MY SCHOOL INFO
SEARCH • COMPARE•INFORM

Principal

Superintendent

Jennifer Blankenship

Bobby Ashley

## Blytheville High School-A New Tech School

School Report Card 2020-2021
600 N Tenth St | Blytheville, AR 72315
870-762-2772

| Student Demograp |  |  |
| :---: | :---: | :---: |
| Race/Ethnicity Statistics |  | Other Demographics |
|  |  | English Learners |
|  | - 0.2\% Native American | 2\% |
|  | - $0.2 \%$ Asian |  |
|  | - 0.0\% Hawailian/Pacifíc Islander | Low-income |
|  | - 2.8\% Hispanic/Latino | 74\% |
|  |  | 16\% |

Student Demographics

## Race/Ethnicity Statistics



## - 0.2\% Native American

- 0.2\% Asian
82.3\% African American
2.86 Hawalian/Pacific Islander
- 14.0\% White
- 0.4\% Two or More Races


## School Characteristics

## Enrollment

Avg. Class Size
Avg. years teaching Experience

## \$12,482

\$10,820

Per pupil spending

- District avg.
- State avg

School Letter Grade
Overall Score

## The Purpose of the Report Card




 examine the Report Card and engage in communication with local schools and district.

## Overview of the State's accountability system under Title I



 school is located in Report Card - ESSA School Index.

## Reporting the N -Size and Subgroup Membership




 at-a-Glance Report) and on the ESSA School Index Report under the Reports tab.
 information identifiable for individual students will not be shown.

## How does the state differentiate to support public schools?

 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.




 act-essa/-informational-documents).

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




 every three years thereafter.

## Arkansas Identified schools can exit from comprehensive support and improvement.


 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.
 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).

A service provided by ADE
Office of Information Technology
OH
MY SCHOOL INFO

Blytheville School District - 4702000 Blytheville High School-A New Tech School - 4702706

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. 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.

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO

Blytheville School District - 4702000 Blytheville High School-A New Tech School - 4702706

| MODULE: Achievement |  |  |  |  |  |  |  | District Avg Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested <br> 2020-2021 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2020-2021 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |  |
| 9th Grade Mathematics |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | 92.48 | 7.52 | 80.49 | 12.20 | RV | RV | 7.32 | 7.32 | 26.71 |
| All Students Number of Students |  |  | 99 | 15 | RV | RV | RV |  |  |
| African American | 90.83 | 9.17 | 86.87 | 12.12 | RV | RV | <5\% | 1.01 | 7.35 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 16.67 | 20.63 |
| Caucasian | >95\% | <5\% | RV | RV | 17.65 | 17.65 | 35.29 | 35.29 | 33.49 |
| Economically Disadvantaged | 92.42 | 7.58 | 81.15 | 11.48 | RV | RV | 7.38 | 7.38 | 17.51 |
| Non-Economically Disadvantaged | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 0.00 | 40.31 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | 5.26 | 5.26 | 5.26 | 3.89 |
| Students without Disabilities | 91.23 | 8.77 | 77.88 | 14.42 | RV | RV | 7.69 | 7.69 | 30.10 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 13.78 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 92.13 | 7.87 | 80.34 | 11.97 | RV | RV | 7.69 | 7.69 | 28.24 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 31.05 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Homeless | >95\% | <5\% | RV | RV | 8.70 | <5\% | 8.70 | 8.70 | 13.31 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | >95\% | <5\% | RV | RV | 20.00 | 26.67 | 46.67 | 46.67 | 70.07 |
| Female Students | 91.55 | 8.45 | 80.00 | 15.38 | RV | RV | <5\% | 4.62 | 26.80 |
| Male Students | 93.55 | 6.45 | 81.03 | RV | RV | 5.17 | 10.34 | 10.34 | 26.62 |
| Migrant | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 0.00 | 10.73 |

$N<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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.

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO

| MODULE: Achievement |  |  |  |  |  |  |  | District Avg Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2020-2021 } \end{aligned}$ | $\begin{gathered} \text { \% Not Tested } \\ \text { 2020-2021 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |  |
| 9th Grade Science |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | 90.98 | 9.02 | 71.07 | RV | 12.40 | RV | 17.36 | 17.36 | 31.27 |
| All Students Number of Students |  |  | 86 | RV | 15 | RV | 21 |  |  |
| African American | 88.99 | 11.01 | 76.29 | 11.34 | RV | RV | 12.37 | 12.37 | 11.00 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 33.33 | 23.26 |
| Caucasian | >95\% | <5\% | RV | RV | 23.53 | 11.76 | 35.29 | 35.29 | 39.00 |
| Economically Disadvantaged | 90.91 | 9.09 | 71.67 | RV | 12.50 | RV | 17.50 | 17.50 | 21.78 |
| Non-Economically Disadvantaged | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 0.00 | 45.31 |
| Students with Disabilities | 89.47 | 10.53 | RV | RV | 5.88 | <5\% | 5.88 | 5.88 | 5.70 |
| Students without Disabilities | 91.23 | 8.77 | 67.31 | RV | 13.46 | RV | 19.23 | 19.23 | 35.06 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 16.67 | 16.33 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 90.55 | 9.45 | 70.43 | RV | 12.17 | RV | 17.39 | 17.39 | 33.04 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 100.00 | 36.37 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Homeless | 91.67 | 8.33 | RV | RV | <5\% | 9.09 | 9.09 | 9.09 | 16.87 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | >95\% | <5\% | RV | RV | 46.67 | 26.67 | 73.33 | 73.33 | 74.96 |
| Female Students | 92.96 | 7.04 | 69.70 | RV | RV | 6.06 | 18.18 | 18.18 | 32.27 |
| Male Students | 88.71 | 11.29 | 72.73 | RV | RV | <5\% | 16.36 | 16.36 | 30.32 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 11.94 |

$N<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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.

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO

| MODULE: Achievement |  |  |  | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2020-2021 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2020-2021 } \end{aligned}$ | In Need of Support |  |  |  |  |  |  |
| 10th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | 91.87 | 8.13 | 76.11 | 14.16 | RV | RV | 9.73 | 9.73 | 36.55 |
| All Students Number of Students |  |  | 86 | 16 | RV | RV | 11 |  |  |
| African American | 90.00 | 10.00 | 78.89 | 13.33 | RV | RV | 7.78 | 7.78 | 15.16 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 0.00 | 29.01 |
| Caucasian | >95\% | <5\% | RV | RV | 14.29 | <5\% | 19.05 | 19.05 | 44.03 |
| Economically Disadvantaged | 91.80 | 8.20 | 75.89 | 14.29 | RV | RV | 9.82 | 9.82 | 26.36 |
| Non-Economically Disadvantaged | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 50.24 |
| Students with Disabilities | 82.61 | 17.39 | RV | RV | <5\% | <5\% | <5\% | 0.00 | 3.58 |
| Students without Disabilities | 94.00 | 6.00 | 71.28 | 17.02 | RV | RV | 11.70 | 11.70 | 41.01 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 17.59 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 91.74 | 8.26 | 76.58 | 13.51 | RV | RV | 9.91 | 9.91 | 38.69 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Homeless | 91.67 | 8.33 | RV | RV | 9.09 | <5\% | 13.64 | 13.64 | 19.78 |
| Children in Foster Care | --- | --- | -- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | >95\% | <5\% | RV | RV | 25.00 | 25.00 | 50.00 | 50.00 | 81.59 |
| Female Students | 93.94 | 6.06 | 69.35 | 17.74 | RV | RV | 12.90 | 12.90 | 43.52 |
| Male Students | 89.47 | 10.53 | 84.31 | RV | RV | <5\% | 5.88 | 5.88 | 29.81 |
| Migrant | --- | --- | --- | --- | --- | -- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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.

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO

Blytheville School District - 4702000 Blytheville High School-A New Tech School - 4702706

| MODULE: Achievement |  |  |  |  |  |  |  | District Avg Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2020-2021 } \end{aligned}$ | $\begin{gathered} \text { \% Not Tested } \\ \text { 2020-2021 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |  |
| 10th Grade Mathematics |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | 91.87 | 8.13 | 86.73 | 11.50 | RV | RV | <5\% | 1.77 | 21.56 |
| All Students Number of Students |  |  | 98 | 13 | RV | RV | RV |  |  |
| African American | 90.00 | 10.00 | 87.78 | RV | RV | <5\% | <5\% | 2.22 | 5.17 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 14.60 |
| Caucasian | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 0.00 | 27.35 |
| Economically Disadvantaged | 91.80 | 8.20 | 86.61 | 11.61 | RV | RV | <5\% | 1.79 | 12.75 |
| Non-Economically Disadvantaged | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 0.00 | 33.44 |
| Students with Disabilities | 82.61 | 17.39 | RV | RV | <5\% | <5\% | <5\% | 0.00 | 2.73 |
| Students without Disabilities | 94.00 | 6.00 | 84.04 | 13.83 | RV | RV | <5\% | 2.13 | 24.13 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 9.10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 91.74 | 8.26 | 86.49 | 11.71 | RV | RV | <5\% | 1.80 | 22.96 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Homeless | 91.67 | 8.33 | RV | RV | <5\% | <5\% | <5\% | 0.00 | 8.83 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | >95\% | <5\% | RV | RV | 12.50 | <5\% | 12.50 | 12.50 | 61.05 |
| Female Students | 93.94 | 6.06 | 83.87 | RV | RV | <5\% | <5\% | 3.23 | 21.18 |
| Male Students | 89.47 | 10.53 | 90.20 | RV | RV | <5\% | <5\% | 0.00 | 21.93 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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.

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO

| MODULE: Achievement |  |  |  | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2020-2021 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2020-2021 } \end{aligned}$ | In Need of Support |  |  |  |  |  |  |
| 10th Grade Science |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | 90.24 | 9.76 | 81.08 | 9.91 | RV | RV | 9.01 | 9.01 | 28.36 |
| All Students Number of Students |  |  | 90 | 11 | RV | RV | 10 |  |  |
| African American | 88.00 | 12.00 | 85.23 | RV | RV | <5\% | 7.95 | 7.95 | 8.84 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 0.00 | 20.09 |
| Caucasian | >95\% | <5\% | RV | RV | 9.52 | <5\% | 14.29 | 14.29 | 35.50 |
| Economically Disadvantaged | 90.16 | 9.84 | 80.91 | 10.00 | RV | RV | 9.09 | 9.09 | 19.19 |
| Non-Economically Disadvantaged | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 40.73 |
| Students with Disabilities | 82.61 | 17.39 | RV | RV | <5\% | <5\% | <5\% | 0.00 | 4.11 |
| Students without Disabilities | 92.00 | 8.00 | 77.17 | 11.96 | RV | RV | 10.87 | 10.87 | 31.66 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 0.00 | 11.86 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 90.08 | 9.92 | 81.65 | 9.17 | RV | RV | 9.17 | 9.17 | 30.22 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |
| Homeless | 87.50 | 12.50 | RV | RV | 14.29 | <5\% | 14.29 | 14.29 | 15.99 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | -- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | >95\% | <5\% | RV | RV | 31.25 | 12.50 | 43.75 | 43.75 | 71.19 |
| Female Students | 93.94 | 6.06 | 77.42 | RV | RV | <5\% | 11.29 | 11.29 | 29.37 |
| Male Students | 85.96 | 14.04 | 85.71 | RV | RV | <5\% | 6.12 | 6.12 | 27.39 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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.

A service provided by ADE
MY SCHOOL INFO
MY SCHOOL INFO

## MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | $\begin{gathered} \text { Content** with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 |  |  |  |  |  |  |
| All Students | 75.3564 | 77.0481 | 76.2098 | 76.0267 | N $<10$ | 76.4912 |
| African-American | 74.5770 | 76.4728 | 75.5420 | 75.1165 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian | 78.9451 | 80.0620 | 79.5036 | 76.4411 | N $<10$ | 80.2633 |
| Economically Disadvantaged | 75.3564 | 77.0481 | 76.2098 | 76.0267 | N $<10$ | --- |
| Non-Economically Disadvantaged | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ | --- |
| Students with Disabilities | 76.3332 | 79.4236 | 77.8784 | 75.2739 | N $<10$ | --- |
| Students without Disabilities | 75.1969 | 76.6680 | 75.9428 | 76.1321 | N<10 | 76.2757 |
| Current English Learners (EL) | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 75.3821 | 76.8561 | 76.1266 | 75.8203 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 75.3564 | 77.0481 | 76.2098 | 76.0267 | N $<10$ | 76.4912 |
| Homeless | 76.1107 | 79.6454 | 77.8086 | 79.3754 | N $<10$ | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 77.9738 | 77.1889 | 77.5813 | 81.9888 | N $<10$ | --- |
| Female Students | 77.7493 | 76.8771 | 77.3262 | 77.5818 | N<10 | 77.5887 |
| Male Students | 72.4004 | 77.2585 | 74.8357 | 73.9639 | N<10 | 75.1245 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| 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 proficien | the percentage of s | ts with ELP | wh. Schools without | ed grade 9 | m their | chool. |


|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | $\begin{gathered} \text { Content** } \\ E L P \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 |  |  |  |  |  |  |
| All Students | 75.1932 | 78.0626 | 76.6518 | 76.4849 | N<10 | 76.7719 |
| African-American | 74.8254 | 78.0060 | 76.4477 | 76.3968 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 76.3292 | 78.3115 | 77.3204 | 75.8972 | N<10 | 77.6008 |
| Economically Disadvantaged | 75.1800 | 78.1669 | 76.6971 | 76.5727 | N<10 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | 77.9703 | 81.4173 | 79.6938 | 86.6555 | N<10 | --- |
| Students without Disabilities | 74.6744 | 77.4359 | 76.0897 | 74.5422 | N<10 | 76.2435 |
| Current English Learners (EL) | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 75.1201 | 78.0703 | 76.6196 | 76.3385 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 75.1932 | 78.0626 | 76.6518 | 76.4849 | N<10 | 76.7719 |
| Homeless | 77.5011 | 77.1534 | 77.3272 | 77.0855 | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 73.5291 | 76.6805 | 75.1048 | 74.3940 | N<10 | --- |
| Female Students | 74.5538 | 77.7009 | 76.1274 | 74.8842 | N<10 | 76.2407 |
| Male Students | 75.9631 | 78.4980 | 77.2706 | 78.4943 | N<10 | 77.3969 |
| Migrant | --- | --- | --- | --- | --- | --- |

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.


A service provided by ADE
MY SCHOOL INFO

## MODULE: Growth

|  | $\begin{aligned} & \text { English } \\ & \text { Language Arts } \\ & \text { (ELA) } \end{aligned}$ | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{gathered} \text { Content** with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 11 |  |  |  |  |  |  |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | -- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Current English Learners (EL) | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Migrant | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| 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 proficie | the percentage of | with | th. Schools without | d grade | thei | hool. |


|  | English Language Arts (ELA) | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{aligned} & \text { Content** } \text { with } \\ & \text { ELP } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 12 |  |  |  |  |  |  |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | --- | --- | --- | --- | --- | --- |
| Male Students | N<10 | N<10 | N<10 | $N<10$ | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

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.


A service provided by ADE
MY SCHOOL INFO

## MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{gathered} \text { Content** with } \\ E L P \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades |  |  |  |  |  |  |
| All Students | 75.2770 | 77.5372 | 76.4239 | 76.2475 | 83.1074 | 76.7083 |
| African-American | 74.6958 | 77.1978 | 75.9728 | 75.7211 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | 79.9929 |
| Caucasian | 77.3920 | 79.0226 | 78.2073 | 76.1182 | $\mathrm{N}<10$ | 79.0657 |
| Economically Disadvantaged | 75.2710 | 77.5849 | 76.4448 | 76.2885 | N<10 | --- |
| Non-Economically Disadvantaged | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 83.1074 | 82.0753 |
| Students with Disabilities | 77.1765 | 80.4507 | 78.8136 | 81.5154 | N<10 | --- |
| Students without Disabilities | 74.9453 | 77.0338 | 76.0132 | 75.3834 | 83.1074 | 76.3644 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | 83.1074 | 82.0879 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 75.2535 | 77.4466 | 76.3675 | 76.0722 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 75.2770 | 77.5372 | 76.4239 | 76.2475 | 83.1074 | 76.7083 |
| Homeless | 76.8221 | 78.3994 | 77.5679 | 78.2305 | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 75.6797 | 76.9265 | 76.3031 | 78.0689 | N<10 | --- |
| Female Students | 76.2040 | 77.2723 | 76.7511 | 76.2982 | N<10 | 77.0149 |
| Male Students | 74.1461 | 77.8599 | 76.0293 | 76.1819 | $\mathrm{N}<10$ | 76.3415 |
| Migrant | $\mathrm{N}<10$ | $N<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| 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. |  |  |  |  |  |  |


|  | Number ELs Tested | Number ELs Proficient | Percent ELs Proficient |
| :---: | :---: | :---: | :---: |
| Grade All | 13 | 1 | 7.69 \% |
| Grade 09 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 11 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 12 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO
SEARCH•COMPARE • INFORM

MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | 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 | 20.86 | 19.27 | 16.36 | 41.98 | N<10 | N<10 | N $<10$ | N<10 | 48.85 | N<10 | N<10 | 29.66 |
| African-American | 19.57 | 13.04 | 11.83 | 40.00 | N $<10$ | N<10 | N<10 | N<10 | 46.36 | N<10 | N<10 | 26.50 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 26.47 | 50.00 | 41.67 | 40.91 | N<10 | N<10 | N<10 | N<10 | 64.29 | N<10 | N<10 | 43.94 |
| Economically Disadvantaged | 21.32 | 19.27 | 16.36 | 41.98 | N<10 | N<10 | N<10 | N<10 | 48.46 | N $<10$ | N<10 | 29.70 |
| Non-Economically Disadvantaged | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Students with Disabilities | 28.26 | 5.88 | 0.00 | 39.29 | N<10 | N<10 | N<10 | N<10 | 43.48 | $\mathrm{N}<10$ | N<10 | 24.47 |
| Students without Disabilities | 19.40 | 21.74 | 19.35 | 42.39 | N<10 | N<10 | N<10 | N<10 | 50.00 | N<10 | N<10 | 30.64 |
| 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 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 20.15 | 19.63 | 16.67 | 41.35 | N<10 | N<10 | N<10 | N<10 | 48.41 | N<10 | N<10 | 29.36 |
| 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 |
| Homeless | 22.00 | 10.00 | 23.81 | 50.00 | N<10 | N<10 | N<10 | N<10 | 52.00 | N<10 | N<10 | 31.98 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- |
| Gifted and Talented | 40.00 | 73.33 | 60.00 | 56.67 | N<10 | N<10 | N<10 | N<10 | 86.67 | N<10 | N<10 | 63.33 |
| Female Students | 16.22 | 20.00 | 23.33 | 44.17 | N<10 | N<10 | N<10 | N<10 | 47.83 | N<10 | N<10 | 30.19 |
| Male Students | 26.15 | 18.37 | 8.00 | 39.13 | N<10 | N<10 | N<10 | N<10 | 50.00 | N<10 | N<10 | 29.04 |
| Migrant | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | Final GPA $>=2.8$ | Community Service Learning | Computer <br> Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 26.92 | 9.90 | 11.65 | 48.98 | N<10 | N<10 | N<10 | N<10 | 72.48 | N<10 | N<10 | 34.19 |
| African-American | 23.94 | 8.54 | 10.59 | 49.38 | N<10 | N<10 | N<10 | N<10 | 67.05 | N<10 | N<10 | 31.93 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N $<10$ |
| Caucasian | 42.86 | 17.65 | 18.75 | 43.75 | N<10 | N<10 | N<10 | N<10 | 94.74 | N<10 | N<10 | 44.94 |
| Economically Disadvantaged | 26.34 | 9.90 | 11.65 | 48.98 | N<10 | N $<10$ | N<10 | N<10 | 72.48 | N<10 | N<10 | 34.13 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | 33.33 | 0.00 | 0.00 | 76.47 | N $<10$ | N<10 | N<10 | N<10 | 55.56 | N<10 | N<10 | 32.22 |
| Students without Disabilities | 25.76 | 12.20 | 14.12 | 43.21 | N $<10$ | N<10 | N<10 | N<10 | 75.82 | N<10 | N<10 | 34.59 |
| 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 $<10$ |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 26.96 | 10.00 | 11.76 | 48.45 | N $<10$ | N<10 | N $<10$ | N $<10$ | 71.96 | N<10 | N<10 | 33.97 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | 35.00 | 15.79 | 20.00 | 36.84 | N<10 | N<10 | N<10 | N $<10$ | 90.00 | N<10 | N<10 | 39.80 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 28.13 | 43.75 | 43.75 | 40.63 | N<10 | N<10 | N<10 | N $<10$ | 87.50 | N<10 | N<10 | 48.75 |
| Female Students | 25.00 | 12.50 | 12.50 | 46.30 | $N<10$ | N<10 | N<10 | N<10 | 73.77 | N<10 | N<10 | 34.30 |
| Male Students | 29.41 | 6.67 | 10.64 | 52.27 | $N<10$ | N<10 | N<10 | $\mathrm{N}<10$ | 70.83 | N<10 | N<10 | 34.04 |

A service provided by ADE
Office of Information Technology
MY SCHOOL INFO
SEARCH•COMPARE • INFORM

MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite }}}{>=19}$ | 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 | 19.91 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | 77.88 | N $<10$ | N<10 | 48.35 |
| African-American | 20.93 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 75.61 | N<10 | N<10 | 47.62 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 16.67 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 86.67 | N $<10$ | N<10 | 51.67 |
| Economically Disadvantaged | 20.67 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 77.88 | N $<10$ | N<10 | 49.28 |
| Non-Economically Disadvantaged | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | 22.22 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 72.22 | N<10 | N<10 | 47.22 |
| Students without Disabilities | 19.44 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 79.07 | N<10 | N<10 | 48.58 |
| Current English Learners (EL) | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 19.71 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | 78.00 | N $<10$ | N<10 | 48.28 |
| Former English Learner (Monitored 1-4 years) | N $<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Homeless | 29.55 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 90.91 | N<10 | N<10 | 60.23 |
| Children in Foster Care | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 25.00 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | 100.00 | N<10 | N $<10$ | 62.50 |
| Female Students | 27.12 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 80.70 | N<10 | N<10 | 53.45 |
| Male Students | 11.22 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 74.47 | N<10 | N<10 | 42.19 |
| Migrant | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | Final GPA $>=2.8$ | Community Service Learning | Computer <br> 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 | 18.42 | 41.23 | 0.00 | 10.53 | N $<10$ | 7.46 | 53.51 | 21.86 |
| African-American | N $<10$ | N $<10$ | N<10 | N<10 | 13.40 | 39.18 | 0.00 | 10.31 | N<10 | 3.61 | 53.61 | 20.02 |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N $<10$ | N $<10$ | N<10 | N<10 | 40.00 | 46.67 | 0.00 | 13.33 | N<10 | 33.33 | 46.67 | 30.00 |
| Economically Disadvantaged | N $<10$ | N $<10$ | N<10 | N<10 | 18.42 | 41.23 | 0.00 | 10.53 | N<10 | 7.46 | 53.51 | 21.86 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | N<10 | N $<10$ | N<10 | N<10 | 0.00 | 28.57 | 0.00 | 7.14 | N<10 | 0.00 | 7.14 | 7.14 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | 21.00 | 43.00 | 0.00 | 11.00 | N<10 | 8.50 | 60.00 | 23.92 |
| Current English Learners (EL) | N $<10$ | N $<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | 18.58 | 41.59 | 0.00 | 10.62 | N<10 | 7.52 | 53.98 | 22.05 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | N $<10$ | N $<10$ | N<10 | N<10 | 25.00 | 50.00 | 0.00 | 12.50 | N<10 | 12.50 | 50.00 | 25.00 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | 63.64 | 100.00 | 0.00 | 18.18 | N<10 | 27.27 | 90.91 | 50.00 |
| Female Students | N $<10$ | N<10 | N<10 | N<10 | 25.00 | 58.93 | 0.00 | 10.71 | N<10 | 5.36 | 62.50 | 27.08 |
| Male Students | N<10 | N<10 | N<10 | N<10 | 12.07 | 24.14 | 0.00 | 10.34 | N<10 | 9.48 | 44.83 | 16.81 |

A service provided by ADE
MY SCHOOL INFO

## MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | Final GPA > $=2.8$ | Community Service Learning | Computer <br> Science <br> Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 22.53 | 14.76 | 14.08 | 45.34 | 18.42 | 41.23 | 0.00 | 10.53 | 65.12 | 7.46 | 53.51 | 30.16 |
| African-American | 21.36 | 10.92 | 11.24 | 44.41 | 13.40 | 39.18 | 0.00 | 10.31 | 61.43 | 3.61 | 53.61 | 27.75 |
| Hispanic | 14.29 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N $<10$ | 71.43 | N<10 | N<10 | 42.39 |
| Caucasian | 30.19 | 31.03 | 28.57 | 42.59 | 40.00 | 46.67 | 0.00 | 13.33 | 83.33 | 33.33 | 46.67 | 40.55 |
| Economically Disadvantaged | 22.73 | 14.76 | 14.08 | 45.34 | 18.42 | 41.23 | 0.00 | 10.53 | 65.01 | 7.46 | 53.51 | 30.21 |
| Non-Economically Disadvantaged | 16.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | 23.08 |
| Students with Disabilities | 27.97 | 2.78 | 0.00 | 59.68 | 0.00 | 28.57 | 0.00 | 7.14 | 55.93 | 0.00 | 7.14 | 24.67 |
| Students without Disabilities | 21.48 | 17.24 | 16.85 | 42.77 | 21.00 | 43.00 | 0.00 | 11.00 | 67.02 | 8.50 | 60.00 | 31.14 |
| Current English Learners (EL) | 31.82 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | 72.73 | N<10 | N<10 | 37.84 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 22.24 | 14.98 | 14.29 | 44.78 | 18.58 | 41.59 | 0.00 | 10.62 | 64.86 | 7.52 | 53.98 | 30.02 |
| 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 $<10$ |
| Homeless | 28.36 | 12.82 | 21.95 | 43.59 | 25.00 | 50.00 | 0.00 | 12.50 | 76.12 | 12.50 | 50.00 | 35.82 |
| Children in Foster Care | N<10 | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | N<10 | N $<10$ |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 30.85 | 58.06 | 51.61 | 48.39 | 63.64 | 100.00 | 0.00 | 18.18 | 91.49 | 27.27 | 90.91 | 55.14 |
| Female Students | 22.36 | 16.38 | 18.10 | 45.18 | 25.00 | 58.93 | 0.00 | 10.71 | 66.31 | 5.36 | 62.50 | 32.87 |
| Male Students | 22.73 | 12.77 | 9.28 | 45.56 | 12.07 | 24.14 | 0.00 | 10.34 | 63.69 | 9.48 | 44.83 | 27.13 |
| Migrant | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ |

A service provided by ADE
Office of Information Technology
OHill

## MODULE: Graduation Rates

|  | School | District | State |
| :---: | :---: | :---: | :---: |
| Four-Year Graduation Rate |  |  |  |
| Four-Year Graduation Rate All Students | 78.6\% | 78.6\% | 88.5\% |
| Four-Year Graduation Rate African-American | 81.5\% | 81.5\% | 84.5\% |
| Four-Year Graduation Rate Asian | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 93.7\% |
| Four-Year Graduation Rate Caucasian | 71.4\% | 71.4\% | 90.1\% |
| Four-Year Graduation Rate Hawaiian/Pacific Islander | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 77.8\% |
| Four-Year Graduation Rate Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 87.5\% |
| Four-Year Graduation Rate Native American | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 85.4\% |
| Four-Year Graduation Rate Two or More Races | N<10 | N<10 | 86.2\% |
| Four-Year Graduation Rate Economically Disadvantaged | 79.6\% | 79.6\% | 85.8\% |
| Four-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A | N/A |
| Four-Year Graduation Rate Students with Disabilities | 82.6\% | 82.6\% | 83.0\% |
| Four-Year Graduation Rate Students without Disabilities | N/A | N/A | N/A |
| Four-Year Graduation Rate Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 84.0\% |
| Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A |
| Four-Year Graduation Rate Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 76.3\% |
| Four-Year Graduation Rate Children in Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 64.5\% |
| Four-Year Graduation Rate Children with Parent that is Military Connected | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 92.2\% |
| Four-Year Graduation Rate Gifted and Talented | N<10 | N<10 | 97.2\% |
| Four-Year Graduation Rate Female Students | 85.2\% | 85.2\% | 91.3\% |
| Four-Year Graduation Rate Male Students | 73.8\% | 73.8\% | 85.8\% |
| Four-Year Graduation Rate Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 77.4\% |


|  | School | District | State |
| :---: | :---: | :---: | :---: |
| Five-Year Graduation Rate |  |  |  |
| Five-Year Graduation Rate All Students | 83.1\% | 83.1\% | 90.2\% |
| Five-Year Graduation Rate African-American | 86.7\% | 86.7\% | 86.7\% |
| Five-Year Graduation Rate Asian | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 95.9\% |
| Five-Year Graduation Rate Caucasian | 69.2\% | 69.2\% | 91.8\% |
| Five-Year Graduation Rate Hawaiian/Pacific Islander | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 73.8\% |
| Five-Year Graduation Rate Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 88.7\% |
| Five-Year Graduation Rate Native American | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 90.3\% |
| Five-Year Graduation Rate Two or More Races | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 86.3\% |
| Five-Year Graduation Rate Economically Disadvantaged | 83.6\% | 83.6\% | 87.7\% |
| Five-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A | N/A |
| Five-Year Graduation Rate Students with Disabilities | 75.0\% | 75.0\% | 86.4\% |
| Five-Year Graduation Rate Students without Disabilities | N/A | N/A | N/A |
| Five-Year Graduation Rate Current English Learners (EL) | N<10 | N<10 | 86.9\% |
| Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A |
| Five-Year Graduation Rate Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 79.4\% |
| Five-Year Graduation Rate Children in Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 67.1\% |
| Five-Year Graduation Rate Children with Parent that is Military Connected | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 95.6\% |
| Five-Year Graduation Rate Gifted and Talented | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 98.5\% |
| Five-Year Graduation Rate Female Students | 94.8\% | 94.8\% | 92.5\% |
| Five-Year Graduation Rate Male Students | 73.7\% | 73.7\% | 88.0\% |
| Five-Year Graduation Rate Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 83.2\% |

A service provided by ADE
SEARCH•COMPARE•INFORM

## MODULE: College Readiness

|  | School | District | State |
| :--- | :---: | :---: | :---: |
| American College Test (ACT) |  |  |  |
| Participation in Grade 11 Statewide ACT Administration | 72 | 72 | 27,779 |
| District Provided Remediation for Students Taking ACT | Y | 236 |  |
| Number of Students Taking ACT in Grades 9-11 | 82 | 82 | 34,243 |
| Number of Graduates that have taken ACT in High School | 88 | 88 |  |
| ACT Reading Average | 14.88 | 14.88 |  |
| ACT English Average | 13.83 | 13.83 | 19.75 |
| ACT Math Average | 15.10 | 15.10 | 18.8 |
| ACT Science Average | 16.70 | 16.70 | 19.64 |
| ACT Composite Average | 15.23 | 15.23 | 19.32 |

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 (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 | 1 | 680 | 460 |
| SAT Critical Reading Mean | 460 | 611 |  |
| SAT Math Mean | 390 | 390 | 586 |

SAT Wring Mean
$\square$

| Advanced Placement Courses (AP) |  |  |  |
| :--- | :---: | :---: | :---: |
| Number of Students Taking Advanced Placement (AP) Courses | 75 | 75 | 27,806 |
| Number of AP Exams Taken | 104 | 104 |  |
| Number of AP Exams Scored 3, 4, or 5 | 0 | 0 | 10,443 |


| Number of AP Exams Scored 3, 4, or 5 | 0 | 0 |
| :--- | :---: | :---: |
| International Baccalaureate Courses |  |  |
| Number of Students Taking International Baccalaureate Courses | --- | --- |

College Going Rates $\quad$ All Students $29.2 \%-29.2 \%$

| All Students | 29.2\% | 29.2\% | 41.2\% |
| :---: | :---: | :---: | :---: |
| African-American | 26.0\% | 26.0\% | 34.7\% |
| Hispanic | 0.0\% | 0.0\% | 33.0\% |
| Caucasian | 40.0\% | 40.0\% | 45.2\% |
| Economically Disadvantaged | 29.5\% | 29.5\% | 34.1\% |
| Students with Disabilities | 20.0\% | 20.0\% | 20.2\% |
| Current English Learners (EL) | 0.0\% | 0.0\% | 19.1\% |
| Homeless | 31.3\% | 31.3\% | 25.9\% |
| Children in Foster Care | 0.0\% | 0.0\% | 29.6\% |
| Children with Parent that is Military Connected | 0.0\% | 0.0\% | 46.7\% |
| Gifted and Talented | 54.6\% | 54.6\% | 63.6\% |
| College Credit Accumulation Rates |  |  |  |
| All Students | 23.4\% | 23.4\% | 52.6\% |
| African-American | 26.3\% | 26.3\% | 34.7\% |
| Hispanic | 0.0\% | 0.0\% | 47.3\% |
| Caucasian | 12.5\% | 12.5\% | 57.5\% |
| Economically Disadvantaged | 23.4\% | 23.4\% | 42.1\% |
| Students with Disabilities | 28.6\% | 28.6\% | 32.1\% |
| Current English Learners (EL) | 0.0\% | 0.0\% | 35.1\% |
| Homeless | 23.1\% | 23.1\% | 29.1\% |
| Children in Foster Care | 0.0\% | 0.0\% | 30.9\% |
| Children with Parent that is Military Connected | 0.0\% | 0.0\% | 55.9\% |
| Gifted and Talented | 76.9\% | 76.9\% | 69.4\% |

 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.

A service provided by ADE
MY SCHOOL INFO

## MODULE: School Performance

|  | School | District | State |
| :---: | :---: | :---: | :---: |
| School Performance Rating | --- | N/A | N/A |
| Overall ESSA Index Score | --- | N/A | N/A |
| The School Report Card Definitions document has a comparison of state and national ACT scores in the Module 8 College Readiness description. |  |  |  |
| Count of Schools with Rating $=$ A |  | 0 | 0 |
| Count of Schools with Rating $=$ B |  | 0 | 0 |
| Count of Schools with Rating $=\mathrm{C}$ |  | 0 | 0 |
| Count of Schools with Rating = D |  | 0 | 0 |
| Count of Schools with Rating = F |  | 0 | 0 |
| 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. |  |  |  |
| Act 89 of 2021 suspended the School Letter Grades for 2020-2021. |  |  |  |
| District Provides Textbooks or Digital Resources for all Pupils |  |  |  |
| District Provides Textbooks or Digital Resources for all Pupils |  | Y | 100 \% |
| Annual Accreditation Status |  |  |  |
| Accredited | Y | 4 | 1,041 |
| Accredited Cited | N | 0 | 1 |
| Accredited Probationary | N | 0 | 0 |
| Attendance Rate |  |  |  |
| Attendance Rate All Students | 86.5 \% | 90.21 \% | 94.72 \% |
| Attendance Rate African American | 86.24 \% | 89.98 \% | 93.63 \% |
| Attendance Rate Hispanic | 85.57 \% | 91.23 \% | 94.66 \% |
| Attendance Rate Caucasian | 86.97 \% | 90.09 \% | 95.15 \% |
| Attendance Rate Economically Disadvantaged | 86.75 \% | 90.61\% | 94.24 \% |
| Attendance Rate Non-Economically Disadvantaged |  |  | 95.89 \% |
| Attendance Rate Students with Disabilities | 86.16 \% | 90.69 \% | 94.51 \% |
| Attendance Rate Students without Disabilities | 86.6 \% | 90.09 \% | 94.77 \% |
| Attendance Rate English Learners (EL) | 87.26 \% | 92.07 \% | 94.01 \% |
| Attendance Rate Non-EL (includes Former EL Monitored 1-4 years) | 86.8 \% | 91.77 \% | 94.87 \% |
| Attendance Rate Former EL (Monitored 1-4 years) | $\mathrm{N}<10$ | 90.84\% | 96.15\% |
| Attendance Rate Homeless | 87.65 \% | 90.4 \% | 91.9 \% |
| Attendance Rate Children in Foster Care | N<10 | $\mathrm{N}<10$ | 94.03 \% |
| Attendance Rate Children with Parent on Active Military Duty |  |  | 95.56 \% |
| Attendance Rate Gifted and Talented | 88.87 \% | 91.69 \% | 96.52 \% |
| Attendance Rate Female Students | 85.59 \% | 89.67 \% | 94.81 \% |
| Attendance Rate Male Students | 87.34 \% | 90.67 \% | 94.64 \% |
| Attendance Rate Migrant | N<10 | 86.97 \% | 92.78 \% |
| Dropout Rate |  |  |  |
| Dropout Rate | 0.00 \% | 2.97 \% | 2.22 \% |
| College Remediation Rate |  |  |  |
| College Remediation Rate | 90.9 \% | 90.9 \% | 68.0 \% |
| Enrollment |  |  |  |
| October 1 Enrollment | 492 | 1,716 | 473,004 |

## MODULE: School Environment

|  | School | District | State |
| :--- | :---: | :---: | :---: |
| Discipline Policies Distributed to Parents | Y | $100 \%$ | $100 \%$ |
| Discipline Training Provided to Staff | Y | $100 \%$ | $100 \%$ |
| Parental Involvement Plan Adopted | Y | $100 \%$ | $100 \%$ |
| District Alternative Learning Environment Compliance |  | Y | $100 \%$ |
| Expulsions | 4 | 4 | 212 |
| Weapons Incidents | 4 | 8 | 598 |
| Staff Assaults |  | 5 | 356 |
| Student Assaults |  | 5 | 1,498 |
| Referrals to Law Enforcement |  | 0 | 13 |
| School-related Arrests | 0 | 5 |  |

Civil Rights Data Collection (CRDC) 2020-2021

|  | Chronic <br> Absences | In-School Suspensions | Out-of- <br> School <br> Suspensions | Expulsions | $\begin{aligned} & \text { Incidents } \\ & \text { of } \\ & \text { Violence } \end{aligned}$ | Referrals to Law <br> Enforcement |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 284 | 80 | 43 | RV | RV | RV | RV |
| African- <br> American | 233 | 71 | 36 | RV | RV | RV | RV |
| Hispanic | RV | RV | RV | RV | RV | RV | RV |
| Caucasian | 41 | RV | RV | RV | RV | RV | RV |
| Economically Disadvantaged | --- | -- | --- | --- | --- | --- | --- |
| Students with Disabilities | 50 | 14 | RV | RV | RV | RV | RV |
| English <br> Learner | RV | RV | RV | RV | RV | RV | RV |
| Male | 135 | 47 | 25 | RV | RV | RV | RV |
| Female | 149 | 33 | 18 | RV | RV | RV | RV |

Civil Rights Data Collection (CRDC) 2020-2021

|  | Pre-K <br> Enrollment | Percentage <br> in Pre-K | AP <br> Enrollment | IB <br> Enrollment | Concurrent <br> Enrollment | Percentage in <br> AP/IB/Concurrent |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | RV | $0.00 \%$ | 75 | RV | 14 | $18.09 \%$ |
| African-American | RV | $0.00 \%$ | 56 | RV | 11 | $13.62 \%$ |
| Hispanic | RV | $0.00 \%$ | RV | RV | RV | $0.20 \%$ |
| Caucasian | RV | $0.00 \%$ | 16 | RV | RV | $3.66 \%$ |
| Economically <br> Disadvantaged | --- | --- | --- | --- | --- | --- |
| Students with <br> Disabilities | RV | $0.00 \%$ | RV | RV | RV | $0.00 \%$ |
| English Learner | RV | $0.00 \%$ | RV | RV | RV | $0.20 \%$ |
| Male | RV | $0.00 \%$ | 57 | RV | 14 | $6.50 \%$ |
| Female | RV | $0.00 \%$ | 18 | RV | RV | $11.59 \%$ |

Link for Civil Rights Data Collection: https://ocrdata.ed.gov/ (https://ocrdata.ed.gov/)
 disaggregated into the subgroups of race/ethnicity, sex, limited English proficiency, and disability. The latest CRDS data is from year 2017-2018.

A service provided by ADE
Office of Information Technology
Created at 4/20/2022 11:49 AM
MY SCHOOL INFO

## MODULE: Retention

|  | School | District | State |
| :--- | :---: | :---: | :---: |
| Number of Students Retained at Grade 1 | 2 | 1,018 |  |
| Percent of Students Retained at Grade 1 | $1.27 \%$ | $2.86 \%$ |  |
| Number of Students Retained at Grade 2 | 0 | 417 |  |
| Percent of Students Retained at Grade 2 | $0.00 \%$ | $1.17 \%$ |  |
| Number of Students Retained at Grade 3 | 0 | 167 |  |
| Percent of Students Retained at Grade 3 | $0.00 \%$ | $0.47 \%$ |  |
| Number of Students Retained at Grade 4 | 0 | 147 |  |
| Percent of Students Retained at Grade 4 | $0.00 \%$ | $0.41 \%$ |  |
| Number of Students Retained at Grade 5 | 0 | 141 |  |
| Percent of Students Retained at Grade 5 | $0.00 \%$ | $0.39 \%$ |  |
| Number of Students Retained at Grade 6 | 2 | 271 |  |
| Percent of Students Retained at Grade 6 | $1.55 \%$ | $0.72 \%$ |  |
| Number of Students Retained at Grade 7 | 3 | 439 |  |
| Percent of Students Retained at Grade 7 | $2.01 \%$ | $1.13 \%$ |  |
| Number of Students Retained at Grade 8 | 1 | 450 |  |
| Percent of Students Retained at Grade 8 | $0.75 \%$ | $1.15 \%$ |  |

## MODULE: Teacher Quality

|  | School | District | State |
| :---: | :---: | :---: | :---: |
| Percentage of Teachers Certified (Licensed) | 73.7 \% | 73.5 \% | 92.9 \% |
| Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded | 53.0 \% | 59.0 \% | 50.0 \% |
| Percentage of Teachers having Master's Degree as Highest Degree Awarded | 45.0 \% | 40.0 \% | 45.0 \% |
| Percentage of Teachers with Advanced Degree | 2.0 \% | 1.0 \% | 1.0 \% |
|  | School | District | State |
| All Economic Levels (All Quartiles All Schools) |  |  |  |
| Number of Teachers (Certified Teachers) | 60 | 140 | 45,402 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * | 0 | 0 | 5,105 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | 0 | 0 | 4,944 |
| Number Certified by National Board for Professional Teaching Standards | 0 | 0 | 2,179 |
| Number of Teachers Teaching with Provisional License | 2 | 3 | 393 |
| Percentage of Teachers Teaching with Provisional License | 3.3\% | 2.1\% | 0.9\% |
| Number of Teachers Teaching with Emergency Teaching Permit | 0 | 0 | 792 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | 0.0\% | 0.0\% | 1.7\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | 2 | 3 | 1,185 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | 3.3\% | 2.1\% | 2.6\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 18 | 88 | 1,606 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 30.0\% | 62.9\% | 3.5\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ | 4 | 10 | 2,115 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ | 6.7\% | 7.1\% | 4.7\% |
| Number of Inexperienced Teachers $\wedge \wedge$ | 18 | 38 | 15,008 |
| Percentage of Teachers who are Inexperienced ${ }^{\wedge}$ ^ | 30.0\% | 27.1\% | 33.1\% |
| Number of Teachers, Principals, and Assistant Principals | 64 | 152 | 47,904 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | 18 | 38 | 15,138 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | 28.1\% | 27.1\% | 31.6\% |
| *Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards |  |  |  |
| ** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation |  |  |  |
| ${ }^{\wedge}$ In order be placed on an ALP, a teacher must hold a standard license. |  |  |  |
| ${ }^{\wedge \wedge}$ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience. |  |  |  | years of experience.


|  | School | District | State |
| :---: | :---: | :---: | :---: |
| High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage) |  |  |  |
| Number of Teachers (Certified Teachers) | 60 | 140 | 10,619 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * | 0 | 0 | 898 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | 0 | 0 | 840 |
| Number Certified by National Board for Professional Teaching Standards | 0 | 0 | 325 |
| Number of Teachers Teaching with Provisional License | 2 | 3 | 185 |
| Percentage of Teachers Teaching with Provisional License | 3.3\% | 2.1\% | 1.7\% |
| Number of Teachers Teaching with Emergency Teaching Permit | 0 | 0 | 382 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | 0.0\% | 0.0\% | 3.6\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | 2 | 3 | 567 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | 3.3\% | 2.1\% | 5.3\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 18 | 88 | 745 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 30.0\% | 62.9\% | 7.0\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | 4 | 10 | 497 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ | 6.7\% | 7.1\% | 4.7\% |
| Number of Inexperienced Teachers $\wedge \wedge$ | 18 | 38 | 4,631 |
| Percentage of Teachers who are Inexperienced ${ }^{\wedge}$ | 30.0\% | 27.1\% | 43.6\% |
| Number of Teachers, Principals, and Assistant Principals | 64 | 152 | 11,239 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | 18 | 38 | 4,660 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | 28.1\% | 27.1\% | 41.5\% |
| *Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards |  |  |  |
| ** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation |  |  |  |
| $\wedge$ In order be placed on an ALP, a teacher must hold a standard license. |  |  |  |
| ${ }^{\wedge \wedge}$ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience. |  |  |  |
|  | School | District | State |


| Number of Teachers (Certified Teachers) | --- | --- | 12,940 |
| :---: | :---: | :---: | :---: |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * | --- | --- | 1,432 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | --- | --- | 1,355 |
| Number Certified by National Board for Professional Teaching Standards | --- | --- | 742 |
| Number of Teachers Teaching with Provisional License | --- | --- | 99 |
| Percentage of Teachers Teaching with Provisional License | --- | --- | 0.8\% |
| Number of Teachers Teaching with Emergency Teaching Permit | --- | --- | 136 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | --- | --- | 1.1\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | --- | --- | 235 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | --- | --- | 1.8\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | --- | --- | 254 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | --- | --- | 2.0\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ | --- | --- | 552 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ |  | --- | 4.3\% |
| Number of Inexperienced Teachers ${ }^{\wedge}$ | --- | --- | 3,770 |
| Percentage of Teachers who are Inexperienced ${ }^{\wedge}$ | --- | --- | 29.1\% |
| Number of Teachers, Principals, and Assistant Principals | --- | --- | 13,625 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | --- | --- | 3,793 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | --- | --- | 27.8\% |
| *Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards |  |  |  |
| ** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation |  |  |  |
| $\wedge$ In order be placed on an ALP, a teacher must hold a standard license. |  |  |  |
| ${ }^{\wedge \wedge}$ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience. |  |  |  |


|  | District |  |
| :---: | :---: | :---: |
| School Board Training |  |  |
|  | School Board Member | Hours of Training |
|  | Erin Carrington | 6.00 |
|  | Billy Fair | 25.00 |
|  | Desmond Hammett | 14.00 |
|  | Tobey Johnson | 8.00 |
|  | Carlony Lewis | 18.00 |
|  | Tracey Ritchey | 17.50 |
|  | Michelle Sims | 22.00 |
|  | Barbara Wells | 46.50 |

MODULE: School Expenditures

|  | School | District | State |
| :---: | :---: | :---: | :---: |
| State and Local Expenditures |  |  |  |
| State and Local Personnel Expenditures | \$4,515,804 | \$11,938,966 | \$3,417,194,950 |
| State and Local Non-Personnel Expenditures | \$1,564,678 | \$3,873,712 | \$974,156,345 |
| State and Local Grand Total Expenditures | \$6,080,482 | \$15,812,678 | \$4,391,351,295 |
| State and Local Personnel Per-pupil Expenditures | \$9,296 | \$6,956 | \$7,276 |
| State and Local Non-Personnel Per-pupil Expenditures | \$3,221 | \$2,257 | \$2,074 |
| State and Local Per-pupil Expenditures | \$12,517 | \$9,213 | \$9,350 |
|  | School | District | State |
| Federal Expenditures |  |  |  |
| Federal Personnel Expenditures | \$1,059,814 | \$3,820,757 | \$415,314,714 |
| Federal Non-Personnel Expenditures | \$514,386 | \$1,789,819 | \$274,984,145 |
| Federal Grand Total Expenditures | \$1,574,200 | \$5,610,576 | \$690,298,859 |
| Federal Personnel Per-pupil Expenditures | \$2,182 | \$2,226 | \$884 |
| Federal Non-Personnel Per-pupil Expenditures | \$1,059 | \$1,043 | \$585 |
| Federal Per-pupil Expenditures | \$3,241 | \$3,269 | \$1,470 |


| Total Expenditures |  |  |  |
| :--- | :---: | :---: | :---: |
| Total Personnel Expenditures | $\$ 5,575,618$ | $\$ 15,759,723$ | $\$ 3,832,509,664$ |
| Total Non-Personnel Expenditures | $\$ 2,079,064$ | $\$ 5,663,531$ | $\$ 1,249,140,490$ |
| Total Grand Total Expenditures | $\$ 7,654,682$ | $\$ 21,423,253$ | $\$ 5,081,650,154$ |
| Total Personnel Per-pupil Expenditures | $\$ 11,478$ | $\$ 9,182$ | $\$ 8,160$ |
| Total Non-Personnel Per-pupil Expenditures | $\$ 4,280$ | $\$ 3,300$ | $\$ 2,660$ |
| Total Per-pupil Expenditures | $\$ 15,758$ | $\$ 12,482$ | $\$ 10,820$ |

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

|  | School | District | State |
| :--- | :---: | :---: | :---: |
| Mills Voted |  | 40.5 | 38.8 |
| Average Teacher Salary |  | $\$ 51,024$ | $\$ 52,552$ |
| Extracurricular Expenditures | $\$ 1,091,428$ | $\$ 189,738,811$ |  |
| Capital Expenditures | $\$ 1,849,423$ | $\$ 661,642,529$ |  |
| Debt Service Expenditures | $\$ 1,303,509$ | $\$ 311,189,045$ |  |
| Free and Reduced Meals |  |  |  |
| Percent of Students Eligible for Free and Reduced Meals | $\mathbf{7 4 . 2 \%}$ | $100.0 \%$ | $65.6 \%$ |
| State Free and Reduced-Price Meal Rate†† |  |  | $60.1 \%$ |
| National Free and Reduced-Price Meal Rate $\dagger$ |  |  | $18.4 \%$ |


|  | ELA |  |  |  |  |  | Math | Science |
| :--- | :--- | :--- | :--- | :--- | :---: | :---: | :---: | :---: |
| Grade 9 | RV | RV | RV |  |  |  |  |  |
| Grade 10 | RV | RV | RV |  |  |  |  |  |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 English Language Arts (ELA) |  |  |  |  |  |
| All | 90.98 | 67.77 | 14.88 | 8.26 | 9.09 |
| Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Students without Disabilities | 89.47 | 61.76 | 17.65 | 9.8 | 10.78 |
| English Learner | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Non-English Learner | 90.55 | 66.96 | 15.65 | 8.7 | 8.7 |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | <5\% | < $5 \%$ |
| Non-English Learner Students without Disabilities | 88.89 | 60.42 | 18.75 | 10.42 | 10.42 |
| Female | 90.14 | 57.81 | 20.31 | RV | RV |
| Female Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Female Students without Disabilities | 89.06 | 52.63 | 22.81 | RV | RV |
| Female English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Non-English Learner | 89.55 | 56.67 | 21.67 | RV | RV |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | 88.33 | 50.94 | 24.53 | RV | RV |
| Male | 91.94 | 78.95 | RV | RV | 8.77 |
| Male Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | 90 | 73.33 | RV | RV | 11.11 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | 91.67 | 78.18 | RV | RV | 9.09 |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | < $5 \%$ |
| Male Non-English Learner without Disabilities | 89.58 | 72.09 | RV | RV | 11.63 |
| African-American | 88.99 | 71.13 | 16.49 | RV | RV |
| African-American Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 86.96 | 65 | 20 | RV | RV |
| African-American Non-English Learner | 88.99 | 71.13 | 16.49 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 86.96 | 65 | 20 | RV | RV |
| African-American Female | 88.33 | 62.26 | 20.75 | RV | RV |
| African-American Female with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 86.79 | 56.52 | 23.91 | RV | RV |
| African-American Female NonEnglish Learner | 88.33 | 62.26 | 20.75 | RV | RV |
| African-American Female NonEnglish Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female Non- <br> English Learner without Disabilities | 86.79 | 56.52 | 23.91 | RV | RV |
| African-American Male | 89.8 | 81.82 | RV | RV | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 87.18 | 76.47 | RV | RV | <5\% |
| African-American Male Non-English Learner | 89.8 | 81.82 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | < $5 \%$ | < $5 \%$ |
| African-American Male Non-English Learner without Disabilities | 87.18 | 76.47 | RV | RV | < $5 \%$ |


| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian | >95\% | RV | RV | 5.88 | 29.41 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 6.67 | 33.33 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | >95\% | RV | RV | 6.25 | 31.25 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 7.14 | 35.71 |
| Caucasian Female | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male | >95\% | RV | RV | <5\% | 20 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Caucasian Male Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 Mathematics |  |  |  |  |  |
| All | 92.48 | 80.49 | 12.2 | RV | RV |
| Students with Disabilities | >95\% | RV | RV | <5\% | 5.26 |
| Students without Disabilities | 91.23 | 77.88 | 14.42 | RV | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 92.13 | 80.34 | 11.97 | RV | RV |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | <5\% | 5.26 |
| Non-English Learner Students without Disabilities | 90.74 | 77.55 | 14.29 | RV | RV |
| Female | 91.55 | 80 | 15.38 | RV | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | 90.63 | 77.59 | 17.24 | RV | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | 91.04 | 80.33 | RV | RV | <5\% |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | 90 | 77.78 | RV | RV | < $5 \%$ |
| Male | 93.55 | 81.03 | RV | RV | 5.17 |
| Male Students with Disabilities | >95\% | RV | RV | <5\% | 8.33 |
| Male Students without Disabilities | 92 | 78.26 | RV | RV | <5\% |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | 93.33 | 80.36 | RV | RV | 5.36 |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 8.33 |
| Male Non-English Learner without Disabilities | 91.67 | 77.27 | RV | RV | < $5 \%$ |
| African-American | 90.83 | 86.87 | 12.12 | RV | RV |
| African-American Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 89.13 | 84.15 | 14.63 | RV | RV |
| African-American Non-English Learner | 90.83 | 86.87 | 12.12 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | < $5 \%$ |
| African-American Non-English Learner without Disabilities | 89.13 | 84.15 | 14.63 | RV | RV |
| African-American Female | 90 | 87.04 | RV | RV | <5\% |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 88.68 | 85.11 | RV | RV | <5\% |
| African-American Female NonEnglish Learner | 90 | 87.04 | RV | RV | <5\% |
| African-American Female Non- <br> English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | 88.68 | 85.11 | RV | RV | <5\% |
| African-American Male | 91.84 | 86.67 | RV | RV | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 89.74 | 82.86 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner | 91.84 | 86.67 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | 89.74 | 82.86 | RV | RV | <5\% |


| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | RV | 17.65 | 17.65 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 20 | 13.33 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | >95\% | RV | RV | 18.75 | 18.75 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 21.43 | 14.29 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male | >95\% | RV | RV | 10 | 20 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | N<10 |
| Caucasian Male Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need <br> of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 Science |  |  |  |  |  |
| All | 90.98 | 71.07 | RV | 12.4 | RV |
| Students with Disabilities | 89.47 | RV | RV | 5.88 | <5\% |
| Students without Disabilities | 91.23 | 67.31 | RV | 13.46 | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 90.55 | 70.43 | RV | 12.17 | RV |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 89.47 | RV | RV | 5.88 | <5\% |
| Non-English Learner Students without Disabilities | 90.74 | 66.33 | 14.29 | RV | RV |
| Female | 92.96 | 69.7 | RV | RV | 6.06 |
| Female Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Students without Disabilities | 92.19 | 66.1 | RV | RV | 6.78 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | 92.54 | 69.35 | RV | RV | 6.45 |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Non-English Learner without Disabilities | 91.67 | 65.45 | RV | RV | 7.27 |
| Male | 88.71 | 72.73 | RV | RV | < $5 \%$ |
| Male Students with Disabilities | 83.33 | RV | RV | 10 | <5\% |
| Male Students without Disabilities | 90 | 68.89 | RV | RV | <5\% |
| Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male Non-English Learner | 88.33 | 71.7 | RV | RV | <5\% |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 83.33 | RV | RV | 10 | <5\% |
| Male Non-English Learner without Disabilities | 89.58 | 67.44 | RV | RV | <5\% |
| African-American | 88.99 | 76.29 | 11.34 | RV | RV |
| African-American Students with Disabilities | 88.24 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 89.13 | 71.95 | 13.41 | RV | RV |
| African-American Non-English Learner | 88.99 | 76.29 | 11.34 | RV | RV |
| African-American Non-English <br> Learner with Disabilities | 88.24 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 89.13 | 71.95 | 13.41 | RV | RV |
| African-American Female | 91.67 | 76.36 | RV | RV | 5.45 |
| African-American Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| African-American Female without Disabilities | 90.57 | 72.92 | RV | RV | 6.25 |
| African-American Female NonEnglish Learner | 91.67 | 76.36 | RV | RV | 5.45 |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female Non- <br> English Learner without Disabilities | 90.57 | 72.92 | RV | RV | 6.25 |
| African-American Male | 85.71 | 76.19 | RV | RV | < $5 \%$ |
| African-American Male with Disabilities | 80 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 87.18 | 70.59 | RV | RV | <5\% |
| African-American Male Non-English Learner | 85.71 | 76.19 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | 80 | RV | RV | <5\% | < $5 \%$ |
| African-American Male Non-English Learner without Disabilities | 87.18 | 70.59 | RV | RV | <5\% |


| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | RV | 23.53 | 11.76 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 20 | 13.33 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | >95\% | RV | RV | 25 | 12.5 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 21.43 | 14.29 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male | >95\% | RV | RV | 20 | 10 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $N<10$ | N<10 |
| Caucasian Male Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 English Language Arts (ELA) |  |  |  |  |  |
| All | 91.87 | 76.11 | 14.16 | RV | RV |
| Students with Disabilities | 82.61 | RV | RV | <5\% | <5\% |
| Students without Disabilities | 94 | 71.28 | 17.02 | RV | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | 91.74 | 76.58 | 13.51 | RV | RV |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | 82.61 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | 93.88 | 71.74 | 16.3 | RV | RV |
| Female | 93.94 | 69.35 | 17.74 | RV | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 68.33 | 18.33 | RV | RV |
| Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner | 93.85 | 68.85 | 18.03 | RV | RV |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 67.8 | 18.64 | RV | RV |
| Male | 89.47 | 84.31 | RV | RV | <5\% |
| Male Students with Disabilities | 85 | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | 91.89 | 76.47 | RV | RV | <5\% |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | 89.29 | 86 | RV | RV | <5\% |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 85 | RV | RV | <5\% | <5\% |
| Male Non-English Learner without Disabilities | 91.67 | 78.79 | RV | RV | <5\% |
| African-American | 90 | 78.89 | 13.33 | RV | RV |
| African-American Students with Disabilities | 80 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 92.5 | 74.32 | 16.22 | RV | RV |
| African-American Non-English Learner | 90 | 78.89 | 13.33 | RV | RV |
| African-American Non-English Learner with Disabilities | 80 | RV | RV | <5\% | < $5 \%$ |
| African-American Non-English Learner without Disabilities | 92.5 | 74.32 | 16.22 | RV | RV |
| African-American Female | 92.16 | 70.21 | RV | RV | 6.38 |
| African-American Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 93.75 | 68.89 | RV | RV | 6.67 |
| African-American Female NonEnglish Learner | 92.16 | 70.21 | RV | RV | 6.38 |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female Non- <br> English Learner without Disabilities | 93.75 | 68.89 | RV | RV | 6.67 |
| African-American Male | 87.76 | 88.37 | RV | RV | <5\% |
| African-American Male with Disabilities | 82.35 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 90.63 | RV | RV | 6.9 | <5\% |
| African-American Male Non-English Learner | 87.76 | 88.37 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | 82.35 | RV | RV | < $5 \%$ | <5\% |
| African-American Male Non-English Learner without Disabilities | 90.63 | RV | RV | 6.9 | <5\% |


| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | RV | RV | 14.29 | <5\% |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 16.67 | 5.56 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner | >95\% | RV | RV | 15 | 5 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 17.65 | 5.88 |
| Caucasian Female | >95\% | RV | RV | 14.29 | 7.14 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 14.29 | 7.14 |
| Caucasian Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 15.38 | 7.69 |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 15.38 | 7.69 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male English Learner | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

SEARCH • COMPARE •INFORM

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 Mathematics |  |  |  |  |  |
| All | 91.87 | 86.73 | 11.5 | RV | RV |
| Students with Disabilities | 82.61 | RV | RV | <5\% | <5\% |
| Students without Disabilities | 94 | 84.04 | 13.83 | RV | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 91.74 | 86.49 | 11.71 | RV | RV |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Non-English Learner Students with Disabilities | 82.61 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | 93.88 | 83.7 | 14.13 | RV | RV |
| Female | 93.94 | 83.87 | RV | RV | <5\% |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Students without Disabilities | >95\% | 83.33 | RV | RV | <5\% |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | 93.85 | 83.61 | RV | RV | <5\% |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 83.05 | RV | RV | <5\% |
| Male | 89.47 | 90.2 | RV | RV | <5\% |
| Male Students with Disabilities | 85 | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | 91.89 | RV | RV | <5\% | <5\% |
| Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male Non-English Learner | 89.29 | 90 | RV | RV | <5\% |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 85 | RV | RV | <5\% | <5\% |
| Male Non-English Learner without Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| African-American | 90 | 87.78 | RV | RV | <5\% |
| African-American Students with Disabilities | 80 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 92.5 | 85.14 | RV | RV | <5\% |
| African-American Non-English Learner | 90 | 87.78 | RV | RV | <5\% |
| African-American Non-English <br> Learner with Disabilities | 80 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 92.5 | 85.14 | RV | RV | <5\% |
| African-American Female | 92.16 | 85.11 | RV | RV | <5\% |
| African-American Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female without Disabilities | 93.75 | 84.44 | RV | RV | <5\% |
| African-American Female NonEnglish Learner | 92.16 | 85.11 | RV | RV | <5\% |
| African-American Female NonEnglish Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | 93.75 | 84.44 | RV | RV | <5\% |
| African-American Male | 87.76 | 90.7 | RV | RV | <5\% |
| African-American Male with Disabilities | 82.35 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 90.63 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner | 87.76 | 90.7 | RV | RV | <5\% |
| African-American Male Non-English Learner with Disabilities | 82.35 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | 90.63 | RV | RV | <5\% | <5\% |


| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | - |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Students without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Non-English Learner | >95\% | RV | RV | <5\% | <5\% |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | < $5 \%$ | <5\% |
| Caucasian Male | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male English Learner | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 Science |  |  |  |  |  |
| All | 90.24 | 81.08 | 9.91 | RV | RV |
| Students with Disabilities | 82.61 | RV | RV | <5\% | <5\% |
| Students without Disabilities | 92 | 77.17 | 11.96 | RV | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | 90.08 | 81.65 | 9.17 | RV | RV |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | 82.61 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | 91.84 | 77.78 | 11.11 | RV | RV |
| Female | 93.94 | 77.42 | RV | RV | <5\% |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 76.67 | RV | RV | <5\% |
| Female English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | 93.85 | 77.05 | RV | RV | <5\% |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 76.27 | RV | RV | < $5 \%$ |
| Male | 85.96 | 85.71 | RV | RV | <5\% |
| Male Students with Disabilities | 85 | RV | RV | <5\% | < $5 \%$ |
| Male Students without Disabilities | 86.49 | 78.13 | RV | RV | <5\% |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | 85.71 | 87.5 | RV | RV | <5\% |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 85 | RV | RV | <5\% | < $5 \%$ |
| Male Non-English Learner without Disabilities | 86.11 | 80.65 | RV | RV | <5\% |
| African-American | 88 | 85.23 | RV | RV | <5\% |
| African-American Students with Disabilities | 80 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 90 | 81.94 | RV | RV | < $5 \%$ |
| African-American Non-English Learner | 88 | 85.23 | RV | RV | < $5 \%$ |
| African-American Non-English Learner with Disabilities | 80 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 90 | 81.94 | RV | RV | <5\% |
| African-American Female | 92.16 | 80.85 | RV | RV | <5\% |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 93.75 | 80 | RV | RV | <5\% |
| African-American Female NonEnglish Learner | 92.16 | 80.85 | RV | RV | <5\% |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | 93.75 | 80 | RV | RV | <5\% |
| African-American Male | 83.67 | 90.24 | RV | RV | < $5 \%$ |
| African-American Male with Disabilities | 82.35 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 84.38 | RV | RV | 7.41 | <5\% |
| African-American Male Non-English Learner | 83.67 | 90.24 | RV | RV | <5\% |
| African-American Male Non-English Learner with Disabilities | 82.35 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | 84.38 | RV | RV | 7.41 | <5\% |


| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | - |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | RV | RV | 9.52 | <5\% |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 11.11 | 5.56 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner | >95\% | RV | RV | 10 | 5 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 11.76 | 5.88 |
| Caucasian Female | >95\% | RV | RV | 14.29 | <5\% |
| Caucasian Female without Disabilities | >95\% | RV | RV | 14.29 | <5\% |
| Caucasian Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 15.38 | <5\% |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 15.38 | <5\% |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male English Learner | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades English Language Arts (ELA) |  |  |  |  |  |
| All | 91.41 | 71.79 | 14.53 | 7.26 | 6.41 |
| Students with Disabilities | 90.48 | RV | RV | <5\% | <5\% |
| Students without Disabilities | 91.59 | 66.33 | 17.35 | 8.67 | 7.65 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 91.13 | 71.68 | 14.6 | 7.52 | 6.19 |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 90.48 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | 91.26 | 65.96 | 17.55 | 9.04 | 7.45 |
| Female | 91.97 | 63.49 | 19.05 | 9.52 | 7.94 |
| Female Students with Disabilities | 90 | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | 92.13 | 60.68 | 20.51 | 10.26 | 8.55 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | 91.67 | 62.81 | 19.83 | RV | RV |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | 90 | RV | RV | <5\% | <5\% |
| Female Non-English Learner without Disabilities | 91.8 | 59.82 | 21.43 | RV | RV |
| Male | 90.76 | 81.48 | 9.26 | RV | RV |
| Male Students with Disabilities | 90.63 | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | 90.8 | 74.68 | 12.66 | RV | RV |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | 90.52 | 81.9 | RV | RV | <5\% |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 90.63 | RV | RV | <5\% | <5\% |
| Male Non-English Learner without Disabilities | 90.48 | 75 | RV | RV | 6.58 |
| African-American | 89.47 | 74.87 | 14.97 | RV | RV |
| African-American Students with Disabilities | 89.19 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 89.53 | 69.48 | 18.18 | RV | RV |
| African-American Non-English Learner | 89.47 | 74.87 | 14.97 | RV | RV |
| African-American Non-English Learner with Disabilities | 89.19 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 89.53 | 69.48 | 18.18 | RV | RV |
| African-American Female | 90.09 | 66 | 20 | RV | RV |
| African-American Female with Disabilities | 90 | RV | RV | <5\% | <5\% |
| African-American Female without Disabilities | 90.1 | 62.64 | 21.98 | RV | RV |
| African-American Female NonEnglish Learner | 90.09 | 66 | 20 | RV | RV |
| African-American Female NonEnglish Learner with Disabilities | 90 | RV | RV | <5\% | < $5 \%$ |
| African-American Female Non- <br> English Learner without Disabilities | 90.1 | 62.64 | 21.98 | RV | RV |
| African-American Male | 88.78 | 85.06 | RV | RV | < $5 \%$ |
| African-American Male with Disabilities | 88.89 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 88.73 | 79.37 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner | 88.78 | 85.06 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | 88.89 | RV | RV | <5\% | < $5 \%$ |
| African-American Male Non-English Learner without Disabilities | 88.73 | 79.37 | RV | RV | <5\% |


| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian | >95\% | 60.53 | RV | RV | 15.79 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Students without Disabilities | >95\% | 54.55 | RV | RV | 18.18 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | >95\% | 58.33 | RV | RV | 16.67 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | 51.61 | RV | RV | 19.35 |
| Caucasian Female | >95\% | 47.62 | RV | RV | 19.05 |
| Caucasian Female without Disabilities | >95\% | 47.62 | RV | RV | 19.05 |
| Caucasian Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 15 | 20 |
| Caucasian Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 15 | 20 |
| Caucasian Male | >95\% | RV | RV | 5.88 | 11.76 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 8.33 | 16.67 |
| Caucasian Male English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 6.25 | 12.5 |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 9.09 | 18.18 |

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need <br> of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades Mathematics |  |  |  |  |  |
| All | 92.19 | 83.47 | 11.86 | RV | RV |
| Students with Disabilities | 90.48 | RV | RV | <5\% | <5\% |
| Students without Disabilities | 92.52 | 80.81 | 14.14 | RV | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 91.94 | 83.33 | 11.84 | RV | RV |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 90.48 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | 92.23 | 80.53 | 14.21 | RV | RV |
| Female | 92.7 | 81.89 | 14.17 | RV | RV |
| Female Students with Disabilities | 90 | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | 92.91 | 80.51 | 15.25 | RV | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | 92.42 | 81.97 | 13.93 | RV | RV |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | 90 | RV | RV | <5\% | <5\% |
| Female Non-English Learner without Disabilities | 92.62 | 80.53 | 15.04 | RV | RV |
| Male | 91.6 | 85.32 | 9.17 | RV | RV |
| Male Students with Disabilities | 90.63 | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | 91.95 | 81.25 | 12.5 | RV | RV |
| Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | 91.38 | 84.91 | 9.43 | RV | RV |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 90.63 | RV | RV | <5\% | <5\% |
| Male Non-English Learner without Disabilities | 91.67 | 80.52 | 12.99 | RV | RV |
| African-American | 90.43 | 87.3 | 11.11 | RV | RV |
| African-American Students with Disabilities | 89.19 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 90.7 | 84.62 | 13.46 | RV | RV |
| African-American Non-English Learner | 90.43 | 87.3 | 11.11 | RV | RV |
| African-American Non-English <br> Learner with Disabilities | 89.19 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 90.7 | 84.62 | 13.46 | RV | RV |
| African-American Female | 90.99 | 86.14 | 11.88 | RV | RV |
| African-American Female with Disabilities | 90 | RV | RV | <5\% | <5\% |
| African-American Female without Disabilities | 91.09 | 84.78 | 13.04 | RV | RV |
| African-American Female NonEnglish Learner | 90.99 | 86.14 | 11.88 | RV | RV |
| African-American Female NonEnglish Learner with Disabilities | 90 | RV | RV | <5\% | <5\% |
| African-American Female NonEnglish Learner without Disabilities | 91.09 | 84.78 | 13.04 | RV | RV |
| African-American Male | 89.8 | 88.64 | RV | RV | < $5 \%$ |
| African-American Male with Disabilities | 88.89 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 90.14 | 84.38 | RV | RV | <5\% |
| African-American Male Non-English Learner | 89.8 | 88.64 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | 88.89 | RV | RV | <5\% | < $5 \%$ |
| African-American Male Non-English Learner without Disabilities | 90.14 | 84.38 | RV | RV | <5\% |


| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 68.42 | RV | RV | 7.89 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 66.67 | RV | RV | 6.06 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | >95\% | 66.67 | RV | RV | 8.33 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | 64.52 | RV | RV | 6.45 |
| Caucasian Female | >95\% | RV | RV | 9.52 | < $5 \%$ |
| Caucasian Female without Disabilities | >95\% | RV | RV | 9.52 | <5\% |
| Caucasian Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 10 | 5 |
| Caucasian Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 10 | 5 |
| Caucasian Male | >95\% | RV | RV | 5.88 | 11.76 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 8.33 | 8.33 |
| Caucasian Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 6.25 | 12.5 |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 9.09 | 9.09 |

## MODULE: Crosstab - ACT Aspire

|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades Science |  |  |  |  |  |
| All | 90.63 | 75.86 | 10.78 | RV | RV |
| Students with Disabilities | 85.71 | RV | RV | <5\% | <5\% |
| Students without Disabilities | 91.59 | 71.94 | 12.76 | RV | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 90.32 | 75.89 | 10.71 | RV | RV |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | 85.71 | RV | RV | <5\% | < $5 \%$ |
| Non-English Learner Students without Disabilities | 91.26 | 71.81 | 12.77 | RV | RV |
| Female | RV | 73.44 | 11.72 | RV | RV |
| Female Students with Disabilities | 90 | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | RV | 71.43 | 12.61 | RV | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | RV | 73.17 | 12.2 | RV | RV |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | 90 | RV | RV | <5\% | < $5 \%$ |
| Female Non-English Learner without Disabilities | RV | 71.05 | 13.16 | RV | RV |
| Male | 87.39 | 78.85 | 9.62 | RV | RV |
| Male Students with Disabilities | 84.38 | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | 88.51 | 72.73 | 12.99 | RV | RV |
| Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | 87.07 | 79.21 | RV | RV | <5\% |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 84.38 | RV | RV | <5\% | < $5 \%$ |
| Male Non-English Learner without Disabilities | 88.1 | 72.97 | RV | RV | < $5 \%$ |
| African-American | 88.52 | 80.54 | 9.19 | RV | RV |
| African-American Students with Disabilities | 83.78 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 89.53 | 76.62 | 11.04 | RV | RV |
| African-American Non-English Learner | 88.52 | 80.54 | 9.19 | RV | RV |
| African-American Non-English Learner with Disabilities | 83.78 | RV | RV | <5\% | < $5 \%$ |
| African-American Non-English Learner without Disabilities | 89.53 | 76.62 | 11.04 | RV | RV |
| African-American Female | 91.89 | 78.43 | RV | RV | <5\% |
| African-American Female with Disabilities | 90 | RV | RV | <5\% | <5\% |
| African-American Female without Disabilities | 92.08 | 76.34 | RV | RV | <5\% |
| African-American Female NonEnglish Learner | 91.89 | 78.43 | RV | RV | <5\% |
| African-American Female NonEnglish Learner with Disabilities | 90 | RV | RV | <5\% | <5\% |
| African-American Female Non- <br> English Learner without Disabilities | 92.08 | 76.34 | RV | RV | <5\% |
| African-American Male | 84.69 | 83.13 | RV | RV | <5\% |
| African-American Male with Disabilities | 81.48 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 85.92 | 77.05 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner | 84.69 | 83.13 | RV | RV | < $5 \%$ |
| African-American Male Non-English Learner with Disabilities | 81.48 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | 85.92 | 77.05 | RV | RV | <5\% |


| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 57.89 | RV | RV | 7.89 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 54.55 | RV | RV | 9.09 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | >95\% | 55.56 | RV | RV | 8.33 |
| Caucasian English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | 51.61 | RV | RV | 9.68 |
| Caucasian Female | >95\% | 47.62 | RV | RV | < $5 \%$ |
| Caucasian Female without Disabilities | >95\% | 47.62 | RV | RV | <5\% |
| Caucasian Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 20 | 5 |
| Caucasian Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 5 |
| Caucasian Male | >95\% | RV | RV | 11.76 | 11.76 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 8.33 | 16.67 |
| Caucasian Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 12.5 | 12.5 |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 9.09 | 18.18 |

A service provided by ADE
Office of Information Technology

## MODULE: Crosstab - Graduation Rates

| Four Year Graduation Rates |  |
| :---: | :---: |
| All | 78.62\% |
| Students with Disabilities | 82.61\% |
| Students without Disabilities | 77.87\% |
| English Learner | $\mathrm{N}<10$ |
| Non-English Learner | 80.14\% |
| English Learner Students without Disabilities | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 82.61\% |
| Non-English Learner Students without Disabilities | 79.66\% |
| Female | 85.25\% |
| Female Students with Disabilities | $\mathrm{N}<10$ |
| Female Students without Disabilities | 83.33\% |
| Female Non-English Learner | 85.25\% |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | 83.33\% |
| Male | 73.81\% |
| Male Students with Disabilities | 75.00\% |
| Male Students without Disabilities | 73.53\% |
| Male English Learner | $\mathrm{N}<10$ |
| Male Non-English Learner | 76.25\% |
| Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 75.00\% |
| Male Non-English Learner without Disabilities | 76.56\% |
| African-American | 81.51\% |
| African-American Students with Disabilities | 82.61\% |
| African-American Students without Disabilities | 81.25\% |
| African-American Non-English Learner | 81.51\% |
| African-American Non-English Learner with Disabilities | 82.61\% |
| African-American Non-English Learner without Disabilities | 81.25\% |
| African-American Female | 84.62\% |
| African-American Female with Disabilities | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 82.22\% |
| African-American Female Non-English Learner | 84.62\% |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| African-American Female Non-English Learner without Disabilities | 82.22\% |
| African-American Male | 79.10\% |
| African-American Male with Disabilities | 75.00\% |
| African-American Male without Disabilities | 80.39\% |
| African-American Male Non-English Learner | 79.10\% |
| African-American Male Non-English Learner with Disabilities | 75.00\% |
| African-American Male Non-English Learner without Disabilities | 80.39\% |
| Hispanic | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian | 71.43\% |
| Caucasian Students without Disabilities | 71.43\% |
| Caucasian English Learner | $\mathrm{N}<10$ |
| Caucasian Non-English Learner | 82.35\% |
| Caucasian English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | 82.35\% |
| Caucasian Female | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |


| Caucasian Male | $60.00 \%$ |
| :--- | ---: |
| Caucasian Male without Disabilities | $60.00 \%$ |
| Caucasian Male English Learner | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner | $72.73 \%$ |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | $72.73 \%$ |

A service provided by ADE
Office of Information Technology

## MODULE: Crosstab - Graduation Rates

| Five Year Graduation Rates |  |
| :---: | :---: |
| All | 83.14\% |
| Students with Disabilities | 75.00\% |
| Students without Disabilities | 85.00\% |
| English Learner | N<10 |
| Non-English Learner | 84.02\% |
| English Learner Students without Disabilities | N<10 |
| Non-English Learner Students with Disabilities | 75.00\% |
| Non-English Learner Students without Disabilities | 86.13\% |
| Female | 94.81\% |
| Female Students with Disabilities | 81.82\% |
| Female Students without Disabilities | >95\% |
| Female English Learner | $\mathrm{N}<10$ |
| Female Non-English Learner | 94.74\% |
| Female English Learner without Disabilities | N<10 |
| Female Non-English Learner with Disabilities | 81.82\% |
| Female Non-English Learner without Disabilities | >95\% |
| Male | 73.68\% |
| Male Students with Disabilities | 71.43\% |
| Male Students without Disabilities | 74.32\% |
| Male English Learner | $\mathrm{N}<10$ |
| Male Non-English Learner | 75.27\% |
| Male English Learner without Disabilities | N<10 |
| Male Non-English Learner with Disabilities | 71.43\% |
| Male Non-English Learner without Disabilities | 76.39\% |
| African-American | 86.71\% |
| African-American Students with Disabilities | 80.77\% |
| African-American Students without Disabilities | 88.03\% |
| African-American Non-English Learner | 86.71\% |
| African-American Non-English Learner with Disabilities | 80.77\% |
| African-American Non-English Learner without Disabilities | 88.03\% |
| 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 | 77.22\% |
| African-American Male with Disabilities | 76.47\% |
| African-American Male without Disabilities | 77.42\% |
| African-American Male Non-English Learner | 77.22\% |
| African-American Male Non-English Learner with Disabilities | 76.47\% |
| African-American Male Non-English Learner without Disabilities | 77.42\% |
| Hispanic | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | N<10 |
| Hispanic English Learner | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabililies | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | N<10 |
| Hispanic Male | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian | 69.23\% |
| Caucasian Students with Disabilities | N<10 |
| Caucasian Students without Disabilities | 75.00\% |
| Caucasian Non-English Learner | 69.23\% |
| Caucasian Non-English Learner with Disabilities | N<10 |
| Caucasian Non-English Learner without Disabilities | 75.00\% |
| Caucasian Female | 75.00\% |
| Caucasian Female with Disabilities | N<10 |

MY SCHOOL INFO

| Caucasian Female without Disabilities | $80.00 \%$ |
| :--- | ---: |
| Caucasian Female Non-English Learner | $75.00 \%$ |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | $80.00 \%$ |
| Caucasian Male | $64.29 \%$ |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | $70.00 \%$ |
| Caucasian Male Non-English Learner | $64.29 \%$ |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | $70.00 \%$ |

## MODULE: Crosstab - Growth

|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 |  |  |  |  |  |  |
| All | 77.05 | 75.36 | 76.21 | 76.03 | N<10 | 76.49 |
| Students with Disabilities | 79.42 | 76.33 | 77.88 | 75.27 | N<10 | --- |
| Students without Disabilities | 76.67 | 75.2 | 75.94 | 76.13 | $\mathrm{N}<10$ | 76.28 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 76.86 | 75.38 | 76.13 | 75.82 | $\mathrm{N}<10$ | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | 79.42 | 76.33 | 77.88 | 75.27 | N<10 | --- |
| Non-English Learner Students without Disabilities | 76.43 | 75.22 | 75.84 | 75.9 | N<10 | --- |
| Female | 76.88 | 77.75 | 77.33 | 77.58 | N<10 | 77.59 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | 76.7 | 77.43 | 77.09 | 77.88 | N<10 | 77.39 |
| Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | 76.51 | 77.92 | 77.23 | 77.29 | N<10 | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | 76.28 | 77.6 | 76.96 | 77.57 | $\mathrm{N}<10$ | --- |
| Male | 77.26 | 72.4 | 74.84 | 73.96 | N<10 | 75.12 |
| Male Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students without Disabilities | 76.62 | 72.22 | 74.43 | 73.71 | N<10 | 74.79 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | 77.26 | 72.4 | 74.84 | 73.96 | N<10 | --- |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner without Disabilities | 76.62 | 72.22 | 74.43 | 73.71 | N<10 | --- |
| African-American | 76.47 | 74.58 | 75.54 | 75.12 | N<10 | --- |
| African-American Students with Disabilities | 78.97 | 76.6 | 77.79 | 75.54 | N<10 | --- |
| African-American Students without Disabilities | 76.02 | 74.2 | 75.13 | 75.05 | N<10 | - |
| African-American Non-English Learner | 76.47 | 74.58 | 75.54 | 75.12 | N<10 | --- |
| African-American Non-English Learner with Disabilities | 78.97 | 76.6 | 77.79 | 75.54 | N<10 | --- |
| African-American Non-English Learner without Disabilities | 76.02 | 74.2 | 75.13 | 75.05 | N<10 | --- |
| African-American Female | 76.75 | 77.47 | 77.13 | 76.56 | N<10 | --- |
| African-American Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female without Disabilities | 76.52 | 77.04 | 76.8 | 76.78 | N<10 | --- |
| African-American Female Non-English Learner | 76.75 | 77.47 | 77.13 | 76.56 | N<10 | --- |
| African-American Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female Non-English Learner without Disabilities | 76.52 | 77.04 | 76.8 | 76.78 | N<10 | -- |
| African-American Male | 76.12 | 70.93 | 73.55 | 73.13 | N<10 | --- |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | 75.34 | 70.35 | 72.88 | 72.61 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 76.12 | 70.93 | 73.55 | 73.13 | N<10 | --- |
| African-American Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner without Disabilities | 75.34 | 70.35 | 72.88 | 72.61 | $\mathrm{N}<10$ | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |

MY SCHOOL INFO
SEARCH • COMPARE • INFORM

| Hispanic Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 80.06 | 78.95 | 79.5 | 76.44 | $\mathrm{N}<10$ | 80.26 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 79.55 | 79.5 | 79.53 | 76.83 | $\mathrm{N}<10$ | 80.34 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | 80.06 | 78.95 | 79.5 | 76.44 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 79.55 | 79.5 | 79.53 | 76.83 | $\mathrm{N}<10$ | --- |
| Caucasian Female | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Caucasian Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 10 |  |  |  |  |  |  |
| All | 78.06 | 75.19 | 76.65 | 76.48 | N<10 | 76.77 |
| Students with Disabilities | 81.42 | 77.97 | 79.69 | 86.66 | $\mathrm{N}<10$ | --- |
| Students without Disabilities | 77.44 | 74.67 | 76.09 | 74.54 | $\mathrm{N}<10$ | 76.24 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Non-English Learner | 78.07 | 75.12 | 76.62 | 76.34 | $\mathrm{N}<10$ | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Non-English Learner Students with Disabilities | 81.42 | 77.97 | 79.69 | 86.66 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 77.44 | 74.58 | 76.05 | 74.35 | $\mathrm{N}<10$ | --- |
| Female | 77.7 | 74.55 | 76.13 | 74.88 | $\mathrm{N}<10$ | 76.24 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 77.35 | 74.21 | 75.78 | 74.74 | $\mathrm{N}<10$ | 75.9 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner | 77.7 | 74.55 | 76.13 | 74.88 | $\mathrm{N}<10$ | - |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 77.35 | 74.21 | 75.78 | 74.74 | $\mathrm{N}<10$ | --- |
| Male | 78.5 | 75.96 | 77.27 | 78.49 | $\mathrm{N}<10$ | 77.4 |
| Male Students with Disabilities | 80.38 | 76.92 | 78.65 | 86.86 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 77.58 | 75.5 | 76.62 | 74.18 | $\mathrm{N}<10$ | 76.82 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | 78.52 | 75.82 | 77.21 | 78.2 | $\mathrm{N}<10$ | --- |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner with Disabilities | 80.38 | 76.92 | 78.65 | 86.86 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 77.6 | 75.26 | 76.51 | 73.59 | $\mathrm{N}<10$ | --- |
| African-American | 78.01 | 74.83 | 76.45 | 76.4 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | 80.58 | 77.64 | 79.11 | 86.21 | $\mathrm{N}<10$ | --- |
| African-American Students without Disabilities | 77.47 | 74.24 | 75.9 | 74.29 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | 78.01 | 74.83 | 76.45 | 76.4 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | 80.58 | 77.64 | 79.11 | 86.21 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | 77.47 | 74.24 | 75.9 | 74.29 | $\mathrm{N}<10$ | --- |
| African-American Female | 77.91 | 73.89 | 75.9 | 74.69 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female without Disabilities | 77.46 | 73.42 | 75.44 | 74.49 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | 77.91 | 73.89 | 75.9 | 74.69 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |

MY SCHOOL INFO
SEARCH • COMPARE • INFORM

| African-American Female Non-English Learner without Disabilities | 77.46 | 73.42 | 75.44 | 74.49 | $\mathrm{N}<10$ | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male | 78.11 | 75.83 | 77.02 | 78.32 | N<10 | --- |
| African-American Male with Disabilities | 79.33 | 76.42 | 77.87 | 86.41 | $\mathrm{N}<10$ | --- |
| African-American Male without Disabilities | 77.5 | 75.53 | 76.61 | 73.96 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 78.11 | 75.83 | 77.02 | 78.32 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | 79.33 | 76.42 | 77.87 | 86.41 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 77.5 | 75.53 | 76.61 | 73.96 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N < 10 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | 78.31 | 76.33 | 77.32 | 75.9 | N<10 | 77.6 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 77.2 | 75.85 | 76.52 | 74.24 | $\mathrm{N}<10$ | 76.88 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 78.31 | 76.33 | 77.32 | 75.9 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 77.2 | 75.85 | 76.52 | 74.24 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 76.87 | 76.6 | 76.73 | 75.19 | $\mathrm{N}<10$ | 77.18 |
| Caucasian Female without Disabilities | 76.87 | 76.6 | 76.73 | 75.19 | $\mathrm{N}<10$ | 77.18 |
| Caucasian Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 76.87 | 76.6 | 76.73 | 75.19 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | 76.87 | 76.6 | 76.73 | 75.19 | $\mathrm{N}<10$ | --- |
| Caucasian Male | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 11 |  |  |  |  |  |  |
| All | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- | --- |


| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | - |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | - |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | - |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | -- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female | --- | --- | --- | --- | --- | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | -- |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | N<10 | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Female English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |  |


| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 12 |  |  |  |  |  |  |
| All | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N < 10 | N<10 | --- |
| English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | N<10 | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N $<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | --- | --- | --- | --- | --- | --- |
| Female Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Male English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N $<10$ | N<10 | N<10 | N $<10$ | N $<10$ | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female | --- | --- | --- | --- | --- | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |


| Hispanic Female Non-English Learner without Disabilities | --- | --- | -- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Male | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Caucasian English Learner | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | $\mathrm{N}<10$ | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean <br> Content w/ELP VAS |
| All Grades |  |  |  |  |  |  |
| All | 77.54 | 75.28 | 76.42 | 76.25 | 83.11 | 76.71 |
| Students with Disabilities | 80.45 | 77.18 | 78.81 | 81.52 | N<10 | --- |
| Students without Disabilities | 77.03 | 74.95 | 76.01 | 75.38 | 83.11 | 76.36 |
| English Learner | N<10 | N<10 | N<10 | N<10 | 83.11 | 82.09 |
| Non-English Learner | 77.45 | 75.25 | 76.37 | 76.07 | N<10 | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 83.11 | 82.09 |
| Non-English Learner Students with Disabilities | 80.45 | 77.18 | 78.81 | 81.52 | N<10 | --- |
| Non-English Learner Students without Disabilities | 76.92 | 74.91 | 75.94 | 75.16 | N<10 | --- |
| Female | 77.27 | 76.2 | 76.75 | 76.3 | N<10 | 77.01 |
| Female Students with Disabilities | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 77.03 | 75.79 | 76.43 | 76.31 | N<10 | 76.72 |
| Female English Learner | N<10 | N $<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner | 77.1 | 76.25 | 76.69 | 76.12 | N<10 | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | 76.84 | 75.83 | 76.35 | 76.12 | $\mathrm{N}<10$ | --- |
| Male | 77.86 | 74.15 | 76.03 | 76.18 | $\mathrm{N}<10$ | 76.34 |
| Male Students with Disabilities | 80.36 | 75.6 | 77.98 | 83.39 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 77.04 | 73.66 | 75.4 | 73.91 | $\mathrm{N}<10$ | 75.84 |
| Male English Learner | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | 77.87 | 74.06 | 75.99 | 76.02 | $\mathrm{N}<10$ | --- |
| Male English Learner without Disabilities | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 80.36 | 75.6 | 77.98 | 83.39 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 77.04 | 73.53 | 75.33 | 73.66 | N<10 | --- |
| African-American | 77.2 | 74.7 | 75.97 | 75.72 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | 79.77 | 77.12 | 78.45 | 81.26 | N<10 | --- |
| African-American Students without Disabilities | 76.7 | 74.22 | 75.49 | 74.7 | N<10 | --- |
| African-American Non-English Learner | 77.2 | 74.7 | 75.97 | 75.72 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | 79.77 | 77.12 | 78.45 | 81.26 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | 76.7 | 74.22 | 75.49 | 74.7 | $\mathrm{N}<10$ | --- |
| African-American Female | 77.28 | 75.82 | 76.57 | 75.72 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |


| African-American Female without Disabilities | 76.97 | 75.27 | 76.14 | 75.68 | $\mathrm{N}<10$ | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner | 77.28 | 75.82 | 76.57 | 75.72 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner without Disabilities | 76.97 | 75.27 | 76.14 | 75.68 | $\mathrm{N}<10$ | --- |
| African-American Male | 77.1 | 73.38 | 75.29 | 75.73 | $\mathrm{N}<10$ | --- |
| African-American Male with Disabilities | 79.42 | 75.31 | 77.37 | 83.31 | $\mathrm{N}<10$ | --- |
| African-American Male without Disabilities | 76.3 | 72.69 | 74.57 | 73.2 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 77.1 | 73.38 | 75.29 | 75.73 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | 79.42 | 75.31 | 77.37 | 83.31 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 76.3 | 72.69 | 74.57 | 73.2 | $\mathrm{N}<10$ | --- |
| Hispanic | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 79.99 |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 79.99 |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | 80.55 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 80.55 |
| Hispanic Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian | 79.02 | 77.39 | 78.21 | 76.12 | $\mathrm{N}<10$ | 79.07 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 78.18 | 77.36 | 77.77 | 75.31 | $\mathrm{N}<10$ | 78.76 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 79.02 | 77.39 | 78.21 | 76.12 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 78.18 | 77.36 | 77.77 | 75.31 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 77.2 | 77.34 | 77.27 | 77.23 | $\mathrm{N}<10$ | 77.99 |
| Caucasian Female without Disabilities | 77.2 | 77.34 | 77.27 | 77.23 | $\mathrm{N}<10$ | 77.99 |
| Caucasian Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 77.2 | 77.34 | 77.27 | 77.23 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 77.2 | 77.34 | 77.27 | 77.23 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 81.69 | 77.47 | 79.58 | 74.5 | $\mathrm{N}<10$ | 80.58 |
| Caucasian Male with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 80.03 | 77.39 | 78.71 | 71.66 | $\mathrm{N}<10$ | 80.11 |
| Caucasian Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner | 81.69 | 77.47 | 79.58 | 74.5 | $\mathrm{N}<10$ | -- |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner without Disabilities | 80.03 | 77.39 | 78.71 | 71.66 | $\mathrm{N}<10$ | --- |

