



#### **Marked Tree Middle School**

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

Principal Tina Hotchkiss
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); 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, White, 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 score 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 Middle School - 5604018

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
6th Grade Literacy								
All Students Percentage of Students	>95%	40.00	RV	RV	17.14	40.00	40.00	46.77
All Students Number of Students		14	RV	RV	RV	14		
African American	N<10	N<10	N<10	N<10	N<10	N<10	25.00	25.27
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	0.00	39.99
Caucasian	>95%	RV	RV	23.08	23.08	46.15	46.15	54.85
Economically Disadvantaged	>95%	36.67	RV	RV	16.67	40.00	40.00	37.09
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	40.00	64.82
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	16.67	11.15
Students without Disabilities	>95%	RV	RV	27.59	17.24	44.83	44.83	52.41
Students with the most significant cognitive disabilities who take an alternate assessment: Number (P	ercent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	40.00	RV	RV	17.14	40.00	40.00	48.19
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	31.06
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	90.40
Female Students	>95%	RV	RV	23.53	29.41	52.94	52.94	53.76
Male Students	>95%	RV	RV	22.22	5.56	27.78	27.78	40.15
Migrant								



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
6th Grade Mathematics								
All Students Percentage of Students	>95%	RV	34.29	31.43	RV	60.00	60.00	56.42
All Students Number of Students		RV	12	11	RV	21		
African American	N<10	N<10	N<10	N<10	N<10	N<10	50.00	30.64
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	100.00	55.59
Caucasian	>95%	RV	RV	30.77	30.77	61.54	61.54	64.46
Economically Disadvantaged	>95%	RV	RV	36.67	30.00	66.67	66.67	47.30
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	20.00	73.45
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	16.67	21.50
Students without Disabilities	>95%	RV	RV	37.93	31.03	68.97	68.97	61.95
Students with the most significant cognitive disabilities who take an alternate assessment: N	umber (Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	RV	34.29	31.43	RV	60.00	60.00	56.74
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	50.00	40.52
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	92.39
Female Students	>95%	RV	RV	35.29	35.29	70.59	70.59	58.69
Male Students	>95%	RV	RV	27.78	22.22	50.00	50.00	54.28
Migrant								



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
7th Grade Literacy								
All Students Percentage of Students	>95%	57.50	RV	RV	<5%	22.50	22.50	44.59
All Students Number of Students		23	RV	RV	RV	RV		
African American	>95%	RV	RV	18.75	6.25	25.00	25.00	22.68
Hispanic								
Caucasian	>95%	RV	RV	20.83	<5%	20.83	20.83	52.08
Economically Disadvantaged	>95%	60.00	RV	RV	<5%	22.86	22.86	34.31
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	20.00	62.39
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	9.81
Students without Disabilities	>95%	50.00	RV	RV	<5%	26.47	26.47	49.68
Students with the most significant cognitive disabilities who take an alternate assessment: Nu	mber (Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	57.50	RV	RV	<5%	22.50	22.50	45.83
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (I	Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	66.67	27.00
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	0.00	24.14
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	33.33	87.94
Female Students	>95%	RV	RV	25.00	6.25	31.25	31.25	52.78
Male Students	>95%	RV	RV	16.67	<5%	16.67	16.67	36.82
Migrant								



Marked Tree Middle School - 5604018

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
7th Grade Mathematics								
All Students Percentage of Students	RV	45.00	RV	27.50	RV	27.50	27.50	47.38
All Students Number of Students		18	RV	11	RV	11		
African American	>95%	RV	RV	43.75	<5%	43.75	43.75	23.61
Hispanic								
Caucasian	>95%	54.17	RV	RV	<5%	16.67	16.67	55.54
Economically Disadvantaged	>95%	45.71	RV	28.57	RV	28.57	28.57	36.76
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	20.00	65.78
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	12.18
Students without Disabilities	RV	35.29	RV	32.35	RV	32.35	32.35	52.54
Students with the most significant cognitive disabilities who take an alternate assessment: Number	er (Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	45.00	RV	27.50	RV	27.50	27.50	48.56
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Per	cent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	66.67	26.05
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	0.00	29.86
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	66.67	87.18
Female Students	>95%	RV	RV	43.75	<5%	43.75	43.75	50.53
Male Students	>95%	50.00	RV	RV	<5%	16.67	16.67	44.40
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
8th Grade Literacy								
All Students Percentage of Students	>95%	32.56	RV	25.58	RV	48.84	48.84	48.13
All Students Number of Students		14	RV	11	RV	21		
African American	>95%	RV	RV	11.11	16.67	27.78	27.78	25.29
Hispanic								
Caucasian	>95%	RV	RV	36.00	28.00	64.00	64.00	56.33
Economically Disadvantaged	>95%	36.11	RV	RV	19.44	44.44	44.44	37.17
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	71.43	65.88
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	28.57	10.83
Students without Disabilities	>95%	RV	RV	30.56	22.22	52.78	52.78	53.20
Students with the most significant cognitive disabilities who take an alternate assessment: Nur	mber (Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	32.56	RV	25.58	RV	48.84	48.84	49.81
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (F	Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	25.00	30.89
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	>95%	RV	RV	54.55	36.36	90.91	90.91	88.92
Female Students	>95%	RV	RV	27.27	36.36	63.64	63.64	56.13
Male Students	>95%	52.38	RV	RV	9.52	33.33	33.33	40.42
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
8th Grade Mathematics								
All Students Percentage of Students	>95%	30.23	30.23	RV	RV	39.53	39.53	46.48
All Students Number of Students		13	13	RV	RV	17		
African American	>95%	RV	RV	16.67	5.56	22.22	22.22	21.91
Hispanic								
Caucasian	>95%	RV	RV	24.00	28.00	52.00	52.00	55.30
Economically Disadvantaged	>95%	33.33	33.33	RV	RV	33.33	33.33	35.49
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	71.43	64.28
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	28.57	11.12
Students without Disabilities	>95%	RV	36.11	RV	19.44	41.67	41.67	51.29
Students with the most significant cognitive disabilities who take an alternate assessment: Nur	mber (Percent)							RV (RV %)
Current English Learners (EL)								
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	30.23	30.23	RV	RV	39.53	39.53	48.07
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (F	Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	25.00	28.80
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	>95%	RV	RV	27.27	45.45	72.73	72.73	86.37
Female Students	>95%	RV	RV	18.18	27.27	45.45	45.45	48.39
Male Students	>95%	RV	RV	23.81	9.52	33.33	33.33	44.64
Migrant								



SECTION: Achievement

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
6th Grade Science								
All Students Percentage of Students	>95%	44.12	RV	RV	14.71	35.29	35.29	45.94
All Students Number of Students		15	RV	RV	RV	12		
African American	N<10	N<10	N<10	N<10	N<10	N<10	25.00	21.18
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	0.00	39.06
Caucasian	>95%	40.00	RV	RV	16.00	40.00	40.00	55.00
Economically Disadvantaged	>95%	37.93	RV	RV	13.79	37.93	37.93	35.87
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	20.00	64.56
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	10.77
Students without Disabilities	>95%	34.48	RV	RV	17.24	41.38	41.38	50.93
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%	44.12	RV	RV	14.71	35.29	35.29	47.18
Former English Learner (Monitored 1-4 years)								
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number	er (Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	50.00	31.37
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	89.31
Female Students	>95%	RV	RV	17.65	23.53	41.18	41.18	46.80
Male Students	>95%	RV	RV	23.53	5.88	29.41	29.41	45.10
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
7th Grade Science								
All Students Percentage of Students	>95%	62.50	RV	RV	<5%	15.00	15.00	42.94
All Students Number of Students		25	RV	RV	RV	RV		
African American	>95%	RV	RV	25.00	<5%	25.00	25.00	18.89
Hispanic								
Caucasian	>95%	58.33	RV	RV	<5%	8.33	8.33	51.63
Economically Disadvantaged	>95%	65.71	RV	RV	<5%	17.14	17.14	32.16
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	0.00	61.63
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	0.00	11.03
Students without Disabilities	>95%	55.88	RV	RV	<5%	17.65	17.65	47.62
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%	62.50	RV	RV	<5%	15.00	15.00	44.42
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	33.33	25.09
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	0.00	25.52
Children with Parent on Active Military Duty								
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	33.33	85.48
Female Students	>95%	RV	RV	18.75	<5%	18.75	18.75	45.15
Male Students	>95%	RV	RV	8.33	<5%	12.50	12.50	40.85
Migrant								



SECTION: Achievement

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
8th Grade Science								
All Students Percentage of Students	>95%	31.71	RV	31.71	RV	48.78	48.78	42.23
All Students Number of Students		13	RV	13	RV	20		
African American	>95%	RV	RV	18.75	<5%	18.75	18.75	18.57
Hispanic								
Caucasian	>95%	RV	RV	40.00	28.00	68.00	68.00	50.77
Economically Disadvantaged	>95%	38.24	RV	29.41	RV	44.12	44.12	31.36
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	71.43	59.72
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	20.00	6.81
Students without Disabilities	>95%	RV	RV	33.33	19.44	52.78	52.78	46.51
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%	31.71	RV	31.71	RV	48.78	48.78	43.78
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	33.33	25.18
Children in Foster Care								
Children with Parent on Active Military Duty								
Gifted and Talented	>95%	RV	RV	36.36	45.45	81.82	81.82	83.70
Female Students	>95%	RV	RV	47.62	14.29	61.90	61.90	44.60
Male Students	>95%	RV	RV	15.00	20.00	35.00	35.00	39.93
Migrant								



Former English Learner (Monitored 1-4 years)

Children with Parent on Active Military Duty

Homeless

Children in Foster Care

Gifted and Talented

Female Students

Male Students Migrant Marked Tree Middle School - 5604018

SECTION: Growth						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 6						
All Students	84.3949	78.6509	81.5229	80.6216	N<10	
African-American	N<10	N<10	N<10	N<10	N<10	
Hispanic	N<10	N<10	N<10	N<10	N<10	
Caucasian	84.9945	79.2429	82.1187	79.7052	N<10	
Economically Disadvantaged	83.4274	77.6199	80.5236	80.4156	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	86.2940	79.3777	82.8358	82.0323	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	84.3949	78.6509	81.5229	80.6216	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	87.6731	79.2528	83.4630	80.6050	N<10	
Male Students	81.1167	78.0489	79.5828	80.6382	N<10	
Migrant						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 7						
All Students	67.2170	75.6751	71.4460	73.4355	N<10	
African-American	69.6360	76.6093	73.1226	73.6449	N<10	
Hispanic						
Caucasian	65.4577	74.9958	70.2267	73.2832	N<10	
Economically Disadvantaged	67.4511	75.9496	71.7003	73.9327	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	66.6874	74.4426	70.5650	74.5108	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	67.2170	75.6751	71.4460	73.4355	N<10	

N<10

N<10

N<10

68.2657

66.4542

N<10

N<10

N<10

77.0447

74.6791

N<10

N<10

72.6552

70.5667

N<10

N<10

72.5536

74.0769

N<10

N<10

N<10

N<10

N<10



Marked Tree Middle School - 5604018

#### SECTION: Growth

SECTION: Growth						
	ELA	Math	Content	Science	ELP	Content with ELF
Grade 8						
All Students	73.9602	79.8487	76.9044	82.2004	N<10	
African-American	72.6931	78.2103	75.4517	77.1782	N<10	
Hispanic						
Caucasian	74.7712	80.8973	77.8342	85.5485	N<10	
Economically Disadvantaged	72.8543	78.9988	75.9266	81.2854	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	73.4123	80.2245	76.8184	81.8910	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	73.9602	79.8487	76.9044	82.2004	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	71.6750	80.8877	76.2814	84.6564	N<10	
Female Students	74.2023	80.1365	77.1694	82.5619	N<10	
Male Students	73.7060	79.5465	76.6263	81.8009	N<10	
Migrant						
	ELA	Math	Content	Science	ELP	Content
All Grades						
All Students	74.8322	78.0848	76.4585	78.7473	N<10	
African-American	73.2746	77.5012	75.3879	77.0110	N<10	
Hispania	N -40	N=10	N-40	N-40	N=10	

	ELA	Math	Content	Science	ELP	Content with ELP
All Grades						
All Students	74.8322	78.0848	76.4585	78.7473	N<10	
African-American	73.2746	77.5012	75.3879	77.0110	N<10	
Hispanic	N<10	N<10	N<10	N<10	N<10	
Caucasian	75.4751	78.5196	76.9974	79.6905	N<10	
Economically Disadvantaged	74.1214	77.5177	75.8196	78.4185	N<10	
Non-Economically Disadvantaged	79.1413	81.5225	80.3319	80.7200	N<10	
Students with Disabilities	73.9992	78.4624	76.2308	74.3814	N<10	
Students without Disabilities	74.9597	78.0270	76.4933	79.4225	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	74.8322	78.0848	76.4585	78.7473	N<10	
Former English Learner (Monitored 1-4 years)						
Homeless	N<10	N<10	N<10	N<10	N<10	
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	
Children with Parent on Active Military Duty						
Gifted and Talented	76.0473	79.9675	78.0074	81.3157	N<10	
Female Students	76.6841	78.9422	77.8132	78.9804	N<10	
Male Students	73.1372	77.3000	75.2186	78.5303	N<10	
Migrant						



SECTION: English Language Proficiency for ELL

					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 06	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



Marked Tree Middle School - 5604018

# SECTION: SQSS

	Student	Science	Reading	Science	ACT	High School	Community	Computer	On-Time	ACT	AP/IB/CC	Total
	Engagement	Achievement	Achievement	Growth	Composite	Final GPA	Learning Services Credits	Science Credits	Credits	Benchmark Readiness	Credits	
Grade 6												
All Students	61.84	34.38	37.50	48.44	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.27
African-American	65.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.59
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	62.96	37.50	41.67	43.75	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.97
Economically Disadvantaged	60.94	37.04	37.04	48.15	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.46
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	56.45	40.74	44.44	50.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	48.21
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	61.84	34.38	37.50	48.44	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.27
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	60.53	43.75	50.00	43.75	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00
Male Students	63.16	25.00	25.00	53.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	42.54
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
Grade 7												
All Students	66.67	15.00	12.50	31.58	N<10	N<10	N<10	N<10	N<10	N<10	N<10	31.88
African-American	90.63	25.00	12.50	37.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.41
Hispanic												
Caucasian	51.92	8.33	12.50	27.27	N<10	N<10	N<10	N<10	N<10	N<10	N<10	25.52
Economically Disadvantaged	68.06	17.14	11.43	33.82	N<10	N<10	N<10	N<10	N<10	N<10	N<10	32.86
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	71.43	17.65	14.71	33.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	34.56
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	66.67	15.00	12.50	31.58	N<10	N<10	N<10	N<10	N<10	N<10	N<10	31.88
Former English Learner (Monitored 1-4 years)												
Homeless												
Children in Foster Care	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 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	71.88	18.75	12.50	31.25	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.59
Male Students	63.46	12.50	12.50	31.82	N<10	N<10	N<10	N<10	N<10	N<10	N<10	30.73
Migrant	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



Marked Tree Middle School - 5604018

# 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 8												
All Students	69.57	50.00	53.85	55.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.62
African-American	80.56	18.75	33.33	40.63	N<10	N<10	N<10	N<10	N<10	N<10	N<10	44.62
Hispanic												
Caucasian	62.50	70.83	66.67	65.22	N<10	N<10	N<10	N<10	N<10	N<10	N<10	66.16
Economically Disadvantaged	68.42	45.45	50.00	53.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.81
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	69.23	54.29	60.00	55.88	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.14
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	69.57	50.00	53.85	55.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.62
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	90.91	81.82	81.82	68.18	N<10	N<10	N<10	N<10	N<10	N<10	N<10	80.68
Female Students	76.09	61.90	66.67	52.38	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.53
Male Students	63.04	36.84	38.89	58.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00
Migrant												

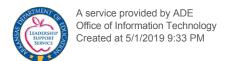
	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
All Grades												
All Students	66.27	33.04	34.23	44.95	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.31
African-American	80.68	22.50	23.08	43.75	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.56
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	59.26	38.89	40.28	45.65	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.43
Economically Disadvantaged	66.04	32.63	31.91	44.62	N<10	N<10	N<10	N<10	N<10	N<10	N<10	44.46
Non-Economically Disadvantaged	67.50	35.29	47.06	46.88	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00
Students with Disabilities	66.67	6.25	0.00	36.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	30.60
Students without Disabilities	66.19	37.50	39.58	46.28	N<10	N<10	N<10	N<10	N<10	N<10	N<10	47.83
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	66.27	33.04	34.23	44.95	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.31
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	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 with Parent on Active Military Duty												
Gifted and Talented	85.71	71.43	61.90	57.14	N<10	N<10	N<10	N<10	N<10	N<10	N<10	69.05
Female Students	69.83	43.40	45.28	43.40	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.92
Male Students	63.24	23.73	24.14	46.43	N<10	N<10	N<10	N<10	N<10	N<10	N<10	40.25
/ligrant	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



**SECTION: Graduation Rates** 

		2017-2018	
	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students		>95%	89.2 %
Four-Year Graduation Rate African-American		>95%	85.6 %
Four-Year Graduation Rate Hispanic		N<10	85.8 %
Four-Year Graduation Rate Caucasian		>95%	91.2 %
Four-Year Graduation Rate Economically Disadvantaged		>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	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	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	81.3 %
Four-Year Graduation Rate Children in Foster Care		N<10	73.5 %
Four-Year Graduation Rate Children with Parent on Active Military Duty		N<10	94.3 %
Four-Year Graduation Rate Gifted and Talented		N<10	97.8 %
Four-Year Graduation Rate Female Students		100.0 %	92.0 %
Four-Year Graduation Rate Male Students		94.4 %	86.6 %
Four-Year Graduation Rate Migrant		N<10	82.8 %

		2017-2018	
	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students		>95%	90.7 %
Five-Year Graduation Rate African-American		>95%	87.7 %
Five-Year Graduation Rate Hispanic		N<10	89.2 %
Five-Year Graduation Rate Caucasian		>95%	92.1 %
Five-Year Graduation Rate Economically Disadvantaged		>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	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	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	88.5 %
Five-Year Graduation Rate Children in Foster Care		N<10	87.5 %
Five-Year Graduation Rate Children with Parent on Active Military Duty		N<10	100.0
Five-Year Graduation Rate Gifted and Talented		N<10	100.0
Five-Year Graduation Rate Female Students		100.0 %	92.7 %
Five-Year Graduation Rate Male Students		95.7 %	88.8
Five-Year Graduation Rate Migrant		N<10	85.9





**SECTION: College Readiness** 

Trebusion in Giade 11 Statewick ACT Administration  15 Grade 12 Statewick ACT Administration  15 Grade 12 Statewick ACT in 16 Statewick ACT	SECTION. Strings Redumess		2017-2018	
witing platen in Grade 11 Stathweik ACT Administration         48         9           under Of Students Taking ACT in Grades 9:1         56         6           under Of Students Taking ACT in Grades 9:1         158         8           under Of Students Taking ACT in Grades 9:1         158         9           1 Fredering Average         158         9           1 Fredering Average         173         9           1 Fredering Average         173         9           1 Storene Average         158         9           1 Storene Average		School	District	State
### Page 12	American College Test (ACT)			
umbor of Subsents Taking ACT in Orderse Full         56         4           umbor of Subsents Taking ACT in High School         36         9         4           27 Feading Average         16,88         16,88         1         16,88         1	Participation in Grade 11 Statewide ACT Administration		46	31,425
unber of Galastates that have laken ACT in High School         16.78         2           7 Reading Average         16.78         1.78           5 T Reading Average         17.39         1.73           5 T Akash Average         17.39         1.73           5 George Average         17.30         1.73           5 Goorge Average         15.70         1.75           5 T Selence Average         25         1.75           1 T Selence Average         15.70         1.75           1 T Selence Average Aver	District Provided Remediation for Students Taking ACT			
TResing Average         15.79           Tresing Average         15.39           T Selence Average         17.39           T Selence Average         17.39           T Composite Average         17.39           T Composite Average         2           T Name Residency Mean         2           T Washing Mean         2           T Washing Average Description         2           Wisconsider Taking Average Average         2           Wisconsider States         2 <td>Number of Students Taking ACT in Grades 9-11</td> <td></td> <td>56</td> <td>40,561</td>	Number of Students Taking ACT in Grades 9-11		56	40,561
Tr Inglan Average         15.58           Tr Man Average         17.39           To Gomeo Average         17.39           To Common Average         17.20           To Common Average         2           To Cristian Fadding Mana         2           To Cristian Fadding Mana         550           To What Man Mana         550           To What Man Mana         68           To What Man Mana         88           A Standard Manage         98           A Stan	Number of Graduates that have taken ACT in High School		38	29,421
TMath Average         17.38	ACT Reading Average		16.79	20.32
27 Sessone Average         17.38           27 Compose Average         17.38           27 Compose Average         2.2           27 Stay Sessone Stay Stay Stay Stay Stay Stay Stay Stay	ACT English Average		16.58	19.44
TC Gropolita Navariga TC by Collega Baard TC by Collega Baard TC by Collega Baard TC format Pasking Manna (1988) TC format Manna (1988) TC	ACT Math Average		17.39	19.12
NY By College Board         College School Stang SAT College Admission Test         55           CAT Cheard Reading Mean         555           CAT Made Manage         555           CAT Washing         555           CAT Washing         555           CAT Washing         555           CAT Washing         555           Value of Businest Taking Advanced Placement (AP) Courses         66         2           winder of AP Exams Socord, 3, or 5         66         3         2           winder of AP Exams Socord, 3, or 5         65         4         3         1           stream of AP Exams Socord, 3, or 5         65         4         4         4         6         6         2         1         8         1         6<	ACT Science Average		17.39	19.95
### ### ### ### ### ### ### ### ### #	ACT Composite Average		17.26	19.86
AT Cincial Reading Mean         555           AT Math Mean         560           AT Math Mean         560           ATY Winting Mean         38           A STA Machiner Fairland Applicament (AP) Courses         38         2           winter of AP Exams Taken         60         3         1           winter of AP Exams Scored 3, 6, cr 5         3         1           ternational Baccalaureate Courses         7         35.1         1           winter of Students Ring international Baccalaureate Courses         8         35.1         4           stollage Caling Rates         8         35.1         4         4           stollage Agent State         9         35.1         4 <td< td=""><td>SAT® by College Board</td><td></td><td></td><td></td></td<>	SAT® by College Board			
NY Maria Mean         540           YV Writing Mean         XP Writing Mean           Wather of Studenter Taking Advanced Placement (AP) Courses         38         2           wither of A Picsams Scored 3.4, or 5         3         1           wither of A Picsams Scored 3.4, or 5         3         1           ternational Baccalaureate Courses         5         1           wither of Subsental Taking international Baccalaureate Courses         7         1           Holland Taking international Baccalaureate Courses         8         3         1           House of Subsenta Taking international Baccalaureate Courses         9         3         1         4           House of Subsenta Taking international Baccalaureate Courses         9         3         1         4         <	Number of Students Taking SAT College Admission Test		2	1,388
AT Winting Mean         Assist of Jaccement Courses (AP)           Limited of A Deciment Taking And vanced Plecement (AP) Courses         68         48           umber of A Deciment Taking And vanced Plecement (AP) Courses         68         48           umber of AP Exams Taken         68         48           umber of Students Taking International Baccalaureate Courses         8         75           United Taking International Baccalaureate Courses         8         8         8         9           Use of Students Taking International Baccalaureate Courses         8         8         9         1         4         1         1         1         1         4         1	SAT Critical Reading Mean		555	589
distanced Placement Courses (AP)         38         2           umber of Sludenis Taking Advanced Placement (AP) Courses         66         2           umber of AP Exams Scored 3, 4, or 5         66         3         1           terrational Baccalaureate Courses         8         1         2         1         2         1         3         1         4         1         1         2         1         2         1         2         1         2         1         2         1         2         1         3         3         1         4	SAT Math Mean		540	569
grounder of Students Taking Advanced Placement (AP) Courses         38         2           unber of A PEzams Taken         68         4           the the AP Ezams Taken         38         2           termational Baccalaureats Courses         38         2           students Taking International Baccalaureate Courses         38.1%         4           18 Students         38.1%         4         45.0%         3           18 Students         38.1%         4         45.0%         3         3         4           vician-Americia         4         45.0%         4         3         4	SAT Writing Mean			
umber of AP Exams Scored 3.4, or 5 to 10 cm Jerra March Scored 3.4, or 5 to 10 cm Jerra March Scored 3.4, or 5 to 10 cm Jerra March Scored 3.4, or 5 to 10 cm Jerra March Students Taking International Baccalaureate Courses         4 cm Jerra March Scored 3.4, or 5 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccalaureate Courses         3.8 to 10 cm Jerra March Students Taking International Baccala	Advanced Placement Courses (AP)			
the ran Ford PE Exams Scored 3, 4, or 5  teneration Baccalaureate Courses  tilege Going Rates  Istudents  Istu	Number of Students Taking Advanced Placement (AP) Courses		38	29,031
International Baccalaureate Courses         control Students Taking International Baccalaureate Courses         control Students Taking International Baccalaureate Courses         control Students         control Studen	Number of AP Exams Taken		66	45,874
britter of Students Taking International Baccalaureate Courses	Number of AP Exams Scored 3, 4, or 5		3	15,869
Studens	nternational Baccalaureate Courses			
Skudents	Number of Students Taking International Baccalaureate Courses			460
spanic         45.0%         4           spanic         31.8%         5           sucasian         31.8%         5           sudents with Disabilities         31.3%         4           strent English Learners (EL)         40.0%         2           smeless         9.0%         3           silderen in Foster Care         9.0%         4           silderen in Foster Care         9.0%         6           silderen in Foster Care         9.0%	College Going Rates			
spanic         31.8%         35           sucasian         31.8%         35           commissibilities         1.43%         1           udents with Disabilities         1.00%         3           meless         1.00%         3           bilder in Foster Care         1.00%         3           bilder in With Parent on Active Military Duty         1.00%         3           field and Talented         1.00%         4           bilder Certif Accumulation Rates         1.00%         4           Statuents         1.00%         4           paparic         4.4%         3           spanic         1.00%         4           paparic         1.00%         4           paparic         1.00%         4           paparic         1.00%         3           paparic         1.00%         4           paparic         1.00%         4           paparic         1.00%         3           paparic         1.00%         3           paparic         1.00%         3           proportion         1.00%         3           proportion         1.00%         3           proportion	All Students		38.1 %	49.1 %
audasian         31.8 %         5           conomically Disadvantaged	Mrican-American		45.0 %	45.0 %
condically Disadvantaged	dispanic		0.0 %	38.9 %
sudents with Disabilities       14,3%       1         surrent English Learners (EL)       0,0%       2         smeless       0,0%       3         sildren in Foster Care       0,0%       4         sildren with Parent on Active Military Duty       63,6%       5         feed and Talented       66,5%       5         students       5       55,5%       5         rican-American       44,4%       3         spanic       44,4%       3         successing       40,0%       4         successing       40,0%       4         conomically Disadvantaged       47,7%       5         surrent English Learners (EL)       40,0%       3         smeless       40,0%       3         smeless       40,0%       3         smidlern in Foster Care       40,0%       3         sildren with Parent on Active Military Duty       40,0%       3	Caucasian		31.8 %	52.4 %
street English Learners (EL)          0.0 %         2           smeless          0.0 %         4           sildren in Foster Care          0.0 %         5           sted and Talented          63.6 %         6           sted and Talented          65.5 %         5           sted sted Sted Sted Sted Sted Sted Sted Sted S	Economically Disadvantaged		31.3 %	41.3 %
smeless          0.0 %         3           nildren in Foster Care          0.0 %         4           nildren with Parent on Active Military Duty          63.6 %         6           fled and Talented          63.6 %         6           blege Credit Accumulation Rates          65.5 %         5           15 Usudens          64.4 %         3           spanic          10.0 %         4           sucasian          73.7 %         5           conomically Disadvantaged          57.9 %         4           udents with Disabilities          0.0 %         3           arrent English Learners (EL)	Students with Disabilities		14.3 %	15.1 %
sildren in Foster Care	Current English Learners (EL)		0.0 %	24.0 %
sideren with Parent on Active Military Duty        0.0 %       5         fited and Talented        63.6 %       6         bollege Credit Accumulation Rates        65.5 %       5         I Students        44.4 %       3         rican-American        100.0 %       4         sucasian        73.7 %       5         conomically Disadvantaged        57.9 %       4         udents with Disabilities        0.0 %       3         arrent English Learners (EL)        0.0 %       3         smeless        0.0 %       3         sildren with Parent on Active Military Duty        0.0 %       6	Homeless		0.0 %	33.7 %
fted and Talented	Children in Foster Care		0.0 %	40.9 %
Students          65.5 %         5           rican-American          44.4 %         3           spanic          100.0 %         4           succasian          73.7 %         5           conomically Disadvantaged          57.9 %         4           udents with Disabilities          0.0 %         3           ameless          0.0 %         3           sildren in Foster Care          0.0 %         5           sildren with Parent on Active Military Duty          0.0 %         6	Children with Parent on Active Military Duty		0.0 %	58.9 %
Students        65.5 %       5         rican-American        44.4 %       3         spanic        100.0 %       4         succasian        73.7 %       5         conomically Disadvantaged        57.9 %       4         udents with Disabilities        0.0 %       3         urrent English Learners (EL)        0.0 %       3         meless        0.0 %       3         nidren with Parent on Active Military Duty        0.0 %       6	Sifted and Talented		63.6 %	69.8 %
spanic     100.0 %     4       succasian     73.7 %     5       conomically Disadvantaged     57.9 %     4       udents with Disabilities      0.0 %     3       urrent English Learners (EL)      0.0 %     3       omeless      0.0 %     3       nildren with Parent on Active Military Duty      0.0 %     6	College Credit Accumulation Rates			
spanic        100.0 %       4         aucasian        73.7 %       5         conomically Disadvantaged        57.9 %       4         udents with Disabilities        0.0 %       3         urrent English Learners (EL)        0.0 %       3         omeless        0.0 %       3         nildren in Foster Care        0.0 %       5         nildren with Parent on Active Military Duty        0.0 %       6	All Students		65.5 %	54.1 %
value as land        73.7 %       5         value as land        57.9 %       4         value at swith Disabilities        0.0 %       3         value at swith Dis	African-American		44.4 %	37.9 %
conomically Disadvantaged        57.9 %       4         udents with Disabilities        0.0 %       3         urrent English Learners (EL)        0.0 %       3         orneless        0.0 %       3         nildren in Foster Care        0.0 %       5         nildren with Parent on Active Military Duty        0.0 %       6	fispanic			49.7 %
udents with Disabilities        0.0 %       3         urrent English Learners (EL)        0.0 %       3         omeless        0.0 %       3         nildren in Foster Care        0.0 %       5         nildren with Parent on Active Military Duty        0.0 %       6	Caucasian		73.7 %	58.9 %
urrent English Learners (EL)      0.0 %     3       omeless      0.0 %     3       nildren in Foster Care      0.0 %     5       nildren with Parent on Active Military Duty      0.0 %     6	Economically Disadvantaged		57.9 %	42.9 %
omeless      0.0 %     3       nildren in Foster Care      0.0 %     5       nildren with Parent on Active Military Duty      0.0 %     6	Students with Disabilities		0.0 %	30.2 %
nildren in Foster Care      0.0 %     5       nildren with Parent on Active Military Duty      0.0 %     6	Current English Learners (EL)		0.0 %	32.5 %
nildren with Parent on Active Military Duty 0.0 % 6	Homeless		0.0 %	35.0 %
···	Children in Foster Care		0.0 %	51.6 %
fled and Talented 83.3 % 7	Children with Parent on Active Military Duty		0.0 %	60.8 %
00.0 // 1	Gifted and Talented		83.3 %	76.5 %

<sup>\*</sup> 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	D		
Overall Points for School Rating	63.24		
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	93.28 %	91.22 %	93.92 %
Attendance Rate African American	95.2 %	92.79 %	93.83
Attendance Rate Hispanic	N<10	88.7 %	93.95
Attendance Rate Caucasian	92.72 %	90.48 %	93.53
Attendance Rate Economically Disadvantaged	93 %	91.24 %	93.65
Attendance Rate Non-Economically Disadvantaged	94.76 %	91.16 %	93.63
Attendance Rate Students with Disabilities	93 %	90.53 %	93.8 %
Attendance Rate Students without Disabilities	93.35 %	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 9
Attendance Rate Homeless	N<10	88.62 %	90.32
Attendance Rate Children in Foster Care	N<10	N<10	92.95
Attendance Rate Children with Parent on Active Military Duty			94.51 9
Attendance Rate Gifted and Talented	96.14 %	94.22 %	95.79
Attendance Rate Female Students	93.15 %	91.08 %	93.83
Attendance Rate Male Students	93.39 %	91.31 %	93.96
Attendance Rate Migrant	N<10	N<10	92.07
Dropout Rate			
Dropout Rate		2.36 %	2.36 %
College Remediation Rate			
College Remediation Rate		89.5 %	62.8 %
Enrollment			
October 1 Enrollment	125	538	479,25



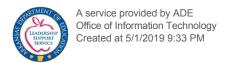
**SECTION: School Environment** 

		2017-2018	
	School	District	State
Discipline Policies Distributed to Parents	Y	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	979
Weapons Incidents		1	840
Staff Assaults		1	852
Student Assaults	2	3	3,339
Referrals to Law Enforcement		0	66
School-related Arrests		0	10



SECTION: Retention

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





Marked Tree Middle School - 5604018

**SECTION: Teacher Quality** 

		2017-2018	
	School	District	State
% Teachers Completely Certified (Licensed)	96.3 %	98.2 %	96.8 %
% Teachers with Emergency / Provisional Credentials	0.0 %	0.0 %	0.0 %
% 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
Number of Teachers (Certified Teachers)	23	67	41,834
Number of Teachers Evaluated this year under Teacher Excellence and Support System		15	8,035
Number of Teachers Proficient or Above under Teacher Excellence and Support System		10	7,845
Number Certified by National Board for Professional Teaching Standards			2,287
Number of Teachers Teaching with Emergency/Provisional Credentials	4	7	765
Percentage Teaching with Emergency/Provisional Credentials	17.4 %	10.4 %	1.8 %
Number of Teachers Teaching Out-of-field	3	7	1,459
Percentage of Teachers Teaching Out-of-field	13.0 %	10.4 %	3.5 %
Number of Inexperienced Teachers	7	19	7,134
Percentage of Teachers who are Inexperienced	30.4 %	28.4 %	17.1 %
Number of Teachers, Principals, and Assistant Principals	24	70	43,663
Number of Inexperienced Teachers, Principals, and Assistant Principals	N/A	N/A	N/A
		N/A	
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced	N/A	IWA	N/A
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)	Onhani	District	04-4-
llumber of Translator (Outlified Translator)	School	District	State
Number of Teachers (Certified Teachers)	23	41	9,078
Number of Teachers Evaluated this year under Teacher Excellence and Support System		5	1,324
Number of Teachers Proficient or Above under Teacher Excellence and Support System		5	1,262
Number Certified by National Board for Professional Teaching Standards			339
Number of Teachers Teaching with Emergency/Provisional Credentials	4	4	281
Percentage Teaching with Emergency/Provisional Credentials	17.4 %	9.8 %	3.1 %
Number of Teachers Teaching Out-of-field	3	5	380
Percentage of Teachers Teaching Out-of-field	13.0 %	12.2 %	4.2 %
Number of Inexperienced Teachers	7	13	1,747
Percentage of Teachers who are Inexperienced	30.4 %	31.7 %	19.2 %
Number of Teachers, Principals, and Assistant Principals	24	43	9,504
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
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)			
	School	District	State
Number of Teachers (Certified Teachers)			12,453
•			12,453 2,507
Number of Teachers Evaluated this year under Teacher Excellence and Support System			
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System			2,507
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards			2,507 2,464
Number of Teachers Evaluated this year under Teacher Excellence and Support System  Number of Teachers Proficient or Above under Teacher Excellence and Support System  Number Certified by National Board for Professional Teaching Standards  Number of Teachers Teaching with Emergency/Provisional Credentials	 		2,507 2,464 877
Number of Teachers Evaluated this year under Teacher Excellence and Support System  Number of Teachers Proficient or Above under Teacher Excellence and Support System  Number Certified by National Board for Professional Teaching Standards  Number of Teachers Teaching with Emergency/Provisional Credentials  Percentage Teaching with Emergency/Provisional Credentials	   	  	2,507 2,464 877 154
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field	  		2,507 2,464 877 154 1.2 %
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field	   		2,507 2,464 877 154 1.2 % 341
Number of Teachers Evaluated this year under Teacher Excellence and Support System  Number of Teachers Proficient or Above under Teacher Excellence and Support System  Number Certified by National Board for Professional Teaching Standards  Number of Teachers Teaching with Emergency/Provisional Credentials  Percentage Teaching with Emergency/Provisional Credentials  Number of Teachers Teaching Out-of-field  Percentage of Teachers Teaching Out-of-field  Number of Inexperienced Teachers	    		2,507 2,464 877 154 1.2 % 341 2.7 %
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced	    		2,507 2,464 877 154 1.2 % 341 2.7 % 1,926
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced Number of Teachers, Principals, and Assistant Principals			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 % 12,978
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced Number of Teachers, Principals, and Assistant Principals Number of Inexperienced Teachers, Principals, and Assistant Principals			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 %
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced Number of Teachers, Principals, and Assistant Principals Number of Inexperienced Teachers, Principals, and Assistant Principals who are Inexperienced			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 % 12,978 N/A N/A
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced Number of Teachers, Principals, and Assistant Principals Number of Inexperienced Teachers, Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced School Board Members			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 % 12,978 N/A N/A
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching With Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced Number of Teachers, Principals, and Assistant Principals Number of Inexperienced Teachers, Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced  School Board Members  Brian Parrish			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 % 12,978 N/A N/A **rs of Training** 13.0
Number of Teachers Evaluated this year under Teacher Excellence and Support System Number of Teachers Proficient or Above under Teacher Excellence and Support System Number Certified by National Board for Professional Teaching Standards Number of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Number of Teachers Teaching Out-of-field Percentage of Teachers Teaching Out-of-field Number of Inexperienced Teachers Percentage of Teachers who are Inexperienced Number of Teachers, Principals, and Assistant Principals Number of Inexperienced Teachers, Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 % 12,978 N/A N/A **rs of Training** 13.0 14.0
Number of Teachers (Certified Teachers)  Number of Teachers Evaluated this year under Teacher Excellence and Support System  Number of Teachers Proficient or Above under Teacher Excellence and Support System  Number Of Teachers Proficient or Above under Teacher Excellence and Support System  Number Certified by National Board for Professional Teaching Standards  Number of Teachers Teaching with Emergency/Provisional Credentials  Percentage Teaching with Emergency/Provisional Credentials  Number of Teachers Teaching Out-of-field  Percentage of Teachers Teaching Out-of-field  Number of Inexperienced Teachers  Percentage of Teachers who are Inexperienced  Number of Teachers, Principals, and Assistant Principals  Number of Inexperienced Teachers, Principals, and Assistant Principals  Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced  School Board Members  Brian Parrish  Dana Ashcraft  Ira Whitfield  Jessica Fernandez			2,507 2,464 877 154 1.2 % 341 2.7 % 1,926 15.5 % 12,978 N/A



Marked Tree Middle School - 5604018

## **SECTION: School Expenditures**

State and Local Expenditures	<u> </u>								
		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$124,633	\$400	\$125,033	\$1,909,037	\$328,168	\$2,237,205	\$1,846,546,023	\$285,439,315	\$2,131,985,338
Support services, pupils	\$5,205	\$0	\$5,205	\$143,483	\$8,205	\$151,688	\$160,069,101	\$8,503,839	\$168,572,940
Support services, instructional staff	\$61,736	\$2,699	\$64,435	\$215,244	\$202,572	\$417,816	\$166,475,200	\$70,344,838	\$236,820,038
Support services, general administration	\$35,449	\$21,259	\$56,708	\$153,715	\$93,951	\$247,666	\$74,567,573	\$26,093,991	\$100,661,564
Support services, school administration	\$0	\$0	\$0	\$185,590	\$20,430	\$206,019	\$238,663,133	\$8,760,219	\$247,423,352
Support services, operation and maintenance of plant	\$8,899	\$91,909	\$100,808	\$42,892	\$399,249	\$442,141	\$176,640,009	\$310,699,332	\$487,339,341
Support services, student transportation	\$25,103	\$12,363	\$37,466	\$113,045	\$53,609	\$166,654	\$111,117,482	\$63,133,720	\$174,251,201
Business/central/other support services	\$14,082	\$668	\$14,749	\$68,399	\$19,986	\$88,385	\$79,763,690	\$51,636,647	\$131,400,337
Food services	\$29,904	\$54,505	\$84,409	\$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	\$305,010	\$183,802	\$488,812	\$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	\$2,475	\$1,491	\$3,966	\$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	\$54,350	\$78	\$54,428	\$370,276	\$52,350	\$422,626	\$465,591,792	\$60,997,050	\$526,588,842	
Support services, pupils	\$0	\$787	\$787	\$0	\$16,461	\$16,461	\$43,263,291	\$33,247,903	\$76,511,193	
Support services, instructional staff	\$71,518	\$31,782	\$103,300	\$263,436	\$62,316	\$325,752	\$76,162,766	\$39,296,794	\$115,459,560	
Support services, general administration	\$0	\$5,673	\$5,673	\$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	\$8,558	\$8,558	\$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	\$125,868	\$46,878	\$172,746	\$633,712	\$192,838	\$826,549	\$608,514,045	\$151,320,564	\$759,834,609	
Federal Per-pupil Expenditures	\$1,021	\$380	\$1,402	\$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	\$178,983	\$478	\$179,461	\$2,279,313	\$380,518	\$2,659,831	\$2,312,137,815	\$346,436,365	\$2,658,574,180
Support services, pupils	\$5,205	\$787	\$5,992	\$143,483	\$24,666	\$168,149	\$203,332,391	\$41,751,742	\$245,084,133
Support services, instructional staff	\$133,254	\$34,481	\$167,735	\$478,680	\$264,888	\$743,568	\$242,637,966	\$109,641,632	\$352,279,598
Support services, general administration	\$35,449	\$26,932	\$62,381	\$153,715	\$118,551	\$272,266	\$83,104,465	\$30,179,866	\$113,284,330
Support services, school administration	\$0	\$0	\$0	\$185,590	\$20,430	\$206,019	\$239,615,017	\$8,818,953	\$248,433,970
Support services, operation and maintenance of plant	\$8,899	\$91,909	\$100,808	\$42,892	\$399,249	\$442,141	\$176,843,466	\$312,250,805	\$489,094,271
Support services, student transportation	\$25,103	\$12,363	\$37,466	\$113,045	\$53,609	\$166,654	\$118,328,762	\$64,286,705	\$182,615,468
Business/central/other support services	\$14,082	\$9,226	\$23,307	\$68,399	\$57,096	\$125,495	\$80,946,017	\$60,324,811	\$141,270,828
Food services	\$29,904	\$54,505	\$84,409	\$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	\$430,878	\$230,680	\$661,558	\$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	\$3,496	\$1,872	\$5,368	\$6,726	\$2,910	\$9,637	\$7,511	\$2,402	\$9,914

<sup>\*</sup> Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)

<sup>\*\*</sup> Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.

Non Telepointer Experientares — Telepointer Experientares subtracted from Total Experientares.				
		2017-2018		
	School	ol District	State	
Mills Voted		39.5	38.4	
Average Teacher Salary		\$39,821	\$49,840	
Extracurricular Expenditures		\$193,232	\$187,202,332	
Capital Expenditures		\$298,204	\$573,071,733	
Debt Service Expenditures		\$208,745	\$294,033,249	
Free and Reduced Meals				
Percent of Students Eligible for Free and Reduced Meals	86.4 %	82.9 %	60.2 %	
State Free and Reduced-Price Meal Rate††			60.6 %	
National Free and Reduced-Price Meal Rate†			57.9 %	

<sup>†</sup> Source: FNS National databank.

<sup>††</sup> State Free and Reduced Meal Rate includes preschool and adult education students.



**SECTION: Alternatively Tested** 

		2017-2018	
	ELA	Math	Science
Grade 6	RV	RV	RV
Grade 6 Grade 7 Grade 8	RV	RV	RV
Grade 8	RV	RV	RV



SECTION: Crosstab - ACT Aspire

		2017-2018			
	% Tested	% In Need of Support	% Close	% Ready	% Ехсес
Mathematics					
nan-Amerikan	N<10	N<10	N<10	N<10	N<10
American Student with Disability	N<10	N<10	N<10	N<10	N<10
The state of the s	N<10	N<10	N<10	N<10	N<10
American Frende with Disability					
American Female without Disability	N<10	N<10	N<10	N<10	N<10
American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
zan-American Fernale Non-English Learner with Disability zan-American Fernale Non-English Learner without Disability			N<10		N<10
an-American Remaile Non-English Learner without Disability an-American Remaile Non-English Learner without Disability an-American Remaile Non-English Learner without Disability and-American Remaile Non-English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
an-American Male	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
an-Anterioran Make with Lisasity an-Anterioran Make with Lisasity an-Anterioran Make in Anterioran Make Manual Harding Make Manual Harding Ma	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
an-American Mase Windou Disastery an-American Mase Windou Disastery an-American Mase Windou Disastery an-American Mase Windou Disastery	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
an-American Male Non-English Learner with Disability					
an-American Male Non-English Learner without Disability an-American Student without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
an-American Non-English Learner	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
an-American Non-English Learner with Disability					
an-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10 RV
	>95%	RV	34.29	31.43	
asian	>95%	RV	RV	30.77	30.77
asian Student with Disability	N<10	N<10	N<10	N<10	N<10
Asian Female	>95%	RV	RV	33.33	40
asian Female with Disability					
asian Fenale without Disability	>95%	RV	RV	33.33	40
Parallel Non-English Learner	>95%	RV	RV	33.33	40
assian Female Non-English Learner with Disability					
assian Female Non-English Learner without Disability	>95%	RV	RV	33.33	40
asian Male	>95%	RV	RV	27.27	18.18
assian Male with Disability	N<10	N<10	N<10	N<10	N<10
assian Male without Disability	N<10	N<10	N<10	N<10	N<10
Annual Male Non-English Learner	>95%	RV	RV	27.27	18.18
asian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
assian Student Without Disability	>95%	RV	RV	38.1	33.33
assian Non-English Learner	>95%	RV	RV	30.77	30.77
assian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
asian Nor-English Learner without Disability	>95%	RV	RV	38.1	33.33
ent with Disability	N<10	N<10	N<10	N<10	N<10
de	>95%	RV	RV	35.29	35.29
ale Student with Disability					
ale Student without Disability	>95%	RV	RV	35.29	35.29
alle Non-English Learner	>95%	RV	RV	35.29	35.29
ale Non-English Learner with Disability					
ale Non-English Learner without Disability	>95%	RV	RV	35.29	35.29
The state of the s	N<10	N<10	N<10	N<10	N<10
anic Female	N<10	N<10	N<10	N<10	N<10
nani- Female without Disability	N<10	N<10	N<10	N<10	N<10
Annual Company of the	N<10	N<10	N<10	N<10	N<10
anic Female Nov-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
nric Student without Disability	N<10	N<10	N<10	N<10	N<10
nric Non-English Learner	N<10	N<10	N<10	N<10	N<10
nic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
	>95%	RV	RV	27.78	22.22
Student with Disability	N<10	N<10	N<10	N<10	N<10
Student without Disability	>95%	RV	RV	41.67	25
Non-English Learner	>95%	RV	RV	27.78	22.22
Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Non-English Learner without Disability	>95%	RV	RV	41.67	25
ent without Deability	>95%	RV	RV	37.93	31.03
English Learner	>95%	RV	34.29	31.43	RV
English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
				37.93	



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	2017-2018				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 7 Mathematics					
African-American	>95%	RV	RV	43.75	<5%
African-American Student with Disability	N<10	N<10	N<10	N<10	N<10
African-American Fernale	N<10	N<10	N<10	N<10	N<10
African-American Female with Disability	N<10	N<10	N<10 N<10	N<10	N<10 N<10
Affician-American Fernale without Disability	N<10	N<10		N<10	
African-American Fernále Non-Errojáh Leamer  African-American Fernále Non-Errojáh Leamer with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Antica-American France (war updat Leatine was Loadinay Africa-American France (was Updat Leatine was Loadinay Africa-American France (was Updat Leatine Was Updat) Africa-American France (was Updat Leatine Was Updat Le	N<10	N<10	N<10	N<10	N<10
Anica-American Male	N<10	N<10	N<10	N<10	N<10
Affairs-American Male with Disability					
African-American Male without Disability	N<10	N<10	N<10	N<10	N<10
African-American Mate 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	46.67	<5%
African-American Non-English Learner	>95%	RV	RV	43.75	<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	46.67	<5%
All	RV	45	RV	27.5	RV
Caucasian	>95%	54.17	RV	RV	<5%
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	N<10	N<10	N<10	N<10	N<10
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	N<10	N<10	N<10	N<10	N<10
Caucasiain Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
Caucasion Female Non-English Learner with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Caucasian Fernale Non-English Learner without Disability Caucasian Male	>95%	RV RV	RV	17.65	N<10 <5%
Caucasian Vide With Disability	>90% N<10	N<10	N<10	N<10	N<10
Coucasian Make without Disability	>95%	RV	RV	21.43	<5%
Caucasian Male Non-English Learner	>95%	RV	RV	17.65	<5%
Caucasion 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	21.43	<5%
Caucasian Student without Disability	>95%	RV	RV	21.05	<5%
Caucasian Non-English Learner	>95%	54.17	RV	RV	<5%
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	21.05	<5%
Student with Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	RV	RV	43.75	<5%
Fernale Student with Disability	N<10	N<10	N<10	N<10	N<10
Ferniel Student without Disability	>95%	RV	RV	53.85	<5%
Female Non-English Learner	>95%	RV	RV	43.75	<5%
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	53.85	<5%
Hispanic					
Hipparis Female Hipparis Female without Datability					
Hapanir Pemile Monot Libeding					
respector Pertaine Voto-Enginel Learner Higheaper Female More-Enginel Learner without Disability Higheaper Female More-Enginel Learner without Disability					
response. For eliment recording receiver would used unity Highware State of the Death Bay State of the State					
response, solutions would used using the state of the sta					
Hispanic Nor-English Learner without Disability					
Male	>95%	50	RV	RV	<5%
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	RV	RV	19.05	<5%
Male Non-English Learner	>95%	50	RV	RV	<5%
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	19.05	<5%
Student without Disability	RV	35.29	RV	32.35	RV
Non-English Learner	RV	45	RV	27.5	RV
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Non-English Learner Sludent without Disability	RV	35.29	RV	32.35	RV



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Maximum demonstration of the property of the p		2017-2018				
Maxima deplay mineral management of the property of the proper		% Tested	% In Need of Support	% Close	% Ready	% Exceeds
минимений предвидений верей ва дели верий в	Grade 8 Mathematics					
with the following the followi	African-American	>95%	RV	RV	16.67	5.56
Machine	African-American Student with Disability	N<10	N<10	N<10	N<10	N<10
And contained manaded	African-American Female	N<10	N<10	N<10	N<10	N<10
Machine Marchante Ma	African-American Female with Disability	N<10	N<10	N<10	N<10	N<10
with the properties of the prope	African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
	Alfrican-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
Annual control of the control of th	African-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Annumentamentamentamentamentamentamentamenta	African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
And contained measured	African-American Male	>95%	RV	RV	20	<5%
Assembly and submit and subm	African-American Male with Disability	N<10	N<10	N<10	N<10	N<10
Annotation of the control of the co	African-American Male without Disability	N<10	N<10	N<10	N<10	N<10
With Marchane Submitted Supplementation (See Supplementa	African-American Male Non-English Learner	>95%	RV	RV	20	<5%
Monomarian plancia pla	Alfrican-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Washed method profession of the method profession of th	African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Montemarkinghinare mignahingholdsMontemark mignahingholdsMontemar	Alfrican-American Student without Disability	>95%	RV	RV	16.67	<5%
Name of the properties of the pr	African-American Non-English Learner	>95%	RV	RV	16.67	5.56
Month909090909090Chasca Marchamband19090909090Chasca Marchamband19090909090Chasca Marchamband19090909090Chasca Marchamband1909090909090Chasca Marchamband1909090909090Chasca Marchamband1909090909090Chasca Marchamband1909090909090Chasca Marchamband909090909090Chasca Marchamband90	African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Closed moderation of control of the	African-American Non-English Learner without Disability	>95%	RV	RV	16.67	<5%
classed sinched moderned modered moderned moderned moderned moderned moderned moderned moderned	All	>95%	30.23	30.23	RV	RV
Desire from the foliage of the folia	Caucasian	>95%	RV	RV	24	28
classed residual schalled schale	Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Conservine would supply as the constraint of the c	Caucasian Female	>95%	RV	RV	21.43	35.71
Conserientendenotende	Caucasian Fernale with Disability	N<10	N<10	N<10	N<10	N<10
Cosmer invertinguitament mentaturation670670750750750Cosmer invertinguitament mentaturation450750750750750Cosme invertinguitament mentaturation450750750750750Cosme interfundinguitament mentaturation450750750750750750Cosme interfundinguitament mentaturation450750	Caucasian Female without Disability	>95%	RV	RV	23.08	38.46
Cases interbalange interbala	Caucasian Female Non-English Learner	>95%	RV	RV	21.43	35.71
Casan Mine Mine490.90.97.97.97.98.Casan Mine Mine Mine490.490.90.97.98.Casan Mine Mine Mine Mine Mine Mine Mine Min	Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Case and Manish DialoghCase and Manis	Caucasian Female Non-English Learner without Disability	>95%	RV	RV	23.08	38.46
Heat the foliable of the folia	Caucasian Mále	>95%	RV	RV	27.27	18.18
Case and Manor Submit americal data productions of the Submit American Submit american Submit american Submit and Submit American Submit Ameri	Caucasian Male with Disability					
Case and Note Original same with Debath (as well and Debath)         45.0         45.0         45.0         45.0         25.2         45.0           Case and Note Original same with Debath (as well and Debath)         45.0         87.0         87.0         25.0	Caucasian Male without Disability	>95%	RV	RV	27.27	18.18
Case and Aster Indication from Fording Lacemen	Caucasian Male Non-English Leamer	>95%	RV	RV	27.27	18.18
Assistant informational formation of the state of the sta	Caucasian Male Non-English Learner with Disability					***
Assistant Description terms throught of the Comment Description of the Comm	Caucasian Male Non-English Learner without Disability	>95%	RV	RV	27.27	18.18
Account Noting in Learner with Collegal Accoun	Caucasian Student without Disability					
Assist the Propose of	Caucasian Non-English Learner	>95%	RV	RV	24	28
Substitution bloadily control bloadily c	Caucasian Non-Engish Learner with Disability					
Freine Student with Duality 1970 (1970) (197	Caucasian Non-English Learner without Disability	>95%	RV	RV	25	29.17
Freine Staderich Trabeily Control Staderich Trabeil Control Staderich Trab	Student with Disability					
Freine Student without Datability Freine Student without Datability Freine Non-English Learner Without Datability	Female					
Freints Non-English Learner Wind Disabiliy Freints Non-English Learner Wind Disability Freints Non-English Freint	Fernale Student with Disability					
Ferniar Non-English Learner with Diability Ferniar Non-English Learner with Diability Ferniar Non-English Learner with Diability Higheric Ferniar Without Di	Female Student without Disability					
Fernie kon Engini Learner without Disability Fernie kone Engin Learner witho	Female Non-English Learner					
Higher Female         Higher Female         Inc.         Inc	Female Non-English Learner with Disability					
Hispanic Female         Hispanic Female without Datability         In.         In. <td>Female Non-English Learner without Disability</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Female Non-English Learner without Disability					
This pair Female without Disability This pair Female with Disability This pair Pair	Hispanic					
Heganic Female Non-Engigh Learner without Dasability Heganic Female Non-Engigh Learner without Dasability Heganic Sudert with	Hispanic Fernale					
Hispanic Female Non-Engight Learner without Disability						
Hispanic Subdert without Disability         Inc.	Hispanic Fernále Non-English Learner					
Figuric Non-English Learner without Disability figuric Non-English Learner with Disability figuric Non-English Learner without Disability figuric						
Maje         Fig.         Fig. <th< td=""><td>Hispanic Student without Disability</td><td></td><td></td><td></td><td></td><td></td></th<>	Hispanic Student without Disability					
Maie         Maie         RV         RV         281         9.52           Maie         Maie         N-10         N-10 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
Mais Subert with Disability  Mais Subert with Disability  Also Subert with Disability  Also Subert with Disability  Also Non-Engish Learner will Disability  Mais Non-Engish Learner will Disability  Also Non-Engish Learner will Disability  Als						
Male Non-Enginh Learner Male Non-Enginh Learner Manie Non-Enginh Learne						
Male Non-English Learner         45%         RV         RV         2.81         9.52           Male Non-English Learner will Disability         N-10	Male Student with Disability					
Mate Non-English Learner with Disability         N-10         N-10 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
Male Non-English Learner without Disability         -98%         RV         RV         23.53         11.76           Student without Disability         -98%         RV         38.51         RV         19.44           Non-English Learner         -98%         30.23         30.23         RV         RV           Non-English Learner         Nct-10         N-10         N-10         N-10         N-10						
Student willhout Disability         PV         38.11         RV         19.44           Non-English Learner         96%         30.23         30.23         RV         RV           Non-English Learner         Nr-10						
Non-English Learner         >95%         30.23         RV         RV           Non-English Learner         N<-10	Male Non-English Learner without Disability					
Non-English Learner Student with Disability N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10						
	Non-English Learner					
Non-English Learner Student without Disability 1934	Non-English Learner Student with Disability					
	Non-English Learner Student without Disability	>95%	RV	36.11	RV	19.44



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	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
	/s rested	% in Need of Support	/s Close	/s Ready	% Exceeds
All Grades Mathematics				RV	RV
African American African American Student with Disability	>95% N<10	33.33 N<10	30.96 N<10	N<10	N<10
Ancian-American Student with Usakanty Militorian Militoria	N<10 >95%	N<10 RV	N<10 RV	N<10 38.89	N<10 5.56
Allicia-Vientean remails (Micro-American) rema	>95% N<10	N<10	N<10	38.89 N<10	N<10
				N<10 46.67	
Alfican-American Fernale without Disability	>95%	RV	RV		<5%
Affican-American Fermite Non-English Learner	>95% N<10	RV	RV N<10	38.89 N<10	5.56 N<10
Alfican-American Fernale Non-English Learner with Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 46.67	N<10 <5%
African-American Female Non-English Learner without Disability  African-American Male		RV	RV	46.67	
Anticas-American Male with Disability	>95% N<10	N<10	N<10	20.83 N<10	8.33 N<10
Affician-American Mase with Dispositify Affician-American Mase with Dispositify Affician-American Mase with Dispositify Affician-American Mase with Dispositify	N<10 >95%	N<1U RV	N<10 RV	N<10 21.05	N<10 10.53
Anticas-Averican livale without updately Affician-Averican livale without updately Affician lively	>95%	RV	RV	20.83	8.33
	>95% N<10		N<10	20.83 N<10	8:33 N<10
African-American Male Non-English Learner with Disability  African-American Male Non-English Learner with out Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 21.05	N<10 10.53
African-American Student without Disability	>95%	RV	38.24	32.35	RV
Afficia-American Non-English Learner	>95%	33.33	30.95	RV	RV
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	38.24	32.36	RV
All	>95%	27.97	30.51	26.27	15.25
Caucasian	>95%	25.33	30.67	24	20
Caucasian Student with Disability	>95%	RV	RV	<5%	9.09
Caucasian Female	>95%	RV	RV	25	30.56
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	RV	RV	27.27	33.33
Caucasian Female Non-English Learner	>95%	RV	RV	25	30.56
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	27.27	33.33
Caucasian Male	>95%	30.77	35.9	RV	RV
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	32.26	RV	9.68
Caucasian Male Non-English Leamer	>95%	30.77	35.9	RV	RV
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	32.26	RV	9.68
Caucasian Student without Disability	>95%	20.31	29.69	28.13	21.88
Caucasian Non-English Learner	>95%	25.33	30.67	24	20
Caucasian Non-English Learner with Disability	>95%	RV	RV	<5%	9.09
Caucasian Non-English Learner without Disability	>95%	20.31	29.69	28.13	21.88
Student with Disability	>95%	RV	RV	5.26	10.53
Female	>95%	21.82	25.45	30.91	21.82
Female Student with Disabitly	N<10	N<10	N<10	N<10	N<10
Female Student without Disability	>95%	RV	28.57	34.69	RV
Female Non-English Learner	>95%	21.82	25.45	30.91	21.82
Fernate Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	RV	28.57	34.69	RV
Hispanic	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Fernale Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male	>95%	33.33	34.92	RV	RV
Male Student with Disability	>95%	RV	RV	7.69	7.69
Male Student without Disability	>95%	28	36	RV	RV
Male Non-English Learner	>95%	33.33	34.92	RV	RV
Male Non-English Learner with Disability	>95%	RV	RV	7.69	7.69
Male Non-English Learner without Disability	>95%	28	36	RV	RV
Student without Disability	>95%	21.21	32.32	30.3	16.16
Non-Endish Learner	>95%	27.97	30.51	26.27	15.25
Non-English Learner Student with Disability	>95%	RV	RV	5.26	10.53
Non-English Learner Student without Disability	>95%	21.21	32.32	30.3	16.16
		•			



Marked Tree Middle School - 5604018

		2017-2018			
	% Tested	% In Need of Support	% Close	% Ready	% Exce
ado 6 Literacy				_ ,,,,,,	11-40
The state of the s	N<10	N<10	N<10	N<10	N<10
ican-American Student with Disability	N<10	N<10	N<10	N<10	N<10
The state of the s	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
rican-American Male with Disability	N<10	N<10	N<10	N<10	N<10
rican-American Male without Disability	N<10	N<10	N<10	N<10	N<10
rican-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
rican-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
rican-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
rican-American Student without Disability	N<10	N<10	N<10	N<10	N<10
rican-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
Gran-American Non-Spright Learner with Disability	N<10	N<10	N<10	N<10	N<10
from American Northerial Learner without Disability	N<10	N<10	N<10	N<10	N<10
transversion with engine Learner without Leading	>95%	40	RV	RV	17.14
		40 RV			
ucisian	>95%		RV N<10	23.08 N<10	23.08 N<10
Committee of the Commit	N<10	N<10			
ucasian Female	>95%	RV	RV	26.67	33.33
ucasian Fernale with Disability					
ucasian Female without Disability	>95%	RV	RV	26.67	33.33
ucasian Female Non-English Learner	>95%	RV	RV	26.67	33.33
sucasian Female Non-English Learner with Disability					
ucasian Female Non-English Learner without Disability	>95%	RV	RV	26.67	33.33
ucasian Male	>95%	RV	RV	18.18	9.09
aucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
sucesian Male without Disability	N<10	N<10	N<10	N<10	N<10
sucasian Male Non-English Learner	>95%	RV	RV	18.18	9.09
sucasion Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
sucasion Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
successor Student without Disability	>95%	RV	RV	28.57	23.81
Judges wild Labeling Label wild Labeling Labelin	>95%	RV	RV	23.08	23.08
Lucación (var ligita) Learre WID Disability  Lucación Non-Egiphi Learre WID Disability	N<10	N<10	N<10	N<10	N<10
	N<10 >95%	N<10 RV	N<10 RV	N<10 28.57	N<10 23.81
Parallel Learner without Disability					
dent with Disability	N<10	N<10	N<10	N<10	N<10
made	>95%	RV	RV	23.53	29.41
male Student with Disability					
male Student without Disability	>95%	RV	RV	23.53	29.41
mate Non-English Learner	>95%	RV	RV	23.53	29.41
male Non-English Learner with Disability					
male Non-English Learner without Disability	>95%	RV	RV	23.53	29.41
ppanic	N<10	N<10	N<10	N<10	N<10
spanic Female	N<10	N<10	N<10	N<10	N<10
panic Female without Disability	N<10	N<10	N<10	N<10	N<10
ppanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
paparic Female Note-Signific Learner without Disability	N<10	N<10	N<10	N<10	N<10
years, reliable twarf-tiget reserve would be solwy species (Subset without Deskilly) species (Subset without Deskilly)	N<10	N<10	N<10	N<10	N<10
pane-student worout beautiny capacity Learner  and the control of	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
paric Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
le e	>95%	RV	RV	22.22	5.56
e Student with Disability	N<10	N<10	N<10	N<10	N<10
e Student without Disability	>95%	RV	RV	33.33	<5%
le Non-English Learner	>95%	RV	RV	22.22	5.56
le Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
	>95%	RV	RV	33.33	<5%
le Non-English Learner without Disability	>95%	RV	RV	27.59	17.24
sie Non-English Learner without Disability udent without Disability	P90%				17.14
dent without Disability	>95%	40	RV	RV	17.14
		40 N<10	RV N<10	RV N<10	N<10



SECTION: Crosstab - ACT Aspire

			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Excee
ade 7 Literacy					
suce / Luciescy (can - Venerican	>95%	RV	RV	18.75	6.25
usin/viersen/asludent with Disability	N<10	Ns10	N<10	N<10	N<10
	N<10				N<10
icas-Anerican Female		N<10	N<10	N<10	
American Female with Disability	N<10	N<10	N<10	N<10	N<10
ican-American Female without Disability	N<10	N<10	N<10	N<10	N<10
ican-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
ican-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ican-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
ician-American Male	N<10	N<10	N<10	N<10	N<10
ican-American Male with Disability					
icen-American Male without Disability	N<10	N<10	N<10	N<10	N<10
ician-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
ican-American Male Non-English Learner with Disability					
ican-American Mále Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
can-American Student without Disability	>95%	RV	RV	20	6.67
can-American Non-English Learner	>95%	RV	RV	18.75	6.25
can-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
can-American Non-English Learner without Disability	>95%	RV	RV	20	6.67
	>95%	57.5	RV	RV	<5%
ucisian	>95%	RV	RV	20.83	<5%
ucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
casian Female	N<10	N<10	N<10	N<10	N<10
ucasian Fernale 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
ucasian Fernale Non-English Learner	N<10	N<10	N<10	N<10	N<10
cosion Fernale Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
ucesian Male	>95%	RV	RV	23.53	<5%
ucesian Male with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Male without Disability	>95%	RV	RV	28.57	<5%
ucasian Male Non-English Learner	>95%	RV	RV	23.53	<5%
ucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Male Non-Engish Learner without Disability	>95%	RV	RV	28.57	<5%
ucasian Student without Disability	>95%	RV	RV	26.32	<5%
ucasian Non-English Learner	>95%	RV	RV	20.83	<5%
sucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
occasion Non-English Learner without Debasitify	>95%	RV	RV	26.32	<5%
dent with Disability	N<10	N<10	N<10	N<10	N<10
mate	>95%	RV	RV	25	6.25
mate Student with Disability	N<10	N<10	N<10	N<10	N<10
male Student without Disability	>95%	RV	RV	30.77	7.69
male Non-English Learner	>95%	RV	RV	25	6.25
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	30.77	7.69
panic					
oanic Fernale					
and Female without Disability					
pan remiew makku Josephiny apar Femile Non-Figilia Lemer					
pance remie knot-inglian Learine vilhoud Disability  pance remie knot-inglian Learine vilhoud Disability  pance remie knot-inglian Learine vilhoud Disability					
The state of the s					
name of the state					
anic Non-English Learner without Disability					
	>95%	RV	RV	16.67	<5%
Student with Disability	N<10	N<10	N<10	N<10	N<10
Student without Disability	>95%	RV	RV	19.05	<5%
e Non-English Learner	>95%	RV	RV	16.67	<5%
Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
e vour-region Learner with Chalastry  Non-English Learner with Chalastry  Non-English Learner without Chalastry  Non-English Learner Without Chalastry	>95%	RV	RV	19.05	<5%
e Non-cingian Learner whool Lisability  defined whool Disability	>95%	60 50	RV	19.05 RV	<5%
-English Learner	>95%	57.5	RV	RV	<5%
	N<10	N<10	N<10	N<10	N<10
n-English Learner Student with Disability n-English Learner Student without Disability	>95%	50	RV	RV	<5%



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	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 8 Literacy					
African-American	>95%	RV	RV	11.11	16.67
Affican-American Student with Disability Affican-American Student with Disability Affican-American Student with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Allica-Vereican) remake Allica-Vereican remake Allicability	N<10 N<10	N<10	N<10	N<10	N<10
Artican-Arrieran remise with ulsasity Artican-Arrieran remise with ulsasity Artican-Arrieran remise with ulsasity Artican-Arrieran remise without Debablity	N<10	N<10 N<10	N<10	N<10 N<10	N<10
Addition-American Testing with Local Localistics Affician-American Testing	N<10	N<10	N<10	N<10	N<10
Afterna-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male	>95%	RV	RV	<5%	10
African-American Male with Disability	N<10	N<10	N<10	N<10	N<10
African-American Mate without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner	>95%	RV	RV	<5%	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	16.67	8.33
African-American Non-English Learner	>95%	RV	RV	11.11	16.67
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	16.67	8.33
All	>95%	32.56	RV	25.58	RV
Caucasian	>95%	RV	RV	36	28
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Fernale Caucasian Fernale with Disability	>95% N<10	RV N<10	RV N<10	28.57 N<10	42.86 N<10
Caucisin Fernike with Clashity  Caucisin Fernike with Catholity  Caucisin Fernike with Catholity	N<10 >95%	N<10 RV	N<10 RV	N<10 30.77	N<10 48.15
Cauciasin Permit without Distriction  Cauciasin Permit without Distriction  Cauciasin Permit Work Distriction	>95%	RV	RV	30.77	46.15
Calculation Frame Provincing Learner  Calculation Frame Work-Triginal Learner  Calculation Frame Work-Triginal Learner with Disability  Calculation Frame Work-Triginal Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Francis Non-English Learner with Lotability  Caucasian Francis Non-English Learner without Disability	>95%	RV	RV	30.77	46.15
Caucasian Male	>95%	RV	RV	45.45	9.09
Caucasian Male with Disability					
Caucasian Male without Disability	>95%	RV	RV	45.45	9.09
Caucasian Male Non-English Learner	>95%	RV	RV	45.45	9.09
Caucasian Male Non-English Learner with Disability					
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	45.45	9.09
Caucasian Student without Disability	>95%	RV	RV	37.5	29.17
Caucasion Non-English Learner	>95%	RV	RV	36	28
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	37.5	29.17
Student with Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	RV	RV	27.27	36.36
Female Student with Disability	N<10	N<10	N<10	N<10	N<10
Femile Student without Disability	>95%	RV	RV	31.58	36.84
Female Non-English Learner	>95%	RV	RV	27.27	36:36 N<10
Female Non-English Learner with Disability  Female Non-English Learner without Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 31.58	N<10 36.84
Femile Not-English Learner without Disability Highparic Highparic	>95%	RV	RV	31.58	36.84
respons. Hispanic Fernale					
respons, remain without Disability					
Haganir Fernis Non-English Learner					
Highway Care and Care Signith Learner without Disability					
Hispanic Student without Disability					
Hispanic Non-English Learner					
Hispanic Non-English Learner without Disability					
Male	>95%	52.38	RV	RV	9.52
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	RV	RV	29.41	5.88
Male Non-English Learner	>95%	52.38	RV	RV	9.52
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	29.41	5.88
Student without Deability	>95%	RV	RV	30.56	22.22
Non-English Learner	>95%	32.56	RV	25.58	RV
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Non-English Learner' Student Without Disability	>95%	RV	RV	30.56	22.22



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	2017-2018				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
M Grades Literacy					
Million American	>95%	50	23.81	RV	RV
Mican-American Student with Disability	N<10	N<10	N<10	N<10	N<10
Mrican-American Female	>95%	RV	RV	27.78	16.67
Mrican-American Fernale with Disability	N<10	N<10	N<10	N<10	N<10
Micro-American Female without Disability	>95%	RV	RV RV	33.33 27.78	13.33
Mican-American Female Non-English Learner Mican-American Female Non-English Learner with Disability	>95% N<10	RV N<10	N<10	27.78 N<10	16.67 N<10
www.enreumen.enreumen.enreumen.enreumen.enreumen.enreumen.enreumen.enreumen.enreumen.enreumen.enreumen.enreume	>95%	RV	RV	33.33	13.33
Microrinate in Prince in Artificial Education will add Lisability  Microrinate in Artificial Education will	>95%	RV	RV	8.33	<5%
Mican-American Male with Disability	N<10	N<10	N<10	N<10	N<10
firstan-American Male without Disability	>95%	RV	RV	10.53	<5%
Mirian-American Male Non-English Learner	>95%	RV	RV	8.33	<5%
Mirkan-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Mican-American Male Non-English Learner without Disability	>95%	RV	RV	10.53	<5%
Mican-American Student without Disability	>95%	44.12	29.41	RV	RV
Mican-American Non-English Learner	>95%	50	23.81	RV	RV
Mrican-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Mican-American Non-English Learner willhout Disability	>95%	44.12	29.41	RV	RV
	>95%	43.22	19.49	22.88	14.41
aucasian	>95%	38.67	17.33	26.67	17.33
auasian Student with Disability	>95%	RV	RV	<5%	9.09
Jaucasian Female	>95%	27.78	RV	RV	30.56
aucasian Fernale with Disability Caucasian Fernale without Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 27.27	N<10 33.33
Audestian remark without baskinty Audestian remark with a complex remark with a complex remark with a comple	>95%	27.78	RV	2/2/ RV	30.56
Judgester Freiher vorzeigest Leener with Disability  Judgester Freiher vorzeigest Leener with Disability	N<10	N<10	N<10	N<10	N<10
Jackson France Nutricipant Learner wir Usbaumy  Jackson France Nutricipant Learner wir Usbaumy  Jackson France Nutricipant Learner wir Usbaumy  Jackson France Nutricipant Learner with Usbaumy  Jackson France Nutricipant Learner Nutricipant	>95%	RV	RV	27.27	33.33
Jaccesian Male	>95%	48.72	RV	28.21	RV
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	38.71	RV	35.48	RV
Caucasian Male Non-English Learner	>95%	48.72	RV	28.21	RV
Daucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	38.71	RV	35.48	RV
Caucasian Student without Disability	>95%	29.69	20.31	31.25	18.75
Zaucasian Non-English Learner	>95%	38.67	17.33	26.67	17.33
aucasian Non-English Learner with Disability	>95%	RV	RV	<5%	9.09
aucasian Non-English Learner without Disability	>95%	29.69	20.31	31.25	18.75
Manager Will Disability	>95%	RV	RV	<5%	15.79
enside	>95%	29.09	20	25.45	25.45
First Will Desbity	N<10	N<10	N<10	N<10	N<10
emate Student without Disability	>95%	22.45	22.45	28.57	26.53
Female Non-English Learner Female Non-English Learner with Disability	>95% N<10	29.09 N<10	20 N<10	25.45 N<10	25.45 N<10
enture row-region Leatier with Leakuny  make Nor-Right learner without Disability  make Nor-Right learner without Disability	>95%	22.45	22.45	28.57	26.53
entine volo-region Learner wirold, Usademy Regardic	N<10	N<10	N<10	28.57 N<10	20:03 N<10
insparts.	N<10	N<10	N<10	N<10	N<10
Agency Central Willows (1997)	N<10	N<10	N<10	N<10	N<10
ispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
spanic Female Non-Engish Learner without Disability	N<10	N<10	N<10	N<10	N<10
rispanic Student without Disability	N<10	N<10	N<10	N<10	N<10
ispanic Non-English Learner	14-10			N<10	N<10
	N<10	N<10	N<10	14-10	
Separic Non-English Learner without Disability		N<10 N<10	N<10 N<10	N<10	N<10
	N<10	N<10 55.56	N<10 RV		RV
flaganic Non-English Learner without Disability fide fide Student with Disability	N<10 N<10 RV >95%	N<10 55.56 RV	N<10 RV RV	N<10 20.63 <5%	RV 15.38
Rispanic Non-English Learner without Disability Asia Males Studers with Disability Asia Studers with Disability	N<10 N<10 RV >95% RV	N<10 55.56 RV 48	N<10 RV RV	N<10 20.63 <5% 26	RV 15.38 RV
Rispanic Non-English Learner without Disability  Ade Student with Disability  Ade Student with Disability  Ade Non-English Learner	N<10 N<10 RV >95% RV	N<10 55.58 RV 48 55.56	N<10 RV RV RV	N<10 20.63 <5% 26 20.63	RV 15.38 RV RV
Tispanic Non-English Learner without Disability  Alee Student with Disability  Alee Student with Disability  Alee Student with Disability  Alee Non-English Learner  false Non-English Learner with Disability	N<10 N<10 RV >95% RV RV >95%	N<10 55.56 RV 48 55.56 RV	N<10 RV RV RV RV RV	N<10 20.63 <5% 26 20.63 <5%	RV 15.38 RV RV 15.38
Integration From English Learner withhout Disability  Alder Note: Suderit with Disability  Alder Note: Suderit without Disability  Alder Note: English Learner with Disability  Alder Note: English Learner with Disability  Alder Note: English Learner with Disability  Alder Note: English Learner without Disability	N<10 N<10 RV >95% RV RV PV RV	N<10 55:56 RV 48 55:56 RV	N<10 RV RV RV RV RV RV RV	N<10 20.63 <5% 26 20.63 <5%	RV 15.38 RV RV 15.38 RV
Fispanic Non-English Learner without Disability  Ade Suderi without Disability  Ade Non-English Learner  Ball Non-English Lear	N=10 N=10 RV >95% RV >95% RV >95%	N<10 55.56 RV 48 55.56 RV 48 35.36	N=10 RV RV RV RV RV RV RV RV RV	N<10 20.63 <5% 26 20.63 <5% 26 27.27	RV 15:38 RV RV 15:38 RV 14:14
Fispanic Non-English Learner without Disability Asie Student with Disability Asie Student with Disability Asie Non-English Learner Asie Non-English Learner with Disability Asie Non-English Learner Asie Non-E	N=10 N=10 RV >95% RV PV >95% RV >95%	N<10 5556 RV 48 5556 RV 48 35.35 43.22	N=10 RV RV RV RV RV RV 23.23	N<10 2063 <5% 26 2063 <5% 27 27 22.88	RV 15.38 RV RV 15.38 RV 14.14
Fispanic Non-English Learner without Disability  Ade Suderi without Disability  Ade Non-English Learner  Ball Non-English Lear	N=10 N=10 RV >95% RV >95% RV >95%	N<10 55.56 RV 48 55.56 RV 48 35.36	N=10 RV RV RV RV RV RV RV RV RV	N<10 20.63 <5% 26 20.63 <5% 26 27.27	RV 15:38 RV RV 15:38 RV 14:14



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	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 6 Science					
African-American	N<10	N<10	N<10	N<10	N<10
African-American Student with Disability	N<10	N<10	N<10	N<10	N<10
Altican-American Female	N<10	N<10	N<10	N<10	N<10
Alfican-American Female with Disability					
Alfrican-American Female without Disability	N<10	N<10	N<10	N<10	N<10
Alfican-American Fernale Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Fernsie Non-English Learner with Disability					
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male	N<10	N<10	N<10	N<10	N<10
African-American Male with Disability	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
Alfrican-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Alfrican-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	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%	44.12	RV	RV	14.71
Caucasian	>95%	40	RV	RV	16
Counciain Student with Disability	N<10	N<10	N<10	N<10	N<10
Coolcasian Foundamy  Coolcasian Foundame	>95%	RV	RV	20	26.67
Colousain France With Disability  Colousain France With Disability					
Caucasian Female without Disability	>95%	RV	RV	20	26.67
Coucasian Frence Mono-Enolish Learner	>95%	RV	RV	20	26.67
Concession Female Non-English Learner with Disability					
Calculation Frame Profile (Inc.) (See Fig. 1) (See Fig. 1	>95%	RV	RV	20	26.67
Calculation Testinger working pain Least test was Audul Calculation (Mark	>95%	RV	RV	30	<5%
Caucasian Maler	>90% N<10	N<10	N<10	N<10	N<10
Concession Make World Stability  Concession Make World Stability	N<10	N<10	N<10	N<10	N<10
Cauciasi nation Non-Figini Learner	>95%	RV	RV RV	N<10	<5%
Caucisian Male Non-Piglan Learner  Caucisian Male Non-Piglan Learner will Disability	N<10	N<10	N<10	N<10	N<10
Caucisien Male Port-Eight Learner with Usastiny Caucisien Male Port-Eight Learner Word Usastiny Caucisien Male Port-Eight Learner Word Usastiny	N<10	N<10	N<10	N<10 N<10	N<10
Caucasian Student without Disability  Caucasian Non-Endish Learner	>95%	RV 40	RV RV	28.57 RV	19.05
Caucasien Non-English Learner with Disability	N<10	N<10 RV	N<10 RV	N<10 28.57	N<10 19.05
Caucasian Non-English Learner without Disability	>95%				
Student with Disability	N<10	N<10	N<10	N<10	N<10
Femile	>95%	RV	RV	17.65	23.53
Female Student with Disability					
Female Student without Disability	>95%	RV	RV	17.65	23.53
Female Non-English Learner	>95%	RV	RV	17.65	23.53
Female Non-English Learner with Disability					
Female Non-English Learner without Disability	>95%	RV	RV	17.65	23.53
Hispanic	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanic Fernale without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Mate	>95%	RV	RV	23.53	5.88
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Mele Student willout Deabilty	>95%	RV	RV	33.33	8.33
Male Non-English Learner	>95%	RV	RV	23.53	5.88
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	33.33	8.33
Student without Disability	>95%	34.48	RV	RV	17.24
Non-English Learner	>95%	44.12	RV	RV	14.71
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Non-English Learner Student without Disability	>95%	34.48	RV	RV	17.24
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SECTION: Crosstab - ACT Aspire

		2017-2018				
	% Tested	% In Need of Support	% Close	% Ready	% Excee	
ado 7 Science						
rican-American	>95%	RV	RV	25	<5%	
ricen-American Student with Disability	N<10	N<10	N<10	N<10	N<10	
rican-American Female	N<10	N<10	N<10	N<10	N<10	
rican-American Female with Disability	N<10	N<10	N<10	N<10	N<10	
rican-American Female without Disability	N<10	N<10	N<10	N<10	N<10	
rican-American Femile Non-English Learner	N<10	N<10	N<10	N<10	N<10	
ican-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
ican-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Kartyvier kai i esise kuri-cipjai Leaste wiikku Leakiny Kartyvier kai i esise kuri-cipjai Leaste wiikku Leakiny Kartyvier kai i esise kuri-cipjai Leaste wiikku Leakiny	N<10	N<10	N<10	N<10	N<10	
	14-10	N-10	14-10			
rican-American Male with Disability						
rican-American Male without Disability	N<10	N<10	N<10	N<10	N<10	
rican-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10	
rican-American Mate Non-English Learner with Disability						
rican-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
rican-American Student without Disability	>95%	RV	RV	26.67	<5%	
rican-American Non-English Learner	>95%	RV	RV	25	<5%	
rican-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
ican-American Non-English Learner without Disability	>95%	RV	RV	26.67	<5%	
transversion was engian Learner wirrout usability	>95%	62.5	RV	RV RV	<5%	
ucasian	>95%	58.33	RV	RV	<5%	
ucasian Student with Disability	N<10	N<10	N<10	N<10	N<10	
ucasian Female	N<10	N<10	N<10	N<10	N<10	
sucasian Female with Disability	N<10	N<10	N<10	N<10	N<10	
sucasian Female without Disability	N<10	N<10	N<10	N<10	N<10	
aucasian Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
uucasian 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	
June 2014 Male	>95%	RV	RV	5.88	5.88	
Aucusian Vale with Disability			N<10	N<10		
····· · · · · · · · · · · · · · · · ·	N<10	N<10			N<10	
uucasian Male without Disability	>95%	RV	RV	7.14	7.14	
xucasian Male Non-English Learner	>95%	RV	RV	5.88	5.88	
ucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
sucasian Male Non-Engish Learner without Disability	>95%	RV	RV	7.14	7.14	
sucasian Student without Disability	>95%	RV	RV	5.26	5.26	
aucasian Non-English Learner	>95%	58.33	RV	RV	<5%	
sucasian Non Engish Learner with Disability	N<10	N<10	N<10	N<10	N<10	
sucasian Non-English Learner without Disability	>95%	RV	RV	5.26	5.26	
udent with Disability	N<10	N<10	N<10	N<10	N<10	
male	>95%	RV	RV	18.75	<5%	
mate Student with Disability	N<10	N<10	N<10	N<10	N<10	
male Student without Disability	>95%	RV	RV	23.08	<5%	
male Non-English Learner	>95%	RV	RV	18.75	<5%	
emale 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	<5%	
spanic						
reparative frank						
jointy remains without Disability						
Page 1 Pa						
Page 1 Page 1 Page 1 Page 2 Pa						
ppanic Student without Disability						
panic Non-English Learner						
panic Non-English Learner without Disability						
de	>95%	RV	RV	8.33	<5%	
ie Student with Disability	N<10	N<10	N<10	N<10	N<10	
Southern Willow Chability	>95%	RV	RV	9.52	<5%	
te clusions window to deductive the control of the	>95%	RV	RV	8.33	<5%	
•						
de Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
	>95%	RV	RV	9.52	<5%	
ale Non-English Learner without Disability			RV	RV	<5%	
udent without Disability	>95%	55.88				
	>95%	55.88 62.5	RV	RV	<5%	
udent without Disability					<5% N<10	



Marked Tree Middle School - 5604018

Same of the state of						
		N Tested	W In Need of Support	8/ Class	9/ Bendu	N Evenedo
with the time of time		/s resteu	in reed of Support	/s Close	/s ready	// Exceeds
Managementang         100         <	Grade 8 Science Micros American	>050V	DV.	Di/	18.75	e5%
comment of problems of the state o	File and Private head in Students with Lindbacksy					
макения	Africa-American Female with Disability	N<10		N<10	N<10	N<10
может видовидовидовидовидовидовидовидов до ведерация видовидовидовидовидовидовидовидовидовидо	African-American Female without Disability					
казата доминистация (предостация вараба да предостация (предостация вараба да предостация ва предостация ва предостация вараба да предостация вараба да п	African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
можемиениениениение можемиениениение можемиениениениение можемиениениениение можемиениениение можемиениениение можемиениениение можемиениениение можемиениениение можемиениениение можемиениениениение можемиениениениениениениениениениениениениени	African-American Female Non-English Learner with Disability					
момение	Affican-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
может видения об веровательный веро	African-American Male	N<10	N<10	N<10	N<10	N<10
whenementengengengengengengengengengengengengenge	African-American Male with Disability					
with the following the form of the following	Affican-American Male without Disability	N<10	N<10	N<10	N<10	N<10
with the thing of	African-American Male Non-English Learner					
whenemonthorphorphorphorphorphorphorphorphorphorp						
with minimary form of the mini	African-American Male Non-English Learner without Disability					
water designate and maked programment of the progra						
where the properties of the pr						
Many of the control of the c						
with minimary and many members and many members and many members and members a	Affician American Non-English Learner without Dissibility All					
with minimary and many standard methods and standard methods and m	All Causaian					
with member memb						
was freedomination should be a feat of the state of the s	volucioni si siduci was u disamiy					
with reaches found found from the found	Concession Fernance					
use marken foreign for	Caucasian Female without Disability	>95%	RV	RV	53.85	23.08
with reference for found for from the found foun	Caucasian Female Non-English Learner					
Mean of the Miniman of the Miniman of Minim	Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
with member from the first probability of the	Caucasian Female Non-English Learner without Disability	>95%	RV	RV	53.85	23.08
the standard founding the same and founding	Caucasism Male	>95%	RV	RV	18.18	36.36
since the Montpoly Larener will bowling or similar Montpoly Larener will bowling will be miled between 19 10 10 10 10 10 10 10 10 10 10 10 10 10	Caucasian Male with Disability					
回る (	Caucasian Male without Disability	>95%				36.36
content before from for fight Larent will college from the Computation of Fight Larent Will College from the Computation of Fight Larent Will College from the C	Caucasian Male Non-English Learner	>95%	RV	RV	18.18	36.36
with substant of the Windows (1988) (	Caucasian Male Non-English Learner with Disability					
with michigal narma mibanily with mibanily miban						
scale in forginh famer with Databily         450         M90						
ususun broth plant harm without Duabhily         49%         RV         35         287           death and Duabhily         49%         RV         10%         41%         10						
desired from the first of the firs						
The Substitution of March 1968 (1978)						
mine Subderin Min Diabily         Mr10	Subject with Leasury Fernide					
sink Subder without Disably         95%         RV         47.3         15.7           rune Non-Englant Learner with Disability         160         47.0         47.3         15.7           pance pance readers without Disability         25%         RV         47.0         47.3         15.7           pance formate without Disability         25%						
main brobe Englant Learner         58%         RV         472         428         143           main brobe Englant Learner will Datability         610         N-10	Tenies Student was todaway Fernies Student with Oleshiby					
the both of English Learner without Disability         M-10         M	Frank Non-Finish Learner					
met kon English Learner wilhout Disability         PS         RV         4737         1578           partic         —	Fernále Non-English Learner with Disability					
Final Female	Female Non-English Learner without Disability	>95%	RV	RV	47.37	15.79
Final Femile without Disability  aprile Femile without Disability  aprile Femile Non-Ergish Learner without Disability  aprile Femile Non-Ergish Learner without Disability  aprile Femile Non-Ergish Learner without Disability  aprile Management Agent Ag	Hispanic					
The part Female Non- English Learner willow Disability and partice Manual Non- English Learner willow Disability and Partice Manual Non- English Learner willow Disability and Partice Manual Non-English Learner Willow Disab	Hispanic Female					
partic Fermale Nos Ergish Learner withord Disability  arric Fermale Nos Ergish Learner withord Disability  arric Fermale Nos Ergish Learner withord Disability  arric Month Fight Learner withord Disability  be Subsert withord Disability  arric Month Fight Learner withord Disability  be Nos Ergish Learner withord With With With With With With With With W	Hispanic Female without Disability					
Final Part of Student without Disability  and partic Nort Fight Learner  pa	Hispanic Female Non-English Learner					
part Non-English Learner         Company Non-English Learner         C	Hispanic Female Non-English Leaner without Disability					
Part	Hispanic Student without Disability					
des         495%         RV         RV         55         20           des         500 destinated Microbability         H         10         M-10	Hispanic Non-English Learner					
des Student with Disability         Nx10         xx10         xx10 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td></t<>						
les Student willhout Disability         RV         RV         17.65         2.53           les Non-English Learner         -95%         RV         RV         15         20           les Non-English Learner will Disability         N=10         N=10         N=10         N=10           les Non-English Learner will Disability         45%         RV         RV         17.65         2.53           deriv Wilnout Disability         595%         RV         RV         33.33         194           n-English Learner         595%         31.71         RV         31.71         RV           n-English Learner         595%         N=10         N=10         N=10	Male					
se Non-English Learner         FV         RV         RV         15         20           se Non-English Learner with Disability         N<-10						
les Non-English Leamer with Disability         N<10         2.55         AU         RV         RV         33.33         19.44         RV         RV         3.73         RV						
le Non-English Learner without Disability         PV         RV         T/25         23S           deriv Without Disability         >695%         RV         FV         33.33         1944           Ferry English Learner         >695%         31.71         RV         31.71         RV           Ferry English Learner         N+10         N+10         N+10         N+10         N+10						
udent without Disability         PKV         RV         RV         33.33         19.44           n-English Learner         >95%         31.71         RV         31.71         RV           n-English Learner Student with Disability         N<10						
n-English Learner         >95%         31.71         RV         31.71         RV           n-English Learner Student with Disability         N<10						
nEnglish Lesmer Studert with Disability N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10						
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	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Science					
African-American	>95%	60	RV	RV	<5%
African-American Student with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female African-American Female with Disability	>95% N<10	RV N<10	RV N<10	29.41 N<10	<5% N<10
Altica-American Fernas with Classicity Affician-American Fernas without Classicity Affician-American Fernas without Classicity Affician-American Fernas without Classicity	N<10 >95%	N<1U RV	N<1U RV	N<10 33.33	N<10 <5%
Aftica-Armical retine who Lusaning Aftica-Armical retine who Carlot Lusaning Aftica-Armical retine Non-English Lusaner	>95%	RV	RV	29.41	<5%
Anica-Arrienta Tenies non-religial Learner Africa-Arrienta Tenies No English Learner Will Disability Africa-Arrienta Tenies No English Learner Will Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	>95%	RV	RV	33.33	<5%
African-American Male	>95%	RV	RV	13.04	<5%
African-American Male with Disability	N<10	N<10	N<10	N<10	N<10
African-American Mate without Disability	>95%	RV	RV	15.79	5.26
African-American Male Non-English Learner	>95%	RV	RV	13.04	<5%
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	>95%	RV	RV	15.79	5.26
African-American Student without Disability	>95%	52.94	RV	RV	<5%
African-American Non-English Learner	>95%	60	RV	RV	<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%	52.94	RV	RV	<5%
All	>95%	46.09	20.87	21.74	113
Caucasian	>95%	37.84	22.97	22.97	16.22
Caucasian Student with Disability	>95%	RV	RV	10	<5%
Caucasian Fernale Caucasian Fernale Caucasian Fernale Caucasian Fernale Caucasian Fernale Caucasian Fernale	>95% N<10	30.56 N<10	RV N<10	30.56 N<10	RV N<10
Caucasian Female without Disability  Caucasian Female Non-English Learner	>95%	RV 30.56	RV RV	30.3	21.21 RV
Calcussin Femilier Non-English Learner Will Disability  Caucisian Femilier Non-English Learner Will Disability	N<10	N<10	N<10	N<10	N<10
Caucasin Femile Non-English Learne with Usakiny  Caucasin Femile Non-English Learne with Usakiny  Caucasin Femile Non-English Learne with Usakiny	>95%	RV RV	RV	N*10 30.3	21.21
Calcuster Friedre Prote Lights Lessine Willout Debuding  Calcuster Male Calcuster	>95%	44.74	26.32	RV	RV
Coucasion Nate with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	32.26	32.26	RV	RV
Caucasian Male Non-English Learner	>95%	44.74	26.32	RV	RV
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%	32.26	32.26	RV	RV
Caucasian Student without Disability	>95%	29.69	26.56	25	18.75
Caucasian Non-English Learner	>95%	37.84	22.97	22.97	16.22
Caucasian Non-English Learner with Disability	>95%	RV	RV	10	<5%
Caucasian Non-English Learner without Disability	>95%	29.69	26.56	25	18.75
Student with Disability	>95%	RV	RV	6.25	<5%
Female	>95%	38.89	RV	29.63	RV
Fernale Student with Disability	N<10	N<10	N<10	N<10	N<10
Fernale Student without Disability	>95%	34.69	RV	30.61	RV
Female Non-English Learner	>95%	38.89	RV	29.63	RV
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	34.69	RV	30.61	RV
Hispanic	N<10	N<10	N<10	N<10 N<10	N<10
Hispanic Female Hispanic Female without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Hapanic Femile NoEnglish Lemer	N<10	N<10	N<10	N<10 N<10	N<10 N<10
Happine Femilie Non-English Learner Happine Femilie Rome Penglish Learner without Disability	N<10 N<10	N<10	N<10	N<10 N<10	N<10
regents retine work-regen Learne windu Leadiny Hagens Student wood Deability Hagens Student wood Deability	N<10	N<10	N<10	N<10	N<10
regular, subsets without bestumy Helpanic Non-Eighth Learner Helpanic Non-Eighth Learner	N<10	N<10	N<10	N<10	N<10
Heparic Nor-English Learner without Deability	N<10	N<10	N<10	N<10	N<10
Nate Andrew Control of the Control o	>95%	52.46	22.95	RV	RV
Male Student with Disability	>95%	RV	RV	<5%	<5%
Male Student without Disability	>95%	42	28	RV	RV
Male Non-English Learner	>95%	52.46	22.95	RV	RV
Male Non-English Learner with Disability	>95%	RV	RV	<5%	<5%
Male Non-English Learner without Disability	>95%	42	28	RV	RV
Student without Disability	>95%	38.38	24.24	24.24	13.13
Non-English Learner	>95%	46.09	20.87	21.74	11.3
Non-English Learner Student with Disability	>95%	RV	RV	6.25	<5%
Non-English Learner Student without Disability	>95%	38.38	24.24	24.24	13.13



2017-2018 LEA# 5604018

Marked Tree School District - 5604000

SECTION: Crosstab - Graduation Rates

Marked Tree Middle School - 5604018

Four Year Graduation Rates



2017-2018 LEA# 5604018

Marked Tree School District - 5604000

SECTION: Crosstab - Graduation Rates

Marked Tree Middle School - 5604018

Five Year Graduation Rates

Graduation Rate

Five Year Graduation Rates are not available.



Marked Tree Middle School - 5604018

## 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
	Muaii matri VAS	Mean ELA VAS	Mean Content VAS	mean actence VAS	MINISTELP VAS	Mean Content WELF VAS
All Grades  African-American	73.27	77.5	75.39	77.01	N<10	
Anticas American Buderla with Disability	73.27 N<10	77.5 N<10	75.39 N<10	77.01 N<10	N<10 N<10	
Antican American Female	69.5	79.78	74.64	73.86	N<10	
African-American Female with Disability	N<10	N<10	N<10	N<10	N<10	
African-American Female without Disability	68.7	80.19	74.45	76.41	N<10	_
African-American Female Non-English Learner	69.5	79.78	74.64	73.86	N<10	_
African-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	_
African-American Female Non-English Learner without Disability	68.7	80.19	74.45	76.41	N<10	_
African-American Male	76.06	75.82	75.94	79.34	N<10	-
African-American Male with Disability	N<10	N<10	N<10	N<10	N<10	-
African-American Male without Disability	75.89	75.67	75.78	79.7	N<10	-
African American Male Non-English Learner	76.06	75.82	75.94	79.34	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	75.89	75.67	75.78	79.7	N<10	-
African-American Student without Disability	72.72	77.66	75.19	78.25	N<10	-
African-American Non-English Learner	73.27	77.5	75.39	77.01	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	72.72	77.66	75.19	78.25	N<10	-
All	74.83	78.08	76.46	78.75	N<10	-
Caucasian	75.48	78.52	77	79.69	N<10	-
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Female	79.68	78.79	79.24	81.34	N<10	-
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Female without Disability	80.41	78.4	79.41	80.39	N<10	-
Caucasian Female Non-English Learner	79.68	78.79	79.24	81.34	N<10	-
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Female Non-English Learner without Disability	80.41	78.4	79.41	80.39	N<10	-
Caucasian Male	71.27	78.25	74.76	78	N<10	-
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10	-
Caucasian Male without Disability	70.98	78.29	74.63	79.63	N<10	-
Caucasian Male Non-English Learner	71.27	78.25	74.76	78	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	70.98	78.29	74.63	79.63	N<10	-
Caucasian Student without Disability  Caucasian Non-Enolish Learner	75.92	78.35	77.13	80.03 79.69	N<10 N<10	-
	75.48	78.52	77			-
Caucasian Non-English Learner with Disability  Caucasian Non-English Learner without Disability	N<10 75.92	N<10 78.35	N<10 77.13	N<10 80.03	N<10 N<10	
Lasticean Host-Engine Learner without biseoiny Student with Disability		78.46		74.38	N<10 N<10	
STAGEST WITH LABBRING	74 76.68	78.46	76.23 77.81	74.38	N<10 N<10	_
Female Student with Disability	N<10	N<10	N<10	N<10	N<10	_
remate souters with Chadwiny Female Student Without Disability Female Student Without Disability	77.04	78.78	77.91	79.19	N<10	
Female Note English Learner	76.68	78.94	77.81	78.98	N<10	
remate von-englast Learner with Disability Female Non-femilian Learner with Disability	N<10	N<10	N<10	N<10	N<10	
Female Non-Regish Learner without Dashilly	77.04	78.78	77.91	79.19	N<10	
Hispanic	N<10	N<10	N<10	N<10	N<10	_
Hipparic Female	N<10	N<10	N<10	N<10	N<10	_
Hippanic Femila without Disability	N<10	N<10	N<10	N<10	N<10	_
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	_
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	_
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10	-
Hispanic Non-English Learner	N<10	N<10	N<10	N<10	N<10	_
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	-
Male	73.14	77.3	75.22	78.53	N<10	-
Male Student with Disability	74.4	77.43	75.91	73.12	N<10	-
Male Student without Disability	72.88	77.27	75.08	79.66	N<10	-
Male Non-English Learner	73.14	77.3	75.22	78.53	N<10	-
Male Non-English Learner with Disability	74.4	77.43	75.91	73.12	N<10	-
Male Non-English Learner without Disability	72.88	77.27	75.08	79.66	N<10	-
Student without Disability	74.96	78.03	76.49	79.42	N<10	-
Non-English Learner	74.83	78.08	76.46	78.75	N<10	-
Non-English Learner Student with Disability	74	78.46	76.23	74.38	N<10	-
Non-English Learner Student without Disability	74.96	78.03	76.49	79.42	N<10	-