



Estem High School

School Report Card 2019-2020
123 W 3rd Street | Little Rock, AR 72201
501-478-0000

Principal
Superintendent

Johnecia Howard
John Bacon

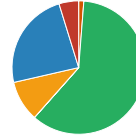
School Characteristics

Enrollment	567
Avg. Class Size	12
Avg. years teaching Experience	0
Per pupil spending	
• District avg.	\$8,838
• State avg.	\$10,109
School Letter Grade	N/A
Overall Score	N/A

Due to COVID-19, Arkansas did not have a statewide summative assessment in 2019-2020, therefore School Letter Grade could not be calculated.

Student Demographics

Race/Ethnicity Statistics



0.0% Native American
1.2% Asian
60.3% African American
0.0% Hawaiian/Pacific Islander
9.9% Hispanic/Latino
23.8% White
4.8% Two or More Races

Other Demographics

English Learners	5 %
Low-income	41 %
Students eligible to receive special education	9 %

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 https://dese.ade.arkansas.gov/Files/20201126143234_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/Latino, 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 Reports tab.

Arkansas is committed to student privacy therefore n size of 10 is used for reporting. "N<10" is shown instead of a value if there are fewer than ten students in a subgroup. "RV" is Restricted Value. "RV" is used instead of a value so that information identifiable for individual students will not be shown.

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 <https://dese.ade.arkansas.gov/Offices/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).



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
All Grades All Students Reading																				
All Students Percentage of Students	CV	---	---	---	---	---	28.09	29.21	27.53	15.17	42.70	---	41.27	CV	CV	CV	CV	CV	---	CV
10th Grade English Language Arts (ELA)																				
All Students Percentage of Students	CV	29.12	21.98	18.68	30.22	48.90	30.56	19.44	20.00	30.00	50.00	50.00	41.51	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		53	40	34	55	89	55	35	36	54	90			CV	CV	CV	CV	CV		
African American	CV	35.19	28.70	16.67	19.44	36.11	42.42	25.25	17.17	15.15	32.32	32.32	19.99	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	RV	RV	31.58	15.79	47.37	RV	RV	10.53	36.84	47.37	47.37	32.94	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	RV	RV	13.33	62.22	75.56	RV	RV	30.00	56.00	86.00	86.00	49.66	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	39.74	26.92	19.23	14.10	33.33	48.72	15.38	19.23	16.67	35.90	35.90	30.80	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	21.15	18.27	18.27	42.31	60.58	16.67	22.55	20.59	40.20	60.78	60.78	57.25	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	RV	RV	5.00	5.00	10.00	RV	RV	21.43	<5%	21.43	21.43	8.74	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	23.46	22.84	20.37	33.33	53.70	27.71	19.88	19.88	32.53	52.41	52.41	46.19	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	11.11	22.99	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	27.75	23.12	19.08	30.06	49.13	29.24	18.71	20.47	31.58	52.05	52.05	43.55	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	66.08	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	26.18	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	25.00	54.91	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Female Students	CV	15.63	20.83	23.96	39.58	63.54	24.24	24.24	23.23	28.28	51.52	51.52	49.46	CV	CV	CV	CV	CV	---	CV
Male Students	CV	44.19	23.26	12.79	19.77	32.56	38.27	13.58	16.05	32.10	48.15	48.15	34.00	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Mathematics																				
All Students Percentage of Students	CV	47.80	23.08	18.13	10.99	29.12	37.78	31.67	15.00	15.56	30.56	30.56	28.89	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		87	42	33	20	53	68	57	27	28	55			CV	CV	CV	CV	CV	---	CV
African American	CV	54.63	25.00	RV	RV	20.37	50.51	38.38	RV	RV	11.11	11.11	9.22	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	RV	RV	<5%	21.05	21.05	RV	RV	36.84	5.26	42.11	42.11	21.30	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	22.22	24.44	26.67	26.67	53.33	RV	26.00	RV	40.00	62.00	62.00	36.09	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	61.54	RV	19.23	RV	19.23	47.44	35.90	RV	RV	16.67	16.67	18.95	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	37.50	25.96	17.31	19.23	36.54	30.39	28.43	15.69	25.49	41.18	41.18	43.54	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	RV	RV	5.00	<5%	5.00	RV	RV	<5%	<5%	<5%	0.00	6.19	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	42.59	25.31	19.75	12.35	32.10	34.34	32.53	16.27	16.87	33.13	33.13	32.14	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	11.11	15.24	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	46.82	23.70	18.50	10.98	29.48	36.84	31.58	15.20	16.37	31.58	31.58	30.40	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	45.86	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	15.77	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	40.17	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Female Students	CV	38.54	31.25	19.79	10.42	30.21	38.38	31.31	16.16	14.14	30.30	30.30	29.43	CV	CV	CV	CV	CV	---	CV
Male Students	CV	58.14	13.95	16.28	11.63	27.91	37.04	32.10	13.58	17.28	30.86	30.86	28.38	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Achievement

	2017-2018						2018-2019						2019-2020								
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	
10th Grade Science																					
All Students Percentage of Students	CV	44.81	21.31	18.58	15.30	33.88	32.96	29.05	17.88	20.11	37.99	37.99	32.84	CV	CV	CV	CV	CV	---	CV	
All Students Number of Students		82	39	34	28	62	59	52	32	36	68			CV	CV	CV	CV	CV	---	CV	
African American	CV	56.88	22.02	RV	RV	21.10	45.92	35.71	RV	RV	18.37	18.37	12.02	CV	CV	CV	CV	CV	---	CV	
Hispanic	CV	RV	RV	15.79	10.53	26.32	RV	RV	10.53	21.05	31.58	31.58	23.20	CV	CV	CV	CV	CV	---	CV	
Caucasian	CV	RV	RV	31.11	37.78	68.89	RV	RV	30.00	48.00	78.00	78.00	40.93	CV	CV	CV	CV	CV	---	CV	
Economically Disadvantaged	CV	57.69	24.36	RV	RV	17.95	44.16	32.47	RV	RV	23.38	23.38	22.48	CV	CV	CV	CV	CV	---	CV	
Non-Economically Disadvantaged	CV	35.24	19.05	23.81	21.90	45.71	24.51	26.47	19.61	29.41	49.02	49.02	47.96	CV	CV	CV	CV	CV	---	CV	
Students with Disabilities	CV	RV	RV	<5%	<5%	<5%	RV	RV	<5%	<5%	<5%	0.00	6.38	CV	CV	CV	CV	CV	---	CV	
Students without Disabilities	CV	40.74	21.60	20.37	17.28	37.65	29.52	29.52	19.28	21.69	40.96	40.96	36.27	CV	CV	CV	CV	CV	---	CV	
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)								CV (CV %)
Current English Learners (EL)	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	11.11	16.08	CV	CV	CV	CV	CV	---	CV	
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	44.25	21.84	18.97	14.94	33.91	32.94	27.65	18.82	20.59	39.41	39.41	34.71	CV	CV	CV	CV	CV	---	CV	
Former English Learner (Monitored 1-4 years)	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	46.20	CV	CV	CV	CV	CV	---	CV	
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)								---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	17.76	CV	CV	CV	CV	CV	---	CV	
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV	
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	25.00	45.80	CV	CV	CV	CV	CV	---	CV	
Gifted and Talented	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV	
Female Students	CV	31.96	23.71	28.87	15.46	44.33	32.65	30.61	20.41	16.33	36.73	36.73	34.40	CV	CV	CV	CV	CV	---	CV	
Male Students	CV	59.30	18.60	RV	RV	22.09	33.33	27.16	14.81	24.69	39.51	39.51	31.36	CV	CV	CV	CV	CV	---	CV	
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV	

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Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Growth

	2017-2018						2018-2019						2019-2020						
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	
Grade 10																			
All Students	81.1092	80.8708	80.9900	81.7982	N<10	81.2721	81.5782	82.8905	82.2344	84.4405	N<10	82.3302	CV	CV	CV	CV	CV	CV	CV
African-American	80.8876	82.4940	81.6908	81.0115	N<10	---	81.9571	82.7863	82.3717	83.8255	N<10	82.3563	CV	CV	CV	CV	CV	CV	CV
Hispanic	81.7210	79.4721	80.5966	78.4457	N<10	82.9024	80.4623	81.0979	80.7801	83.8922	N<10	81.8620	CV	CV	CV	CV	CV	CV	CV
Caucasian	80.3481	76.6596	78.5039	84.3091	N<10	---	81.2690	82.5995	81.9343	85.4722	N<10	---	CV	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	82.0311	80.7512	81.3911	81.0788	N<10	81.6653	81.3313	81.7961	81.5637	83.2300	N<10	81.4542	CV	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	80.3921	80.9639	80.6780	82.3504	N<10	80.9676	81.7635	83.7113	82.7374	85.3576	N<10	82.9935	CV	CV	CV	CV	CV	CV	CV
Students with Disabilities	82.3871	80.6883	81.5377	79.2601	N<10	82.1416	87.0047	84.7444	85.8746	88.0751	N<10	---	CV	CV	CV	CV	CV	CV	CV
Students without Disabilities	80.9545	80.8929	80.9237	82.1073	N<10	81.1641	81.1788	82.7540	81.9664	84.1713	N<10	82.0785	CV	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	88.2592	N<10	N<10	N<10	N<10	N<10	84.3121	CV	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	80.9107	80.8164	80.8635	81.8777	N<10	---	81.5865	82.7672	82.1768	84.2461	N<10	---	CV	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Female Students	82.0287	81.9623	81.9955	83.5413	N<10	82.1191	80.8544	82.1186	81.4865	83.7985	N<10	81.5178	CV	CV	CV	CV	CV	CV	CV
Male Students	80.0789	79.6479	79.8634	79.8659	N<10	80.3571	82.4579	83.8285	83.1432	85.2127	N<10	83.3110	CV	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.
*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

	2017-2018						2018-2019						2019-2020						
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	
Grade 11																			
All Students	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Caucasian	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Students with Disabilities	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Homeless	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Female Students	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Male Students	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.
*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Growth

	2017-2018						2018-2019						2019-2020						
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	
Grade 12																			
All Students	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N<10	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
African-American	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Hispanic	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N<10	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Caucasian	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N<10	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Non-Economically Disadvantaged	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Students without Disabilities	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N<10	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Current English Learners (EL)	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N<10	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Former English Learner (Monitored 1-4 years)	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Homeless	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Children in Foster Care	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Children with Parent that is Military Connected	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Gifted and Talented	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Female Students	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N<10	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Male Students	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A
Migrant	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	---	---	N/A	N/A	N/A	N/A	N/A	CV	N/A

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.
*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

	2017-2018						2018-2019						2019-2020						
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	
All Grades																			
All Students	81.1092	80.8708	80.9900	81.7982	N<10	81.2894	81.5782	82.8905	82.2344	84.4405	81.9842	82.2183	CV	CV	CV	CV	CV	CV	
African-American	80.8876	82.4940	81.6908	81.0115	N<10	---	81.9571	82.7863	82.3717	83.8255	N<10	82.3563	CV	CV	CV	CV	CV	CV	
Hispanic	81.7210	79.4721	80.5966	78.4457	N<10	82.9655	80.4623	81.0979	80.7801	83.8922	82.0848	81.2585	CV	CV	CV	CV	CV	CV	
Caucasian	80.3481	76.6596	78.5039	84.3091	N<10	---	81.2690	82.5995	81.9343	85.4722	N<10	---	CV	CV	CV	CV	CV	CV	
Economically Disadvantaged	82.0311	80.7512	81.3911	81.0788	N<10	81.6997	81.3313	81.7961	81.5637	83.2300	N<10	81.5497	CV	CV	CV	CV	CV	CV	
Non-Economically Disadvantaged	80.3921	80.9639	80.6780	82.3504	N<10	80.9676	81.7635	83.7113	82.7374	85.3576	N<10	82.7182	CV	CV	CV	CV	CV	CV	
Students with Disabilities	82.3871	80.6883	81.5377	79.2601	N<10	82.1416	87.0047	84.7444	85.8746	88.0751	N<10	84.8445	CV	CV	CV	CV	CV	CV	
Students without Disabilities	80.9545	80.8929	80.9237	82.1073	N<10	81.1842	81.1788	82.7540	81.9664	84.1713	82.8478	82.0221	CV	CV	CV	CV	CV	CV	
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	87.9099	N<10	N<10	N<10	N<10	81.9842	82.5854	CV	CV	CV	CV	CV	CV	
Non-English Learners (includes Former EL Monitored 1-4 years)	80.9107	80.8164	80.8635	81.8777	N<10	---	81.5865	82.7672	82.1768	84.2461	N<10	---	CV	CV	CV	CV	CV	CV	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	
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	CV	CV	CV	CV	CV	CV	
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV	
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	
Female Students	82.0287	81.9623	81.9955	83.5413	N<10	82.1191	80.8544	82.1186	81.4865	83.7985	N<10	81.3859	CV	CV	CV	CV	CV	CV	
Male Students	80.0789	79.6479	79.8634	79.8659	N<10	80.4032	82.4579	83.8285	83.1432	85.2127	N<10	83.1959	CV	CV	CV	CV	CV	CV	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	

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Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: English Language Proficiency of English Learners on English Language Proficiency Exam (ELPA21)

	2017-2018			2018-2019			2019-2020		
	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient
Grade All	N<10	N<10	N<10	RV	RV	<5%	RV	RV	<5%
Grade 09	---	---	---	---	---	---	---	---	---
Grade 10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 11	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 12	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: SQSS

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 9																								
All Students	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Hispanic	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Caucasian	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Students with Disabilities	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Students without Disabilities	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Homeless	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Female Students	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Male Students	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 10																								
All Students	59.78	38.01	41.76	65.68	N<10	N<10	N<10	N<10	98.78	N<10	N<10	60.49	CV	CV	CV	CV	N/A	N/A	N/A	N/A	99.40	N/A	N/A	CV
African-American	58.82	18.95	26.60	63.83	N<10	N<10	N<10	N<10	97.83	N<10	N<10	53.04	CV	CV	CV	CV	N/A	N/A	N/A	N/A	99.07	N/A	N/A	CV
Hispanic	55.56	33.33	44.44	69.44	N<10	N<10	N<10	N<10	100.00	N<10	N<10	59.66	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Caucasian	58.65	78.26	71.74	66.67	N<10	N<10	N<10	N<10	100.00	N<10	N<10	74.46	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Economically Disadvantaged	53.85	23.08	25.97	63.82	N<10	N<10	N<10	N<10	97.30	N<10	N<10	52.35	CV	CV	CV	CV	N/A	N/A	N/A	N/A	98.53	N/A	N/A	CV
Non-Economically Disadvantaged	64.15	50.54	54.84	67.20	N<10	N<10	N<10	N<10	100.00	N<10	N<10	67.05	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Students with Disabilities	50.00	0.00	8.33	75.00	N<10	N<10	N<10	N<10	100.00	N<10	N<10	44.92	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Students without Disabilities	60.40	41.14	44.30	64.97	N<10	N<10	N<10	N<10	98.69	N<10	N<10	61.64	CV	CV	CV	CV	N/A	N/A	N/A	N/A	99.35	N/A	N/A	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	59.89	39.39	43.29	64.81	N<10	N<10	N<10	N<10	98.73	N<10	N<10	60.85	CV	CV	CV	CV	N/A	N/A	N/A	N/A	99.38	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
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	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV



Children with Parent that is Military Connected	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	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Female Students	55.45	35.87	41.30	63.19	N<10	N<10	N<10	N<10	98.85	N<10	N<10	58.42	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV	
Male Students	65.06	40.51	42.31	68.59	N<10	N<10	N<10	N<10	98.70	N<10	N<10	62.91	CV	CV	CV	CV	N/A	N/A	N/A	N/A	98.73	N/A	N/A	CV	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV	



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: SQSS

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 11																								
All Students	47.97	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.30	N<10	N<10	68.92	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.93	N/A	N/A	CV
African-American	48.54	N<10	N<10	N<10	N<10	N<10	N<10	N<10	90.43	N<10	N<10	68.53	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	94.32	N/A	N/A	CV
Hispanic	47.37	N<10	N<10	N<10	N<10	N<10	N<10	N<10	94.44	N<10	N<10	70.27	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Caucasian	47.56	N<10	N<10	N<10	N<10	N<10	N<10	N<10	95.00	N<10	N<10	70.99	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Economically Disadvantaged	41.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	87.10	N<10	N<10	63.67	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93.55	N/A	N/A	CV
Non-Economically Disadvantaged	51.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	93.94	N<10	N<10	72.20	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	99.01	N/A	N/A	CV
Students with Disabilities	23.68	N<10	N<10	N<10	N<10	N<10	N<10	N<10	88.89	N<10	N<10	55.41	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students without Disabilities	50.98	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.61	N<10	N<10	70.61	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.75	N/A	N/A	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	47.60	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.03	N<10	N<10	68.58	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.77	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
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	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Female Students	44.94	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.76	N<10	N<10	67.82	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	97.89	N/A	N/A	CV
Male Students	51.20	N<10	N<10	N<10	N<10	N<10	N<10	N<10	90.79	N<10	N<10	70.13	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95.59	N/A	N/A	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 12																								
All Students	N<10	N<10	N<10	N<10	59.59	72.60	4.11	56.85	N<10	53.42	58.90	50.91	CV	N/A	N/A	N/A	51.55	69.57	0.62	32.92	N/A	46.89	52.17	CV
African-American	N<10	N<10	N<10	N<10	39.24	59.49	2.53	46.84	N<10	24.05	39.24	35.23	CV	N/A	N/A	N/A	40.86	64.52	1.08	30.11	N/A	26.88	41.94	CV
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	CV	N/A	N/A	N/A	40.00	55.00	0.00	45.00	N/A	40.00	35.00	CV
Caucasian	N<10	N<10	N<10	N<10	85.71	89.80	4.08	73.47	N<10	91.84	81.63	71.09	CV	N/A	N/A	N/A	80.00	90.00	0.00	35.00	N/A	93.75	82.50	CV
Economically Disadvantaged	N<10	N<10	N<10	N<10	31.91	59.57	2.13	55.32	N<10	28.72	40.43	36.35	CV	N/A	N/A	N/A	28.57	60.71	1.79	30.36	N/A	19.64	32.14	CV
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	72.73	78.79	5.05	57.58	N<10	65.15	67.68	57.83	CV	N/A	N/A	N/A	63.81	74.29	0.00	34.29	N/A	61.43	62.86	CV
Students with Disabilities	N<10	N<10	N<10	N<10	10.00	50.00	0.00	40.00	N<10	5.00	0.00	17.50	CV	N/A	N/A	N/A	5.26	42.11	0.00	21.05	N/A	5.26	5.26	CV
Students without Disabilities	N<10	N<10	N<10	N<10	63.24	74.26	4.41	58.09	N<10	56.99	63.24	53.37	CV	N/A	N/A	N/A	57.75	73.24	0.70	34.51	N/A	52.46	58.45	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	N<10	N<10	N<10	N<10	59.59	72.60	4.11	56.85	N<10	53.42	58.90	50.91	CV	N/A	N/A	N/A	53.55	70.97	0.65	32.26	N/A	48.71	54.19	CV
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
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	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV



Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Female Students	N<10	N<10	N<10	N<10	60.49	74.07	6.17	49.38	N<10	46.91	56.79	48.97	CV	N/A	N/A	N/A	64.20	88.89	1.23	22.22	N/A	57.41	65.43	CV
Male Students	N<10	N<10	N<10	N<10	58.46	70.77	1.54	66.15	N<10	61.54	61.54	53.33	CV	N/A	N/A	N/A	38.75	50.00	0.00	43.75	N/A	36.25	38.75	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: SQSS

	2018-2019											2019-2020													
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	
All Grades																									
All Students	54.07	38.01	41.76	65.68	59.59	72.60	4.11	56.85	95.08	53.42	58.90	57.79	CV	CV	CV	CV	51.55	69.57	0.62	32.92	98.18	46.89	52.17	CV	
African-American	53.66	18.95	26.60	63.83	39.24	59.49	2.53	46.84	94.09	24.05	39.24	48.34	CV	CV	CV	CV	40.86	64.52	1.08	30.11	96.92	26.88	41.94	CV	
Hispanic	51.35	33.33	44.44	69.44	N<10	N<10	N<10	N<10	97.06	N<10	N<10	63.69	CV	CV	CV	CV	40.00	55.00	0.00	45.00	100.00	40.00	35.00	CV	
Caucasian	53.76	78.26	71.74	66.67	85.71	89.80	4.08	73.47	97.62	91.84	81.63	72.37	CV	CV	CV	CV	80.00	90.00	0.00	35.00	100.00	93.75	82.50	CV	
Economically Disadvantaged	48.26	23.08	25.97	63.82	31.91	59.57	2.13	55.32	92.65	28.72	40.43	48.49	CV	CV	CV	CV	28.57	60.71	1.79	30.36	96.15	19.64	32.14	CV	
Non-Economically Disadvantaged	58.02	50.54	54.84	67.20	72.73	78.79	5.05	57.58	96.83	65.15	67.68	63.58	CV	CV	CV	CV	63.81	74.29	0.00	34.29	99.50	61.43	62.86	CV	
Students with Disabilities	33.33	0.00	8.33	75.00	10.00	50.00	0.00	40.00	93.10	5.00	0.00	36.86	CV	CV	CV	CV	5.26	42.11	0.00	21.05	100.00	5.26	5.26	CV	
Students without Disabilities	55.98	41.14	44.30	64.97	63.24	74.26	4.41	58.09	95.27	56.99	63.24	59.50	CV	CV	CV	CV	57.75	73.24	0.70	34.51	98.05	52.46	58.45	CV	
Current English Learners (EL)	58.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	N<10	N<10	58.14	CV	CV	CV	CV	N<10	N<10	N<10	N<10	100.00	N<10	N<10	CV	
Non-English Learners (includes Former EL Monitored 1-4 years)	53.92	39.39	43.29	64.81	59.59	72.60	4.11	56.85	94.89	53.42	58.90	57.78	CV	CV	CV	CV	53.55	70.97	0.65	32.26	98.10	48.71	54.19	CV	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	
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	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	---	---	---	---	---	---	---	CV	
Children with Parent that is Military Connected	36.36	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	N<10	N<10	58.97	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	
Female Students	50.53	35.87	41.30	63.19	60.49	74.07	6.17	49.38	95.35	46.91	56.79	55.79	CV	CV	CV	CV	64.20	88.89	1.23	22.22	98.90	57.41	65.43	CV	
Male Students	58.13	40.51	42.31	68.59	58.46	70.77	1.54	66.15	94.77	61.54	61.54	60.17	CV	CV	CV	CV	38.75	50.00	0.00	43.75	97.28	36.25	38.75	CV	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	---	---	---	---	---	---	---	CV	



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Graduation Rates

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Four-Year Graduation Rate									
Four-Year Graduation Rate All Students	>95%	>95%	89.2 %	>95%	>95%	87.6 %	>95%	>95%	88.8 %
Four-Year Graduation Rate African-American	>95%	>95%	85.6 %	>95%	>95%	83.4 %	>95%	>95%	84.5 %
Four-Year Graduation Rate Asian	N<10	N<10	94.7 %	N<10	N<10	93.9 %	N<10	N<10	93.6 %
Four-Year Graduation Rate Caucasian	>95%	>95%	91.2 %	>95%	>95%	89.6 %	>95%	>95%	90.9 %
Four-Year Graduation Rate Hawaiian/Pacific Islander	N<10	N<10	72.6 %	N<10	N<10	76.1 %	N<10	N<10	70.5 %
Four-Year Graduation Rate Hispanic	N<10	N<10	85.8 %	N<10	90.0 %	84.7 %	>95%	>95%	86.8 %
Four-Year Graduation Rate Native American	N<10	N<10	84.0 %	N<10	N<10	78.6 %	N<10	N<10	88.7 %
Four-Year Graduation Rate Two or More Races	N<10	N<10	89.9 %	N<10	N<10	87.1 %	N<10	N<10	85.8 %
Four-Year Graduation Rate Economically Disadvantaged	>95%	>95%	86.8 %	>95%	>95%	84.8 %	>95%	>95%	86.3 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	N<10	N<10	84.6 %	>95%	>95%	82.6 %	>95%	>95%	84.1 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	N<10	N<10	82.7 %	N<10	N<10	82.8 %	N<10	N<10	84.5 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Graduation Rate Homeless	N<10	N<10	81.3 %	N<10	N<10	75.6 %	N<10	N<10	77.6 %
Four-Year Graduation Rate Children in Foster Care	N<10	N<10	73.5 %	N<10	N<10	68.0 %	N<10	N<10	64.6 %
Four-Year Graduation Rate Children with Parent that is Military Connected	N<10	N<10	94.3 %	N<10	N<10	95.3 %	N<10	N<10	94.9 %
Four-Year Graduation Rate Gifted and Talented	N<10	N<10	97.8 %	N<10	N<10	97.3 %	N<10	N<10	97.9 %
Four-Year Graduation Rate Female Students	100.0 %	100.0 %	92.0 %	98.8 %	97.6 %	90.0 %	95.5 %	95.5 %	91.3 %
Four-Year Graduation Rate Male Students	100.0 %	100.0 %	86.6 %	100.0 %	100.0 %	85.2 %	100.0 %	100.0 %	86.4 %
Four-Year Graduation Rate Migrant	N<10	N<10	82.8 %	N<10	N<10	82.6 %	N<10	N<10	81.1 %

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Five-Year Graduation Rate									
Five-Year Graduation Rate All Students	>95%	>95%	90.7 %	>95%	>95%	90.2 %	>95%	>95%	89.0 %
Five-Year Graduation Rate African-American	>95%	>95%	87.7 %	>95%	>95%	86.8 %	>95%	>95%	85.1 %
Five-Year Graduation Rate Asian	N<10	N<10	94.8 %	N<10	N<10	96.3 %	N<10	N<10	95.5 %
Five-Year Graduation Rate Caucasian	>95%	>95%	92.1 %	>95%	>95%	91.8 %	>95%	>95%	90.8 %
Five-Year Graduation Rate Hawaiian/Pacific Islander	N<10	N<10	76.4 %	N<10	N<10	77.1 %	N<10	N<10	79.2 %
Five-Year Graduation Rate Hispanic	N<10	N<10	89.2 %	N<10	N<10	87.5 %	>95%	90.9 %	86.8 %
Five-Year Graduation Rate Native American	N<10	N<10	91.6 %	N<10	N<10	85.7 %	N<10	N<10	82.7 %
Five-Year Graduation Rate Two or More Races	N<10	N<10	88.1 %	N<10	N<10	90.5 %	N<10	N<10	88.2 %
Five-Year Graduation Rate Economically Disadvantaged	>95%	>95%	88.0 %	>95%	>95%	87.9 %	>95%	>95%	86.4 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	N<10	N<10	87.7 %	N<10	N<10	86.7 %	>95%	>95%	85.2 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	N<10	N<10	86.3 %	N<10	N<10	85.3 %	N<10	N<10	85.2 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Five-Year Graduation Rate Homeless	N<10	N<10	88.5 %	N<10	N<10	82.7 %	N<10	N<10	77.9 %
Five-Year Graduation Rate Children in Foster Care	N<10	N<10	87.5 %	N<10	N<10	77.3 %	N<10	N<10	68.5 %
Five-Year Graduation Rate Children with Parent that is Military Connected	N<10	N<10	100.0 %	N<10	N<10	94.7 %	N<10	N<10	96.2 %
Five-Year Graduation Rate Gifted and Talented	N<10	N<10	100.0 %	N<10	N<10	97.8 %	N<10	N<10	97.6 %
Five-Year Graduation Rate Female Students	100.0 %	100.0 %	92.7 %	100.0 %	100.0 %	92.7 %	98.8 %	97.6 %	91.2 %
Five-Year Graduation Rate Male Students	94.1 %	94.1 %	88.8 %	100.0 %	100.0 %	87.8 %	100.0 %	100.0 %	86.9 %
Five-Year Graduation Rate Migrant	N<10	N<10	85.9 %	N<10	N<10	86.2 %	N<10	N<10	83.7 %



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: College Readiness

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Participation in Grade 11 Statewide ACT Administration	151	151	31,425	170	170	31,568	175	175	28,617
District Provided Remediation for Students Taking ACT								Y	237
Number of Students Taking ACT in Grades 9-11	220	220	40,561	240	240	39,377	227	227	34,978
Number of Graduates that have taken ACT in High School	115	115	29,421	147	147	29,631	163	163	29,972
ACT Reading Average	22.14	22.14	20.32	21.12	21.12	20.18	21.02	21.02	20.01
ACT English Average	21.29	21.29	19.44	20.54	20.54	19.28	19.80	19.80	18.96
ACT Math Average	19.94	19.94	19.12	19.50	19.50	18.91	18.45	18.45	18.56
ACT Science Average	21.51	21.51	19.95	20.60	20.60	19.74	19.85	19.85	19.57
ACT Composite Average	21.43	21.43	19.86	20.59	20.59	19.68	19.91	19.91	19.42
The School Performance website at the following link has comparison of state and national ACT scores: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card									
SAT® by College Board									
Number of Students Taking SAT College Admission Test	8	8	1,388	18	16	1,351	6	6	916
SAT Critical Reading Mean	629	629	589	601	601	591	560	560	592
SAT Math Mean	574	574	569	574	571	569	522	522	573
SAT Writing Mean									
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	268	268	29,031	262	262	28,163	185	220	28,690
Number of AP Exams Taken	652	652	45,874	439	439	46,500	309	339	37,118
Number of AP Exams Scored 3, 4, or 5	224	224	15,869	204	204	16,863	156	169	16,885
International Baccalaureate Courses									
Number of Students Taking International Baccalaureate Courses	---	---	460	---	---	367	---	---	404
College Going Rates									
All Students	61.3 %	61.3 %	49.1 %	55.1 %	55.1 %	48.8 %	54.8 %	54.8 %	44.3 %
African-American	60.9 %	60.9 %	45.0 %	45.0 %	45.0 %	43.8 %	53.6 %	53.6 %	38.9 %
Hispanic	33.3 %	33.3 %	38.9 %	55.6 %	55.6 %	39.8 %	55.0 %	55.0 %	35.7 %
Caucasian	67.4 %	67.4 %	52.4 %	67.4 %	67.4 %	52.3 %	56.1 %	56.1 %	48.0 %
Economically Disadvantaged	57.5 %	57.5 %	41.3 %	50.0 %	50.0 %	41.2 %	49.1 %	49.1 %	36.9 %
Students with Disabilities	0.0 %	0.0 %	15.1 %	45.5 %	45.5 %	18.3 %	47.6 %	47.6 %	20.2 %
Current English Learners (EL)	0.0 %	0.0 %	24.0 %	0.0 %	0.0 %	25.9 %	16.7 %	16.7 %	22.6 %
Homeless	0.0 %	0.0 %	33.7 %	0.0 %	0.0 %	32.7 %	0.0 %	0.0 %	26.5 %
Children in Foster Care	0.0 %	0.0 %	40.9 %	0.0 %	0.0 %	40.5 %	0.0 %	0.0 %	29.8 %
Children with Parent that is Military Connected	100.0 %	100.0 %	58.9 %	100.0 %	100.0 %	54.1 %	50.0 %	50.0 %	51.9 %
Gifted and Talented	0.0 %	0.0 %	69.8 %	0.0 %	0.0 %	71.8 %	0.0 %	0.0 %	67.1 %
College Credit Accumulation Rates									
All Students	52.3 %	52.3 %	54.1 %	53.3 %	53.3 %	56.1 %	48.2 %	48.2 %	53.9 %
African-American	38.5 %	38.5 %	37.9 %	40.0 %	40.0 %	39.4 %	35.1 %	35.1 %	37.8 %
Hispanic	75.0 %	75.0 %	49.7 %	50.0 %	50.0 %	47.5 %	80.0 %	80.0 %	48.1 %
Caucasian	61.3 %	61.3 %	58.9 %	73.3 %	73.3 %	61.4 %	55.9 %	55.9 %	58.7 %
Economically Disadvantaged	33.3 %	33.3 %	42.9 %	37.5 %	37.5 %	44.9 %	32.0 %	32.0 %	43.8 %
Students with Disabilities	0.0 %	0.0 %	30.2 %	66.7 %	66.7 %	23.5 %	28.6 %	28.6 %	31.9 %
Current English Learners (EL)	0.0 %	0.0 %	32.5 %	0.0 %	0.0 %	38.1 %	0.0 %	0.0 %	33.3 %
Homeless	50.0 %	50.0 %	35.0 %	0.0 %	0.0 %	35.5 %	0.0 %	0.0 %	33.7 %
Children in Foster Care	0.0 %	0.0 %	51.6 %	0.0 %	0.0 %	42.0 %	0.0 %	0.0 %	41.4 %
Children with Parent that is Military Connected	100.0 %	100.0 %	60.8 %	100.0 %	100.0 %	60.8 %	100.0 %	100.0 %	53.5 %
Gifted and Talented	0.0 %	0.0 %	76.5 %	0.0 %	0.0 %	71.2 %	0.0 %	0.0 %	73.2 %

* 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.



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: School Performance

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
School Performance Rating	B	N/A	N/A	B	N/A	N/A	CV	N/A	N/A
Overall ESSA Index Score	68.88	N/A	N/A	70.96	N/A	N/A	CV	N/A	N/A
The following link has more information about school rating: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card									
Count of Schools with Rating = A		0	152		0	169		CV	CV
Count of Schools with Rating = B		3	313		1	311		CV	CV
Count of Schools with Rating = C		0	380		4	358		CV	CV
Count of Schools with Rating = D		0	145		0	150		CV	CV
Count of Schools with Rating = F		0	44		0	38		CV	CV
CV is shown instead of a value because Arkansas did not have a statewide summative assessment in school year 2019-2020 due to the COVID-19 outbreak.									
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Accredited	Y	3	1,046	Y	5	1,053	Y	5	1,045
Accredited Cited	N	0	5	N	0	0	N	0	1
Accredited Probationary	N	0	1	N	0	1	N	0	0
Attendance Rate									
Attendance Rate All Students	92.26 %	92.72 %	93.92 %	91.9 %	92.15 %	94.11 %	91.01 %	91.51 %	94.03 %
Attendance Rate African American	92.89 %	93.29 %	93.83 %	91.86 %	92.48 %	93.87 %	91.24 %	91.63 %	93.57 %
Attendance Rate Hispanic	91.36 %	92.35 %	93.95 %	91.85 %	92.62 %	94.25 %	90.59 %	92.3 %	94.33 %
Attendance Rate Caucasian	91.57 %	92.31 %	93.53 %	91.85 %	91.03 %	93.68 %	91.59 %	91.15 %	93.76 %
Attendance Rate Economically Disadvantaged	91.72 %	92.36 %	93.65 %	91.12 %	91.41 %	93.83 %	90.08 %	90.86 %	93.73 %
Attendance Rate Non-Economically Disadvantaged	92.7 %	93.02 %	93.63 %	92.56 %	92.97 %	93.67 %	91.85 %	92.22 %	93.72 %
Attendance Rate Students with Disabilities	92.1 %	92.68 %	93.8 %	90.3 %	91.6 %	93.91 %	89.76 %	91.37 %	93.8 %
Attendance Rate Students without Disabilities	92.28 %	92.72 %	93.93 %	92.13 %	92.22 %	94.16 %	91.2 %	91.54 %	94.06 %
Attendance Rate English Learners (EL)	N<10	92.25 %	94.79 %	89.99 %	92.46 %	94.72 %	90.12 %	91.44 %	94.42 %



Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	N<10	92.69 %	94.96 %	90.67 %	93.3 %	95.05 %	90.33 %	91.64 %	94.84 %
Attendance Rate Former EL (Monitored 1-4 years)		N<10	95.64 %	N<10	95.26 %	95.75 %	90.96 %	92.12 %	95.78 %
Attendance Rate Homeless	N<10	93.08 %	90.32 %	N<10	88.97 %	90.33 %	91.06 %	90.15 %	89.74 %
Attendance Rate Children in Foster Care			92.95 %		94.47 %	92.7 %	%	81.72 %	92.7 %
Attendance Rate Children with Parent on Active Military Duty	N<10	91.68 %	94.51 %	91.86 %	90.9 %	94.92 %	90.01 %	91.66 %	95.18 %
Attendance Rate Gifted and Talented			95.79 %			95.95 %	%	%	95.94 %
Attendance Rate Female Students	92.11 %	92.61 %	93.83 %	91.78 %	92.16 %	94.06 %	90.29 %	91.42 %	93.99 %
Attendance Rate Male Students	92.41 %	92.84 %	93.96 %	92.04 %	92.15 %	94.15 %	91.77 %	91.64 %	94.05 %
Attendance Rate Migrant			92.07 %			91.92 %	%	%	91.49 %
Dropout Rate									
Dropout Rate	0.65 %	0.31 %	2.36 %	0.79 %	0.38 %	2.00 %	0.18 %	0.07 %	1.31 %
College Remediation Rate									
College Remediation Rate	60.0 %	60.0 %	62.8 %	58.5 %	58.5 %	64.9 %	65.0 %	65.0 %	67.1 %
Enrollment									
October 1 Enrollment	460	1,968	479,258	506	3,070	478,318	567	3,202	479,432



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: School Environment

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	100 %		Y	100 %		Y	100 %
Expulsions			979			926			617
Weapons Incidents			840		1	787			660
Staff Assaults			852			744			687
Student Assaults	1	1	3,339			2,761	1	1	3,112
Referrals to Law Enforcement			66			95			55
School-related Arrests			10			30			9

Civil Rights Data Collection (CRDC) 2016-2017

	Chronic Absences	In-School Suspensions	Out-of-School Suspensions	Expulsions	Incidents of Violence	Referrals to Law Enforcement	School-Related Arrests
All Students	123	RV	RV	RV	RV	RV	RV
African-American	74	RV	RV	RV	---	RV	RV
Hispanic	RV	RV	RV	RV	---	RV	RV
Caucasian	35	RV	RV	RV	---	RV	RV
Economically Disadvantaged	---	---	---	---	---	---	---
Students with Disabilities	RV	RV	RV	RV	---	RV	RV
English Learner	RV	RV	RV	RV	---	RV	RV
Male	59	RV	RV	RV	---	RV	RV
Female	64	RV	RV	RV	---	RV	RV

Civil Rights Data Collection (CRDC) 2016-2017

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	RV	0.00 %	137	RV	122	56.18 %
African-American	RV	0.00 %	68	RV	52	26.03 %
Hispanic	RV	0.00 %	10	RV	RV	3.47 %
Caucasian	RV	0.00 %	51	RV	46	21.04 %
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	RV	0.00 %	11	RV	11	4.77 %
English Learner	RV	0.00 %	RV	RV	RV	0.00 %
Male	RV	0.00 %	71	RV	55	26.25 %
Female	RV	0.00 %	66	RV	67	29.93 %

Link for Civil Rights Data Collection: <https://ocrdata.ed.gov/>
The CRDC is required by the Office for Civil Rights. CRDC collects data on key education and civil rights issues in the nation's public schools. It collects a variety of information on enrollment, programs, and services, most of which is disaggregated into the subgroups of race/ethnicity, sex, limited English proficiency, and disability. The latest CRDC data is from year 2016-2017.



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2019-2020
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Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Retention

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		3	1,085	0		948	2		597
Percent of Students Retained at Grade 1		2.24 %	2.95 %	0.00 %		2.58 %	0.89 %		1.63 %
Number of Students Retained at Grade 2		1	369	0		338	3		239
Percent of Students Retained at Grade 2		0.75 %	1.00 %	0.00 %		0.94 %	1.27 %		0.66 %
Number of Students Retained at Grade 3		0	158	0		133	0		88
Percent of Students Retained at Grade 3		0.00 %	0.42 %	0.00 %		0.36 %	0.00 %		0.24 %
Number of Students Retained at Grade 4		0	86	0		59	0		35
Percent of Students Retained at Grade 4		0.00 %	0.22 %	0.00 %		0.16 %	0.00 %		0.10 %
Number of Students Retained at Grade 5		0	74	0		53	0		34
Percent of Students Retained at Grade 5		0.00 %	0.19 %	0.00 %		0.14 %	0.00 %		0.09 %
Number of Students Retained at Grade 6		0	139	1		129	0		59
Percent of Students Retained at Grade 6		0.00 %	0.38 %	0.33 %		0.33 %	0.00 %		0.15 %
Number of Students Retained at Grade 7		0	209	0		208	0		87
Percent of Students Retained at Grade 7		0.00 %	0.57 %	0.00 %		0.57 %	0.00 %		0.22 %
Number of Students Retained at Grade 8		0	222	1		169	0		110
Percent of Students Retained at Grade 8		0.00 %	0.61 %	0.38 %		0.46 %	0.00 %		0.30 %



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Teacher Quality

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Percentage of Teachers Certified (Licensed)	79.5 %	78.4 %	96.8 %	79.3 %	65.4 %	95.9 %	75.0 %	61.7 %	93.1 %
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded	50.0 %	62.0 %	53.0 %	34.0 %	68.0 %	52.0 %	32.0 %	65.0 %	51.0 %
Percentage of Teachers having Master's Degree as Highest Degree Awarded	46.0 %	36.0 %	42.0 %	59.0 %	31.0 %	43.0 %	65.0 %	34.0 %	44.0 %
Percentage of Teachers with Advanced Degree	4.0 %	2.0 %	1.0 %	3.0 %	1.0 %	1.0 %	3.0 %	1.0 %	1.0 %
	School	District	State	School	District	State	School	District	State
All Economic Levels (All Quartiles All Schools)									
Number of Teachers (Certified Teachers)	66	231	41,834	53	213	42,200	60	223	43,029
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	0	8,035	---	25	6,952	0	0	5,362
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	0	7,845	---	21	6,731	0	0	5,156
Number Certified by National Board for Professional Teaching Standards	2	1	2,287	1	3	2,377	1	3	2,179
Number of Teachers Teaching with Provisional License	---	---	---	---	---	---	2	7	532
Percentage of Teachers Teaching with Provisional License	---	---	---	---	---	---	3.3 %	3.1 %	1.2 %
Number of Teachers Teaching with Emergency Teaching Permit	---	---	---	---	---	---	0	0	740
Percentage of Teachers Teaching with Emergency Teaching Permit	---	---	---	---	---	---	0.0 %	0.0 %	1.7 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	---	---	---	---	---	2	7	1,272
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	---	---	---	---	---	3.3 %	3.1 %	1.7 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	---	---	---	---	---	17	106	1,482
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	---	---	---	---	---	28.3 %	47.5 %	3.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	---	---	---	---	1	2	2,063
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	---	---	---	---	1.7 %	0.9 %	4.8 %
Number of Inexperienced Teachers	25	231	7,134	29	175	7,348	60	223	13,902
Percentage of Teachers who are Inexperienced	37.9 %	100.0 %	17.1 %	54.7 %	82.2 %	17.4 %	100.0 %	100.0 %	32.3 %
Number of Teachers, Principals, and Assistant Principals	68	240	43,663	55	222	1,862	61	232	45,458
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	240	---	---	---	---	60	224	14,024
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	100.0 %	---	---	---	---	98.4 %	96.6 %	30.9 %
*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation									
	School	District	State	School	District	State	School	District	State
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)									
Number of Teachers (Certified Teachers)	---	---	9,078	---	---	6,990	---	---	9,862
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	---	1,324	---	---	875	---	---	879
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	---	1,262	---	---	819	---	---	825
Number Certified by National Board for Professional Teaching Standards	---	---	339	---	---	251	---	---	373
Number of Teachers Teaching with Provisional License	---	---	---	---	---	---	---	---	181
Percentage of Teachers Teaching with Provisional License	---	---	---	---	---	---	---	---	1.8 %
Number of Teachers Teaching with Emergency Teaching Permit	---	---	---	---	---	---	---	---	259
Percentage of Teachers Teaching with Emergency Teaching Permit	---	---	---	---	---	---	---	---	2.6 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	---	---	---	---	---	---	---	440
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	---	---	---	---	---	---	---	4.5 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	---	---	---	---	---	---	---	675



Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	---	---	---	---	---	---	---	6.8 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	---	---	---	---	---	---	499
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	---	---	---	---	---	---	5.1 %
Number of Inexperienced Teachers	---	---	1,747	---	---	1,367	---	---	3,861
Percentage of Teachers who are Inexperienced	---	---	19.2 %	---	---	19.6 %	---	---	39.2 %
Number of Teachers, Principals, and Assistant Principals	---	---	9,504	---	---	302	---	---	10,436
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	---	---	---	---	---	---	3,892
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	---	---	---	---	---	---	37.3 %

*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation

	School	District	State	School	District	State	School	District	State
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)									
Number of Teachers (Certified Teachers)	66	156	12,453	53	143	14,212	60	223	12,546
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	25	2,507	---	25	2,466	0	0	1,583
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	19	2,464	---	21	2,407	0	0	1,514
Number Certified by National Board for Professional Teaching Standards	2	2	877	1	2	1,085	1	3	831
Number of Teachers Teaching with Provisional License	---	---	---	---	---	---	2	7	109
Percentage of Teachers Teaching with Provisional License	---	---	---	---	---	---	3.3 %	3.1 %	0.9 %
Number of Teachers Teaching with Emergency Teaching Permit	---	---	---	---	---	---	0	0	94
Percentage of Teachers Teaching with Emergency Teaching Permit	---	---	---	---	---	---	0.0 %	0.0 %	0.7 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	---	---	---	---	---	2	7	203
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	---	---	---	---	---	3.3 %	3.1 %	1.6 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	---	---	---	---	---	17	106	301
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	---	---	---	---	---	28.3 %	47.5 %	2.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	---	---	---	---	1	2	493
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	---	---	---	---	1.7 %	0.9 %	3.9 %
Number of Inexperienced Teachers	25	108	1,926	29	112	2,422	60	223	3,570
Percentage of Teachers who are Inexperienced	37.9 %	69.2 %	15.5 %	54.7 %	78.3 %	17.0 %	100.0 %	100.0 %	28.5 %
Number of Teachers, Principals, and Assistant Principals	68	162	12,978	55	149	643	61	232	13,210
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	---	---	---	---	60	224	3,597
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	---	---	---	---	98.4 %	96.6 %	27.2 %

*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation

2017-2018		2018-2019		2019-2020	
District	District	District	District	District	District

School Board Training

School Board Member	Hours of Training	School Board Member	Hours of Training	School Board Member	Hours of Training
Jess Askew	6.00	Jess Askew	6.00	Jess Askew	6.00
William T. Dillard iii	6.00	William T. Dillard iii	6.00	William T. Dillard iii	6.00
Vernard Henley, Jr.	6.00	Vernard Henley, Jr.	6.00	Jill Floyd	9.00
Melissa Walsh	6.00	Melissa Walsh	7.00	Vernard Henley, Jr.	6.00
				Melissa Walsh	6.00



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Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: School Expenditures

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
State and Local Expenditures									
State and Local Personnel Expenditures	\$2,671,458	\$9,075,085	\$2,960,908,776	\$2,769,889	\$14,230,650	\$3,000,419,199	\$2,810,532	\$15,161,166	\$3,057,685,304
State and Local Non-Personnel Expenditures	\$1,655,531	\$6,412,897	\$990,242,548	\$2,009,530	\$9,424,490	\$1,026,560,444	\$2,099,148	\$9,915,302	\$973,723,400
State and Local Grand Total Expenditures	\$4,326,990	\$15,487,983	\$3,951,151,324	\$4,779,420	\$23,655,141	\$4,026,979,643	\$4,909,680	\$25,076,469	\$4,031,408,703
State and Local Personnel Per-pupil Expenditures	\$5,780	\$4,610	\$6,231	\$5,513	\$4,641	\$6,316	\$5,036	\$4,757	\$6,419
State and Local Non-Personnel Per-pupil Expenditures	\$3,582	\$3,258	\$2,084	\$4,000	\$3,074	\$2,161	\$3,761	\$3,111	\$2,044
State and Local Per-pupil Expenditures	\$9,362	\$7,867	\$8,315	\$9,513	\$7,715	\$8,477	\$8,797	\$7,869	\$8,463
	School	District	State	School	District	State	School	District	State
Federal Expenditures									
Federal Personnel Expenditures	\$288,420	\$1,084,019	\$608,514,045	\$368,629	\$1,989,277	\$622,312,827	\$434,481	\$2,898,834	\$630,872,733
Federal Non-Personnel Expenditures	\$51,103	\$434,593	\$151,320,564	\$41,972	\$441,515	\$157,024,285	\$21,685	\$191,609	\$152,961,414
Federal Grand Total Expenditures	\$339,523	\$1,518,612	\$759,834,609	\$410,602	\$2,430,793	\$779,337,112	\$456,166	\$3,090,443	\$783,834,148
Federal Personnel Per-pupil Expenditures	\$624	\$551	\$1,281	\$734	\$649	\$1,310	\$778	\$910	\$1,324
Federal Non-Personnel Per-pupil Expenditures	\$111	\$221	\$318	\$84	\$144	\$331	\$39	\$60	\$321
Federal Per-pupil Expenditures	\$735	\$771	\$1,599	\$817	\$793	\$1,641	\$817	\$970	\$1,646
	School	District	State	School	District	State	School	District	State
Total Expenditures									
Total Personnel Expenditures	\$2,959,878	\$10,159,105	\$3,569,422,821	\$3,138,519	\$16,219,928	\$3,622,732,026	\$3,245,013	\$18,060,000	\$3,688,558,037
Total Non-Personnel Expenditures	\$1,706,634	\$6,847,490	\$1,141,563,112	\$2,051,503	\$9,866,006	\$1,183,584,728	\$2,120,833	\$10,106,911	\$1,126,684,814
Total Grand Total Expenditures	\$4,666,513	\$17,006,594	\$4,710,985,933	\$5,190,022	\$26,085,934	\$4,806,316,754	\$5,365,846	\$28,166,911	\$4,815,242,851
Total Personnel Per-pupil Expenditures	\$6,404	\$5,160	\$7,511	\$6,247	\$5,290	\$7,626	\$5,814	\$5,667	\$7,744
Total Non-Personnel Per-pupil Expenditures	\$3,692	\$3,478	\$2,402	\$4,083	\$3,218	\$2,491	\$3,800	\$3,171	\$2,365
Total Per-pupil Expenditures	\$10,096	\$8,639	\$9,914	\$10,330	\$8,508	\$10,117	\$9,614	\$8,838	\$10,109

* Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)
** Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.



	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Mills Voted		0.0	38.4		0.0	38.5		0.0	38.8
Average Teacher Salary		\$42,963	\$49,840		\$41,132	\$50,295		\$41,914	\$51,336
Extracurricular Expenditures			\$187,202,332			\$188,643,761			\$201,696,124
Capital Expenditures		\$30,109	\$573,071,733		\$52,622	\$728,022,446		\$50,203	\$728,645,955
Debt Service Expenditures		\$0	\$294,033,249		\$0	\$317,051,272		\$0	\$312,921,645
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	38.0 %	40.1 %	60.2 %	39.9 %	49.1 %	59.6 %	41.5 %	53.0 %	60.2 %
State Free and Reduced-Price Meal Rate ^{††}			60.6 %			59.7 %			61.0 %
National Free and Reduced-Price Meal Rate [†]			57.9 %			56.9 %			57.5 %

[†] Source: FNS National databank.
^{††} State Free and Reduced Meal Rate includes preschool and adult education students.



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Alternatively Tested

	2017-2018			2018-2019			2019-2020		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Grade 10	RV	RV	RV	RV	RV	RV	CV	CV	CV

Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 10 English Language Arts (ELA)					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV



	2019-2020				
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV
Caucasian Male English Learner	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV
Caucasian Male English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 10 Mathematics					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV



	2019-2020				
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV
Caucasian Male English Learner	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV
Caucasian Male English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 10 Science					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV



	2019-2020				
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV
Caucasian Male English Learner	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV
Caucasian Male English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades English Language Arts (ELA)					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV



	2019-2020				
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV
Caucasian Male English Learner	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV
Caucasian Male English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Mathematics					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV



	2019-2020				
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV
Caucasian Male English Learner	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV
Caucasian Male English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Science					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV



	2019-2020				
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV
Caucasian Male English Learner	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV
Caucasian Male English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - Graduation Rates

2019-2020

Four Year Graduation Rates

All	>95%
Students with Disabilities	>95%
Students without Disabilities	>95%
English Learner	N<10
Non-English Learner	>95%
English Learner Students with Disabilities	N<10
English Learner Students without Disabilities	N<10
Non-English Learner Students with Disabilities	>95%
Non-English Learner Students without Disabilities	>95%
Female	>95%
Female Students with Disabilities	N<10
Female Students without Disabilities	>95%
Female English Learner	N<10
Female Non-English Learner	>95%
Female English Learner with Disabilities	N<10
Female English Learner without Disabilities	---
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	>95%
Male	>95%
Male Students with Disabilities	>95%
Male Students without Disabilities	>95%
Male English Learner	N<10
Male Non-English Learner	>95%
Male English Learner without Disabilities	N<10
Male Non-English Learner with Disabilities	>95%
Male Non-English Learner without Disabilities	>95%
African-American	>95%
African-American Students with Disabilities	>95%
African-American Students without Disabilities	>95%
African-American Non-English Learner	>95%
African-American Non-English Learner with Disabilities	>95%
African-American Non-English Learner without Disabilities	>95%
African-American Female	92.98 %
African-American Female with Disabilities	N<10
African-American Female without Disabilities	92.45 %
African-American Female Non-English Learner	92.98 %
African-American Female Non-English Learner with Disabilities	N<10
African-American Female Non-English Learner without Disabilities	92.45 %
African-American Male	>95%
African-American Male with Disabilities	N<10
African-American Male without Disabilities	>95%
African-American Male Non-English Learner	>95%
African-American Male Non-English Learner with Disabilities	N<10
African-American Male Non-English Learner without Disabilities	>95%
Hispanic	>95%
Hispanic Students with Disabilities	N<10
Hispanic Students without Disabilities	>95%
Hispanic English Learner	N<10
Hispanic Non-English Learner	>95%
Hispanic English Learner with Disabilities	N<10
Hispanic English Learner without Disabilities	N<10
Hispanic Non-English Learner with Disabilities	N<10
Hispanic Non-English Learner without Disabilities	>95%
Hispanic Female	N<10
Hispanic Female with Disabilities	N<10
Hispanic Female without Disabilities	N<10
Hispanic Female English Learner	N<10
Hispanic Female Non-English Learner	N<10



2019-2020

Hispanic Female English Learner with Disabilities	N<10
Hispanic Female English Learner without Disabilities	---
Hispanic Female Non-English Learner with Disabilities	N<10
Hispanic Female Non-English Learner without Disabilities	N<10
Hispanic Male	>95%
Hispanic Male with Disabilities	N<10
Hispanic Male without Disabilities	>95%
Hispanic Male English Learner	N<10
Hispanic Male Non-English Learner	N<10
Hispanic Male English Learner without Disabilities	N<10
Hispanic Male Non-English Learner with Disabilities	N<10
Hispanic Male Non-English Learner without Disabilities	N<10
Caucasian	>95%
Caucasian Students with Disabilities	N<10
Caucasian Students without Disabilities	>95%
Caucasian Non-English Learner	>95%
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Non-English Learner without Disabilities	>95%
Caucasian Female	>95%
Caucasian Female with Disabilities	N<10
Caucasian Female without Disabilities	>95%
Caucasian Female Non-English Learner	>95%
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Female Non-English Learner without Disabilities	>95%
Caucasian Male	>95%
Caucasian Male with Disabilities	N<10
Caucasian Male without Disabilities	>95%
Caucasian Male Non-English Learner	>95%
Caucasian Male Non-English Learner with Disabilities	N<10
Caucasian Male Non-English Learner without Disabilities	>95%



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - Graduation Rates

2019-2020

Five Year Graduation Rates

All	>95%
Students with Disabilities	>95%
Students without Disabilities	>95%
English Learner	N<10
Non-English Learner	>95%
English Learner Students without Disabilities	N<10
Non-English Learner Students with Disabilities	>95%
Non-English Learner Students without Disabilities	>95%
Female	>95%
Female Students with Disabilities	N<10
Female Students without Disabilities	>95%
Female English Learner	N<10
Female Non-English Learner	>95%
Female English Learner without Disabilities	N<10
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	>95%
Male	>95%
Male Students with Disabilities	N<10
Male Students without Disabilities	>95%
Male English Learner	N<10
Male Non-English Learner	>95%
Male English Learner without Disabilities	N<10
Male Non-English Learner with Disabilities	N<10
Male Non-English Learner without Disabilities	>95%
African-American	>95%
African-American Students with Disabilities	>95%
African-American Students without Disabilities	>95%
African-American Non-English Learner	>95%
African-American Non-English Learner with Disabilities	>95%
African-American Non-English Learner without Disabilities	>95%
African-American Female	>95%
African-American Female with Disabilities	N<10
African-American Female without Disabilities	>95%
African-American Female Non-English Learner	>95%
African-American Female Non-English Learner with Disabilities	N<10
African-American Female Non-English Learner without Disabilities	>95%
African-American Male	>95%
African-American Male with Disabilities	N<10
African-American Male without Disabilities	>95%
African-American Male Non-English Learner	>95%
African-American Male Non-English Learner with Disabilities	N<10
African-American Male Non-English Learner without Disabilities	>95%
Hispanic	>95%
Hispanic Students with Disabilities	---
Hispanic Students without Disabilities	>95%
Hispanic English Learner	N<10
Hispanic Non-English Learner	N<10
Hispanic English Learner without Disabilities	N<10
Hispanic Non-English Learner with Disabilities	---
Hispanic Non-English Learner without Disabilities	N<10
Hispanic Female	N<10
Hispanic Female without Disabilities	N<10
Hispanic Female English Learner	N<10
Hispanic Female Non-English Learner	N<10
Hispanic Female English Learner without Disabilities	N<10
Hispanic Female Non-English Learner without Disabilities	N<10
Hispanic Male	N<10
Hispanic Male with Disabilities	---



2019-2020

Hispanic Male without Disabilities	N<10
Hispanic Male English Learner	N<10
Hispanic Male Non-English Learner	N<10
Hispanic Male English Learner without Disabilities	N<10
Hispanic Male Non-English Learner with Disabilities	---
Hispanic Male Non-English Learner without Disabilities	N<10
Caucasian	>95%
Caucasian Students with Disabilities	N<10
Caucasian Students without Disabilities	>95%
Caucasian Non-English Learner	>95%
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Non-English Learner without Disabilities	>95%
Caucasian Female	>95%
Caucasian Female with Disabilities	N<10
Caucasian Female without Disabilities	95.00 %
Caucasian Female Non-English Learner	>95%
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Female Non-English Learner without Disabilities	95.00 %
Caucasian Male	>95%
Caucasian Male with Disabilities	N<10
Caucasian Male without Disabilities	>95%
Caucasian Male Non-English Learner	>95%
Caucasian Male Non-English Learner with Disabilities	N<10
Caucasian Male Non-English Learner without Disabilities	>95%



Estem Public Charter School - 6047700

Estem High School - 6047703

MODULE: Crosstab - Growth

	2019-2020					
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Grade 10						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV	CV



	2019-2020					
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Grade 11						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV



	2019-2020					
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV	CV



	2019-2020					
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Grade 12						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV



	2019-2020					
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
All Grades						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV



	2019-2020					
Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students with Disabilities	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male	CV	CV	CV	CV	CV	CV
African-American Male with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male English Learner	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
African-American Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV	CV
Hispanic Male with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV	CV



	2019-2020					
Caucasian Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV



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