV	RV	17.65 N<10	23.53
Caucasian Male with Disability	N<10	N<10	N<10		N<10
Caucasian Male without Disability	>95%	RV	RV	20	26.67
Caucasian Male Non-English Learner	>95%	RV	RV	17.65	23.53
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	20	26.67
Caucasian Student without Disability	>95%	RV	32.35	RV	26.47
Caucasian Non-English Learner	>95%	25.64	28.21	RV	RV
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	RV	32.35	RV	26.47
Sludent with Disability	N<10	N<10	N<10	N<10	N<10
Fensile	>95%	34.21	RV	26.32	RV
Fernale Student with Disability	N<10	N<10	N<10	N<10	N<10
Fernale Student without Disability	>95%	29.41	29.41	RV	RV
Female Non-English Learner	>95%	34.21	RV	26.32	RV
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	29.41	29.41	RV	RV
Male	>95%	40	RV	RV	16
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student Without Disability	>95%	RV	RV	21.74	17.39
Male Non-English Learner	>95%	40	RV	RV	16
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	RV	21.74	17.39
Student without Disability	>95%	31.58	28.07	RV	RV
Non-English Learner	>95%	36.51	25.4	RV	RV
					N<10
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	14-10



SECTION: Crosstab - ACT Aspire

	% Tested	% In Need of Support	% Close	% Ready	% Exceed
ade 9 Science					
rican-American	>95%	RV	RV	13.33	<5%
rican-American Student with Disability					
rican-American Female	N<10	N<10	N<10	N<10	N<10
rican-American Female with Disability					
rican-American Female without Disability	N<10	N<10	N<10	N<10	N<10
rican-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
rican-American Female Non-English Learner with Disability					
rican-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
rican-American Male	N<10	N<10	N<10	N<10	N<10
ican-American Male with Disability					
Grand-American Male Who and Statisty	N<10	N<10	N<10	N<10	N<10
Control Male Non-English Leurer	N<10	N<10	N<10	N<10	N<10
Academie Load water Security Load load (1997). A control of the Co					14-10
American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
ican-American Student without Disability	>95%	RV	RV	13.33	<5%
rican-American Non-English Learner	>95%	RV	RV	13.33	<5%
rican-American Non-English Learner with Disability					
ican-American Non-English Learner without Disability	>95%	RV	RV	13.33	<5%
	>95%	60	RV	RV	6.67
The state of the s	>95%	RV	RV	13.33	13.33
sucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Female	>95%	RV	RV	20	20
ucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Female without Disability	N<10	N<10	N<10	N<10	N<10
aucasian Fernate Non-English Learner	>95%	RV	RV	20	20
sucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
sucasian Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
ucasian Male	N<10	N<10	N<10	N<10	N<10
sucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
sucasion Male without Disability	N<10	N<10	N<10	N<10	N<10
sucasian Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
sucasion Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
consists Student Annual Charles and Charle	>95%	RV	RV	15.38	15.38
Aucusent Subject wire Cut Lessiny Lucisent Subject wire Cut Lessiny Lucisent Subject S	>95%	RV	RV	13.33	13.33
	>90% N<10	N<10	N<10	N<10	N<10
Authorized (Authorized (Author					
Authority (Authority (>95%	RV	RV	15.38	15.38
udent with Disability	N<10	N<10	N<10	N<10	N<10
male	>95%	RV	RV	15.79	10.53
male Student with Disability	N<10	N<10	N<10	N<10	N<10
mate Student without Disability	>95%	RV	RV	16.67	11.11
mate Non-English Learner	>95%	RV	RV	15.79	10.53
mate Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
male Non-English Learner without Disability	>95%	RV	RV	16.67	11.11
te	>95%	RV	RV	9.09	<5%
ie Student with Disability	N<10	N<10	N<10	N<10	N<10
e Student without Disability	>95%	RV	RV	10	<5%
le Non-English Learner	>95%	RV	RV	9.09	<5%
le Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
le Non-English Learner without Disability	>95%	RV	RV	10	<5%
to the time to the	>95%	57.14	RV	RV	7.14
user window Lossawy Feligibl Learner Foligibl Learner	>95%	60	RV	RV	6.67
in-crigatin camera Foriginit camera Student with Disability	N<10	N<10	N<10	N<10	0.07 N<10



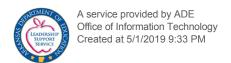
Marked Tree High School - 5604017

l de la companya de					
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 18 Science		., or oupport		,	xcccus
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
			N-10		
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
·					
·	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
·	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10	N<10	N<10	N<10
	N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
	N<10	N<10	N<10	N<10	N<10
Anica-Aviertean Non-englant Learner Mitroia, Usasiany All	>95%	41.18	N=10 35.29	RV RV	RV RV
Au Caucasian	>95%	41.10 RV	30.29 RV	12	16
	N<10	N<10	N<10	N<10	N<10
Culculation Student with Leadanty Culculation Family Culculation Family Culculation Family	>95%	RV	RV	N<10 <5%	8.33
	>95% N<10	N<10	N<10	<5% N<10	8.33 N<10
Cuccasin Premis with Listatity Cuccasin Frence with Listatity Cuccasin Frence with Listatity	N<10 >95%	N<10 RV	N<1U RV	N<10 <5%	N<10 10
Caucasin Ferma without Distinction Caucasin Ferma without Distinc	>95%	RV	RV	<5%	8.33
	>95% N<10	N<10	N<10	<5% N<10	8:33 N<10
Cuccasin Female Non-English Learner will Distalisty Cuccasin Female Non-English Learner Wood Distalisty Cuccasin Female Non-English Learner Wood Distalisty Cuccasin Female Non-English Learner Wood Distalisty	N<10 >95%	N<10 RV	N<1U RV	N<10 <5%	N<10 10
Caucasian Feman voin-trigion Learner wirout Lisabelliy Caucasian Male	>95%	RV	RV	23.08	23.08
	>95% N<10	N<10	N<10	23.08 N<10	23.08 N<10
Cunciasi Male with Usationity Cunciasi Male with Olability Cunciasi Male with Olability	N<10 >95%	N<10 RV	N<1U RV	N<10 18.18	N<10 27:27
Caucaian Male who Cleakity Caucaian Male Work Prigital Learner	>95%	RV	RV	18.18	27.27
	>95% N<10	N<10	N<10	23.08 N<10	23.08 N<10
Cancasian Male Pont-right Learner with Dastority Cancasian Male Profife (Learner with Dastority Cancasian Male Pont-right) Learner with Dastority Cancasian Male Pont-right) Learner with Dastority Cancasian Male Pont-right Learner with Dastority	N<10 >95%	N<10 RV	N<1U RV	N<10 18.18	N<10 27:27
Caucasian Make how-trigins Learner without basistry Caucasian Student Much Datability Caucasian Student Much Datability	>95%	RV	RV	9.52	19.05
Caucasian Subsert without Designity Caucasian Non-Fidelih Learner	>95%	RV	RV	9.52	19.05
·	>95% N<10	N<10	N<10	12 N<10	16 N<10
Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Disability Caucasin Non-English Learner with Caucasin Non-English Lea	N<10 >95%	N<10 RV	N<10 RV	N<10 9.52	N<10 19.05
	>95% N<10	N<10	N<10	9.52 N<10	19.05 N<10
Sudert with Disability Fernile Fernile	N<10 >95%	N<10 RV	N<10 RV	N<10 <5%	N<10 5.56
		RV Net0	RV N<10	<5% N<10	5.56 N<10
Fernite Student with Dealabily Fernite Student with Dealabily Fernite Student with Dealabily	N<10 >95%	N<10 RV	N<10 RV	N<10 <5%	N<10 6.25
Fernále Non-Englah Lezner	>95% N<10	RV N<10	RV N<10	<5% N<10	5.56 N<10
· · · · · · · · · · · · · · · · · · ·					
Female No. English Learner without Disability Make	>95%	RV	RV	<5%	6.25
	>95%	RV	RV		18.75
	N<10	N<10	N<10	N<10	N<10
Male Student without Deability	>95%	RV	RV	15.38	23.08
Male Non-English Learner	>95%	RV	RV	25	18.75
	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	RV	15.38	23.08
Student without Disability	>95%	37.93	41.38	RV	RV
Non-English Learner	>95%	41.18	35.29	RV	RV
	N<10 >95%	N<10 37.93	N<10 41.38	N<10 RV	N<10 RV



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	2017-2018				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
	70 TUXUU	A III Need of Capport	A 0.030	, ready	// Exceeds
All Grades Science African American	>95%	RV	RV	12.5	<5%
Autora-Verietzen	>90% N<10	N<10	N<10	N<10	N<10
Aftican-American Student with Lindscape Aftican Student wi	N<10 >95%	N<10 RV	N<10 RV	N<10 6.67	N<10 <5%
AUGOS VIPINEIGAT PETRON (MEDICAL PROPERTY AUGUSTA)		RV	RV	0.07	<0%
Allican-American remaie with Disability Allican-American remaie withou Disability Allican-American remaie withou Disability	>95%	RV	RV	6.67	<5%
				6.67	
African-American Fernale Non-English Learner	>95%	RV	RV	6.67	<5%
African-American Female Non-English Learner with Disability	>95%	RV	RV	6.67	<5%
African American Femile Non-English Learner without Disability African American Femile Non-English Learner without Disability African American Marie Of the African American Marie Of th	>95% N<10	RV N<10	N<10	6.67 N<10	<5% N<10
ARICES AFFICIENT MARE	N<10	N<10	N<10	N<10	N<10 N<10
Attican-American Mase with Usasianty Affician-American Mase with Usasianty Affician-American Mase with Usasianty Affician-American Mase without Disability	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
African-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability	>95%	RV	RV	8.7	<5%
African-American Non-English Learner	>95%	RV	RV	12.5	<5%
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	>95%	RV	RV	8.7	<5%
Al .	>95%	50	28.13	RV	RV
Caucasian	>95%	40	32.5	RV	RV
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	>95%	RV	45.45	RV	13.64
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	RV	RV	10.53	15.79
Caucasian Female Non-English Learner	>95%	RV	45.45	RV	13.64
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	RV	10.53	15.79
Caucasian Male	>95%	RV	RV	16.67	16.67
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	RV	13.33	20
Caucasian Male Non-English Learner	>95%	RV	RV	16.67	16.67
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	13.33	20
Caucasian Student without Disability	>95%	32.35	38.24	RV	RV
Caucasian Non-English Learner	>95%	40	32.5	RV	RV
Caucasian Non-English Learner with Dissability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	32.35	38.24	RV	RV
Student with Disability	N<10	N<10	N<10	N<10	N<10
Fensle	>95%	48.65	35.14	RV	RV
Ferrolle Student with Disability	N<10	N<10	N<10	N<10	N<10
Ferreite Student without Disability	>95%	44.12	38.24	RV	RV
Female Non-English Learner	>95%	48.65	35.14	RV	RV
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	44.12	38.24	RV	RV
Male	>95%	51.85	RV	RV	11.11
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	52.17	RV	RV	13.04
Male Non-English Learner	>95%	51.85	RV	RV	11.11
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Maie Non-English Learner without Disability	>95%	52.17	RV	RV	13.04
Student without Deability	>95%	47.37	31.58	RV	RV
Non-English Learner	>95%	50	28.13	RV	RV
					N<10
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10

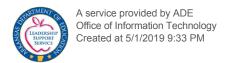




Marked Tree High School - 5604017

SECTION: Crosstab - Graduation Rates

African American African A	Craduation Rate >495% Ne+10 Ne
Alrican-American Student with Disability Alrican-American Female with Disability Alrican-American Female with Disability Alrican-American Female with Disability Alrican-American Female without Disability Alrican-American Female Won-English Learner Alrican-American Female Won-English Learner with Disability	N<10 >85% N×10 >95% >95% >95% N<10 N<10 N<10 N×10
All coan-American Female with Disability All coan-American Female with Disability All coan-American Female with Coability All coan-American Female Non-English Learner All coan-American Female Non-English Learner with Disability	>95% N<10 >95% >96% N<10 >95% N<10
Altican-American Female with Disability Altican-American Female without Disability Altican-American Female work of Disability Altican-American Female work of Disability Altican-American Female Work-English Learner Altican-American Female Work-English Learner with Disability	N<10 >95% >95% >95% N<10 >965% N<10 N<10
Alrican-American Female without Disability Alrican-American Female Non-English Learner Alrican-American Female Non-English Learner with Disability	>95% >95% N<10 >95% N<10 N<10
Allican American Female Non-English Learner Allican American Female Non-English Learner with Disability	>95% N<10 >95% N<10 N<10
Affician American Fernale Non-English Learner with Disability	N<10 >95% N<10 N<10
	>95% N<10 N<10
	N<10
African-American Female Non-English Learner without Disability	N<10
Altican-American Male	
Alfican-American Male with Disability	
African American Male without Disability	N<10
African-American Male Non-English Learner	N<10
African-American Male Non-Engish Learner with Disability	N<10
Alican-American Male Non-English Learner without Deability	N<10
African-American Student without Disability	94.12 %
African-American Non-English Learner	>95%
Alrican-American Non-English Learner with Disability	N<10
African-American Non-English Learner without Disability	94.12 %
All	>95%
Caucasian	>95%
Caucasian Student with Disability	N<10
Caucasian Female	>95%
Caucasian Female with Disability	N<10
Caucasian Fernale without Disability	N<10
Caucasion Female Non-English Learner	>95%
Caucasian Female Non-Enginh Learner with Disability	N<10
Caucasian Femsle Non-English Learner without Disability	N<10
Caucasian Male	>95%
Caucasian Male with Disability	N<10
Caucasian Male without Disability	N<10
Caucasian Male Non-English Learner	>95%
Caucasian Male Non-English Learner with Disability	N<10
Caucasian Male Non-English Learner without Disability	N<10
Caucasian Sudert without Disability	>95%
Caucasian Non-English Learner	>95%
Caucasian Non-Engish Learner with Disability	N<10
Councisin Non-Figinia Learner without Disability	>95%
Student will Disability	N<10
Tenda -	>95%
Fernille Student with Disability	N<10
Femilia Studie with Lindoniany	>95%
Fernier Study was Luciousy Fernier Study was Luc	>95%
Femiliar for a gradual team of the control of the c	N<10
Female Non-English Learner willhout Disability Male	>95% 94.44 %
Make Make Student with Disability	94.44 % N<10
Make Subort with Disability Make Subort with Chability Make Subort with Cha	N<10 93.75%
Male Subort who of Leating	93.75%
Mae Not-regist Learner Make Not-regist Learner Will Disability	94.44 % N<10
	N<10 93.75%
Male Non-English Learner without Disability	
Sludert without Disability	>95%
Non-English Learner	>95%
Non-English Learner Student with Disability	N<10
Non-English Learner Student without Disability	>95%

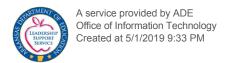




Marked Tree High School - 5604017

SECTION: Crosstab - Graduation Rates

	Five Year Graduation Rates
	Graduation Rate
African-American	>95%
African-American Student with Disability	N<10
Africa-American Female	N<10
African-American Female with Disability	N<10
Alrican-American Female without Disability	N<10
African-American Fernale Non-English Learner	N<10
African-American Fernate Non-English Learner with Disability	N<10
Alfrican-American Female Non-English Learner without Disability	N<10
African-American Male	N<10
African-American Male with Disability	N<10
African-American Male without Disability	N<10
African-American Male Non-English Learner	N<10
African-American Male Non-English Learner with Deability	N<10
Alfican-American Male Non-English Learner without Disability	N<10
African-American Student without Desibility	N<10
Altican-American Non-English Learner	>95%
African-American Non-English Learner with Disability	N<10
Alfican-American Non-English Learner without Disability	N<10
All	>95%
Caucasian	>95%
Caucasian Student with Disability	N<10
Caucasian Female	>95%
Caucasian Fernate with Disability	N<10
Caucasian Ferrafe without Disability	>95%
Caucasian Female Non-English Learner	>95%
Caucasian Female Non-English Learner with Disability	N<10
Caucasian Female Non-English Learner without Disability	>95%
Caucasian Male	94.12 %
Caucasian Male with Disability	N<10
Caucasian Male without Disability	92.86 %
Caucasian Male Non-English Learner	94.12 %
Caucasian Male Non-English Learner with Disability	N<10
Caucasian Male Non-English Learner without Disability	92.86 %
Caucasian Student without Disability	>95%
Caucasian Non-English Learner	>95%
Caucasian Non-English Learner with Disability	N<10
Caucasian Non-English Learner without Disability	>95%
Student with Disability	N<10
English Learner	N<10
English Learner Student without Disability	N<10
Femde	>95%
Fernale Student with Disability	N<10
Fernale English Learner	N<10
Female English Learner without Disability	N<10
Female Student without Disability	>95%
Female Non-English Learner	>95%
Fernale Non-English Learner with Disability	N<10
Female Non-English Learner without Disability	>95%
Hispanic	N<10
Hispanic English Learner	N<10
Hispanic English Learner without Disability	N<10
Hispanic Pernale	N<10
Hispanic Female English Learner	N<10
Hispanic Pemale English Learner without Disability	N<10
Hispanic Pernale without Disability	N<10
Hispanic Malie	N<10
Hispanic Male without Disability	N<10
Hispanic Male Non-English Learner	N<10
Hispanic Male Non-English Learner without Disability	N<10
Hispanic Student without Disability	N<10
Hispanic Non-English Learner	N<10
Hispanic Non-English Learner without Disability	N<10
Male	>95%
Male Student with Disability	N<10
Male Student without Deability	94.74 %
Male Hon-English Learner	>95%
Male Non-English Learner with Disability	N<10
Male Non-English Learner without Disability	94.74 %
Sludert without Disability	>95%
Non-English Learner	>95%
Non-English Learner Student with Disability	N<10
Non-English Learner Student without Disability	>95%





Marked Tree High School - 5604017

SECTION: Crosstab - Growth

	2017-2018					
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
All Grades						
African-American	73.73	74.57	74.15	78.22	N<10	_
African-American Female	72.65	73.46	73.06	77.88	N<10	_
African-American Female without Disability	72.65	73.46	73.06	77.88	N<10	_
African-American Female Non-English Learner	72 65	73.46	73.06	77.88	N<10	_
African-American Female Non-English Learner without Disability	72.65	73.46	73.06	77.88	N<10	_
African-American Male	N<10	N<10	N<10	N<10	N<10	_
African-American Male without Disability	N<10	N<10	N<10	N<10	N<10	_
African-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10	_
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	_
African-American Student without Disability	73.73	74.57	74.15	78.22	N<10	_
Antican-devote whose content whose transfer whose t	73.73	74.57	74.15	78.22	N<10	_
African-American Learner without Disability	73.73	74.57	74.15	78.22	N<10	
Anica-Vinercan root-inguist Learner without biaseiny All	75.34	79.55	77.44	78.22	N<10 N<10	_
All Caucadan	75.34	82.72	77.44	79.34	N<10 N<10	_
Lucicain Student with Disability	76.37 N<10	82.72 N<10	79.55 N<10	80.05 N<10	N<10 N<10	_
Laucasian Subsert with Lisability Calucasian Familia	N<10 76.38	N<10 83.87	N<10 80.12	N<10 81.72	N<10 N<10	_
Lucicasin Female with Disability Causasins Female with Disability	76.38 N<10	N<10	80.12 N<10	81.72 N<10	N<10 N<10	
						-
Caucasian Female without Disability	75.58	83.7	79.64	82.55	N<10	-
Caucasian Female Non-English Learner Caucasian Female Non-English Learner with Disability	76.38 N<10	83.87 N<10	80.12 N<10	81.72 N<10	N<10 N<10	-
						-
Caucasian Female Non-English Learner without Disability	75.58	83.7	79.64	82.55	N<10	-
Caucasian Male	76.36	80.93	78.64	77.42	N<10	-
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Male without Disability	74.69	80.67	77.68	76.42	N<10	-
Caucasian Male Non-English Learner	76.36	80.93	78.64	77.42	N<10	-
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Male Non-English Learner without Disability	74.69	80.67	77.68	76.42	N<10	-
Caucasian Student without Disability	75.23	82.53	78.88	80.18	N<10	-
Caucasian Non-English Learner	76.37	82.72	79.55	80.05	N<10	-
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Non-English Learner without Disability	75.23	82.53	78.88	80.18	N<10	-
Student with Disability	N<10	N<10	N<10	N<10	N<10	-
Female	74.87	79.65	77.26	80.16	N<10	-
Female Student with Disability	N<10	N<10	N<10	N<10	N<10	-
Female Student without Disability	74.29	79.18	76.74	80.49	N<10	-
Female Non-English Learner	74.87	79.65	77.26	80.16	N<10	-
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-
Female Non-English Learner without Disability	74.29	79.18	76.74	80.49	N<10	-
Male	76.14	79.37	77.75	77.95	N<10	_
Male Student with Disability	N<10	N<10	N<10	N<10	N<10	-
Male Student without Disability	75.11	79.06	77.09	77.4	N<10	-
Male Non-English Learner	76.14	79.37	77.75	77.95	N<10	-
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-
Male Non-English Learner without Disability	75.11	79.06	77.09	77.4	N<10	-
Student without Disability	74.59	79.14	76.87	79.34	N<10	-
Non-English Learner	75.34	79.55	77.44	79.34	N<10	-
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10	-
Non-English Learner Student without Disability	74.59	79.14	76.87	79.34	N<10	-