



Holly Harshman Elem. School

School Report Card 2017-2018 1000 Geyer Drive | Mena, AR 71953 479-394-3151

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Superintendent Benny Weston





The Purpose of the Report Card

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

Overview of the State's accountability system under Title I

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

Reporting the N-Size and Subgroup Membership

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

How does the state differentiate to support public schools?

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

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

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

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

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

Arkansas Identified schools can exit from comprehensive support and improvement.

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

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

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



SECTION: Achievement

SECTION: Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Literacy								
All Students Percentage of Students	>95%	32.26	20.97	29.03	17.74	46.77	46.77	41.54
All Students Number of Students		40	26	36	22	58		
African American	N<10	N<10	N<10	N<10	N<10	N<10	0.00	24.18
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	50.00	35.12
Caucasian	>95%	33.93	18.75	28.57	18.75	47.32	47.32	48.56
Economically Disadvantaged	>95%	38.95	23.16	24.21	13.68	37.89	37.89	33.15
Non-Economically Disadvantaged	>95%	RV	RV	44.83	31.03	75.86	75.86	58.99
Students with Disabilities	>95%	RV	RV	<5%	6.25	6.25	6.25	15.27
Students without Disabilities	>95%	25.00	22.22	33.33	19.44	52.78	52.78	45.88
Students with the most significant cognitive disabilities who take an alternate assessment: Number	er (Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	34.18
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	32.52	21.14	29.27	17.07	46.34	46.34	42.57
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	77.66
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percently Arrived English Learners (RAEL) Excluded from Accountability Indicators:	cent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	27.92
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	100.00	26.13
Children with Parent on Active Military Duty								
Gifted and Talented	>95%	RV	RV	7.14	78.57	85.71	85.71	87.87
Female Students	>95%	24.14	18.97	34.48	22.41	56.90	56.90	46.86
Male Students	>95%	39.39	RV	24.24	RV	37.88	37.88	36.57
Migrant								



SECTION: Achievement

OLO TION. Admic vollion								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Mathematics								
All Students Percentage of Students	>95%	10.48	20.97	47.58	20.97	68.55	68.55	59.28
All Students Number of Students		13	26	59	26	85		
African American	N<10	N<10	N<10	N<10	N<10	N<10	0.00	40.85
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	83.33	53.75
Caucasian	>95%	10.71	21.43	47.32	20.54	67.86	67.86	66.72
Economically Disadvantaged	>95%	13.68	25.26	46.32	14.74	61.05	61.05	51.51
Non-Economically Disadvantaged	>95%	RV	RV	51.72	41.38	93.10	93.10	75.45
Students with Disabilities	>95%	RV	RV	12.50	6.25	18.75	18.75	24.30
Students without Disabilities	>95%	RV	RV	52.78	23.15	75.93	75.93	65.07
Students with the most significant cognitive disabilities who take an alternate assessment: No	umber (Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	52.00
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	10.57	21.14	47.97	20.33	68.29	68.29	60.30
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	90.65
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	43.93
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	100.00	45.23
Children with Parent on Active Military Duty								
Gifted and Talented	>95%	RV	RV	57.14	42.86	>95%	100.00	96.39
Female Students	RV	RV	25.86	46.55	RV	70.69	70.69	60.42
Male Students	>95%	16.67	16.67	48.48	18.18	66.67	66.67	58.21
Migrant								



SECTION: Achievement

SECTION. Achievement		,						
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Literacy								
All Students Percentage of Students	>95%	25.55	24.09	24.09	26.28	50.36	50.36	42.39
All Students Number of Students		35	33	33	36	69		
African American	N<10	N<10	N<10	N<10	N<10	N<10	100.00	22.22
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	100.00	36.05
Caucasian	>95%	25.81	26.61	24.19	23.39	47.58	47.58	50.43
Economically Disadvantaged	>95%	30.53	24.21	24.21	21.05	45.26	45.26	32.78
Non-Economically Disadvantaged	>95%	RV	RV	23.81	38.10	61.90	61.90	62.54
Students with Disabilities	>95%	RV	RV	<5%	13.33	13.33	13.33	12.80
Students without Disabilities	>95%	21.31	23.77	27.05	27.87	54.92	54.92	47.01
Students with the most significant cognitive disabilities who take an alternate assessment: N	umber (Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	50.00	33.91
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	25.19	24.44	24.44	25.93	50.37	50.37	43.44
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	76.73
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number	(Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	29.96
Children in Foster Care								
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	0.00	53.02
Gifted and Talented	>95%	RV	RV	11.76	88.24	>95%	100.00	88.33
Female Students	>95%	20.59	20.59	26.47	32.35	58.82	58.82	48.08
Male Students	>95%	30.43	27.54	21.74	20.29	42.03	42.03	36.95
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SECTION: Achievement

SECTION: Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Mathematics								
All Students Percentage of Students	>95%	RV	32.85	41.61	RV	61.31	61.31	52.34
All Students Number of Students		RV	45	57	RV	84		
African American	N<10	N<10	N<10	N<10	N<10	N<10	100.00	29.17
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	100.00	49.09
Caucasian	RV	RV	35.48	39.52	RV	59.68	59.68	60.81
Economically Disadvantaged	>95%	RV	37.89	37.89	RV	56.84	56.84	43.04
Non-Economically Disadvantaged	>95%	RV	RV	50.00	21.43	71.43	71.43	71.85
Students with Disabilities	>95%	RV	RV	20.00	13.33	33.33	33.33	20.27
Students without Disabilities	RV	RV	31.15	44.26	RV	64.75	64.75	57.35
Students with the most significant cognitive disabilities who take an alternate assessment: Number (F	Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	50.00	46.93
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	RV	33.33	42.22	RV	61.48	61.48	53.01
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	84.59
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	50.00	38.63
Children in Foster Care								
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	100.00	66.13
Gifted and Talented	>95%	RV	RV	23.53	76.47	>95%	100.00	91.25
Female Students	RV	RV	33.82	42.65	RV	61.76	61.76	53.15
Male Students	>95%	RV	31.88	40.58	RV	60.87	60.87	51.57
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SECTION: Achievement

SECTION: Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
5th Grade Literacy								
All Students Percentage of Students	>95%	27.41	28.89	25.93	17.78	43.70	43.70	41.00
All Students Number of Students		37	39	35	24	59		
African American	N<10	N<10	N<10	N<10	N<10	N<10	50.00	20.01
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	25.00	34.56
Caucasian	>95%	25.00	30.00	28.33	16.67	45.00	45.00	49.31
Economically Disadvantaged	>95%	30.69	31.68	25.74	11.88	37.62	37.62	31.77
Non-Economically Disadvantaged	>95%	RV	RV	26.47	35.29	61.76	61.76	59.73
Students with Disabilities	>95%	RV	RV	<5%	6.67	6.67	6.67	11.76
Students without Disabilities	>95%	20.00	31.67	29.17	19.17	48.33	48.33	45.57
Students with the most significant cognitive disabilities who take an alternate assessment: No	umber (Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	50.00	31.37
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	26.72	29.77	26.72	16.79	43.51	43.51	42.20
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	72.81
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number	(Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	25.00	27.51
Children in Foster Care								
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	0.00	54.75
Gifted and Talented	>95%	RV	RV	25.00	75.00	>95%	100.00	87.26
Female Students	>95%	25.33	28.00	24.00	22.67	46.67	46.67	46.25
Male Students	>95%	30.00	30.00	RV	RV	40.00	40.00	35.95
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SECTION: Achievement

OLO TION. Admic vollion								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
5th Grade Mathematics								
All Students Percentage of Students	>95%	RV	40.00	48.15	RV	54.81	54.81	49.99
All Students Number of Students		RV	54	65	RV	74		
African American	N<10	N<10	N<10	N<10	N<10	N<10	50.00	26.58
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	37.50	47.64
Caucasian	>95%	RV	38.33	50.00	RV	56.67	56.67	57.98
Economically Disadvantaged	>95%	RV	46.53	43.56	RV	48.51	48.51	41.12
Non-Economically Disadvantaged	>95%	RV	RV	61.76	11.76	73.53	73.53	67.99
Students with Disabilities	>95%	RV	RV	6.67	<5%	6.67	6.67	18.64
Students without Disabilities	>95%	RV	37.50	53.33	RV	60.83	60.83	54.89
Students with the most significant cognitive disabilities who take an alternate assessment: $N\omega$	umber (Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	75.00	46.35
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	RV	40.46	48.09	RV	54.20	54.20	50.44
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	81.30
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	50.00	33.69
Children in Foster Care								
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	100.00	65.61
Gifted and Talented	>95%	RV	RV	50.00	41.67	91.67	91.67	88.97
Female Students	>95%	RV	44.00	49.33	RV	53.33	53.33	50.87
Male Students	>95%	RV	35.00	46.67	RV	56.67	56.67	49.14
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SECTION: Achievement

SECTION: Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Science								
All Students Percentage of Students	>95%	25.41	27.87	20.49	26.23	46.72	46.72	38.61
All Students Number of Students		31	34	25	32	57		
African American	N<10	N<10	N<10	N<10	N<10	N<10	0.00	19.71
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	66.67	29.49
Caucasian	>95%	26.36	27.27	20.91	25.45	46.36	46.36	47.05
Economically Disadvantaged	>95%	30.11	33.33	19.35	17.20	36.56	36.56	30.11
Non-Economically Disadvantaged	>95%	RV	RV	24.14	55.17	79.31	79.31	56.15
Students with Disabilities	>95%	RV	RV	<5%	7.14	7.14	7.14	11.89
Students without Disabilities	>95%	18.52	29.63	23.15	28.70	51.85	51.85	42.59
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	27.96
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	25.62	28.10	20.66	25.62	46.28	46.28	40.12
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	67.81
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	25.78
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	100.00	25.52
Children with Parent on Active Military Duty								
Gifted and Talented	>95%	RV	RV	7.14	85.71	92.86	92.86	85.93
Female Students	>95%	24.14	31.03	22.41	22.41	44.83	44.83	38.35
Male Students	>95%	26.56	25.00	18.75	29.69	48.44	48.44	38.86
Migrant								



SECTION: Achievement

SECTION: Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Science								
All Students Percentage of Students	>95%	20.00	29.63	32.59	17.78	50.37	50.37	42.17
All Students Number of Students		27	40	44	24	68		
African American	N<10	N<10	N<10	N<10	N<10	N<10	100.00	20.98
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	100.00	33.11
Caucasian	>95%	21.31	31.15	31.97	15.57	47.54	47.54	51.24
Economically Disadvantaged	>95%	23.66	30.11	31.18	15.05	46.24	46.24	32.82
Non-Economically Disadvantaged	>95%	RV	28.57	35.71	RV	59.52	59.52	61.61
Students with Disabilities	>95%	RV	RV	7.69	<5%	7.69	7.69	11.39
Students without Disabilities	>95%	13.93	31.15	35.25	19.67	54.92	54.92	46.48
$Students \ with \ the \ most \ significant \ cognitive \ disabilities \ who \ take \ an \ alternate \ assessment: \ Number \ (Percent)$								RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	50.00	29.44
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	19.55	30.08	33.08	17.29	50.38	50.38	43.76
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	100.00	67.77
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	0.00	29.24
Children in Foster Care								
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	100.00	53.75
Gifted and Talented	>95%	RV	RV	29.41	64.71	94.12	94.12	87.12
Female Students	>95%	19.40	29.85	31.34	19.40	50.75	50.75	41.85
Male Students	>95%	20.59	29.41	33.82	16.18	50.00	50.00	42.48
Migrant								



Holly Harshman Elem. School - 5703010

SECTION: Achievement

SECTION: Achievement								
					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
5th Grade Science								
All Students Percentage of Students	>95%	20.74	32.59	30.37	16.30	46.67	46.67	41.01
All Students Number of Students		28	44	41	22	63		
African American	N<10	N<10	N<10	N<10	N<10	N<10	50.00	18.23
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	25.00	35.62
Caucasian	>95%	19.17	30.83	33.33	16.67	50.00	50.00	49.72
Economically Disadvantaged	>95%	22.77	34.65	27.72	14.85	42.57	42.57	32.22
Non-Economically Disadvantaged	>95%	RV	RV	38.24	20.59	58.82	58.82	58.85
Students with Disabilities	>95%	RV	RV	6.67	<5%	6.67	6.67	15.24
Students without Disabilities	>95%	14.17	34.17	33.33	18.33	51.67	51.67	45.04
Students with the most significant cognitive disabilities who take an alternate assessment: $\ensuremath{\mathfrak{N}}$	Number (Percent)							RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	25.00	32.55
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	21.37	31.30	31.30	16.03	47.33	47.33	42.06
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	50.00	64.50
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number	r (Percent)							RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	62.50	26.76
Children in Foster Care								
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	100.00	53.63
Gifted and Talented	>95%	RV	RV	16.67	66.67	83.33	83.33	86.05
Female Students	>95%	22.67	34.67	26.67	16.00	42.67	42.67	40.38
Male Students	>95%	18.33	30.00	35.00	16.67	51.67	51.67	41.63
Migrant								



Holly Harshman Elem. School - 5703010

SECTION: Growth

Female Students

Male Students

Migrant

SECTION: Growth						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 3						
All Students	80.7960	74.8493	77.8226	N<10	N<10	
African-American	N<10	N<10	N<10	N<10	N<10	
Hispanic	N<10	N<10	N<10	N<10	N<10	
Caucasian	80.5737	75.0643	77.8190	N<10	N<10	
Economically Disadvantaged	80.6168	74.8821	77.7495	N<10	N<10	
Non-Economically Disadvantaged	81.3026	74.7564	78.0295	N<10	N<10	
Students with Disabilities	71.3698	71.0357	71.2027	N<10	N<10	
Students without Disabilities	81.8328	75.2688	78.5508	N<10	N<10	
Current English Learners (EL)						
Non-English Learners (includes Former EL Monitored 1-4 years)	80.7960	74.8493	77.8226	N<10	N<10	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	
Homeless	N<10	N<10	N<10	N<10	N<10	
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	
Children with Parent on Active Military Duty						
Gifted and Talented	80.5063	75.8304	78.1684	N<10	N<10	
Female Students	83.9106	75.8847	79.8976	N<10	N<10	
Male Students	77.8453	73.8684	75.8569	N<10	N<10	
Migrant						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 4						
All Students	83.0111	83.1114	83.0613	82.0148	N<10	82.9456
African-American						
Hispanic	N<10	N<10	N<10	N<10	N<10	
Caucasian	82.9884	82.6652	82.8268	81.8405	N<10	
Economically Disadvantaged	84.0724	82.8573	83.4649	82.2426	N<10	83.2946
Non-Economically Disadvantaged	80.5891	83.6913	82.1402	81.4933	N<10	
Students with Disabilities	77.7523	77.5980	77.6752	74.5897	N<10	
Students without Disabilities	83.6056	83.7347	83.6701	82.8766	N<10	83.5362
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10
Non-English Learners (includes Former EL Monitored 1-4 years)	83.0424	83.1182	83.0803	82.0658	N<10	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	
Homeless	N<10	N<10	N<10	N<10	N<10	
Children in Foster Care						
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	
Gifted and Talented	88.9809	82.7299	85.8554	82.8426	N<10	

84.5756

81.5414

83.3786

82.8604

83.9771

82.2009

81.1297

82.8317

N<10

N<10

83.7257



Holly Harshman Elem. School - 5703010

SECTION: Growth

	ELA	Math	Content	Science	ELP	Content with ELP
Grade 5						
All Students	80.5387	81.4112	80.9750	82.3295	N<10	81.1478
African-American	N<10	N<10	N<10	N<10	N<10	
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10
Caucasian	80.5740	81.2571	80.9155	82.1218	N<10	
Economically Disadvantaged	80.3677	81.3240	80.8459	81.9041	N<10	81.0778
Non-Economically Disadvantaged	81.0518	81.6728	81.3623	83.6057	N<10	
Students with Disabilities	77.8600	80.0950	78.9775	81.9000	N<10	
Students without Disabilities	80.7905	81.5350	81.1628	82.3699	N<10	81.3484
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10
Non-English Learners (includes Former EL Monitored 1-4 years)	80.4637	81.3981	80.9309	82.2733	N<10	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	
Homeless	N<10	N<10	N<10	N<10	N<10	
Children in Foster Care						
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	
Gifted and Talented	81.0888	87.9605	84.5247	83.3833	N<10	
Female Students	80.5770	81.3921	80.9845	80.8440	N<10	
Male Students	80.4863	81.4374	80.9619	84.3651	N<10	81.3635
Migrant						
	ELA	Math	Content	Science	ELP	Content with ELP
All Grades	ELA	Math	Content	Science	ELP	
All Grades All Students	ELA 81.4788	Math 80.0195	Content 80.7492	Science 82.1740	ELP N<10	
				_		with ELP
All Students	81.4788	80.0195	80.7492	82.1740	N<10	with ELP 80.7770
All Students African-American	81.4788 N<10	80.0195 N<10	80.7492 N<10	82.1740 N<10	N<10 N<10	80.7770
All Students African-American Hispanic	81.4788 N<10 85.0729	80.0195 N<10 84.2377	80.7492 N<10 84.6553	82.1740 N<10 88.2097	N<10 N<10 N<10	80.7770 85.4504
All Students African-American Hispanic Caucasian	81.4788 N<10 85.0729 81.4252	80.0195 N<10 84.2377 79.8901	80.7492 N<10 84.6553 80.6576	82.1740 N<10 88.2097 81.9818	N<10 N<10 N<10 N<10	80.7770 85.4504
All Students African-American Hispanic Caucasian Economically Disadvantaged	81.4788 N<10 85.0729 81.4252 81.6791	80.0195 N<10 84.2377 79.8901 79.8567	80.7492 N<10 84.6553 80.6576 80.7679	82.1740 N<10 88.2097 81.9818 82.0650	N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged	81.4788 N<10 85.0729 81.4252 81.6791 80.9441	80.0195 N<10 84.2377 79.8901 79.8567 80.4543	80.7492 N<10 84.6553 80.6576 80.7679 80.6992	82.1740 N<10 88.2097 81.9818 82.0650 82.4590	N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL)	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years)	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 82.1708	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years) Former English Learner (Monitored 1-4 years)	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620 N<10	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051 N<10	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335 N<10	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 82.1708 N<10	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years) Former English Learner (Monitored 1-4 years) Homeless	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620 N<10 79.6479	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051 N<10 80.0431	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335 N<10 79.8455	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 82.1708 N<10 83.1335	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years) Former English Learner (Monitored 1-4 years) Homeless Children in Foster Care	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620 N<10 79.6479 N<10	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051 N<10 80.0431 N<10	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335 N<10 79.8455 N<10	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 82.1708 N<10 83.1335 N<10	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years) Former English Learner (Monitored 1-4 years) Homeless Children in Foster Care Children with Parent on Active Military Duty	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620 N<10 79.6479 N<10 N<10	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051 N<10 80.0431 N<10 N<10	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335 N<10 79.8455 N<10 N<10	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 82.1708 N<10 83.1335 N<10 N<10	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years) Former English Learner (Monitored 1-4 years) Homeless Children in Foster Care Children with Parent on Active Military Duty Gifted and Talented	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620 N<10 79.6479 N<10 N<10 84.0193	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051 N<10 80.0431 N<10 N<10 81.9432	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335 N<10 79.8455 N<10 N<10 82.9813	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 83.1708 N<10 83.1335 N<10 N<10 83.0743	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL) Non-English Learners (includes Former EL Monitored 1-4 years) Former English Learner (Monitored 1-4 years) Homeless Children in Foster Care Children with Parent on Active Military Duty Gifted and Talented Female Students	81.4788 N<10 85.0729 81.4252 81.6791 80.9441 75.7802 82.0796 N<10 81.4620 N<10 79.6479 N<10 N<10 84.0193 84.0193	80.0195 N<10 84.2377 79.8901 79.8567 80.4543 76.3203 80.4095 N<10 80.0051 N<10 80.0431 N<10 N<10 81.9432 80.4751	80.7492 N<10 84.6553 80.6576 80.7679 80.6992 76.0503 81.2445 N<10 80.7335 N<10 79.8455 N<10 N<10 82.9813 81.6521	82.1740 N<10 88.2097 81.9818 82.0650 82.4590 77.9403 82.6177 N<10 83.1708 N<10 83.1335 N<10 N<10 83.0743 80.9720	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	80.7770 85.4504 80.8059 81.2709 N<10 81.5814



SECTION: English Language Proficiency for ELL

	2015-2016				2016-2017		2017-2018		
	EL Tested	Number Proficient	EL% Proficient	EL Tested	Number Proficient	EL% Proficient	EL Tested	Number Proficient	EL% Proficient
Grade All	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 03	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 04	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 05	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



Mena School District - 5703000 Holly Harshman Elem. School - 5703010

SECTION: SQSS

	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
Grade 3												
All Students	91.46	47.83	48.70	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.31
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
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	90.54	47.57	50.49	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.56
Economically Disadvantaged	90.86	37.21	40.70	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.17
Non-Economically Disadvantaged	93.33	79.31	72.41	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	81.82
Students with Disabilities	90.00	0.00	7.69	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	35.37
Students without Disabilities	91.67	53.92	53.92	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	66.99
Current English Learners (EL)												
Non-English Learners (includes Former EL Monitored 1-4 years)	91.46	47.83	48.70	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.31
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	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty												
Gifted and Talented	89.29	92.86	92.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.67
Female Students	89.66	46.43	57.14	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.71
Male Students	93.08	49.15	40.68	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.02
Migrant												

	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
Grade 4												
All Students	87.77	50.82	54.92	57.26	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.60
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
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	86.40	48.18	52.73	57.08	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.97
Economically Disadvantaged	86.17	47.56	47.56	56.17	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.32
Non-Economically Disadvantaged	91.11	57.50	70.00	59.72	N<10	N<10	N<10	N<10	N<10	N<10	N<10	70.50
Students with Disabilities	83.33	8.33	16.67	33.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	38.24
Students without Disabilities	88.31	55.45	59.09	60.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	66.48
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)	87.68	51.24	55.37	57.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.81
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	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care												
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	94.12	94.12	100.00	62.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	88.06
Female Students	86.96	50.88	59.65	56.60	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.83
Male Students	88.57	50.77	50.77	57.81	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.50
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



Mena School District - 5703000 Holly Harshman Elem. School - 5703010

SECTION: SQSS

	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
Grade 5												
All Students	94.53	48.00	39.02	57.79	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.75
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
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	95.90	50.00	39.29	57.21	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.33
Economically Disadvantaged	95.05	43.62	33.33	56.52	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.89
Non-Economically Disadvantaged	93.06	61.29	56.67	61.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	69.29
Students with Disabilities	92.86	0.00	0.00	59.09	N<10	N<10	N<10	N<10	N<10	N<10	N<10	39.80
Students without Disabilities	94.72	53.57	42.86	57.66	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.99
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)	94.44	48.39	39.34	57.44	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.76
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	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	95.83	83.33	100.00	62.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	85.42
Female Students	93.42	45.07	42.86	54.29	N<10	N<10	N<10	N<10	N<10	N<10	N<10	59.58
Male Students	95.90	51.85	33.96	62.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.27
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

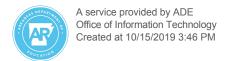
	Student Engagement	Science Achievement	Reading Achievement	Science Growth	ACT Composite	High School Final GPA	Community Learning Services Credits	Computer Science Credits	On-Time Credits	ACT Benchmark Readiness	AP/IB/CC Credits	Total
All Grades												
All Students	91.23	48.90	47.50	57.53	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.46
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic	97.37	58.82	47.06	68.18	N<10	N<10	N<10	N<10	N<10	N<10	N<10	68.75
Caucasian	90.92	48.62	47.38	57.14	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.14
Economically Disadvantaged	90.80	42.75	40.23	56.36	N<10	N<10	N<10	N<10	N<10	N<10	N<10	58.54
Non-Economically Disadvantaged	92.34	65.00	66.67	60.61	N<10	N<10	N<10	N<10	N<10	N<10	N<10	72.74
Students with Disabilities	88.64	2.63	8.33	45.65	N<10	N<10	N<10	N<10	N<10	N<10	N<10	37.94
Students without Disabilities	91.55	54.32	51.85	58.80	N<10	N<10	N<10	N<10	N<10	N<10	N<10	65.30
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)	91.16	49.17	47.77	57.38	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.55
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	82.14	41.67	16.67	59.09	N<10	N<10	N<10	N<10	N<10	N<10	N<10	51.02
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	93.02	90.70	97.67	62.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	88.22
Female Students	90.15	47.28	52.46	55.28	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.63
Male Students	92.35	50.56	42.37	59.91	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.29
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



SECTION: Graduation Rates

		2017-2018	
	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students		>95%	89.2 %
Four-Year Graduation Rate African-American		N<10	85.6 %
Four-Year Graduation Rate Hispanic		>95%	85.8 %
Four-Year Graduation Rate Caucasian		>95%	91.2 %
Four-Year Graduation Rate Economically Disadvantaged		>95%	86.8 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities		>95%	84.6 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)		N<10	82.7 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Four-Year Graduation Rate Homeless		N<10	81.3 %
Four-Year Graduation Rate Children in Foster Care		N<10	73.5 %
Four-Year Graduation Rate Children with Parent on Active Military Duty		N<10	94.3 %
Four-Year Graduation Rate Gifted and Talented		N<10	97.8 %
Four-Year Graduation Rate Female Students		96.7 %	92.0 %
Four-Year Graduation Rate Male Students		96.8 %	86.6 %
Four-Year Graduation Rate Migrant		N<10	82.8 %

		2017-2018	
	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students		>95%	90.7 %
Five-Year Graduation Rate African-American		N<10	87.7 %
Five-Year Graduation Rate Hispanic		N<10	89.2 %
Five-Year Graduation Rate Caucasian		>95%	92.1 %
Five-Year Graduation Rate Economically Disadvantaged		93.2 %	88.0 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities		N<10	87.7 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)		N<10	86.3 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Five-Year Graduation Rate Homeless		N<10	88.5 %
Five-Year Graduation Rate Children in Foster Care		N<10	87.5 %
Five-Year Graduation Rate Children with Parent on Active Military Duty		N<10	100.0 %
Five-Year Graduation Rate Gifted and Talented		N<10	100.0 %
Five-Year Graduation Rate Female Students		98.1 %	92.7 %
Five-Year Graduation Rate Male Students		93.8 %	88.8 %
Five-Year Graduation Rate Migrant		N<10	85.9 %

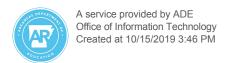




SECTION: College Readiness

parting point on cause 11 Silberenius ACT Administration 3 1 3 425 publish Provides Renotation for Solutions 1940 125 4 0 50 lumber of Students Taking ACT in Grades 9.11 2 0 2 2 1 4 0 50 Lumber of Students Taking ACT in Grades 9.11 2 0 2 2 1 2 4 0 20 CT Regular Manage 2 0 2 0 1 24 2 0 2 0 1 24 CT Regular Manage 2 0 2 0 1 20 1 2 0 2 0 1 24 CT Regular Manage 2 0 2 0 1 20 1 2 0 2 0 1 24 CT South Anneage 2 0 2 0 1 20 1 2 0 2 0 1 20 CT South Anneage 2 0 2 0 1 20 1 2 0 20 CT South Anneage 2 0 2 0 1 20 1 2 0 20 CT South Anneage 2 0 2 0 1 20 1 2 0 20 LAT Wing Mean 2 0 5 0 20 1 2 0 20 LAT Wing Mean 2 0 5 0 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 2 20 LAW Wing Lat Wi			2017-2018	
parting point on cause 11 Silberenius ACT Administration 3 1 3 425 publish Provides Renotation for Solutions 1940 125 4 0 50 lumber of Students Taking ACT in Grades 9.11 2 0 2 2 1 4 0 50 Lumber of Students Taking ACT in Grades 9.11 2 0 2 2 1 2 4 0 20 CT Regular Manage 2 0 2 0 1 24 2 0 2 0 1 24 CT Regular Manage 2 0 2 0 1 20 1 2 0 2 0 1 24 CT Regular Manage 2 0 2 0 1 20 1 2 0 2 0 1 24 CT South Anneage 2 0 2 0 1 20 1 2 0 2 0 1 20 CT South Anneage 2 0 2 0 1 20 1 2 0 20 CT South Anneage 2 0 2 0 1 20 1 2 0 20 CT South Anneage 2 0 2 0 1 20 1 2 0 20 LAT Wing Mean 2 0 5 0 20 1 2 0 20 LAT Wing Mean 2 0 5 0 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 20 LAT Wing Mean 2 0 1 0 2 20 1 2 0 2 20 LAW Wing Lat Wi		School	District	State
patient Product Remediation for Students Taking ACT in Grades 9-11 1.52 4.05 Lumber of Students Taking ACT in Grades 9-12 1.02 2.02 LCT English Average 2.12 2.02 LCT Gragin Average 2.02 1.02 LCT Mank Average 2.02 1.02 LCT Station Average 2.02 1.02 LCT Station Average 2.02 1.02 LCT Station Average 5.0 6.0 LCT Osterion Average 5.0 6.0 LCT Control Resident Falley SAT College Admission Test 5.0 6.0 LCT Control Resident Falley SAT College Admission Test 5.0 6.0 LAT Minds Men 5.0 6.0 6.0 LAT Vising Mank 7.0 6.0 6.0 LAT Vising Mank 6.0 6.0 6.0 6.0	American College Test (ACT)			
kumber of Suduenter Fairing ACT in Grades In High School 125 49.45 CF English Average 29.12 20.20 CF English Average 20.20 19.44 CF English Average 20.20 19.44 CF English Average 20.20 19.45 CF Schone Average 20.67 19.08 CF Composite Average 4.6 4.8 CF Composite Average 4.6 4.8 LAT Cortical Beading Mana 5.6 5.6 LAT Cortical Beading Manage of Shared State St	Participation in Grade 11 Statewide ACT Administration		93	31,425
winther of Groutsuries hat have taken ACT in High School 12 28	District Provided Remediation for Students Taking ACT			
KCT Reading Average 2 1.2 2 2.02 1.04 1.0	Number of Students Taking ACT in Grades 9-11		125	40,561
KC English Average 2 2 0 19.48 KCT Bink Average 2 0.00 19.12 KCT Genders Average 2 0.00 10.00 KCT Genders Average 4 0.00 10.00 KCT Genders Average 4 0.00 1.00 KAT Gender Average Shard 4 0.00 1.00 KAT Gender Average Shard 5 0.00 6.00 KAT Chical Average Manuscall 5 0.00 6.00 KAT Chical Average Manuscall 5 0.00 6.00 KAT Withing Manuscall 5 0.00 6.00 KAT Withing Manuscall Placement (AP) Courses 5 0.00 6.00 Winther of A Deams Scored 3, 4 of 5 6.00 6.00 Winther of A Deams Scored 3, 4 of 5 6.00 6.00 Winther of Students Taking International Baccalaureate Courses 4 0.00 6.00 Winther of Students Taking International Baccalaureate Courses 4 0.00 6.00 Winther of Students Taking International Baccalaureate Courses 4 0.00 6.00 Winter of Students Taking International Baccalaureate Courses 4 0.00 6.00 Winter of Students Taking Internatio	Number of Graduates that have taken ACT in High School		112	29,421
KCT Math Average 20.07 19.12 KCT Seinnes Average 20.07 19.05 LATE Spy College Board 5.08 1.58 Marcher of Shinders hardy SAT College Admassion Test 5.08 5.09 SAT Critical Reading Mean 5.08 5.09 SAT Critical Reading Mean 5.0 5.00 AT Withing Mean 7.0 45.07 AT Withing Manage 7.0 1.0 Without Satisfang Advanced Placement (AP) Courses 7.0 45.07 Winther of AD Exerns Taken 1.0 1.0 45.00 Winther of AD Exerns Taken 1.0 1.0 45.00 Winther of AD Exerns Taken 1.0 1.0 45.00 Winther of AD Exerns Taken 1.0 4.0 45.00 Winther of AD Exerns Taken 1.0 4.0 40.00 Winther of AD Exerns Taken <td>ACT Reading Average</td> <td></td> <td>21.12</td> <td>20.32</td>	ACT Reading Average		21.12	20.32
KCT Science Average 20.87 19.95 <td>ACT English Average</td> <td></td> <td>20.20</td> <td>19.44</td>	ACT English Average		20.20	19.44
### A PROMISE	ACT Math Average		20.09	19.12
Author of Students Taxing SAT College Admission Test	ACT Science Average		20.67	19.95
Simular of Siludina Taking SAT College Admission Test 4 1,388 ACT Critical Reading Mean 558 569 SAT Mind Mean 568 569 SAT Winting Mean 550 620 SAT Winting Mean 51 20,303 Winting For Element Courses (AP) Courses 15 20,303 Winting For Element Taking Advanced Placement (AP) Courses 16 20,303 Winting For Element Taking Manager Sate of Age 16 20,303 40,808 Winting For Element Taking International Baccalaureate Courses 17 40,808 </td <td>ACT Composite Average</td> <td></td> <td>20.64</td> <td>19.86</td>	ACT Composite Average		20.64	19.86
AT Critical Reading Mean 588 589 AT Man Mean 580 580 AT Mean Mean 580 580 AT Willing Mean AT Willing Mean 580 580 Arth Willing Mean 510 28,350 48,357 Jumber of AP Exams Taking Advanced Placement (AP) Courses 51 28,350 48,357 Jumber of AP Exams Scored 3, 4, of 5 61 38,000 48,000 48,000 Will Apple Assistance of Students Taking International Baccalaureate Courses 1 47,000 48,000 Will Students 51 49,000 48,000 48,000 48,000 Will Students 51 49,000 <	SAT® by College Board			
Art Mith Men Art Winting Mean Art Winting Mean Art Winting Mean Art Winting For Students Taking Advanced Placement (AP) Courses At Whither of Students Taking Advanced Placement (AP) Courses At Whither of Students Taking Advanced Placement (AP) Courses At Whither of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Courses Attender of AP Exams Scored 3.4 or 6 An examination all Saccalaureate Course	Number of Students Taking SAT College Admission Test		4	1,388
Act Visiting Mean Act Visiting Mean 45 2 9.03 Act winner of Alp Exames Taking Advanced Placement (AP) Courses 51 2 9.03 Alumber of AP Exames Scored 3.4, or 5 70 4 5.674 Alumber of AP Exames Scored 3.4, or 5 8 1 9.00 4 5.674 Alumber of Students Taking International Baccalaureate Courses 8 1 9.00 4 9.00 All Students 8 1 9.00 9 1.00 1 9.00 9 1.00 <t< td=""><td>SAT Critical Reading Mean</td><td></td><td>558</td><td>589</td></t<>	SAT Critical Reading Mean		558	589
Advanced Placement Courses (AP) 51 29.03 Stumber of Students Taking Advanced Placement (AP) Courses 70 4.58 /4 Stumber of P Exams Scored 3.4, or 5 10 10.58 /6 International Baccalaureate Courses 10 10.58 /6 Stumber of Major Taking International Baccalaureate Courses 4 4 4 Stumber of Students Taking International Baccalaureate Courses 4 4.00 4.00 4.00 Students Microa American 2 4.00	SAT Math Mean		548	569
Sumber of Nisdents Taking Advanced Piocenent (AP) Courses 51 2,03,03 Jumber of P Exems Taken 70 4,57,75 Authors of AP Exems Taken 11 15,888 Authors of AP Exems Takeng 11 15,888 Authors of Shudents Taking International Baccalaureate Courses 10 40 40 Substituting Advanced Piocenser 4 47,9 40,15 Substituting Advanced Piocenser 4 47,9 40,15 Substituting Advanced Piocenser 4 47,9 40,15 Michigan American 2 47,9 40,15 Substituting Advanced Piocenser 2 47,9 40,15 Substituting Advanced Piocenser 2 47,9 40,15 Michigan American 2 40,9 43,8 Substituting Advanced Piocenser 2 40,9 43,8 Substituting Advanced Piocenser 2 40,9 43,8 Substituting Advanced Piocenser 2 40,9 43,9 Substituting Advanced Piocenser 2 40,9 43,9	SAT Writing Mean			
Author of AP Exams Sacred 3, 4 or 5 10 4 5,874 Author of AP Exams Sacred 3, 4 or 5 11 6 15,864 Author of AP Exams Sacred 3, 4 or 5 1 4 0,804 Author of Students Taking International Baccalaureate Courses 1 4 00 School Deliga Rates 1 47.9 % 41.5 % Mischard Marcian 1 40.0 % 41.5 % Mischard Marcian 1 0.0 % 41.5 % Mischard Marcian 1 5.6 % 5.1 % <td>Advanced Placement Courses (AP)</td> <td></td> <td></td> <td></td>	Advanced Placement Courses (AP)			
turber of AP Exams Scored 3, 4 or 5 termetariol Baccalaureate Courses turber of Students Taking International Baccalaureate	Number of Students Taking Advanced Placement (AP) Courses		51	29,031
turber of Students Taking International Baccalaureate Courses a. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0.	Number of AP Exams Taken		70	45,874
Bumber of Students Taking International Baccalaureate Courses 400 College Glorg Rates 47.9% 49.1% Mischardmerican 47.9% 49.1% 45.9% 49.1% Hispanic 47.0% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% 52.4% 45.0% <th< td=""><td>Number of AP Exams Scored 3, 4, or 5</td><td></td><td>11</td><td>15,869</td></th<>	Number of AP Exams Scored 3, 4, or 5		11	15,869
College Gring Rates 4.7.% 4.9.1 % 4.9.2 % 4.9.1 % 4.9.	International Baccalaureate Courses			
All Students 47.9% 49.1% All Students 100.0% 45.0% All Students 100.0% 36.0% Sitispanic 20.0% 52.4% Sconomically Disadvantaged 20.0% 15.1% Students with Disabilities 20.0% 15.1% Current English Learners (EL) 20.0% 20.0% Children uith Parent on Active Military Duty 20.0% 30.0% Children with Parent on Active Military Duty 20.0% 58.9% Mician-American 20.0% 56.7% Mician-American 20.0% 37.9% Mician-American 20.0% 37.9% Sconomically Disadvantaged 20.0% 37.9% Sconomically Disadvantaged 20.0% 37.9% Sconomically Disadvantaged 20.0% 30.0% Scono	Number of Students Taking International Baccalaureate Courses			460
African-American	College Going Rates			
dispanic 30.0% 38.9 % Caucasian 50.0% 52.4 % Connomically Disadvantaged 40.0% 41.3 % Students with Disabilities	All Students		47.9 %	49.1 %
Aucasian	African-American		100.0 %	45.0 %
Economically Disadvantaged 40.0% 41.3 % Students with Disabilities	Hispanic		30.0 %	38.9 %
Students with Disabilities	Caucasian		50.0 %	52.4 %
Current English Learners (EL.) 0.0% 24.0% Homeless 40.0% 33.7% Children in Foster Care 0.0% 40.9% Children with Parent on Active Military Duty 0.0% 58.9% Sifted and Talented 72.2% 69.8% College Credit Accumulation Rates 56.7% 54.1% Markingan-American 50.0% 37.9% Heispanic 50.0% 49.7% Caucasian 57.1 58.9% Caucasian Simple Will Disabilities 57.0 58.9% Caucasian Will Disabilities 57.1 58.9% Caucasian Will Disabilities 57.0 58.9% <	Economically Disadvantaged		40.0 %	41.3 %
domeless 40.0% 33.7% children in Foster Care 0.0% 40.9% children with Parent on Active Military Duty 72.2% 68.8% children with Parent on Active Military Duty 72.2% 68.8% children Atlanted 56.7% 54.1% McMicron-American 56.7% 54.1% McMicron-American 50.0% 49.7% Caucasian 57.1% 58.9% Caucasian 57.1% 58.9% Conomically Disadvantaged 40.7% 42.9% Conomically Disadvantaged 0.0% 30.2% Condeless 0.0% 32.5% Infloren Foster Care 0.0% 35.0% Children with Parent on Active Military Duty 0.0% 51.6% Children with Parent on Active Military Duty 0.0% 60.8%	Students with Disabilities		0.0 %	15.1 %
Children in Foster Care 0.0% 40.9 % Children with Parent on Active Military Duty 0.0% 58.9 % Children with Parent on Active Military Duty 72.2% 69.8 % Children Arentale 56.7 % 54.1 % Miscan-American 50.0 % 49.7 % Caucasian 57.1 % 58.9 % Conomically Disadvantaged 40.7 % 42.9 % Controlled with Disabilities 0.0 % 30.2 % Condities with Disabilities 0.0 % 32.5 % Condities In Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Current English Learners (EL)		0.0 %	24.0 %
Children with Parent on Active Military Duty	Homeless		40.0 %	33.7 %
Selfted and Talented	Children in Foster Care		0.0 %	40.9 %
College Credit Accumulation Rates College St. 12 College S	Children with Parent on Active Military Duty		0.0 %	58.9 %
XI Students 56.7 % 54.1 % African-American 0.0 % 37.9 % Hispanic 50.0 % 49.7 % Caucasian 57.1 % 58.9 % Economically Disadvantaged 40.7 % 42.9 % Students with Disabilities 0.0 % 32.5 % Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Gifted and Talented		72.2 %	69.8 %
African-American 0.0 % 37.9 % Hispanic 50.0 % 49.7 % Caucasian 57.1 % 58.9 % Economically Disadvantaged 40.7 % 42.9 % Students with Disabilities 0.0 % 30.2 % Courrent English Learners (EL) 0.0 % 35.0 % Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	College Credit Accumulation Rates			
dispanic 50.0% 49.7% Caucasian 57.1% 58.9% Economically Disadvantaged 40.7% 42.9% Students with Disabilities 0.0% 30.2% Current English Learners (EL) 0.0% 32.5% Homeless 28.6% 35.0% Children in Foster Care 0.0% 51.6% Children with Parent on Active Military Duty 0.0% 60.8%	All Students		56.7 %	54.1 %
Caucasian 57.1 % 58.9 % Economically Disadvantaged 40.7 % 42.9 % Students with Disabilities 0.0 % 30.2 % Current English Learners (EL) 0.0 % 32.5 % Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	African-American		0.0 %	37.9 %
Economically Disadvantaged 40.7 % 42.9 % Students with Disabilities 0.0 % 30.2 % Current English Learners (EL) 0.0 % 32.5 % Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Hispanic		50.0 %	49.7 %
Students with Disabilities 0.0 % 30.2 % Current English Learners (EL) 0.0 % 32.5 % Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Caucasian		57.1 %	58.9 %
Current English Learners (EL) 0.0 % 32.5 % Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Economically Disadvantaged		40.7 %	42.9 %
Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Students with Disabilities		0.0 %	30.2 %
Homeless 28.6 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 0.0 % 60.8 %	Current English Learners (EL)		0.0 %	32.5 %
Children with Parent on Active Military Duty 0.0 % 60.8 %	Homeless		28.6 %	35.0 %
	Children in Foster Care		0.0 %	51.6 %
	Children with Parent on Active Military Duty		0.0 %	60.8 %
oned and Talented 90.0 % 76.5 %	Gifted and Talented		90.0 %	76.5 %

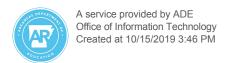
^{*} The College Credit Accumulation Rate definition from the U.S. Department of Education gives high school graduates two years at an institution of higher education to complete at least one year's worth of college credit that is applicable to a degree. Students graduating in the last school year listed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





SECTION: School Performance

		2017-2018	
	School	District	State
2018 School Performance Rating	В		
Overall Points for School Rating	73.92		
Count of Schools with Rating = A		0	152
Count of Schools with Rating = B		4	313
Count of Schools with Rating = C		0	380
Count of Schools with Rating = D		0	145
Count of Schools with Rating = F		0	44
District Provides Textbooks or Digital Resources for all Pupils			
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %
Annual Accreditation Status			
Accredited	Υ	4	1,046
Accredited Cited	N	0	5
Accredited Probationary	N	0	1
Attendance Rate			
Attendance Rate All Students	97.45 %	94.06 %	93.92 %
Attendance Rate African American	N<10	91.98 %	93.83 %
Attendance Rate Hispanic	97.63 %	94.35 %	93.95 %
Attendance Rate Caucasian	97.49 %	93.98 %	93.53 %
Attendance Rate Economically Disadvantaged	97.27 %	93.75 %	93.65 %
Attendance Rate Non-Economically Disadvantaged	97.9 %	94.68 %	93.63 %
Attendance Rate Students with Disabilities	97.2 %	94.04 %	93.8 %
Attendance Rate Students without Disabilities	97.49 %	94.06 %	93.93 %
Attendance Rate English Learners (EL)	N<10	97.49 %	94.79 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	N<10	96.94 %	94.96 %
Attendance Rate Former EL (Monitored 1-4 years)	N<10	97.42 %	95.64 %
Attendance Rate Homeless	96.21 %	90.73 %	90.32 %
Attendance Rate Children in Foster Care		N<10	92.95 %
Attendance Rate Children with Parent on Active Military Duty	N<10	N<10	94.51 %
Attendance Rate Gifted and Talented	97.72 %	95.47 %	95.79 %
Attendance Rate Female Students	97.37 %	93.84 %	93.83 %
Attendance Rate Male Students	97.51 %	94.31 %	93.96 %
Attendance Rate Migrant			92.07 %
Dropout Rate			
Dropout Rate		0.13 %	2.36 %
College Remediation Rate			
College Remediation Rate		53.6 %	62.8 %
Enrollment			
October 1 Enrollment	384	1,709	479,258





SECTION: School Environment

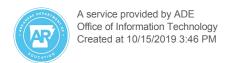
Discipline Policies Distributed to Parents Y 100 % 100 % Discipline Training Provided to Staff Y 100 % 100 % Parental Involvement Plan Adopted Y 100 % 100 % District Alternative Learning Environment Compliance Y 100 % 100 % Expulsions Y 100 % 100 % Weapons Incidents 3 5 8 Staff Assaults 1 1 1 8 Student Assaults 5 8			2017-2018	
Discipline Training Provided to Staff Y 100 % 100 % Parental Involvement Plan Adopted Y 100 % 100 % District Alternative Learning Environment Compliance Y 100 % 100 % Expulsions Y 100 % 100 % Weapons Incidents 3 5 86 % Staff Assaults 1 1 1 88 % Student Assaults 5 3 5 86 %		School	District	State
Parental Involvement Plan Adopted Y 100 %	Discipline Policies Distributed to Parents	Y	100 %	100 %
District Alternative Learning Environment Compliance Y 10 Expulsions 9 Weapons Incidents 3 5 8 Staff Assaults 1 1 1 8 Student Assaults 3 <td< td=""><td>Discipline Training Provided to Staff</td><td>Υ</td><td>100 %</td><td>100 %</td></td<>	Discipline Training Provided to Staff	Υ	100 %	100 %
Expulsions 91 Weapons Incidents 3 5 84 Staff Assaults 1 1 1 81 Student Assaults 3 <t< td=""><td>Parental Involvement Plan Adopted</td><td>Υ</td><td>100 %</td><td>100 %</td></t<>	Parental Involvement Plan Adopted	Υ	100 %	100 %
Weapons Incidents 3 5 84 Staff Assaults 1 1 1 85 Student Assaults 3,3 3,3	District Alternative Learning Environment Compliance		Υ	100 %
Staff Assaults 1 1 8 Student Assaults 3,3	Expulsions			979
Student Assaults 3,3	Veapons Incidents	3	5	840
	Staff Assaults	1	1	852
Referrals to Law Enforcement 0 0 6	Student Assaults			3,339
	Referrals to Law Enforcement	0	0	66
School-related Arrests 0 0 1	School-related Arrests	0	0	10





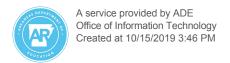
SECTION: Retention

			2017-2018	
		School	District	State
Number of Students Retained at Grade 1		0	9	1,085
Percent of Students Retained at Grade 1		0.00 %	6.82 %	2.95 %
Number of Students Retained at Grade 2		0	3	369
Percent of Students Retained at Grade 2	(0.00 %	2.10 %	1.00 %
Number of Students Retained at Grade 3		0	0	158
Percent of Students Retained at Grade 3	(0.00 %	0.00 %	0.42 %
Number of Students Retained at Grade 4		0	0	86
Percent of Students Retained at Grade 4	(0.00 %	0.00 %	0.22 %
Number of Students Retained at Grade 5		0	0	74
Percent of Students Retained at Grade 5	(0.00 %	0.00 %	0.19 %
Number of Students Retained at Grade 6		0	0	139
Percent of Students Retained at Grade 6	(0.00 %	0.00 %	0.38 %
Number of Students Retained at Grade 7		0	0	209
Percent of Students Retained at Grade 7	(0.00 %	0.00 %	0.57 %
Number of Students Retained at Grade 8		0	1	222
Percent of Students Retained at Grade 8	(0.00 %	0.85 %	0.61 %





		2017-2018	
	School	District	State
% Teachers Completely Certified (Licensed)	100.0 %	100.0 %	96.8 %
6 Teachers with Emergency / Provisional Credentials	0.0 %	0.0 %	0.0 %
b Teachers with Bachelor's Degree	88.0 %	71.0 %	53.0
6 Teachers with Master's Degree	12.0 %	29.0 %	42.0
	0.0 %	0.0 %	1.0 %
6 Teachers with Advanced Degree III Economic Levels (All Quartiles All Schools)	0.0 %	0.0 %	1.0 7
	School	District	Stat
lumber of Teachers (Certified Teachers)	26	152	41,83
lumber of Teachers Evaluated this year under Teacher Excellence and Support System	9	35	8,03
lumber of Teachers Proficient or Above under Teacher Excellence and Support System	9	32	7,84
lumber Certified by National Board for Professional Teaching Standards	2	6	2,28
lumber of Teachers Teaching with Emergency/Provisional Credentials	0	2	765
Percentage Teaching with Emergency/Provisional Credentials	0.0 %	1.3 %	1.8
lumber of Teachers Teaching Out-of-field	3	3	1,45
Percentage of Teachers Teaching Out-of-field	11.5 %	2.0 %	3.5
lumber of Inexperienced Teachers	5	17	7,13
Percentage of Teachers who are Inexperienced	19.2 %	11.2 %	17.1
lumber of Teachers, Principals, and Assistant Principals	27	158	43,66
Number of Inexperienced Teachers, Principals, and Assistant Principals	N/A	N/A	N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced	N/A	N/A	N/A
ligh Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)			
	School	District	Stat
lumber of Teachers (Certified Teachers)			9,07
lumber of Teachers Evaluated this year under Teacher Excellence and Support System			1,32
lumber of Teachers Proficient or Above under Teacher Excellence and Support System			1,26
lumber Certified by National Board for Professional Teaching Standards			339
lumber of Teachers Teaching with Emergency/Provisional Credentials			28
Percentage Teaching with Emergency/Provisional Credentials			3.1
Number of Teachers Teaching Out-of-field			380
Percentage of Teachers Teaching Out-of-field			4.2
Number of Inexperienced Teachers			1,74
Percentage of Teachers who are Inexperienced			19.2
Number of Teachers, Principals, and Assistant Principals			9,50
Number of Inexperienced Teachers, Principals, and Assistant Principals			N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced			N/A
ow Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)			
ow Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)	School	District	Stat
lumber of Teachers (Certified Teachers)			12,4
lumber of Teachers (Certified Teachers) lumber of Teachers Evaluated this year under Teacher Excellence and Support System			12,4 2,50
lumber of Teachers (Certified Teachers) lumber of Teachers Evaluated this year under Teacher Excellence and Support System lumber of Teachers Proficient or Above under Teacher Excellence and Support System			12,4 2,50 2,46
lumber of Teachers (Certified Teachers) lumber of Teachers Evaluated this year under Teacher Excellence and Support System lumber of Teachers Proficient or Above under Teacher Excellence and Support System			Stat 12,4 2,50 2,46
lumber of Teachers (Certified Teachers) lumber of Teachers Evaluated this year under Teacher Excellence and Support System lumber of Teachers Proficient or Above under Teacher Excellence and Support System lumber Certified by National Board for Professional Teaching Standards			12,4 2,50 2,46 877
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials	 	 	12,4 2,50 2,46 87
lumber of Teachers (Certified Teachers) lumber of Teachers Evaluated this year under Teacher Excellence and Support System lumber of Teachers Proficient or Above under Teacher Excellence and Support System lumber Certified by National Board for Professional Teaching Standards lumber of Teachers Teaching with Emergency/Provisional Credentials lercentage Teaching with Emergency/Provisional Credentials	 		12,4 2,50 2,46 87 156
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Percentage Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field	 		12,4 2,50 2,46 87 15 1.2
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field	 		12,4 2,50 2,46 87 15 1.2 34 2.7
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Inexperienced Teachers	 		12,4 2,5(2,4(87' 15- 1.2 34 2.7
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Inexperienced Teachers Jumber of Inexperienced Teachers			12,4 2,50 2,46 877 154 1.2 34 2.7 1,92
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Inexperienced Teachers Jumber of Inexperienced Teachers Jumber of Teachers Who are Inexperienced Jumber of Teachers, Principals, and Assistant Principals			12,4 2,50 2,46 877 154 1.2 347 2.7 1,92 15.5
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Inexperienced Teachers Jercentage of Teachers Who are Inexperienced Jumber of Teachers, Principals, and Assistant Principals Jumber of Inexperienced Teachers, Principals, and Assistant Principals			12,4 2,50 2,46 87' 15- 1.2 34 2.7 1,92 15.5 12,9
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umber of Teachers (Certified Teachers) umber of Teachers Evaluated this year under Teacher Excellence and Support System umber of Teachers Proficient or Above under Teacher Excellence and Support System umber Certified by National Board for Professional Teaching Standards umber of Teachers Teaching with Emergency/Provisional Credentials ercentage Teaching with Emergency/Provisional Credentials umber of Teachers Teaching Out-of-field ercentage of Teachers Teaching Out-of-field umber of Inexperienced Teachers ercentage of Teachers who are Inexperienced umber of Teachers, Principals, and Assistant Principals umber of Inexperienced Teachers, Principals, and Assistant Principals ercentage of Teachers, Principals, and Assistant Principals who are Inexperienced chool Board Members			12,44 2,55 2,46 87 15- 1,2 34 2,7 1,92 15.5 12,9 N//
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber Certified by National Board for Professional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching With Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Inexperienced Teachers Jercentage of Teachers who are Inexperienced Jumber of Teachers, Principals, and Assistant Principals Jumber of Inexperienced Teachers, Principals, and Assistant Principals Jumber of Inexperienced Teachers, Principals, and Assistant Principals Jumber of Inexperienced Teachers, Principals, and Assistant Principals Jumber of Teachers, Principals, and Assistant Principals Jumber of Teachers, Principals, and Assistant Principals who are Inexperienced			12,44 2,56 2,46 877 154 1.2 344 2.7 1,92 15.5 12,9 N/A
Jumber of Teachers (Certified Teachers) Jumber of Teachers Evaluated this year under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber of Teachers Proficient or Above under Teacher Excellence and Support System Jumber of Teachers Teaching With Emergency/Provisional Teaching Standards Jumber of Teachers Teaching with Emergency/Provisional Credentials Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Teachers Teaching Out-of-field Jumber of Teachers Who are Inexperienced Jumber of Teachers, Principals, and Assistant Principals Jumber of Inexperienced Teachers, Principals, and Assistant Principals Jumber of Teachers, Principals, and Assistant Principals			12,4 2,50 2,46 877 154 1.2 34 2.7 1,92
dumber of Teachers (Certified Teachers) dumber of Teachers Evaluated this year under Teacher Excellence and Support System dumber of Teachers Proficient or Above under Teacher Excellence and Support System dumber Certified by National Board for Professional Teaching Standards dumber of Teachers Teaching with Emergency/Provisional Credentials dumber of Teachers Teaching Out-of-field dumber of Teachers Teaching Out-of-field dumber of Teachers Teaching Out-of-field dumber of Teachers who are Inexperienced dumber of Teachers, Principals, and Assistant Principals dumber of Inexperienced Teachers, Principals, and Assistant Principals derecentage of Teachers, Principals, and Assistant Principals derecentage of Teachers, Principals, and Assistant Principals derecentage of Teachers, Principals, and Assistant Principals who are Inexperienced derecentage of Teachers, Principals, and Assistant Principals who are Inexperienced derecentage of Teachers, Principals, and Assistant Principals who are Inexperienced derecentage of Teachers, Principals, and Assistant Principals who are Inexperienced derecentage of Teachers, Principals, and Assistant Principals who are Inexperienced			12,4 2,55 2,46 877 15- 1.2 34 2.7 1,92 15.5 12,9 N/A
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tumber of Teachers (Certified Teachers) tumber of Teachers Evaluated this year under Teacher Excellence and Support System tumber of Teachers Proficient or Above under Teacher Excellence and Support System tumber of Teachers Proficient or Above under Teacher Excellence and Support System tumber of Teachers Proficient or Above under Teacher Excellence and Support System tumber of Teachers Teaching with Emergency/Provisional Credentials tumber of Teachers Teaching Out-of-field tercentage of Teachers Teaching Out-of-field tumber of Inexperienced Teachers tercentage of Teachers who are Inexperienced tumber of Teachers, Principals, and Assistant Principals tumber of Inexperienced Teachers, Principals, and Assistant Principals tercentage of Teachers, Principals, and Assistant Principals who are Inexperienced tercentage of Teachers, Principals, and Assistant Principals who are Inexperienced Chool Board Members Trian Kesterson Lint Montgomery dd Puckett tyle Cannon			12,4 2,55 2,46 877 15- 1.2 34 2.7 1,92 15.5 12,9 N/A
Aumber of Teachers Teaching Out-of-field Percentage of Teachers Evaluated Teachers Percentage of Teachers Teaching Out-of-field Percentage of Teachers Principals, and Assistant Principals Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced Teachers, Principals, Teachers, Teach			12,44 2,56 2,46 877 154 1.2 344 2.7 1,92 15.5 12,9 N/A





Holly Harshman Elem. School - 5703010

SECTION: School Expenditures

State and Local Expenditures									
		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$1,213,077	\$112,070	\$1,325,146	\$6,509,556	\$1,040,069	\$7,549,625	\$1,846,546,023	\$285,439,315	\$2,131,985,338
Support services, pupils	\$100,694	\$908	\$101,602	\$564,647	\$5,436	\$570,082	\$160,069,101	\$8,503,839	\$168,572,940
Support services, instructional staff	\$127,355	\$59,206	\$186,561	\$510,450	\$260,204	\$770,654	\$166,475,200	\$70,344,838	\$236,820,038
Support services, general administration	\$41,948	\$10,733	\$52,681	\$185,221	\$47,394	\$232,614	\$74,567,573	\$26,093,991	\$100,661,564
Support services, school administration	\$136,501	\$4,132	\$140,632	\$723,218	\$16,838	\$740,056	\$238,663,133	\$8,760,219	\$247,423,352
Support services, operation and maintenance of plant	\$128,839	\$258,847	\$387,686	\$568,888	\$1,038,321	\$1,607,209	\$176,640,009	\$310,699,332	\$487,339,341
Support services, student transportation	\$121,910	\$61,001	\$182,911	\$538,294	\$269,348	\$807,642	\$111,117,482	\$63,133,720	\$174,251,201
Business/central/other support services	\$55,400	\$1,729	\$57,129	\$244,619	\$31,736	\$276,356	\$79,763,690	\$51,636,647	\$131,400,337
Food services	\$32,027	\$240,809	\$272,836	\$130,152	\$1,025,484	\$1,155,636	\$98,105,725	\$160,750,493	\$258,856,218
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$40,418	\$2,666,844	\$2,707,263
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$8,920,422	\$2,213,308	\$11,133,730
Grand Total	\$1,957,751	\$749,435	\$2,707,186	\$9,975,045	\$3,734,829	\$13,709,873	\$2,960,908,776	\$990,242,548	\$3,951,151,324
State and Local Per-pupil Expenditures	\$5,052	\$1,934	\$6,986	\$5,830	\$2,183	\$8,012	\$6,231	\$2,084	\$8,315
Federal Expenditures									

		School			DISTRICT			State			
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total		
Instruction	\$233,587	\$158,491	\$392,079	\$1,000,694	\$651,138	\$1,651,832	\$465,591,792	\$60,997,050	\$526,588,842		
Support services, pupils	\$11,615	\$27,078	\$38,693	\$46,460	\$391,660	\$438,120	\$43,263,291	\$33,247,903	\$76,511,193		
Support services, instructional staff	\$0	\$14,434	\$14,434	\$18,613	\$88,871	\$107,485	\$76,162,766	\$39,296,794	\$115,459,560		
Support services, general administration	\$12,561	\$1,308	\$13,869	\$55,462	\$5,775	\$61,237	\$8,536,892	\$4,085,874	\$12,622,766		
Support services, school administration	\$0	\$0	\$0	\$0	\$0	\$0	\$951,883	\$58,734	\$1,010,618		
Support services, operation and maintenance of plant	\$0	\$0	\$0	\$0	\$0	\$0	\$203,457	\$1,551,473	\$1,754,930		
Support services, student transportation	\$0	\$0	\$0	\$0	\$0	\$0	\$7,211,281	\$1,152,985	\$8,364,266		
Business/central/other support services	\$0	\$4,950	\$4,950	\$0	\$21,857	\$21,857	\$1,182,327	\$8,688,164	\$9,870,491		
Food services	\$0	\$0	\$0	\$0	\$0	\$0	\$220,700	\$596,414	\$817,115		
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,054	\$6,054		
Other	\$83,325	\$30,833	\$114,157	\$83,325	\$34,209	\$117,533	\$5,189,656	\$1,639,119	\$6,828,775		
Grand Total	\$341,088	\$237,094	\$578,182	\$1,204,554	\$1,193,510	\$2,398,064	\$608,514,045	\$151,320,564	\$759,834,609		
Federal Per-pupil Expenditures	\$880	\$612	\$1,492	\$704	\$698	\$1,402	\$1,281	\$318	\$1,599		

		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$1,446,664	\$270,561	\$1,717,225	\$7,510,250	\$1,691,208	\$9,201,457	\$2,312,137,815	\$346,436,365	\$2,658,574,180
Support services, pupils	\$112,309	\$27,986	\$140,295	\$611,107	\$397,096	\$1,008,202	\$203,332,391	\$41,751,742	\$245,084,133
Support services, instructional staff	\$127,355	\$73,641	\$200,995	\$529,063	\$349,075	\$878,138	\$242,637,966	\$109,641,632	\$352,279,598
Support services, general administration	\$54,509	\$12,041	\$66,550	\$240,683	\$53,168	\$293,851	\$83,104,465	\$30,179,866	\$113,284,330
Support services, school administration	\$136,501	\$4,132	\$140,632	\$723,218	\$16,838	\$740,056	\$239,615,017	\$8,818,953	\$248,433,970
Support services, operation and maintenance of plant	\$128,839	\$258,847	\$387,686	\$568,888	\$1,038,321	\$1,607,209	\$176,843,466	\$312,250,805	\$489,094,271
Support services, student transportation	\$121,910	\$61,001	\$182,911	\$538,294	\$269,348	\$807,642	\$118,328,762	\$64,286,705	\$182,615,468
Business/central/other support services	\$55,400	\$6,679	\$62,079	\$244,619	\$53,593	\$298,213	\$80,946,017	\$60,324,811	\$141,270,828
Food services	\$32,027	\$240,809	\$272,836	\$130,152	\$1,025,484	\$1,155,636	\$98,326,426	\$161,346,907	\$259,673,333
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$40,418	\$2,672,898	\$2,713,317
Other	\$83,325	\$30,833	\$114,157	\$83,325	\$34,209	\$117,533	\$14,110,077	\$3,852,428	\$17,962,505
Grand Total	\$2,298,838	\$986,529	\$3,285,368	\$11,179,599	\$4,928,339	\$16,107,938	\$3,569,422,821	\$1,141,563,112	\$4,710,985,933
Total Per-pupil Expenditures	\$5,932	\$2,546	\$8,478	\$6,534	\$2,880	\$9,414	\$7,511	\$2,402	\$9,914

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

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

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		2017-2018		
	School	District	State	
Mills Voted		35.9	38.4	
Average Teacher Salary		\$45,685	\$49,840	
Extracurricular Expenditures		\$804,571	\$187,202,332	
Capital Expenditures		\$6,917,557	\$573,071,733	
Debt Service Expenditures		\$1,045,225	\$294,033,249	
Free and Reduced Meals				
Percent of Students Eligible for Free and Reduced Meals	72.7 %	68.9 %	60.2 %	
State Free and Reduced-Price Meal Rate††			60.6 %	
National Free and Reduced-Price Meal Rate†			57.9 %	

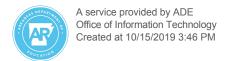
[†] Source: FNS National databank.

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



SECTION: Alternatively Tested

		2017-2018		
	ELA	Math	Science	
Grade 3	RV	RV	RV	
Grade 3 Grade 4 Grade 5	RV	RV	RV	
Grade 5	RV	RV	RV	





SECTION: Crosstab - ACT Aspire

		2017-2018				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds	
Grade 3 Mathematics						
African-American	N<10	N<10	N<10	N<10	N<10	
African-American Female	N<10	N<10	N<10	N<10	N<10	
African-American Femate without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Male						
African-American Male without Disability African-American Male Non-English Learner						
Artica-Artification lake Non-English Learner Artica-Artification Make Non-English Learner without Disability Artica-Artification Make Non-English Learner without Disability						
Ancian-American Student without Displays (Salary Marcan-American Student Marcan-Marcan	N<10	N<10	N<10	N<10	N<10	
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10	
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
All	>95%	10.48	20.97	47.58	20.97	
Caucasian	>95%	10.71	21.43	47.32	20.54	
Caucasian Student with Disability	>95%	RV	RV	13.33	6.67	
Caucasian Female	RV	RV	26.42	47.17	RV	
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10	
Caucasian Female without Disability	RV	RV	RV	48.08	25	
Caucasian Fermale Non-English Laumer Forestin Fermale Non-English Laumer	RV Net0	RV Net0	26.42 Ne10	47.17 Ne10	RV N<10	
Caucasian Female Non-English Learner with Disability Caucasian Female Non-English Learner without Disability	N<10 RV	N<10 RV	N<10 RV	N<10 48.08	N<10 25	
Cuscasion Fettine Profit-Cigant Learner without Lisability Cuscasion Fettine Profit-Cigant Learner without Lisability Cuscasion Fettine Profit-Cigant Learner without Lisability	>95%	18.64	16.95	47.46	16.95	
Coucasion Male with Disability	>95%	RV	RV	14.29	7.14	
Caucasian Male without Disability	>95%	RV	RV	57.78	20	
Caucasian Male Non-English Learner	>95%	18.64	16.95	47.46	16.95	
Caucasian Male Non-English Learner with Disability	>95%	RV	RV	14.29	7.14	
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	57.78	20	
Caucasian Student without Disability	>95%	RV	RV	52.58	22.68	
Caucasian Non-English Learner	>95%	10.71	21.43	47.32	20.54	
Caucasian Non-English Learner with Disability	>95%	RV RV	RV	13.33	6.67	
Caucasian Non-English Learner without Disability Student with Disability	>95%	RV	RV RV	52.58	22.68	
Success was Londony English Learner	N<10	N<10	N<10	N<10	N<10	
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10	
Fernide	RV	RV	25.86	46.55	RV	
Female Student with Disability	N<10	N<10	N<10	N<10	N<10	
Female English Learner						
Female English Learner without Disability						
Female Student without Disability	RV	RV	RV	47.37	24.56	
Female Non-English Learner	RV	RV	25.86	46.55	RV	
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
Femule Non-English Learner without Disability Hispanic	RV N<10	RV N<10	RV N<10	47.37 N<10	24.56 N<10	
responts. Heganic Student with Disability						
- Ingueric National Statement Historian Statement Historian Carlot Statemen						
Hispanic English Learner without Disability						
Hispanic Female	N<10	N<10	N<10	N<10	N<10	
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Male	N<10	N<10	N<10	N<10	N<10	
Hispanic Male with Disability						
Hispanic Mide English Learner Kinanda Mide Fasikh Learner Kinanda Mide F						
Hispanic Male English Learner without Disability Hispanic Male without Disability	N<10	N<10	N<10	N<10	N<10	
respects rose without usediumy Helpanic Nate Non-Digital Learner	N<10	N<10	N<10	N<10	N<10	
regular, water rear-traject (centrics). Helpanic Male Profigial Learner with Deskilly.						
Hispanic Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10	
Hisparic Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Non-English Learner with Disability						
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Male	>95%	16.67	16.67	48.48	18.18	
Male Student with Deability	>95%	RV	RV	13.33	6.67	
Male English Learner Man Charles Charl	N<10	N<10	N<10	N<10	N<10	
Male English Learner without Disability Male Student without Deability	N<10 >95%	N<10 RV	N<10 RV	N<10 58.82	N<10 21.57	
nee subert words teatory Make Non-English Learner	>95%	16.92	16.92	49.23	16.92	
Nate 100-regigns centre Mark Section (Mark Section Sec	>95%	RV	RV	13.33	6.67	
Male Non-English Learner without Disability	>95%	RV	RV	60	20	
Student without Disability	>95%	RV	RV	52.78	23.15	
Non-English Learner	>95%	10.57	21.14	47.97	20.33	
Non-English Learner Student with Disability	>95%	RV	RV	12.5	6.25	
Non-English Learner Student without Disability	>95%	RV	RV	53.27	22.43	

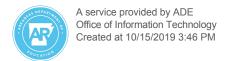




Holly Harshman Elem. School - 5703010

SECTION: Crosstab - ACT Aspire

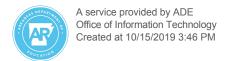
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds	
Grade 4 Mathematics				•		
Affican-American	N<10	N<10	N<10	N<10	N<10	
Alficen-American Female	N<10	N<10	N<10	N<10	N<10	
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
African-American Female Non-English Learner without Disability African-American Male	N<10	N<10	N<10	N<10	N<10	
Anica-American Make without Disability						
African-American Male Non-English Learner						
African-American Male Non-English Leamer without Disability						
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Adreas/American Non-English Learner without Disability All	N<10 >95%	N<10 RV	N<10 32.85	N<10 41.61	N<10 RV	
Causasian	RV	RV	35.48	39.52	RV	
Caucasian Student with Disability	>95%	RV	RV	20	13.33	
Caucasian Female	RV	RV	37.1	40.32	RV	
Caucasian Fernale with Disability	N<10	N<10	N<10	N<10	N<10	
Caucasian Fenale without Disability	RV	RV	32.14	42.86	RV	
Caucasian Female Non-English Leamer	RV	RV	37.1	40.32	RV	
Caucasian Female Non-English Learner with Disability Caucasian Female Non-English Learner without Disability	N<10 RV	N<10 RV	N<10 32.14	N<10 42.86	N<10 RV	
Caucasian files (Caucasian files)	>95%	RV	33.87	38.71	RV	
Caucasion Male with Disability	N<10	N<10	N<10	N<10	N<10	
Caucasian Male without Disability	RV	RV	35.85	41.51	RV	
Caucasian Male Non-English Learner	>95%	RV	33.87	38.71	RV	
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
Caucasin Male Non-English Learner without Disability Caucasin Male Non-English Learner without Disability	RV	RV	35.85	41.51	RV	
Caucasian Student without Disability Caucasian Non-English Learner	RV RV	RV RV	33.94 35.48	42.2 39.52	RV RV	
Coucasian Note Cognital Learner with Disability Coucasian Note Cognital Learner with Disability	>95%	RV	RV	20	13.33	
Caucasian Non-English Learner without Disability	RV	RV	33.94	42.2	RV	
Student with Disability	>95%	RV	RV	20	13.33	
English Learner	N<10	N<10	N<10	N<10	N<10	
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10	
Female Female Student with Disability	RV N<10	RV N<10	33.82 N<10	42.65 N<10	RV N<10	
rense suden was usedawy Female English Learner	N<10	N<10	N<10	N<10	N<10	
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Female Student without Disability	RV	RV	29.03	45.16	RV	
Pemale Non-English Learner	RV	RV	34.33	43.28	RV	
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
Female Not English Learner without Disability Hispanifo Hispanifo	RV N<10	RV N<10	29.51 N<10	45.9 N<10	RV N<10	
respairs. Helpanic Shuderl with Disability	N-10	N-10				
Hispanic English Learner						
Hispanic English Learner without Disability				***		
Hispanic Female	N<10	N<10	N<10	N<10	N<10	
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Fernale Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Female Non-English Learner without Disability Hispanic Male	N<10 N<10	N<10	N<10 N<10	N<10 N<10	N<10 N<10	
respect, were						
Hasparic Male English Learner						
Hisparic Male English Learner without Disability						
Hispanic Malle without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Male Non-English Learner with Disability Kinderski Male Non-English Learner with Disability Kinderski Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	 N<10	
Hispanic Male Non-English Learner without Disability Hispanic Student without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10	
Haganic Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Non-English Learner with Disability						
Hisparic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Male	>95%	RV	31.88	40.58	RV	
Male Student with Disability	N<10	N<10	N<10	N<10	N<10	
Mate English Learner Mate English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	
Mae Lirghan Learner without Dealshity Male Subsert Window Dealshity Male Subsert Window Dealshity	N<10 RV	N<10 RV	33.33	N<10 43.33	N<10 RV	
Make Non-English Learner	>95%	RV	32.35	41.18	RV	
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	
Male Non-English Learner without Disability	RV	RV	33.9	44.07	RV	
Student without Disability	RV	RV	31.15	44.26	RV	
Non-English Leatmer	>95%	RV	33.33	42.22	RV	
Non-English Learner Student with Disability Non-English Learner Student without Disability	>95% PV	RV	RV 31.67	20 45	13.33 RV	
тог карил компон можно избору	RV	***	31.67	~	144	





SECTION: Crosstab - ACT Aspire

	2017-2018				
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 5 Mathematics					
Alfican-American	N<10	N<10	N<10	N<10	N<10
African-American Fernale	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
African-American Frenste Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Nale African-American Male without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
African American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Al	>95%	RV	40	48.15	RV
Caucasian	>95%	RV RV	38.33	50	RV
Causaini Sukeri with Disability Causaini Famele	>95%	RV	RV 41.79	7.69	<5% RV
Caucasian Franke Will Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Fernale without Disability	>95%	RV	36.67	56.67	RV
Caucasian Female Non-English Learner	>95%	RV	41.79	50.75	RV
Caucasion Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	36.67	58.67	RV
Caucasian Male	>95%	RV	33.96	49.06	RV
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability Caucasian Male without Disability	>95%	RV RV	34.04	53.19	RV
Caucasian Male Non-English Learner Caucasian Male Non-English Learner with Disability	>95% N<10	RV N<10	33.96 N<10	49.06 N<10	N<10
Laucasien Nate Profile-Eight Learner Was Lisability Caucasien Nate Profile-Eight Learner Was Lisability Caucasien Nate Profile Eight Learner Was Lisability	>95%	RV RV	34.04	53.19	RV RV
Caucasian State World Disability	>95%	RV	35.51	55.14	RV
Caucasian Non-English Learner	>95%	RV	38.33	50	RV
Caucasian Non-English Learner with Disability	>95%	RV	RV	7.69	<5%
Caucasion Non-English Learner without Disability	>95%	RV	35.51	55.14	RV
Student with Disability	>95%	RV	RV	6.67	<5%
English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability Female	N<10 >95%	N<10 RV	N<10	N<10 49.33	N<10
remae Female Sludert with Disability	N<10	N<10	N<10	N<10	N<10
Fenale English Learner	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Female Student without Disability	>95%	RV	39.71	54.41	RV
Female Non-English Learner	>95%	RV	44.59	48.65	RV
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	RV	40.3	53.73	RV
Hispanic Multiplant with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10
regions solutions will consider. Highapine English Learner Highapine English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10
Hapario Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hapanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male	N<10	N<10	N<10	N<10	N<10
Hispanic Male with Disability Hispanic Male English Learner	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
respers, was cirgion Learner Hoparie Male Fishis Learner without Deability Hoparie Male Fishis Learner without Deability	N<10	N<10	N<10	N<10	N<10
Inspare Make United States of the State Of t	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner without Disability					
Hapanic Student without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner Michael Non-Eng	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner with Disability Hispanic Non-English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Hispans Non-English Learner Without Disabelity Make Make	N<10 >95%	N<10	N<10 35	N<10 46.67	N<10 RV
Made Student with Disability	N<10	N<10	N<10	N<10	N<10
Make English Learner	N<10	N<10	N<10	N<10	N<10
Make English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	RV	34.62	51.92	RV
Male Non-English Learner	>95%	RV	35.09	47.37	RV
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	34.69	53.06	RV
Student without Disability Non-English Learner	>95%	RV RV	37.5 40.46	53.33	RV
Non-Engini, Learner Non-Engini, Learner Student with Disability	>95%	RV	40.46 RV	48.09 6.67	KV <5%
recording to testing Subsets with classically Non-English Learn's Subsets without Dashally Non-English Learn's Subsets without Dashally	>95%	RV	37.93	53.45	RV

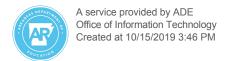




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SECTION: Crosstab - ACT Aspire

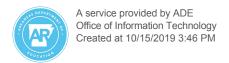
	2017-2018				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Mathematics	/s rested	% in Need of Support	/s Close	A Ready	/a Exceeds
AL Grades Mathematics Affician-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
Alfron-American Fernsie Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Mate	N<10	N<10	N<10	N<10	N<10
African-American Male without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability African-American Non-English Learner	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Annual morties and in some segment of the segment o	N<10	N<10	N<10	N<10	N<10
All	>95%	7.07	31.57	45.71	15.66
Caucisian	>95%	6.74	32.02	45.51	15.73
Caucasian Student with Disability	>95%	27.91	51.16	RV	RV
Caucasian Female	RV	RV	35.71	46.15	RV
Caucasian Fernate with Disability	>95%	RV	RV	7.14	<5%
Caucasian Female without Disability	RV	RV	31.55	49.4	RV
Caucassin Female Non-English Learner	RV	RV	35.71	46.15	RV
Caucassin Female Non-English Learner with Disability	>95%	RV	RV	7.14	<5%
Cauciasia Female Non-English Learner without Disability	RV	RV	31.55	49.4	RV sem
Caucasion Male Caucasion Male with Disability	>95%	10.92 37.93	28.16	44.83 RV	16.09 RV
Leaceston Year with Leacestry Caucasian Natura Disability	>95%	37.93 RV	26.9	50.34	RV
Leacusin river will cultificate and a control of the control of th	>95%	10.92	28.16	44.83	16.09
Caucasian Male Non-English Learner with Disability	>95%	37.93	34.48	RV	RV
Caucasian Male Non-English Learner without Disability	>95%	RV	26.9	50.34	RV
Caucasian Student without Disability	RV	RV	29.39	49.84	RV
Caucasian Non-English Learner	>95%	6.74	32.02	45.51	15.73
Caucasian Non-English Learner with Disability	>95%	27.91	51.16	RV	RV
Caucasian Non-English Learner without Disability	RV	RV	29.39	49.84	RV
Student with Disability	>95%	28.26	52.17	RV	RV
English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability Female	N<10 RV	N<10 RV	N<10 35.32	N<10 48.27	N<10 RV
Female Student with Deability	×95%	RV	35.32 RV	7.14	KV <5%
relate student was utdestany	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Fernale Student without Disability	RV	RV	31.55	49.2	RV
Female Non-English Learner	RV	RV	35.68	46.23	RV
Female Non-English Learner with Disability	>95%	RV	RV	7.14	<5%
Female Non-English Learner without Disability	RV	RV	31.89	49.19	RV
Hispanic	>95%	RV	RV	44.44	22.22
Hispanic Student with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability Microsoft English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Hispanic Female Hispanic Female without Disability	N<10	N<10	N<10 N<10	N<10 N<10	N<10
respect retract works. Lisasony Haganic Female Michael Drighth Learner Haganic Female Michael Drighth Learner	N<10	N<10	N<10	N<10	N<10
Injuries of States without Disability Higharin Familia Profitight Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male	>95%	RV	RV	50	20
Hispanic Male with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanin Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Skidert without Disability Microsoft No.Engine London.	>95%	RV RV	RV RV	50 48.67	25
Hispanic Non-English Learner Hispanic Non-English Learner with Disability	>95% N<10	RV N<10	RV N<10	48.67 N<10	20 N<10
respects, row-erginal Learner wis Usassiny Hepanic Non-Erginal Learner wis Usassiny Hepanic Non-Erginal Learner without Disability	>95%	RV	RV	53.85	23.08
regular, natural gian Leanier wa look Deschairy Male Male	>95%	10.77	27.89	45.13	16.41
Male Student with Disability	>95%	37.5	37.5	RV	RV
Make English Learner	N<10	N<10	N<10	N<10	N<10
Make English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	RV	25.77	50.92	RV
Male Non-English Learner	>95%	11.05	27.89	45.79	15.26
Male Non-English Learner with Disability	>95%	37.5	37.5	RV	RV
Male Non-English Learner without Disability	>95%	RV	25.95	51.9	RV
Student without Disability	RV	RV	28.86	50	RV
Non-English Learner	>95%	6.94	31.88	46.02	15.17
Non-Eighth Learner Skedert with Disability Non-Eighth Learner Skedert with Disability Non-Eighth Learner Skedert with Disability	>95%	28.26 RV	52.17	RV 50.44	RV RV
Non-English Learner Student without Disability	RV	149	29.15	S2.994	114





SECTION: Crosstab - ACT Aspire

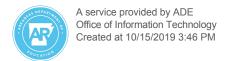
			2017-2018			
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds	
Grade 3 Literacy						
African-American	N<10	N<10	N<10	N<10	N<10	
African-American Female	N<10	N<10	N<10	N<10	N<10	
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Nate						
African-American Male without Disability African-American Male Non-English Learner						
Antican/ministration learning materials and anticans and						
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10	
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10	
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
All	>95%	32.26	20.97	29.03	17.74	
Caucasian	>95%	33.93	18.75	28.57	18.75	
Caucasian Student with Disability	>95%	RV	RV	<5%	6.67	
Caucasian Female	>95%	RV	RV	33.96	24.53	
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10	
Caucasian Female withou Disability Caucasian Female Non-English Learner	>95%	RV RV	RV RV	34.62 33.96	25 24.53	
Calcuster in Femilier Purviculgian Learning Calcustation Femilier Non-English Learner with Disabelity Calcustation Femilier Non-English Learner with Disabelity	N<10	N<10	N<10	N<10	N<10	
Caucasian Frame Non-English Learner without Disability	>95%	RV	RV	34.62	25	
Caucasian Male	>95%	42.37	RV	23.73	RV	
Caucasion Male with Disability	>95%	RV	RV	<5%	7.14	
Caucasian Male without Disability	>95%	28.89	RV	31.11	RV	
Caucasian Male Non-English Learner	>95%	42.37	RV	23.73	RV	
Caucasian Male Non-English Learner with Disability	>95%	RV	RV	<5%	7.14	
Caucasian Male Non-English Learner without Disability	>95%	28.89	RV	31.11	RV	
Caucasian Student without Disability Caucasian Non-English Learner	>95%	25.77	20.62	32.99 28.57	20.62	
Caucasian Non-Englan Learner with Disability Caucasian Non-Englan Learner with Disability	>95%	33.93 RV	18.75 RV	28.57	6.67	
Cacciant red-criginit centre wit insignity Cacciant red-criginit centre with cannot will be cannot red criginity. Cacciant red-criginity centre with cannot will be cannot will be cannot will be cannot will be cannot red criginity.	>95%	25.77	20.62	32.99	20.62	
Student with Deability	>95%	RV	RV	<5%	625	
English Learner	N<10	N<10	N<10	N<10	N<10	
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10	
Female	>95%	24.14	18.97	34.48	22.41	
Female Student with Disability	N<10	N<10	N<10	N<10	N<10	
Female English Learner						
Female English Learner without Disability						
Female Student without Disability Female Non-English Learner	>95%	22.81	19.3	35.09	22.81	
retine for criginal Learner Femile Non-English Learner will Disability	N<10	24.14 N<10	N<10	N<10	N<10	
Female Non-English Learner without Disability	>95%	22.81	19.3	35.09	22.81	
Hispanic	N<10	N<10	N<10	N<10	N<10	
Hispanic Student with Disability						
Hispanic English Learner						
Hispanic English Learner without Disability			***			
Hispanic Fernale	N<10	N<10	N<10	N<10	N<10	
Hispanir Fernale without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Famile Non-English Learner without Disability Hispanic Male	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	
Heppini Male WD Disability Heppini Male WD Disability	N<10	N<10	N<10	N<10	N<10	
respuis, nate was used only Helpanic Male Fighth Learner Helpanic Table Fighth Learner						
Hispanic Male English Learner without Disability						
Hispanic Male without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Male Non-English Learner with Disability						
Hispanic Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10	
Hispanic Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Hispanic Non-English Learner with Disability Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	 N<10	
Hispanic Non-English Learner without Dissolity Male Male	N<10 >95%	N<10 39.39	N<1U RV	N<10 24.24	N<10 RV	
wase Made Student with Disability	>95%	RV	RV	<5%	6.67	
was subset wit Liesawy Male English Learner	N<10	N<10	N<10	N<10	N<10	
Male English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Male Student without Disability	>95%	27.45	RV	31.37	RV	
Male Non-English Learner	>95%	40	RV	24.62	RV	
Male Non-English Learner with Disability	>95%	RV	RV	<5%	6.67	
Male Non-English Learner without Disability	>95%	28	RV	32	RV	
Student without Disability	>95%	25	22.22	33.33	19.44	
Non-English Learner	>95%	32.52	21.14	29.27	17.07	
Non-English Learner Student with Disability	>95%	RV 25.23	RV 22.42	<5% 33.64	6.25 18.69	
Non-English Learner Student without Disability	- 30%		22.43	U3.04		





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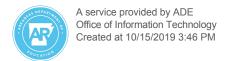
	2017-2018				
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 4 Litrary					
African-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Nate					
African-American Male without Deability African-American Male Non-English Learner					
Antican/ministration learning materials and anticans and					
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	25.55	24.09	24.09	26.28
Caucasian	>95%	25.81	26.61	24.19	23.39
Caucasian Student with Disability	>95%	RV	RV	<5%	13.33
Caucasian Female	>95%	20.97	22.58	27.42	29.03
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female withou Disability Caucasian Female Non-English Learner	>95%	RV 20.97	RV 22.58	30.36 27.42	30.36 29.03
Cauciasin remain Non-Eight Learner with Disability Cauciasin Female Non-Eight Learner with Disability	>95% N<10	2097 N<10	22.58 N<10	27.42 N<10	29.03 N<10
Caucasia remise Prot-Engian Learner win Unassiny Caucasian Femilie Prot-Engian Learner win Unassiny Caucasian Femilie Prot-Engian Learner win Unassiny	N<10 >95%	RV	RV	30.36	30.36
Coucsian Nation Course in Management Course in Mana	>95%	30.65	30.65	20.97	17.74
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucesian Male without Disability	>95%	26.42	30.19	24.53	18.87
Caucasian Male Non-English Learner	>95%	30.65	30.65	20.97	17.74
Caucasion Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	26.42	30.19	24.53	18.87
Caucasian Student without Disability	>95%	21.1	26.61	27.52	24.77
Caucasian Non-English Learner Caucasian Non-English Learner with Disability	>95%	25.81	26.61 RV	24.19	23.39
Cauciasi Non-Engish Learner Win Usabathy Cauciasi Non-Engish Learner Wan Usabathy	>95%	RV 21.1	26.61	<5% 27.52	13.33
Caducation Invaringuis Learning with Autosaway Student with Disability Student with Disability	>95%	RV	RV	<5%	13.33
Figish Learner Figure 1 Control of the Control of t	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	20.59	20.59	26.47	32.35
Female Student with Disability	N<10	N<10	N<10	N<10	N<10
Female English Learner	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Female Student without Disability	>95%	16.13	20.97	29.03	33.87
Female Non-Englah Lexner	>95%	19.4 N<10	20.9	26.87	32.84
Female Non-English Learner with Disability Female Non-English Learner without Disability	N<10 >95%	RV	N<10 RV	N<10 29.51	N<10 34.43
Personal Extension Manager Leading Historia Control of the Control	N<10	N<10	N<10	N<10	N<10
Hispanic Student with Disability					
Hispanic English Learner					
Hispanic English Learner Without Disability					
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Fernále Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hippanin Male Hi	N<10	N<10	N<10	N<10	N<10
Hispanic Male with Disability Hispanic Male English Learner					
respont, use cryginit centre Happinit centre without Disability Happinit date Finglish centre without Disability					
respons, reserve translation teacher would usualway Helpanic Male with Calcillation Helpanic M	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner with Disability					
Hispanic Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hapanic Student without Disability	N<10	N<10	N<10	N<10	N<10
Hisparic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner with Disability					
Hispanic Not English Learner without Disability Male	N<10	N<10	N<10	N<10	N<10
Male Mile Student with Disability	>95% N<10	30.43 N<10	27.54 N<10	21.74 N<10	20.29 N<10
Male Studies was United to Male Studies and Male Studies	N<10 N<10	N<10 N<10	N<10 N<10	N<10	N<10 N<10
Make Engish Learner without Disability Make Engish Learner without Disability	N<10	N<10	N<10	N<10	N<10
Make Student Winford Disability	>95%	26.67	26.67	25	21.67
Male Non-English Learner	>95%	30.88	27.94	22.06	19.12
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	27.12	27.12	25.42	20.34
Student without Disability	>95%	21.31	23.77	27.06	27.87
Non-English Learner	>95%	25.19	24.44	24.44	25.93
Non-English Learner Student with Disability	>95%	RV	RV	<5%	13.33
Non-English Learner Student without Disability	>95%	20.83	24.17	27.5	27.5





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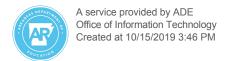
	2017-2018				
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade & Literacy					
Affican-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Femate without Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male	N<10	N<10	N<10	N<10	N<10
African-American Male without Disability African-American Male Non-English Learner	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Artican-Artican lake viol-1-ginal Learner Artican-Artican lake Viol-1-ginal Learner without Disability Artican-Artican lake Viol-1-ginal Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	27.41	28.89	25.93	17.78
Caucasian	>95%	25	30	28.33	16.67
Caucasian Student with Disability	>95%	RV	RV	<5%	7.69
Caucasian Female	>95%	23.88	28.36	25.37	22.39
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	16.67	30	28.33	25
Caucasian Female Non-English Learner Westerlin Employer Non-English Learner Westerlin Employer State (1997)	>95% Ne10	23.88 N<10	28.36 Ne10	25.37 N<10	22.39 N<10
Caucasian Female Non-English Learner with Disability Caucasian Female Non-English Learner without Disability	N<10 >95%	N<10 16.67	N<10 30	N<10 28.33	N<10 25
Cuscasion Fettine Profit-Cigant Learner without Lisability Cuscasion Fettine Profit-Cigant Learner without Lisability Cuscasion Fettine Profit-Cigant Learner without Lisability	>95%	RV	32.08	32.08	RV
Concasion Make with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	36.17	36.17	RV
Caucasian Male Non-English Learner	>95%	RV	32.08	32.08	RV
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	36.17	36.17	RV
Caucasian Student without Disability	>95%	17.76	32.71	31.78	17.76
Caucasian Non-English Learner	>95%	25	30	28.33	16.67
Caucasian Non-English Learner with Disability	>95%	RV	RV	<5%	7.69
Caucaisin Non-English Learner without Disability Subsert with Disability Liketin Ville Disability	>95%	17.76 RV	32.71 RV	31.78	17.76
Success was Londony English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10
Fensie	>95%	25.33	28	24	22.67
Female Student with Disability	N<10	N<10	N<10	N<10	N<10
Female English Learner	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Female Student without Disability	>95%	19.12	29.41	26.47	25
Female Non-English Learner	>95%	25.68	28.38	24.32	21.62
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Femule Non-English Learner without Disability Hispanic	>95% N<10	19.4 N<10	29.85 N<10	26.87 N<10	23.88 N<10
response Will Disability Haganic Student with Disability	N<10	N<10	N<10	N<10	N<10
- Ingueric National Statement Historian Statement Historian English Learner Historian English Learner Historian English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanin Male	N<10	N<10	N<10	N<10	N<10
Hispanic Male with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male English Learner without Disability Hispanic Male without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
respects rose without usediumy Helpanic Nate Non-Digital Learner	N<10	N<10	N<10	N<10	N<10
respons, water waterspans (Learners Hagains Cales) and Hagains (Male Managers) and Hag	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner without Disability					
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male	>95%	30	30	RV	RV
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male English Learner Man Charles Charl	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Male English Learner without Disability Male Student without Deability	N<10 >95%	N<10 RV	N<10 34.62	N<10 32.69	N<10 RV
nee subert words teatory Make Non-English Learner	>95%	RV	31.58	29.82	RV
Nate You Fig. 19 Learner with Disability Mark Non-Fig. 19 Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	36.73	34.69	RV
Student without Disability	>95%	20	31.67	29.17	19.17
Non-English Learner	>95%	26.72	29.77	26.72	16.79
Non-English Learner Student with Disability	>95%	RV	RV	<5%	6.67
Non-English Learner Student without Disability	>95%	18.97	32.76	30.17	18.1





SECTION: Crosstab - ACT Aspire

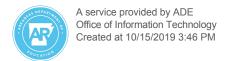
		2017.0000			
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Literacy					
Affican-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Mate	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
African-American Male without Disability African-American Male Non-English Learner	N<10	N<10	N<10 N<10	N<10	N<10
Antica-America New Teach Teach (See Teach	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	28.28	24.75	26.26	20.71
Caucasian	>95%	28.09	25.28	26.97	19.66
Caucasian Student with Disability	>95%	76.74	RV	RV	9.3
Caucasian Female	>95%	23.08	23.08	28.57	25.27
Caucasian Female with Disability	>95%	RV 40.45	RV	<5%	7.14
Caucasian Female without Disability Caucasian Female Non-English Learner	>95%	18.45	23.81	30.95 28.57	26.79 25.27
Caucisin Femile Non-Ergini Learner WID Disability Caucisin Femile Non-Ergini Learner WID Disability	>95%	23.06 RV	23.06 RV	<5%	7.14
Caucasin France Participation Leaves with classified Caucasin France Caucasin	>95%	18.45	23.81	30.96	26.79
Caucasian Male	>95%	33.33	27.59	25.29	13.79
Caucasian Male with Disability	>95%	RV	RV	<5%	10.34
Caucasian Male without Disability	>95%	24.83	30.34	30.34	14.48
Caucasian Male Non-English Learner	>95%	33.33	27.59	25.29	13.79
Caucasian Male Non-English Learner with Disability	>95%	RV	RV	<5%	10.34
Caucasian Male Non-English Learner without Disability	>95%	24.83	30.34	30.34	14.48
Caucasian Student without Disability Caucasian Non-English Learner	>95%	21.41	26.84	30.67	21.09
Caucisian Non-Englan Learner with Disability Caucisian Non-Englan Learner with Disability	>95%	76.74	25.26 RV	26.97 RV	9.3
Caucasin Non-Engin Learner Will Lindburg Caucasin Non-Engin Learner Willow Classify Caucasin Non-Engin Learner Willow Classify	>95%	21.41	26.84	30.67	21.09
Student with Disability	>95%	76.09	RV	RV	8.7
English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	23.38	22.89	27.86	25.87
Female Student with Disability	>95%	RV	RV	<5%	7.14
Female English Learner	N<10	N<10	N<10	N<10	N<10
Fernale English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Femile Student without Disability	>95%	19.25	23.53	29.95	27.27
Female Non-English Learner Female Non-English Learner with Disability	>95%	23.12 RV	23.12 RV	28.14	7.14
Female Non-English Learner without Dashilly	>95%	18.92	23.78	30.27	27.03
Hispanic	>95%	RV	RV	22.22	27.78
Hispanic Student with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanir Fernste without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Fernále Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability Hispanic Male	N<10 >95%	N<10 RV	N<10 RV	N<10 30	N<10 20
Happani Mae Hill Clashilly	>95% N<10	N<10	N<10	30 N<10	20 N<10
resperie, Native wit Justiciny Hispanic Male Figlish Leimer	N<10	N<10	N<10	N<10	N<10
Inspanic Male Crights Learner without Disability Hispanic Male Crights Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hepanic Budert without Disability	>95%	RV	RV	25	31.25
Hispanic Non-English Learner	>95%	RV	RV	26.67	26.67
Hispanic Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability Make	>95%	RV 33.33	RV 26.67	30.77	30.77 15.38
Male: Mader with Disability Made Student with Disability	>95%	33.33 RV	26.67 RV	24.62 <5%	938
riose subsets was consumy Make English Learnere	N<10	N<10	N<10	N<10	N<10
Make English Learner without Deability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	25.15	28.83	29.45	16.56
Male Non-English Learner	>95%	33.16	27.37	25.26	14.21
Male Non-English Learner with Disability	>95%	RV	RV	<5%	9.38
Male Non-English Learner without Disability	>95%	24.68	29.75	30.38	15.19
Student without Disability	>95%	22	26	29.71	22.29
Non-English Learner	>95%	28.02	25.19	26.74	20.05
Non-English Learner Student with Disability	>95%	76.09	RV	RV	8.7
Non-English Learner Student without Disability	>95%	21.57	26.53	30.32	21.57





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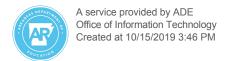
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 3 Science					
Affican-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male African-American Male without Disability					
Antican-American Make Wood English Learner Afficient American Make Wood English Learner Afficient American Make Wood English Learner					
Aftican-American Male Non-Engish Learner without Disability					
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	25.41	27.87	20.49	26.23
Caucasian	>95%	26.36	27.27	20.91	25.45
Caucasian Student with Disability	>95%	RV	RV	<5%	7.69
Caucasian Female	>95%	22.64	30.19	24.53	22.64
Caucasian Fernale with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Fernsle without Disability Caucasian Fernsle Non-English Learner	>95% >95%	21.15	30.77	25 24.53	23.08
Caucisian Femilian (Chi Engin) Learner Caucisian Femilian (Chi Engin) Learner With Disability Caucisian Femilian (Chi Engin) Learner With Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Femile Non-English Learner without Disability	>95%	21.15	30.77	25	23.08
Caucasian Male	>95%	29.82	24.56	17.54	28.07
Caucasian Male with Disability	>95%	RV	RV	<5%	8.33
Caucasian Male without Disability	>95%	RV	28.89	RV	33.33
Caucasian Male Non-English Learner	>95%	29.82	24.56	17.54	28.07
Caucasia Male Non-English Learner with Disability	>95%	RV	RV	<5%	8.33
Caucasian Male Non-English Learner without Disability Caucasian Student without Disability	>95%	RV	28.89	RV 00.74	33.33
Caucians Superi wirrout Distinsity Caucians Non-Eighth Lemme	>95%	18.56 26.36	29.9 27.27	23.71	27.84 25.45
Caucasian Non-Fight, Learner with Disability Caucasian Non-Fight, Learner with Disability	>95%	RV	RV	<5%	7.69
Coucasian Non-English Learner without Disability Coucasian Non-English Learner without Disability	>95%	18.56	29.9	23.71	27.84
Student with Disability	>95%	RV	RV	<5%	7.14
English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	24.14	31.03	22.41	22.41
Fernale Student with Disability	N<10	N<10	N<10	N<10	N<10
Female English Learner					
Female English Learner without Disability					
Female Student without Disability Female Non-English Learner	>95%	22.81	31.58	22.81	22.81
Femilia Principal Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	22.81	31.58	22.81	22.81
Hispanic	N<10	N<10	N<10	N<10	N<10
Hispanic Student with Disability					
Hispanic English Learner					
Hispanic English Learner without Disability					
Hispanic Fernale	N<10	N<10	N<10	N<10	N<10
Hispanic Female without Disability Hispanic Female without Disability Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10 N<10
Hisnanic Famala Mon. Ennish I samar usithrus Disahilitu	Net0	Nr:10	Net0	Net0	
Hispanic Female Non-English Learner without Disability Hispanic National Properties of the Properties	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10
Hispanic Male					
Hispanic Male	N<10	N<10	N<10	N<10	N<10
Hispanic Male Hispanic Male with Disability Hispanic Male English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male Hispanic Male with Disability Hispanic Male English Learner	N<10 	N<10 	N<10 	N<10 	N<10
Friganic Male Friganic Male English Learner Friganic Male English Learner Friganic Male English Learner Friganic Male Win Dasbilty Friganic Male Win Dasbilty Friganic Male Win English Learner	N<10 N<10 N<10	N<10 N<10 N<10	N<10 N<10 N<10	N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10
Hispanic Male Hispanic Male (Hamilton) Hispanic Male (Hortan) Hispanic Male (Hort	N<10 N<10 N<10	N<10 N<10 N<10	N<10 N<10 N<10	N<10 N<10 N<10	N<10 N<10 N<10
Fisparic Male Hipparic Male will Dasbilty Hipparic Male English Learner willoud Dasbilty Hipparic Male English Learner willoud Dasbilty Hipparic Male willoud Dasbilty Hipparic Male Non-English Learner willoud Dasbilty	N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10	N=10 N=10 N=10 N=10 N=10	N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10
Fréganic Male Fréganic Male English Learner willous Disability Fréganic Male English Learner willous Disability Fréganic Male willout Disability Fréganic Male willout Disability Fréganic Male Non-English Learner Fréganic Male Non-English Learner will Disability	N<10 N<10 N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10 N<10 N<10	N=10 N=10 N=10 N=10 N=10 N=10	N<10 N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10 N<10 N<10
Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Figuric Male Wilou Disability Figuric Male Non-Englin Learner with Disability Figuric Male Male Male Male Male Male Male Male	N<10 N<10 N<10 N<10 N<10 N<10 N<10	N=10 N=10 N=10 N=10 N=10 N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10	N<10 N<10 N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10 N<10 N<10 N<10
Hispanic Made Hispanic Made English Learner Hispanic Made English Learner Hispanic Made English Learner Hispanic Made English Learner willoud Disability Hispanic Made Wood Disability Hispanic Made Non-English Learner will Disability Hispanic Made Non-English Learner will Disability Hispanic Made Non-English Learner will Dusability	N=10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10	N=10	N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10
Hisparic Male Hisparic Male Englis Learer Hisparic Male Englis Learer Hisparic Male Englis Learer Hisparic Male Strip Learer Hisparic Male Strip Learer Hisparic Male No-Englis Learer His	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	N=10 N=10 N=10 N=10 N=10 N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N<10 N<10 N<10 N<10 N<10 N<10	N<10 N<10 N<10 N<10 N<10 N<10 N<10
Figuric Male Figuric Male (Figuric Male (Fi	N=10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10	N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N=10
Figuric Mail Figuric Mail	N<10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N=10	N=10 .
Fisparic Marie Fisparic Marie Will Dasbilly Fisparic Marie Finglia Learner without Dasbilly Fisparic Marie Finglia Learner without Dasbilly Fisparic Marie Finglia Learner without Dasbilly Fisparic Marie Willow Dasbilly Fisparic Marie Willow Dasbilly Fisparic Marie Not-Englia Learner with Dasbilly Fisparic Marie Not-Englia Learner without Dasbilly Fisparic Marie Marie Marie Willow Dasbilly Fisparic Marie Marie Marie Willow Dasbilly Fisparic Marie Marie Marie Willow Dasbilly Fisparic Marie Willo	N<10	Ne10	N-10 N-10 N-10 N-10 N-10 N-10 N-	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 10 11 11 11 11 11 11 11 11 11 11 11 11	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10
Figuric Meir Figuric Meir Diability Figuric Meir Withou Diability Figuric Meir Withou Diability Figuric Meir Withou Diability Figuric Meir Non-Englin Learner with Diability Figuric Meir Englin Learner with Diability Figuric Meir Figuric Meir With Diability Figuric	N<10	Ne10	N-10 N-10 N-10 N-10 N-10 N-10 N-10 N	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10
inganic Male Ripanic Male Tubabily Ripanic Male Non-Engish Learner without Disabily Ripanic Male Tubabily Ripanic Male Engish Learner without Disabily Rip	N<10	Ne10	N-10 N-10 N-10 N-10 N-10 N-10 N-10 N-10 N-10	N=10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10
Hispanic Male with Disability Hispanic Male English Learner without Disability Hispanic Male English Learner without Disability Hispanic Male English Learner without Disability Hispanic Male Move English Learner with Disability Hispanic Male Non-English Learner with Disability Hispanic Male Non-English Learner without Disability Hispanic Male Rows English Learner without Disability Hispanic Mon-English Learner with Disability	N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 SS RV N=10 N=10 N=10 N=10 Ref	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	Net0 Net0 Net0 Net0 Net0 Net0 Net0 Net0 29.69 7.69 Net0 Net0 29.69 7.69
inganic Meir Finganic Meir Diability Finganic Meir On-Englin Learner withou Diability Finganic Meir Nor-Englin Learner withou Diability Finganic Nor-Englin Learner	N+10 10 N+10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 RV 2698 FIV FIV	N-10 N-10 N-10 N-10 N-10	N=10 N=10 N=10 N=10 N=10 N=10 1875 45% N=10 RV 1905 RV	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10
Assparic Male Haspine Made Tubbalish Haspine Made Non-English Learner with Outbalish Haspine Non-English Learner with Outbalish Mae Sudert with Dasabity Mae Sudert with Outbalish Mae Sudert with Outbalish Mae Non-English Learner with Outbalish	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10	N-10 N-10 N-10 N-10 N-10 N-10 N-10 N	N+10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10
Haparic Male will Duabilly Haparic Male Fight Learner willout Duabilly Haparic Male Nort-English Learner willout Duabilly Haparic Male Fight Learner willout Duabilly Haparic Male Fight Learner willout Duabilly Haparic Male Fight Learner willout Duabilly Hale English Learner willout Duabilly Hale Nort-English Learner willout Duabilly Hale Nort-English Learner willout Duabilly Hale Nort-English Learner will Duabilly	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	Ne10 29.69 7.69 Ne10 1.22,57 7.69 34 22,57 25.62
Reports Mede Hispanic Maler Will Dasibily Hispanic Maler English Learner willoud Dasibily Hispanic Maler Dasibily Hispanic Maler On Basibily Hispanic Maler Non-English Learner will Dasibily Hispanic Maler Non-English Learner will Dasibily Hispanic Maler Non-English Learner will Dasibily Hispanic Maler Dasibily Hispanic Non-English Learner will Dasibily Hispanic Non-English Learner will Dasibily Hispanic Non-English Learner will Dasibily Male Subsert will Dasibily Male Subsert will Dasibily Male English Learner will Dasibily Male Non-English Learner will Dasibily	N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10	N-10 N-10 N-10 N-10 N-10 N-10 N-10 N	N+10	Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10 Ne10





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				2017-2018			
with the property of the prope		% Tested	% In Need of Support	% Close	% Ready	% Exceeds	
Commander of the command	Grade 4 Science						
Control control standard standar	Alfican-American	N<10	N<10	N<10	N<10	N<10	
Command control montanger and control montanger an	African-American Female	N<10	N<10	N<10	N<10	N<10	
with the control of	African-American Female without Disability	N<10	N<10	N<10	N<10	N<10	
With the control of	Affican-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	
controlled michal profession of the profession of	African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
with the properties of the prope	African-American Male						
	African-American Male without Disability						
with the time of t	African-American Male Non-English Learner						
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remember from the method should be the method shoul	·						
remember from the firm of the	Edigital Centres ducien willow Describy Female Female						
with refine the foliable of th	Fernel Student with Disability						
remember from the form the for	Female English Learner						
with the found from t	Female English Learner without Disability						
residentification of the following the follo	Fernie Student without Disability	>95%	RV	32.26	33.87	RV	
with methodiplication of Dialy in the Control of State of	Female Non-Englah Learner						
specificationprobabilityprobabilityprobabilityprobabilityprobabilityprobabilityprobabilityspecification	Female Non-English Learner with Disability	N<10	N<10		N<10	N<10	
specificationprobabilityprobabilityprobabilityprobabilityprobabilityprobabilityprobabilityspecification	Female Non-Englah Learner without Disability	>95%	RV	32.79	34.43	RV	
speak gright laterspeak from the medium doublingspeak from the medium doublingspeak from the medium doublingspeak from the medium doublingspeak from the medium doubling </td <td>Hispanic</td> <td></td> <td>N<10</td> <td></td> <td>N<10</td> <td></td>	Hispanic		N<10		N<10		
State of Light Lander will no Light Lander will no Light Lander will no Light Lander will no Light Lander will	Hispanic Student with Disability						
Reservements from the Charter of	Hispanic English Learner						
Heat the foundation of the fou	Hispanic English Learner without Disability						
spear femine boot gright Lamer with Data light Cambridge Light	Hispanic Female	N<10	N<10	N<10	N<10	N<10	
Respond French Rober Spright Learner Wind Disability Mill Polity Mill Mill Polity Mill Mill Mill Mill Mill Mill Mill Mill	Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10	
Regine Magneting Melon	Hispanic Fernale Non-English Learner	N<10	N<10	N<10	N<10	N<10	
Figure Marie Michael M	Hispanic Fernale Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	
Expanse Make Engight Learner with Classifily	Hispanic Male	N<10	N<10	N<10	N<10	N<10	
England Man England Lanser will Outstabily File M10	Hispanic Male with Disability						
Response Make who changes freader who contained with word Datability M-10 M	Hispanic Male English Learner						
Response Man Foreignis Learner will Disability Response Man Foreignis Learner will Dis	Hispanic Male English Learner without Disability						
Hispanic Male Non English Learner without Disability 4.0	Hispanic Male without Disability						
Rispanic Male Non-Engight Learner without Disability N-10	Hispanic Male Non-English Learner						
Historic Subdert without Disability M-10	Hispanic Male Non-English Learner with Disability						
The partic Non-English Learner will Disability 1.	Hispanic Male Non-English Learner without Disability						
Figure (Non-English Learner with Dalability fingsame (Non-English Learner with Dalability) fingsame (N	Hispanic Student without Disability						
Hispanic Non-English Leamer with Out Disability M-10	Hispanic Non-English Learner						
Make Suderi Michaeling	Hispanic Nov-English Learner with Disability						
Mail Subderly Mail Subderly Mail Subderly Min Datability M-10							
Male English Learner M-10 M-10<	Male						
Mate Engright Learner without Disability N-10 N-10 <td>Male Student with Disability</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Male Student with Disability						
Make Skaderik without Disability 96% RV 30 36 F RV Attable Non-English Learner 96% 29 29 34 343 483 Mele Non-English Learner with Disability 8-10 N-10 N-10 N-10 X-10 Mole Non-English Learner without Disability 96% 15 35 32 RV Subsert without Disability 96% 195 315 35 1967 Non-English Learner Skadert with Disability 96% 195 30 30 30 12 Non-English Learner Skadert with Disability 96% 195 195 30 30 30 12							
Male Non-English Learner 495% 209 29.85 34.33 14.83 Male Non-English Learner with Disability Nr-10 Nr-10 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td></t<>							
Male Non-English Learner with Disability N-10 N-10 <td>Male Student without Disability</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Male Student without Disability						
Male Non-English Learner willhout Disability 56% RV 30.51 37.29 RV Subsert willhout Disability 56% 13.03 31.15 35.25 19.67 Non-English Learner 56% 19.55 30.08 30.08 17.29 Non-English Learner 56% RV RV 7.69 45%	Male Non-English Learner						
Sludert without Disability 345% 13.53 31.15 35.25 19.67 Non-English Learner >495% 19.55 30.08 33.08 17.29 Non-English Learner >495% RV RV 7.89 <5%							
Non-English Learner >-95% 19-55 30.08 33.08 17.29 Non-English Learner >-95% RV RV 7.89 <5%	Male Non-English Learner without Disability						
Non-English Learner Student with Disability							
	Non-English Learner						
>95% 13.33 31.67 35.83 19.17							
	Non-English Learner Sludent without Disability	>95%	13.33	31.67	35.83	19.17	





SECTION: Crosstab - ACT Aspire

		2017-2018			
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade & Science					
Affican-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Femate without Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male	N<10	N<10	N<10	N<10	N<10
African-American Male without Disability African-American Male Non-English Learner	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Artican-Artican lake viol-1-ginal Learner Artican-Artican lake Viol-1-ginal Learner without Disability Artican-Artican lake Viol-1-ginal Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	20.74	32.59	30.37	16.3
Caucasian	>95%	19.17	30.83	33.33	16.67
Caucasian Student with Disability	>95%	RV	RV	7.69	<5%
Caucasian Female	>95%	20.9	32.84	29.85	16.42
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	RV	33.33	33.33	RV
Caucasian Female Non-English Learner Westerlin Employer Non-English Learner Westerlin Employer State (1997)	>95% Ne10	20.9 N<10	32.84 Ne10	29.85 N<10	16.42 N<10
Caucasian Female Non-English Learner with Disability Caucasian Female Non-English Learner without Disability	N<10 >95%	N<10 RV	N<10 33.33	N<10 33.33	N<10 RV
Caccasian Nation (Caccasian Nation Caccasian Nation	>95%	RV	28.3	37.74	RV
Concasion Make with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	31.91	40.43	RV
Caucasian Male Non-English Learner	>95%	RV	28.3	37.74	RV
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	31.91	40.43	RV
Caucasian Student without Disability	>95%	12.15	32.71	36.45	18.69
Caucasian Non-English Learner	>95%	19.17	30.83	33.33	16.67
Caucasian Non-Engish Learner with Disability Caucasian Non-Engish Learner without Disability	>95%	RV	RV	7.69	<5%
Cauciasin Non-Ingian Learnier without beachity Student with Disability Student with Disability	>95%	12.15 RV	32.71 RV	38.45 6.67	18.69
Success was Londony English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10
Fensie	>95%	22.67	34.67	26.67	16
Female Student with Disability	N<10	N<10	N<10	N<10	N<10
Female English Learner	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Female Student without Disability	>95%	17.65	35.29	29.41	17.65
Female Non-English Learner	>95%	22.97	33.78	27.03	16.22
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Femule Non-English Learner without Disability Hispanic	>95% N<10	17.91 N<10	34.33 N<10	29.85 N<10	17.91 N<10
response Will Disability Haganic Student with Disability	N<10	N<10	N<10	N<10	N<10
- Ingueric National Statement Historian Statement Historian English Learner Historian English Learner Historian English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanin Male	N<10	N<10	N<10	N<10	N<10
Hispanic Male with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Mide English Learner Kinanda Mide Fasikh Learner Kinanda Mide F	N<10	N<10	N<10	N<10	N<10
Hispanic Male English Learner without Disability Hispanic Male without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
respects rose without usediumy Helpanic Nate Non-Projekt Learner	N<10	N<10	N<10	N<10	N<10
regular, water rear-traject (centrics). Happanic Made Profigial Learner with Deskilly.	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner without Disability					
Hispanic Student without Disability	N<10	N<10	N<10	N<10	N<10
Hisparic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male	>95%	18.33	30	35	16.67
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male English Learner Man Charles Charl	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Male English Learner without Disability Male Student without Deability	N<10 >95%	N<10 RV	N<10 32.69	N<10 38.46	N<10 RV
nase subsert womou Leasony Make Non-English Leasone Make Non-English Leasone	>95%	RV	28.07	36.84	RV
Nate 100-regigns centre Mark Section (Mark Section Sec	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	30.61	40.82	RV
Student without Disability	>95%	14.17	34.17	33.33	18.33
Non-English Learner	>95%	21.37	31.3	31.3	16.03
Non-English Learner Student with Disability	>95%	RV	RV	6.67	<5%
Non-English Learner Student without Disability	>95%	14.66	32.76	34.48	18.1





SECTION: Crosstab - ACT Aspire

		2017-0040			
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Science					
African-American	N<10	N<10	N<10	N<10	N<10
African-American Female	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Nate	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
African-American Male without Deability African-American Male Non-English Learner	N<10	N<10	N<10 N<10	N<10	N<10
Antican/ministration learning materials (Learning March Antican American Memory). After Antican American Memory (Antican American Memory).	N<10	N<10	N<10	N<10	N<10
African-American Student without Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
All	>95%	21.94	30.1	28.06	19.9
Caucasian	>95%	22.16	29.83	28.98	19.03
Caucasian Student with Disability	>95%	RV	RV	5.13	<5%
Caucasian Female	>95%	20.99	31.49	29.28	18.23
Caucasian Female with Disability	>95%	RV	RV	<5%	<5%
Caucasian Female withou Disability Caucasian Female Non-English Learner	>95%	16.07	32.74	31.55 29.28	19.64
Calcuster in Femilier Purk Fedge in Learning Calcustering Femilier Non-English Learner with Disabelity Calcustering Femilier Non-English Learner with Disabelity	>95%	RV	RV	<5%	<5%
Caucasian Frence Non-English Learner without Disability	>95%	16.07	32.74	31.55	19.64
Caucasian Male	>95%	23.39	28.07	28.65	19.88
Caucasion Male with Disability	>95%	RV	RV	7.69	<5%
Caucasian Male without Disability	>95%	13.79	31.03	32.41	22.76
Caucasian Male Non-English Learner	>95%	23.39	28.07	28.65	19.88
Caucasian Male Non-English Learner with Disability	>95%	RV	RV	7.69	<5%
Caucasian Male Non-English Learner without Disability	>95%	13.79	31.03	32.41	22.76
Caucasian Student without Disability Caucasian Non-English Learner	>95%	15.02 22.16	31.95 29.83	31.95 28.98	21.09
Caucasian Non-Englan Learner with Disability Caucasian Non-Englan Learner with Disability	>95%	22.16 RV	29.83 RV	28.98 5.13	19.03 <5%
Caucisain red-crigini centre wit insignity Caucisain Red	>95%	15.02	31.96	31.96	21.09
Student with Desirability	>95%	76.19	RV	RV	<5%
English Learner	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10
Female	>95%	22	32	27	19
Female Student with Disability	>95%	RV	RV	<5%	<5%
Fernale English Learner	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Femile Student willout Disability	>95%	17.65	33.16	28.88	20.32
Female Non-English Learner Female Non-English Learner with Disability	>95%	21./2 RV	31.82 RV	<5%	19.19
Femile hor English Learner Wind. Chashilly Femile hor English Learner Wind. Chashilly	>95%	17.3	32.97	29.19	20.54
Hispanic	>95%	RV	RV	16.67	38.89
Hispanic Student with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Female	N<10	N<10	N<10	N<10	N<10
Hispanir Fernale without Disability	N<10	N<10	N<10	N<10	N<10
Hisparic Fernale Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female Non-English Learner without Disability Hispanic Male	N<10 >95%	N<10 RV	N<10 RV	N<10 30	N<10 30
Happine Male WD Dashilly	>95% N<10	N<10	N<10	30 N<10	30 N<10
respans (nake virul Justiciniy Halpanis (halle Falish) Learner	N<10	N<10	N<10	N<10	N<10
Hepanic Made English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Student without Disability	>95%	RV	RV	18.75	43.75
Hispanic Non-English Learner	>95%	RV	RV	20	40
Hispanic Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Not English Learner without Disability Male	>95%	RV 21.88	RV 28.13	23.08	46.15 20.83
Mase Made Student with Disability	>95%	21.86 RV	28.13 RV	29.17	20.83 <5%
riose subsets was consumy Make English Learnere	N<10	N<10	N<10	N<10	N<10
Make English Learner without Deability	N<10	N<10	N<10	N<10	N<10
Male Student without Disability	>95%	12.88	30.06	33.13	23.93
Male Non-English Learner	>95%	22.46	27.81	29.96	19.79
Male Non-English Learner with Disability	>95%	RV	RV	6.9	<5%
Male Non-English Learner without Disability	>95%	13.29	29.75	34.18	22.78
Student without Disability	>95%	15.43	31.71	30.86	22
Non-English Learner	>95%	22.08	29.87	28.57	19.48
Non-English Learner Student with Disability	>95%	76.19	RV	RV	<5%
Non-English Learner Student without Disability	>95%	15.45	31.49	31.49	21.57



2017-2018 LEA# 5703010

Mena School District - 5703000

SECTION: Crosstab - Graduation Rates

Holly Harshman Elem. School - 5703010

Four Year Graduation Rates

Graduation Rate



2017-2018 LEA# 5703010

Mena School District - 5703000

SECTION: Crosstab - Graduation Rates

Holly Harshman Elem. School - 5703010

Five Year Graduation Rates

Graduation Rate



SECTION: Crosstab - Growth

The Properties of the Properties		2017/2018					
With Table 1981 Section 19				20	17-2018		
Water Statement of the property of the propert		Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Water Statement of the property of the propert	All Grades						
Water and the properties of the		N<10	N<10	N<10	N<10	N<10	_
with many many many many many many many many					N<10		_
With Marked Michael Mi	African-American Female without Disability	N<10	N<10	N<10	N<10	N<10	-
with the properties of the prope	African-American Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	-
Weaker and many discourage of the control of the c	African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	-
with a control of the control of th	African American Male						-
Weak of the properties of the pr							-
With the properties of the prope							-
Water standard production of the control of the co							_
Mathematical programment of the pro							_
Mathematical ma							
controlModeNoNO <th< td=""><td>All</td><td></td><td></td><td></td><td></td><td></td><td>80.78</td></th<>	All						80.78
with the properties of the pro	Caucasian						_
Case of the properties of the pr	Caucasian Student with Disability	76.6	75.75	76.17	76.65	N<10	-
Carried michanish price michan	Caucasian Female	82.58	80.37	81.47	81.22	N<10	-
Commendendendendendendendendendendendendende	Caucasian Female with Disability	84.09	79.04	81.56	81	N<10	-
Ameniman found management of the mean of t	Caucasian Female without Disability	82.48	80.46	81.47	81.25	N<10	-
with the property of the prope	Caucasian Female Non-English Learner						-
AMERICAN CASA CASA CASA CASA CASA CASA CASA C							-
residentify and standard form the standard form							-
Comment of							-
controlled price of the problem of	······································						-
controlled production of the							-
Comment of the comme							
Sementinghamman formath management profession of the content of th							
Seminantipolamentangenian programmentangenian							
consideringenomenomenomenomenomenomenomenomenomenom							
Considerational control contro							_
yes profession of the professi	Caucasian Non-English Learner without Disability			81.14		N<10	_
uponepolypolypolypolypolypolypolytranscriptionpolypolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypolytranscriptionpolypolypolypolypoly<	Student with Disability	75.78	76.32	76.05	77.94	N<10	_
remain from the method of the	English Learner	N<10	N<10	N<10	N<10	N<10	N<10
residentify and the second problems of the se	English Learner Student without Disability	N<10	N<10	N<10	N<10	N<10	N<10
referenterplanementerplanementer planementer planement	Female	82.83	80.48	81.65	80.97	N<10	81.58
resonant profession of the state of the stat	Female Student with Disability						-
with membed memb	Female English Learner						
reserve forgolishers or flooding former for flooding former flooding former flooding former flooding for flooding flo							
reaction floating formatted floating fl							81.58
resolution from the following service of the f							-
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Hander the Manufally Annual Probability Annual Prob							-
Have fight face of the first probability of th							60.40
Higher frame from found from from from from from from from from							N<10
Higher Femient Model Migham Fe							
Hander frequite force figure frame from force for from the force for frame from force for frame from force for frame from force from from from from from from from from	Hispanic Female						_
Heaver from from from from from from from fro	Hispanic Female without Disability	N<10	N<10	N<10	N<10	N<10	_
Heaver from from from from from from from fro	Hispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10	-
Hages fields fight Learner (1901 1901) (1911) (191	Hispanic Female Non-English Learner without Disability				N<10		-
Repair Made Right Learner without Dasbilly M10	Hispanic Male						85.96
Hispanic Melengish Lansarre ulthou Dashily Holio No. Holio	Hispanic Male with Disability						-
Hispanic Mean Undeablity Melon Mel	Hapanic Male English Learner						
Heigher Meine Fuglish Learner Win Diabelly (1912) (
Haganic Main Monte Fighia Learner Windon Datality Haganic Managaming M	Hispanic Male without Disability						N<10
Hagani Male Mon Éngliah Lamer without Diability Hagani Man Man							-
Heparic Stater whose Daabily Camer Washing C							-
Heigen Non-Engink Learner with Disability 4.75 4.75 6.45 8.05 8.10 9.10 - Heigen Non-Engink Learner with Disability 1.05 <							-
Hispanic Non-English Learner with Daability Hispanic Non-English Learner with Daability Hispanic Non-English Learner with Daability Hispanic Non-English Learner without Daability Hispanic Non-English Learner with Daability Hispanic Non-English Learner with Daability Hispanic Non-English Learner with Daabil							50.3
Hepair Non-Engish Learner Whord Disability Hepair Non-Engish Learner Whord Whit Disability Here Non-Engish Learner Whord Whit Disability Here Non-Engish Learner Whord Whit Disability Here Non-Engish Learner Whord Michael Michael Here Non-Engish Learner Whord Whord Michael Here Non-Engish Learner Whord Whord Michael Here Non-Engish Learner Whord Whord Whord Michael Here Non-Engish Learner Whord Whord Whord Whord Whord Michael Here Non-Engish Learner Whord							
Mace Sudden't Michael							_
Mais Sudent with Diabability Mais English Lamerer Mais Sudent without Diabability Mais Sudent without Diabability Mais Sudent without Diabability Mais Non-English Lamerer Mais Non-Engl	Male						79.92
Make Signifut Learner without Disability Make Sherignifut Learner without Disability Make Sherignifut Learner without Disability Make Non-Enginit Learner with Disability Make Non-Enginit Learner with Disability Make Non-Enginit Learner with	Male Student with Disability					N<10	_
Make Signifut Learner without Disability Make Sherignifut Learner without Disability Make Sherignifut Learner without Disability Make Non-Enginit Learner with Disability Make Non-Enginit Learner with Disability Make Non-Enginit Learner with	Male English Learner	N<10	N<10	N<10	N<10	N<10	N<10
Made Non-English Learner 79.97 79.51 79.74 83.48 N-10 — Made Non-English Learner will Disability 79.97 79.68 79.52 79.50 N-10 — Made Non-English Learner will-Chalability 80.21 80.21 80.22 84.48 N-10 — Made Non-English Learner will-Chalability 80.22 80.41 81.24 82.22 N-10 81.27 Non-English Learner 80.02 80.	Male English Learner without Disability						
Male Non-English Learner with Disability 71.97 75.08 73.52 73.55 N-10 — Male Non-English Learner without Disability 81.24 82.10 80.72 84.48 N-10 — Student without Disability 82.04 82.08 N-10 81.27 Non-English Learner without Disability 82.04 Non-English Learner Student with Disability 82.04 Non-English Non-English Research Non-English Learner Student with Disability 82.04 Non-English Research Non-English Research Non-English Research Non-English Research Non-English Research Non-English Rese	Male Student without Disability	81.29	80.23	80.76	84.53	N<10	80.91
Mae Noi-English Learner without Disability 81.24 80.21 80.72 84.48 N-10 — Student without Disability 82.08 80.41 81.24 82.22 N-10 81.27 Noi-English Learner Student with Disability 81.48 80.01 80.73 82.17 N-10 — Noi-English Learner Student with Disability 75.78 75.20 75.50 77.34 N-10 — Noi-English Learner Student with Disability 80.25 Noi-English Research With Disability 80.25 Noi-English Research With Disability 80.25 Noi-English Research Wit	Male Non-English Learner	79.97	79.51	79.74			-
Student window Disability 82.8 86.4 81.34 82.2 N-10 81.27 Non-English Leasmer 81.46 80.01 80.73 82.17 N-10 — Non-English Leasmer 75.78 76.22 76.05 77.94 N-10 —	Male Non-English Learner with Disability						-
Non-English Learner Student with Disability 81.46 80.01 80.73 82.17 N<10 − Non-English Learner Student with Disability 75.78 76.32 76.05 77.94 N<10 −	Male Non-English Learner without Disability						-
Non-English Learner Student with Disability 75.78 76.32 76.05 77.94 N-10 —	Student without Disability						81.27
	Non-English Learner						-
Non-English Learner Student without Disability 82.06 80.4 81.23 82.82 N+10							_
	Non-English Learner Student without Disability	82.06	80.4	81.23	82.62	N<10	-