

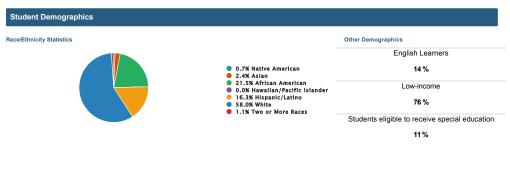


Angie Grant Elementary School

School Report Card 2017-2018 Angie Grant Elementary | Benton, AR 72015 501-778-3300

Principal Lori Bacon
Superintendent Mike Skelton





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

Male Students

Migrant

Angie Grant Elementary School - 6302007

District State Avg Avg Ready or Exceeding In Need Ready or Ready or % Tested of Support Close Ready Exceeding Exceeding Exceeding 3rd Grade Literacy All Students Percentage of Students >95% 34.44 17.78 20.00 27.78 47.78 52.96 41.54 All Students Number of Students 31 16 18 25 43 RV 8.33 25.00 24.18 >95% RV 16.67 21.05 African American RV 25.00 37.50 Hispanic >95% 12.50 50.00 35.12 RV >95% 29.09 RV RV 30.91 54.55 58.31 48.56 Caucasian Economically Disadvantaged 41.18 19.12 22.06 17.65 39.71 36.56 33.15 >95% Non-Economically Disadvantaged >95% RV RV 13.64 59.09 72.73 66.82 58.99 Students with Disabilities N<10 N<10 N<10 N<10 N<10 N<10 19.44 15.27 Students without Disabilities >95% 30.86 18.52 22.22 28.40 50.62 56.22 45.88 Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) RV (RV %) Current English Learners (EL) >95% RV RV 11.76 35.29 47.06 50.00 34.18 Non-English Learners (includes Former EL Monitored 1-4 years) >95% 34.25 17.81 21.92 26.03 47.95 53.14 42.57 Former English Learner (Monitored 1-4 years) N<10 N<10 N<10 N<10 N<10 N<10 50.00 77.66 Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) RV (RV %) Homeless 0.00 Children in Foster Care N<10 N<10 N<10 N<10 N<10 N<10 0.00 26.13 Children with Parent on Active Military Duty N<10 N<10 N<10 N<10 N<10 N<10 83.33 52.17 Gifted and Talented >95% RV RV 13 33 73.33 86 67 90.00 87 87 Female Students RV 46 86 >95% 32 00 RV 38.00 58.00 53 44

>95%

37.50

27.50

RV

RV

35.00

52.53

36.57



Male Students

Migrant

Angie Grant Elementary School - 6302007

SECTION: Achievement District State Avg Avg Ready or Exceeding In Need Ready or Ready or % Tested of Support Close Ready Exceeding Exceeding Exceeding 3rd Grade Mathematics All Students Percentage of Students >95% 21.11 21.11 33.33 24.44 57.78 67.00 59.28 All Students Number of Students 19 19 30 22 52 RV 8.33 33.33 40.85 >95% 25.00 31.58 African American RV RV 18.75 37.50 53.75 Hispanic >95% 18.75 50.00 RV >95% RV RV 34.55 29.09 63.64 72.41 66.72 Caucasian Economically Disadvantaged 25.00 27.94 32.35 14.71 47.06 48.92 51.51 >95% Non-Economically Disadvantaged >95% RV RV 36.36 54.55 90.91 82.27 75.45 Students with Disabilities N<10 N<10 N<10 N<10 N<10 N<10 25.00 24.30 Students without Disabilities >95% 16.05 23.46 34.57 25.93 60.49 71.08 65.07 Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) RV (RV %) Current English Learners (EL) >95% RV RV 29.41 29.41 58.82 50.00 52.00 Non-English Learners (includes Former EL Monitored 1-4 years) >95% 20.55 21.92 34.25 23.29 57.53 68.06 60.30 Former English Learner (Monitored 1-4 years) N<10 N<10 N<10 N<10 N<10 N<10 50.00 90.65 Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) RV (RV %) Homeless 0.00 Children in Foster Care N<10 N<10 N<10 N<10 N<10 N<10 0.00 45.23 Children with Parent on Active Military Duty N<10 N<10 N<10 N<10 N<10 N<10 83.33 69.57 Gifted and Talented >95% RV RV 20.00 80 00 >95% 96 67 96 39 RV 30.00 60 42 Female Students >95% RV 32 00 62 00 67 20

>95%

RV

25.00

35.00

RV

52.50

66.82

58.21



Angie Grant Elementary School - 6302007

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%	46.24	24.73	16.13	12.90	29.03	51.98	42.39
All Students Number of Students		43	23	15	12	27		
African American	>95%	RV	RV	11.11	22.22	33.33	40.54	22.22
Hispanic	94.12	RV	RV	6.25	12.50	18.75	43.75	36.05
Caucasian	>95%	40.00	29.09	RV	RV	30.91	54.09	50.43
Economically Disadvantaged	>95%	50.68	23.29	RV	RV	26.03	36.27	32.78
Non-Economically Disadvantaged	>95%	RV	RV	10.00	30.00	40.00	66.35	62.54
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	11.11	12.80
Students without Disabilities	>95%	42.35	25.88	17.65	14.12	31.76	55.98	47.01
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	92.31	RV	RV	<5%	<5%	<5%	21.05	33.91
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	40.74	25.93	18.52	14.81	33.33	53.51	43.44
Former English Learner (Monitored 1-4 years)							100.00	
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless							100.00	
Children in Foster Care							0.00	
Children with Parent on Active Military Duty							41.67	
Gifted and Talented	>95%	RV	RV	22.22	33.33	55.56	84.48	88.33
Female Students	>95%	40.00	28.00	RV	RV	32.00	57.77	48.08
Male Students	>95%	53.49	RV	RV	9.30	25.58	45.96	36.95
Migrant								



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SECTION: Achievement

					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Mathematics								
All Students Percentage of Students	RV	RV	51.61	29.03	RV	33.33	55.45	52.34
All Students Number of Students		RV	48	27	RV	31		
African American	>95%	RV	RV	27.78	5.56	33.33	35.14	29.17
Hispanic	94.12	RV	RV	18.75	<5%	18.75	43.75	49.09
Caucasian	>95%	RV	52.73	32.73	RV	36.36	58.81	60.81
Economically Disadvantaged	RV	RV	54.79	24.66	RV	27.40	39.90	43.04
Non-Economically Disadvantaged	>95%	RV	RV	45.00	10.00	55.00	69.67	71.85
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	16.67	20.27
Students without Disabilities	RV	RV	50.59	31.76	RV	36.47	59.24	57.35
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							RV (RV %)
Current English Learners (EL)	92.31	RV	RV	16.67	<5%	16.67	31.58	46.93
Non-English Learners (includes Former EL Monitored 1-4 years)	RV	RV	51.85	30.86	RV	35.80	56.62	53.01
Former English Learner (Monitored 1-4 years)							100.00	
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless							0.00	
Children in Foster Care							100.00	
Children with Parent on Active Military Duty							33.33	
Gifted and Talented	>95%	RV	RV	61.11	16.67	77.78	89.66	91.25
Female Students	>95%	RV	64.00	22.00	RV	26.00	53.88	53.15
Male Students	>95%	RV	37.21	37.21	RV	41.86	57.07	51.57
Migrant								



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SECTION: Achievement

					2017-2018			
	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Science								
All Students Percentage of Students	>95%	46.07	16.85	12.36	24.72	37.08	50.50	38.61
All Students Number of Students		41	15	11	22	33		
African American	>95%	RV	RV	16.67	8.33	25.00	23.68	19.71
Hispanic	>95%	RV	RV	12.50	12.50	25.00	40.63	29.49
Caucasian	>95%	37.04	RV	RV	33.33	46.30	56.15	47.05
Economically Disadvantaged	>95%	55.88	17.65	RV	RV	26.47	31.18	30.11
Non-Economically Disadvantaged	>95%	RV	RV	14.29	57.14	71.43	66.97	56.15
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	8.82	11.89
Students without Disabilities	>95%	43.21	17.28	12.35	27.16	39.51	54.32	42.59
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Pe	ercent)							RV (RV %)
Current English Learners (EL)	>95%	RV	RV	11.76	17.65	29.41	33.33	27.96
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	43.06	RV	RV	26.39	38.89	51.58	40.12
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	50.00	67.81
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)	'							RV (RV %)
Homeless							0.00	
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	0.00	25.52
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	83.33	48.40
Gifted and Talented	>95%	RV	RV	6.67	80.00	86.67	91.67	85.93
Female Students	>95%	44.00	RV	RV	28.00	46.00	49.21	38.35
Male Students	>95%	48.72	25.64	RV	RV	25.64	51.63	38.86
Migrant								



Male Students

Migrant

Angie Grant Elementary School - 6302007

SECTION: Achievement District State Avg Avg Ready or Exceeding In Need Ready or Ready or % Tested of Support Close Ready Exceeding Exceeding Exceeding 4th Grade Science 29.03 All Students Percentage of Students >95% 40.86 RV RV 30.11 51.99 42.17 All Students Number of Students 38 27 RV RV 28 RV <5% 33.33 20.98 African American >95% RV 33.33 35.14 RV <5% 6.25 33.11 Hispanic 94.12 RV 6.25 34.38 34.55 >95% 34.55 30.91 RV RV 55.70 51.24 Caucasian Economically Disadvantaged >95% 42.47 30.14 RV RV 27.40 37.17 32.82 Non-Economically Disadvantaged >95% RV RV 25.00 15.00 40.00 65.40 61.61 Students with Disabilities N<10 N<10 N<10 N<10 N<10 N<10 11.76 11.39 Students without Disabilities >95% 36.47 30.59 RV RV 32.94 55.71 46.48 Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) RV (RV %) Current English Learners (EL) 92.31 RV RV 8.33 <5% 8.33 21.05 29.44 Non-English Learners (includes Former EL Monitored 1-4 years) >95% 38.27 28.40 RV RV 33.33 53.52 43.76 Former English Learner (Monitored 1-4 years) 100.00 Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) RV (RV %) Homeless 0.00 Children in Foster Care 0.00 Children with Parent on Active Military Duty 33.33 Gifted and Talented >95% RV RV 44 44 27 78 72 22 84 48 87 12 Female Students 44 00 32 00 24 00 48 54 41 85 RV RV RV

>95%

37.21

25.58

RV

RV

37.21

55.61

42.48



SECTION: Growth

Migrant

Angie Grant Elementary School - 6302007

ELA ELP Math Content Science Content with ELP Grade 1 N<10 79.6381 All Students N<10 N<10 N<10 African-American Hispanic N<10 N<10 N<10 N<10 79.7260 Caucasian Economically Disadvantaged N<10 N<10 N<10 79.6381 Non-Economically Disadvantaged Students with Disabilities Students without Disabilities N<10 N<10 N<10 N<10 79.6381 Current English Learners (EL) N<10 N<10 N<10 N<10 79.6381 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 N<10 N<10 N<10 N<10 N<10 N<10 Male Students N<10 N<10 N<10 N<10

	ELA	Math	Content	Science	ELP	Content with ELP
Grade 2						
All Students	N<10	N<10	N<10	N<10	N<10	
African-American						
Hispanic	N<10	N<10	N<10	N<10	N<10	
Caucasian						
Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	
Non-Economically Disadvantaged						
Students with Disabilities						
Students without Disabilities	N<10	N<10	N<10	N<10	N<10	
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	
Non-English Learners (includes Former EL Monitored 1-4 years)						
Former English Learner (Monitored 1-4 years)						
Homeless						
Children in Foster Care						
Children with Parent on Active Military Duty						
Gifted and Talented						
Female Students	N<10	N<10	N<10	N<10	N<10	
Male Students	N<10	N<10	N<10	N<10	N<10	
Migrant						



Angie Grant Elementary School - 6302007

SECTION: Growth

	ELA	Math	Content	Science	ELP	Content with ELP
Grade 3						
All Students	81.0491	84.6492	82.8492	N<10	84.8961	83.1735
African-American	83.5495	80.4992	82.0244	N<10	N<10	
Hispanic	77.3019	85.4383	81.3701	N<10	86.8784	83.8182
Caucasian	80.2276	84.4025	82.3150	N<10	N<10	
Economically Disadvantaged	79.9004	83.9272	81.9138	N<10	84.8961	82.5029
Non-Economically Disadvantaged	84.7825	86.9959	85.8892	N<10	N<10	
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10
Students without Disabilities	81.3863	85.3602	83.3733	N<10	85.1786	83.6644
Current English Learners (EL)	86.6878	89.3856	88.0367	N<10	84.8961	86.4157
Non-English Learners (includes Former EL Monitored 1-4 years)	79.8409	83.6343	81.7376	N<10	N<10	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	
Homeless						
Children in Foster Care						
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	
Gifted and Talented	86.6321	89.5722	88.1022	N<10	N<10	87.4717
Female Students	82.9766	87.4140	85.1953	N<10	N<10	85.3483
Male Students	78.7758	81.3882	80.0820	N<10	N<10	80.6747
Migrant						
	ELA	Math	Content	Science	ELP	Content with ELP
Grade 4	ELA	Math	Content	Science	ELP	
Grade 4 All Students	FLA 74.8029	Math 80.2566	77.5298	Science 76.0746	ELP 79.3255	
				_		with ELP
All Students	74.8029	80.2566	77.5298	76.0746	79.3255	77.7168
All Students African-American	74.8029 76.6069	80.2566 81.4322	77.5298 79.0196	76.0746 71.6579	79.3255 N<10	77.7168
All Students African-American Hispanic	74.8029 76.6069 74.0791	80.2566 81.4322 80.3258	77.5298 79.0196 77.2024	76.0746 71.6579 75.4671	79.3255 N<10 79.3255	77.7168 78.0870
All Students African-American Hispanic Caucasian	74.8029 76.6069 74.0791 73.5653	80.2566 81.4322 80.3258 79.5841	77.5298 79.0196 77.2024 76.5747	76.0746 71.6579 75.4671 77.2412	79.3255 N<10 79.3255 N<10	77.7168 78.0870
All Students African-American Hispanic Caucasian Economically Disadvantaged	74.8029 76.6069 74.0791 73.5653 75.1655	80.2566 81.4322 80.3258 79.5841 79.9070	77.5298 79.0196 77.2024 76.5747 77.5363	76.0746 71.6579 75.4671 77.2412 76.3691	79.3255 N<10 79.3255 N<10 79.3255	77.7168 78.0870 77.7657
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623	79.3255 N<10 79.3255 N<10 79.3255 N<10	77.7168 78.0870 77.7657
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10	with ELP 77.7168 78.0870 77.7657 81.2540
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10	77.7168 78.0870 77.7657 81.2540 77.2591
All Students African-American Hispanic Caucasian Economically Disadvantaged Non-Economically Disadvantaged Students with Disabilities Students without Disabilities Current English Learners (EL)	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 79.3255	77.7168 78.0870 77.7657 81.2540 77.2591 78.6577
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)	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 79.3255 N<10	with ELP 77.7168 78.0870 77.7657 81.2540 77.2591 78.6577
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)	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 79.3255 N<10	with ELP 77.7168 78.0870 77.7657 81.2540 77.2591 78.6577
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	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 N>10 79.3255 N<10	with ELP 77.7168 78.0870 77.7657 81.2540 77.2591 78.6577
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	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 N<10 T9.3255 N<10	with ELP 77.7168 78.0870 77.7657 81.2540 77.2591 78.6577
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	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 N<10	with ELP 77.7168 78.0870 77.7657 81.2540 77.2591 78.6577
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	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405 73.4060	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288 	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846 76.7778	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486 80.4550	79.3255 N<10 79.3255 N<10 79.3255 N<10 N<10 N<10 N<10 N<10	with ELP 77.7168 78.0870 77.7657 81.2540 77.2591 78.6577 73.9574
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	74.8029 76.6069 74.0791 73.5653 75.1655 73.4330 N<10 73.7878 N<10 74.4405 73.4060 77.8531	80.2566 81.4322 80.3258 79.5841 79.9070 81.5773 N<10 80.5066 N<10 80.5288 80.1495 82.5184	77.5298 79.0196 77.2024 76.5747 77.5363 77.5052 N<10 77.1472 N<10 77.4846 76.7778 80.1858	76.0746 71.6579 75.4671 77.2412 76.3691 74.9623 N<10 77.0364 N<10 75.8486 80.4550 74.4833	79.3255 N<10 79.3255 N<10 79.3255 N<10	with ELP 77.7168 78.0870 81.2540 77.2591 78.6577 73.9574 80.4679



Angie Grant Elementary School - 6302007

SECTION: Growth

	ELA	Math	Content	Science	ELP	Content with ELP
All Grades						
All Students	77.9078	82.4401	80.1739	76.0746	80.2298	80.1862
African-American	79.4354	81.0521	80.2438	71.6579	N<10	
Hispanic	75.7460	82.9702	79.3581	75.4671	80.4030	79.9762
Caucasian	76.8647	81.9703	79.4175	77.2412	N<10	
Economically Disadvantaged	77.4796	81.8718	79.6757	76.3691	80.2298	79.8226
Non-Economically Disadvantaged	79.4064	84.4292	81.9178	74.9623	N<10	
Students with Disabilities	81.2428	77.3094	79.2761	N<10	N<10	79.6590
Students without Disabilities	77.5871	82.9334	80.2603	77.0364	80.1512	80.2363
Current English Learners (EL)	83.3938	85.0889	84.2413	N<10	80.2298	81.5670
Non-English Learners (includes Former EL Monitored 1-4 years)	77.0121	82.0076	79.5099	75.8486	N<10	
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	
Homeless						
Children in Foster Care						
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	
Gifted and Talented	79.1924	84.2720	81.7322	80.4550	N<10	80.1948
Female Students	80.3873	84.9399	82.6636	74.4833	81.4896	82.4228
Male Students	74.9514	79.4595	77.2055	77.9924	78.9700	77.6207
Migrant						



SECTION: English Language Proficiency for ELL

2015-2016				2016-2017		2017-2018			
EL Tested	Number Proficient	EL% Proficient	EL Tested	Number Proficient	EL% Proficient	EL Tested	Number Proficient	EL% Proficient	
77	25	32.47 %	74	20	27.03 %	63	12	19.05 %	
N<10	N<10	N<10	RV	RV	<5%	RV	RV	18.18 %	
RV	RV	15.00 %	RV	RV	9.09 %	RV	RV	<5%	
RV	RV	20.00 %	RV	RV	27.78 %	N<10	N<10	N<10	
RV	RV	40.00 %	N<10	N<10	N<10	RV	RV	37.50 %	
RV	RV	64.29 %	RV	RV	45.45 %	RV	RV	25.00 %	
N<10	N<10	N<10	RV	RV	45.45 %	N<10	N<10	N<10	



Angie Grant Elementary School - 6302007

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
Kindergarten												
All Students	53.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.89
African-American	55.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.00
Hispanic	61.54	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.54
Caucasian	52.94	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.94
Economically Disadvantaged	52.46	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.46
Non-Economically Disadvantaged	56.90	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	56.90
Students with Disabilities	43.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.33
Students without Disabilities	56.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	56.00
Current English Learners (EL)	63.64	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.64
Non-English Learners (includes Former EL Monitored 1-4 years)	52.53	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.53
Former English Learner (Monitored 1-4 years)												
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care												
Children with Parent on Active Military Duty	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												
Female Students	58.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	58.33
Male Students	50.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00
Migrant												

	Student Science Engagement 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 1												
All Students	56.25	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	56.25
African-American	59.62	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	59.62
Hispanic	75.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	75.00
Caucasian	49.18	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	49.18
Economically Disadvantaged	55.48	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.48
Non-Economically Disadvantaged	58.06	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	58.06
Students with Disabilities	46.43	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.43
Students without Disabilities	57.78	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.78
Current English Learners (EL)	78.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	78.13
Non-English Learners (includes Former EL Monitored 1-4 years)	52.27	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.27
Former English Learner (Monitored 1-4 years)												
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care												
Children with Parent on Active Military Duty												
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Female Students	57.84	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.84
Male Students	54.72	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.72
Migrant												



Angie Grant Elementary School - 6302007

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
rade 2												
l Students	59.41	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	59.41
rican-American	48.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	48.00
spanic	61.76	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.76
aucasian	64.04	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.04
conomically Disadvantaged	58.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	58.33
on-Economically Disadvantaged	61.43	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.43
udents with Disabilities	56.25	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	56.25
udents without Disabilities	60.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.00
urrent 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
on-English Learners (includes Former EL Monitored 1-4 ears)	57.07	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.07
ormer English Learner (Monitored 1-4 years)												
omeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
nildren in Foster Care												
hildren with Parent on Active Military Duty												
fted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
emale Students	63.64	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.64
ale Students	56.14	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	56.14
aic otadento		14 -10							14 - 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
Grade 3												
All Students	64.65	38.75	43.75	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.19
African-American	56.67	27.27	27.27	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	39.19
Hispanic	73.53	26.67	33.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.74
Caucasian	63.56	47.92	52.08	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.16
Economically Disadvantaged	62.14	29.03	38.71	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	44.07
Non-Economically Disadvantaged	70.69	72.22	61.11	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	68.46
Students with Disabilities	40.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	25.00
Students without Disabilities	67.42	41.10	46.58	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.77
Current English Learners (EL)	96.88	31.25	37.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.21
Non-English Learners (includes Former EL Monitored 1-4 years)	58.43	40.63	45.31	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	49.05
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	84.38	86.67	80.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	83.70
Female Students	68.87	47.73	50.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	56.38
Male Students	59.78	27.78	36.11	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	42.80
Migrant												



Angie Grant Elementary School - 6302007

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
rade 4												
Students	59.79	32.10	26.25	43.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.39
rican-American	50.00	31.25	33.33	30.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	37.12
spanic	65.63	7.14	14.29	42.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.62
aucasian	59.82	36.73	28.57	46.88	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.56
conomically Disadvantaged	57.33	28.57	19.35	47.54	N<10	N<10	N<10	N<10	N<10	N<10	N<10	39.08
on-Economically Disadvantaged	68.18	44.44	50.00	30.56	N<10	N<10	N<10	N<10	N<10	N<10	N<10	49.34
udents with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
udents without Disabilities	59.55	35.14	28.77	45.83	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.18
urrent English Learners (EL)	75.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	37.18
on-English Learners (includes Former EL Monitored 1-4 ears)	57.65	34.72	29.58	42.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.95
ormer English Learner (Monitored 1-4 years)												
omeless												
nildren in Foster Care												
nildren with Parent on Active Military Duty												
fted and Talented	61.11	72.22	50.00	52.78	N<10	N<10	N<10	N<10	N<10	N<10	N<10	59.03
emale Students	60.78	23.26	25.58	40.48	N<10	N<10	N<10	N<10	N<10	N<10	N<10	38.55
di Ori di di												
ale Students	58.70	42.11	27.03	47.30	N<10	N<10	N<10	N<10	N<10	N<10	N<10	44.62

	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	58.86	35.40	35.00	43.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	48.99
African-American	53.77	29.63	30.77	30.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	44.54
Hispanic	67.53	17.24	24.14	42.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.98
Caucasian	57.92	42.27	40.21	46.88	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.76
Economically Disadvantaged	57.25	28.80	29.03	47.54	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.57
Non-Economically Disadvantaged	62.67	58.33	55.56	30.56	N<10	N<10	N<10	N<10	N<10	N<10	N<10	58.47
Students with Disabilities	49.21	7.14	7.14	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	35.20
Students without Disabilities	60.28	38.10	37.67	45.83	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.69
Current English Learners (EL)	80.47	24.00	24.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.28
Non-English Learners (includes Former EL Monitored 1-4 years)	55.62	37.50	37.04	42.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	47.98
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	71.74	78.79	63.64	52.78	N<10	N<10	N<10	N<10	N<10	N<10	N<10	68.85
Female Students	62.03	35.63	37.93	40.48	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.44
Male Students	55.80	35.14	31.51	47.30	N<10	N<10	N<10	N<10	N<10	N<10	N<10	47.47
Migrant												

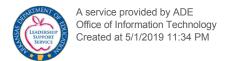


Angie Grant Elementary School - 6302007

SECTION: Graduation Rates

	2017-2018		
	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students		94.5 %	89.2 %
Four-Year Graduation Rate African-American		>95%	85.6 %
Four-Year Graduation Rate Hispanic		77.1 %	85.8 %
Four-Year Graduation Rate Caucasian		>95%	91.2 %
Four-Year Graduation Rate Economically Disadvantaged		90.2 %	86.8 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities		95.0 %	84.6 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)		73.1 %	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		97.4 %	92.0 %
Four-Year Graduation Rate Male Students		91.6 %	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		94.5 %	90.7 %
Five-Year Graduation Rate African-American		90.0 %	87.7 %
Five-Year Graduation Rate Hispanic		>95%	89.2 %
Five-Year Graduation Rate Caucasian		94.5 %	92.1 %
Five-Year Graduation Rate Economically Disadvantaged		88.3 %	88.0 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities		93.9 %	87.7 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)		92.9 %	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		95.7 %	92.7 %
Five-Year Graduation Rate Male Students		93.4 %	88.8 %
Five-Year Graduation Rate Migrant		N<10	85.9 %





Angie Grant Elementary School - 6302007

SECTION: College Readiness

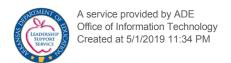
Passbaard on Graden It Statewine ACT Administration 57 3,73 3,73 3,73 3,73 3,73 3,73 4,73 <t< th=""><th></th><th colspan="2">2017-2018</th><th></th></t<>		2017-2018		
Passbaard on Graden It Statewine ACT Administration 57 3,73 3,73 3,73 3,73 3,73 3,73 4,73 <t< th=""><th></th><th>School</th><th>District</th><th>State</th></t<>		School	District	State
District Probestion Remotation for Subtriefs Taking ACT in Genders 1 Inching of Standards Training ACT in Genders 2 ACT Reading Average	American College Test (ACT)			
Number of Statisten's Tailory ACT in Grades of 1 1 4th 98 closed 450 4 98 24 12 12 12 12 12 12 12 12 12 12 12 12 12	Participation in Grade 11 Statewide ACT Administration		377	31,425
Nombro Of Goodwines then have been ACT in High School 3,9 24,91 ACT Reading Average 21,9 20,10 ACT Tenglin Average 21,0 10,12 ACT Schoon Average 21,0 10,10 ACT Common Average 10,2 10,10 ACT Common Average 15,0 10,10 ACT Explin Average 15,0 10,80 ACT Hough Reading Mens 15,0 10,80 ACT William Agent A	District Provided Remediation for Students Taking ACT			
ACT Feaglish Average 2,19 2,02<	Number of Students Taking ACT in Grades 9-11		540	40,561
ACE Tignish Average 21.2 10.4 ACT Man Average 21.7 10.2 ACT Cascerse Average 21.7 10.8 ACT Cascerse Average 15.0 21.7 10.8 ACT Composite Average 15.0 1.80 1.80 ACT Composition Average 15.0 1.80 1.80 ACT Windows 2.0 1.80	Number of Graduates that have taken ACT in High School		339	29,421
ACT Salena Average 2.10 mod 19.10 mo	ACT Reading Average		21.59	20.32
지도 경제	ACT English Average		21.12	19.44
ACT Group Gro	ACT Math Average		21.01	19.12
SAT Poly College Bard 15 </td <td>ACT Science Average</td> <td></td> <td>21.47</td> <td>19.95</td>	ACT Science Average		21.47	19.95
SAT Citil Grading Marin SAT College Admission Testing Manus 15 437 363 SAT Math Manus 676 508 508 SAT Winthy Mean 35 450 508 <	ACT Composite Average		21.47	19.86
SAT Callear Reading Mean 697 509 SAT Man Man (and San Man (and San Man Man (and San Man Man Man Man (and San Man Man Man Man Man Man Man Man Man M	SAT® by College Board			
SAT Withing Mean 587 Wing Mean Avanced Flacement Courses (AP) 351 2031 Number of Students Taking Advanced Placement (AP) Courses 351 2033 Number of Students Taking Advanced Placement (AP) Courses 187 358 2035 Number of AP Exams Scored 3, 4 of 5 187	Number of Students Taking SAT College Admission Test		15	1,388
Advanced Placement Courses (APP courses) 35 20 30 Number of May Pasma Taking Advanced Placement (AP) Courses 362 40 30 Number of AP Pasma Taking Advanced Placement (AP) Courses 482 40 30 Number of AP Pasma Scored 34, or 5 482 40 30 International Electroderous 4 40 30 40 30 College Claim Pather (AP) Courses 4 40 30 40 30 All Sudents (ARI) International Baccalaureate Courses 4 50 48 40 30 College Claim Pather 4 50 48 40 30	SAT Critical Reading Mean		597	589
Advanced Placement Courses (AP) As 10 (2014) 2014 (2014) 2	SAT Math Mean		587	569
Number of Students Taking Advanced Plocement (AP) Courses 351 29,314 Number of AP Exems Taken 582 48,624 Number of AP Exems Scored 3, 0 r 5 187 18,026 International Baccalaureste Courses 188 28,026 Use and Students Taking International Baccalaureate Courses 2 18,026 College Gong Rets 3 18,148 49,118 All Students 4 65,848 49,118 All Convention 2 51,484 49,118 All Convention 2 51,484 49,118 Billipping 4 51,484 49,118 Councilist Discovering Control 2 62,284 49,118 Economically Disadvantaged 3 3,184 49,118 Students Min Disadvantaged 3 3,184 49,118 Colliderin Faligish Learners (EL) 4 2,50 43,184 Children in Foster Care 4 6,70 4,194 Children in Foster Care 4 5,10 4,194 All Control American 4	SAT Writing Mean			
Number of AP Exams Scored 3. 4 or 50 45.87 45.87 Number of AP Exams Scored 3. 4 or 50 15.7 15.80 15.80 International Exclasiveste Courses 3.0 4.0 4.0 Value of Students Taking International Baccalarieste Courses 3.0 4.0 <	Advanced Placement Courses (AP)			
Number of AP Exams Scored 3, 4 or 5 1 floor	Number of Students Taking Advanced Placement (AP) Courses		351	29,031
International Baccalaureato Courses 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Number of AP Exams Taken		582	45,874
Number of Students Taking International Executatives 4 4 College Ging Rates 4 5 5 4 5 4 5 4 5 4 5 4 5 4 5 4 5 6 4 5 6 4 5 6 4 5 6 4 6 6 4 5 6 4 6 6 4 6 6 6 8 4 6 6 8 8 4 6 6 8 8 4 6 6 8 8 9 8 8 9 8 9 8 9 8 9 9 8 9 <t< td=""><td>Number of AP Exams Scored 3, 4, or 5</td><td></td><td>187</td><td>15,869</td></t<>	Number of AP Exams Scored 3, 4, or 5		187	15,869
College Ging Rates Unit of 15 kg and 15	International Baccalaureate Courses			
Al Students 51.4% 49.1% African-American 56.8% 45.0% Hispanic 33.3% 52.4% Caucasian 62.2% 52.4% Economically Disadvantaged 0.0% 15.1% Students with Disabilities 0.0% 15.1% Current English Learner (E) 0.0% 3.1% Children in Foster Care 0.0% 3.0% Children in Foster Care 0.0% 3.0% Children with Parent on Active Military Duty 0.0% 0.0% Cilleder Certat 0.0% 0.0% 0.0% Alfrican-American 0.0% 0.0% 0.0% Alfrican-American 0.0% 0.0% 0.0% Alfrican-American 0.0% 0.0% 0.0% Alfrican-American 0.0% 0.0% 0.0% Caucasian 0.0% 0.0% 0.0% Caucasian 0.0% 0.0%	Number of Students Taking International Baccalaureate Courses			460
African-American 5.8 % 45.0 % 45.0 % 45.0 % 33.3 % 33.9 % 33.9 % 33.9 % 33.9 % 33.9 % 32.0 % <t< td=""><td>College Going Rates</td><td></td><td></td><td></td></t<>	College Going Rates			
Hispanic 33.3% 38.9% Caucasian 52.2% 52.4% Economically Disadvantaged 3.0% 51.4% Students With Disabilities 3.0% 13.7% Current English Learners (EL) 8.0% 25.0% 33.7% Phomeless 9.0% 30.0% 33.7% 39.7% Children in Foster Care 9.0% 62.2% 68.8% Children with Parent Active Millary Duly 62.2% 68.8% 69.8% Alfider and Earled 9.0% 62.2% 68.8% Called Search Active Millary Duly 9.0% 62.2% 68.8% Alfider Alfacter 9.0% 62.2% 68.8% Alfider Machael 9.0% 62.2% 68.8% Alfider Machael 9.0% 62.2% 69.8% Alfider Machael 9.0% 62.2% 69.8% Alfider Machael 9.0% 53.9% 97.9% Alfider Machael 9.0% 53.9% 98.9% Alfider Machael 9.0% 9.0% 98.9%	All Students		51.4 %	49.1 %
Caucasian 52.9% 52.4% 52.4% 52.4% 52.4% 52.4% 52.4% 52.4% 52.4% 52.4% 43.3% 41.3% 52.4%	African-American		56.8 %	45.0 %
Economically Disadvantaged 3.3% 4.13% 1.13% Students with Disabilities	Hispanic		33.3 %	38.9 %
Students with Disabilities 0.0 % 15.1 % Current English Learners (EL) 8.3 % 24.0 % Homeless 25.0 % 33.7 % Children in Foster Care 100.0 % 40.9 % Children with Parent On Active Military Duty 66.7 % 58.9 % Gifled and Talented 67.0 % 58.9 % Gifled Actumulation Rates 57.6 % 51.9 % All Students 57.9 % 51.9 % All Students 50.0 % 37.9 % Stapping 50.0 % 59.4 % 59.9 % Students with Disabilities 50.0 % 50.9 % 40.9 % Students with Disabilities 50.0 % 32.5 % 40.0 % 32.5 % Students with Disabilities 60.0 % 32.5 % 40.0 % 32.5 % Current English Learners (EL) 60.0 % 32.5 % 40.0 % 32.5 % Children in Foster Care	Caucasian		52.2 %	52.4 %
Current English Learners (EL)	Economically Disadvantaged		34.3 %	41.3 %
Homeless 25.0% 33.7% Children in Foster Care 100.0% 40.9% Children with Parent on Active Military Duty 66.7% 58.9% Gifled and Talented 62.2% 69.8% College Credit Accumulation Rates All Students 57.6% 51.1% African-American 63.9% 37.9% Hispanic 50.4% 39.7% Caucasian 50.4% 49.7% Economically Disadvantaged 60.0% 32.9% Students with Disabilities 0.0% 32.9% Current English Learners (EL) 40.0% 35.0% Homeless 40.0% 35.0% Children in Foster Care 60.0% 51.6% Children with Parent on Active Military Duty 50.0% 60.8%	Students with Disabilities		0.0 %	15.1 %
Children in Foster Care	Current English Learners (EL)		8.3 %	24.0 %
Children with Parent on Active Military Duty 66.7% 58.9% Gifted and Talented	Homeless		25.0 %	33.7 %
Gifed and Talented 62.2 % 69.8 % College Credit Accumulation Rates College Credit Accumulation Rates 57.6 % 54.1 % All Students 57.6 % 54.1 % 54.1 % 54.1 % 54.2 % 54.2 % 54.2 % 54.1 % 54.2 % 54.2 % 54.1 % 54.2 %	Children in Foster Care		100.0 %	40.9 %
College Credit Accumulation Rates All Students 57.6 % 54.1 % African-American 57.6 % 54.1 % Hispanic 53.9 % 37.9 % Caucasian 50.0 % 49.7 % Economically Disadvantaged 53.9 % 42.9 % Students with Disabilities 50.0 % 30.2 % Current English Learners (EL) 50.0 % 32.5 % Homeless 50.0 % 30.0 % Children in Foster Care 50.0 % 51.6 % Children with Parent on Active Military Duty 50.8 % 60.8 %	Children with Parent on Active Military Duty		66.7 %	58.9 %
All Students 57.6 % 54.1 % African-American 53.9 % 37.9 % Hispanic 50.0 % 49.7 % Caucasian 59.4 % 58.9 % Economically Disadvantaged 57.6 % 53.9 % 42.9 % Students with Disabilities 57.0 % 30.2 % Current English Learners (EL) 57.0 % 30.0 % 32.5 % Homeless 57.0 % 40.0 % 35.0 % Children in Foster Care 57.0 % 50.8 % 50.8 % Children with Parent on Active Military Duty 57.0 % 50.8 % 50.8 %	Gifted and Talented		62.2 %	69.8 %
African-American 53.9 k 37.9 k Hispanic 50.0 k 49.7 k Caucasian 53.9 k 58.9 k Economically Disadvantaged 53.9 k 42.9 k Students with Disabilities 53.9 k 42.9 k Current English Learners (EL) 50.0 k 32.5 k Homeless 51.0 k 40.0 k 35.0 k Children in Foster Care 50.0 k 51.6 k Children with Parent on Active Military Duty 50.8 k 60.8 k	College Credit Accumulation Rates			
Hispanic 50.0% 49.7 % Caucasian 59.4% 58.9 % Economically Disadvantaged 53.9% 42.9 % Students with Disabilities 50.0% 30.2 % Current English Learners (EL) 50.0% 32.5 % Homeless 50.0% 40.0% 35.0 % Children in Foster Care 50.0% 51.6 % Children with Parent on Active Military Duty 50.8 % 60.8 %	All Students		57.6 %	54.1 %
Caucasian 59.4 % 58.9 % Economically Disadvantaged 53.9 % 42.9 % Students with Disabilities 0.0 % 30.2 % Current English Learners (EL) 40.0 % 35.0 % Homeless 40.0 % 35.0 % Children in Foster Care 50.0 % 61.8 % Children with Parent on Active Military Duty 50.0 % 60.8 %	African-American		53.9 %	37.9 %
Economically Disadvantaged 53.9% 42.9 % Students with Disabilities 50.0% 30.2 % Current English Learners (EL) 50.0% 32.5 % Homeless 50.0% 40.0% 35.0 % Children in Foster Care 50.0% 51.6 % Children with Parent on Active Military Duty 50.8 % 60.8 %	Hispanic		50.0 %	49.7 %
Students with Disabilities 0.0 % 30.2 % Current English Learners (EL) 0.0 % 32.5 % Homeless 40.0 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 50.0 % 60.8 %	Caucasian		59.4 %	58.9 %
Current English Learners (EL) 0.0 % 32.5 % Homeless 40.0 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 50.0 % 60.8 %	Economically Disadvantaged		53.9 %	42.9 %
Homeless 40.0 % 35.0 % Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 50.0 % 60.8 %	Students with Disabilities		0.0 %	30.2 %
Children in Foster Care 0.0 % 51.6 % Children with Parent on Active Military Duty 50.0 % 60.8 %	Current English Learners (EL)		0.0 %	32.5 %
Children with Parent on Active Military Duty 50.0 % 60.8 %	Homeless		40.0 %	35.0 %
	Children in Foster Care		0.0 %	51.6 %
Gifted and Talented 80.4 % 76.5 %	Children with Parent on Active Military Duty		50.0 %	60.8 %
	Gifted and Talented		80.4 %	76.5 %

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



SECTION: School Performance

		2017-2018	
	School	District	State
2018 School Performance Rating	С		
Overall Points for School Rating	68.23		
Count of Schools with Rating = A		2	152
Count of Schools with Rating = B		4	313
Count of Schools with Rating = C		1	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		Υ	100 %
Annual Accreditation Status			
Accredited	Υ	7	1,046
Accredited Cited	N	0	5
Accredited Probationary	N	0	1
Attendance Rate			
Attendance Rate All Students	93.34 %	94.77 %	93.92 %
Attendance Rate African American	92.12 %	94.03 %	93.83 %
Attendance Rate Hispanic	94.06 %	95.34 %	93.95 %
Attendance Rate Caucasian	93.17 %	94.72 %	93.53 %
Attendance Rate Economically Disadvantaged	93.24 %	94.18 %	93.65 %
Attendance Rate Non-Economically Disadvantaged	93.72 %	95.51 %	93.63 %
Attendance Rate Students with Disabilities	92.41 %	94.48 %	93.8 %
Attendance Rate Students without Disabilities	93.55 %	94.84 %	93.93 %
Attendance Rate English Learners (EL)	95.4 %	95.58 %	94.79 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	95.05 %	95.82 %	94.96 %
Attendance Rate Former EL (Monitored 1-4 years)	N<10	94.23 %	95.64 %
Attendance Rate Homeless	N<10	92.45 %	90.32 %
Attendance Rate Children in Foster Care		94.01 %	92.95 %
Attendance Rate Children with Parent on Active Military Duty	N<10	95.72 %	94.51 %
Attendance Rate Gifted and Talented	94.61 %	95.48 %	95.79 %
Attendance Rate Female Students	93.64 %	94.77 %	93.83 %
Attendance Rate Male Students	93.06 %	94.76 %	93.96 %
Attendance Rate Migrant		N<10	92.07 %
Dropout Rate			
Dropout Rate		1.08 %	2.36 %
College Remediation Rate			
College Remediation Rate		48.1 %	62.8 %
Enrollment			
October 1 Enrollment	460	5,286	479,258





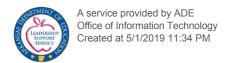
SECTION: School Environment

	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %
Discipline Training Provided to Staff	Υ	100 %	100 %
Parental Involvement Plan Adopted	Υ	100 %	100 %
District Alternative Learning Environment Compliance		Υ	100 %
Expulsions		5	979
Weapons Incidents		32	840
Staff Assaults	2	15	852
Student Assaults	3	43	3,339
Referrals to Law Enforcement	0	0	66
School-related Arrests	0	0	10



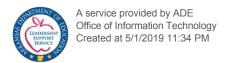
SECTION: Retention

		2017-2018					
	School	District	State				
Number of Students Retained at Grade 1	1	5	1,085				
Percent of Students Retained at Grade 1	1.04 %	1.24 %	2.95 %				
Number of Students Retained at Grade 2	0	0	369				
Percent of Students Retained at Grade 2	0.00 %	0.00 %	1.00 %				
Number of Students Retained at Grade 3	1	1	158				
Percent of Students Retained at Grade 3	1.09 %	0.25 %	0.42 %				
Number of Students Retained at Grade 4	0	3	86				
Percent of Students Retained at Grade 4	0.00 %	0.74 %	0.22 %				
Number of Students Retained at Grade 5	0	3	74				
Percent of Students Retained at Grade 5	0.00 %	0.61 %	0.19 %				
Number of Students Retained at Grade 6	0	2	139				
Percent of Students Retained at Grade 6	0.00 %	0.53 %	0.38 %				
Number of Students Retained at Grade 7	0	4	209				
Percent of Students Retained at Grade 7	0.00 %	0.93 %	0.57 %				
Number of Students Retained at Grade 8	0	2	222				
Percent of Students Retained at Grade 8	0.00 %	0.46 %	0.61 %				





SECTION: Teacher Quality			
		2017-2018	
	School	District	State
% Teachers Completely Certified (Licensed)	100.0 %	100.0 %	96.8 %
% Teachers with Emergency / Provisional Credentials	0.0 %	0.0 %	0.0 %
% Teachers with Bachelor's Degree	62.0 %	50.0 %	53.0 %
% Teachers with Master's Degree	23.0 %	37.0 %	42.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %
All Economic Levels (All Quartiles All Schools)			
	School	District	State
Number of Teachers (Certified Teachers)	43	388	41,834
Number of Teachers Evaluated this year under Teacher Excellence and Support System	4	50	8,035
Number of Teachers Proficient or Above under Teacher Excellence and Support System	4	50	7,845
Number Certified by National Board for Professional Teaching Standards		19	2,287
Number of Teachers Teaching with Emergency/Provisional Credentials	0	3	765
Percentage Teaching with Emergency/Provisional Credentials	0.0 %	0.8 %	1.8 %
Number of Teachers Teaching Out-of-field	0	5	1,459
Percentage of Teachers Teaching Out-of-field	0.0 %	1.3 %	3.5 %
Number of Inexperienced Teachers	4	30	7,134
Percentage of Teachers who are Inexperienced	9.3 %	7.7 %	17.1 %
Number of Teachers, Principals, and Assistant Principals	45	405	43,663
Number of Inexperienced Teachers, Principals, and Assistant Principals	N/A	N/A	N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced	N/A	N/A	N/A
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)			
	School	District	State
Number of Teachers (Certified Teachers)			9,078
Number of Teachers Evaluated this year under Teacher Excellence and Support System			1,324
Number of Teachers Proficient or Above under Teacher Excellence and Support System			1,262
Number Certified by National Board for Professional Teaching Standards			339
Number of Teachers Teaching with Emergency/Provisional Credentials			281
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			1,747
Percentage of Teachers who are Inexperienced			19.2 %
Number of Teachers, Principals, and Assistant Principals			9,504
Number of Inexperienced Teachers, Principals, and Assistant Principals			N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced			N/A
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)			1471
	School	District	State
Number of Teachers (Certified Teachers)		345	12,453
Number of Teachers Evaluated this year under Teacher Excellence and Support System		46	2,507
Number of Teachers Proficient or Above under Teacher Excellence and Support System		46	2,464
Number Certified by National Board for Professional Teaching Standards		19	877
Number of Teachers Teaching with Emergency/Provisional Credentials		3	154
Percentage Teaching with Emergency/Provisional Credentials		0.9 %	1.2 %
Number of Teachers Teaching Out-of-field		5	341
Percentage of Teachers Teaching Out-of-field		1.4 %	2.7 %
Number of Inexperienced Teachers		26	1,926
Percentage of Teachers who are Inexperienced		7.5 %	15.5 %
Number of Teachers, Principals, and Assistant Principals		360	12,978
Number of Inexperienced Teachers, Principals, and Assistant Principals		N/A	N/A
		N/A	N/A
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced			
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced School Board Members		Hou	
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced School Board Members Chris Ledbetter Dio Vannucci		Hou	rs of Trainin 6.
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced School Board Members Chris Ledbetter Dio Vannucci		Hou	6. 7.
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced School Board Members Chris Ledbetter Dio Vannucci Holley Little		Hou	6. 7. 6.
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced School Board Members Chris Ledbetter		Hou	6. 7. 6. 12.
Percentage of Teachers, Principals, and Assitant Principals who are Inexperienced School Board Members Chris Ledbetter Dio Vannucci Holley Little Jackie Sasfai		Hou	6. 7.





Angie Grant Elementary School - 6302007

SECTION: School Expenditures

					2017-2018				
State and Local Expenditures									
		School			District			State	
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$1,676,806	\$151,429	\$1,828,235	\$18,146,449	\$2,276,175	\$20,422,624	\$1,846,546,023	\$285,439,315	\$2,131,985,338
Support services, pupils	\$135,874	\$12,600	\$148,474	\$1,523,418	\$49,002	\$1,572,419	\$160,069,101	\$8,503,839	\$168,572,940
Support services, instructional staff	\$172,841	\$57,691	\$230,532	\$1,426,561	\$600,197	\$2,026,758	\$166,475,200	\$70,344,838	\$236,820,038
Support services, general administration	\$71,249	\$13,698	\$84,948	\$809,397	\$155,613	\$965,009	\$74,567,573	\$26,093,991	\$100,661,564
Support services, school administration	\$248,876	\$9,968	\$258,844	\$2,180,254	\$85,652	\$2,265,906	\$238,663,133	\$8,760,219	\$247,423,352
Support services, operation and maintenance of plant	\$169,304	\$182,885	\$352,188	\$1,657,946	\$2,221,694	\$3,879,640	\$176,640,009	\$310,699,332	\$487,339,341
Support services, student transportation	\$54,283	\$16,607	\$70,890	\$616,662	\$195,662	\$812,324	\$111,117,482	\$63,133,720	\$174,251,201
Business/central/other support services	\$80,856	\$73,573	\$154,429	\$928,872	\$874,989	\$1,803,860	\$79,763,690	\$51,636,647	\$131,400,337
Food services	\$63,697	\$172,582	\$236,279	\$382,953	\$1,622,896	\$2,005,849	\$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	\$8,888	\$147	\$9,036	\$100,971	\$1,673	\$102,645	\$8,920,422	\$2,213,308	\$11,133,730
Grand Total	\$2,682,674	\$691,181	\$3,373,855	\$27,773,482	\$8,083,551	\$35,857,034	\$2,960,908,776	\$990,242,548	\$3,951,151,324
State and Local Per-pupil Expenditures	\$5,759	\$1,484	\$7,242	\$5,248	\$1,527	\$6,776	\$6,231	\$2,084	\$8,315
Federal Expenditures									
		School			District			State	

		School			DISTRICT			State		
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	
Instruction	\$390,021	\$44,977	\$434,998	\$3,316,281	\$210,063	\$3,526,343	\$465,591,792	\$60,997,050	\$526,588,842	
Support services, pupils	\$32,472	\$24,002	\$56,475	\$292,091	\$110,867	\$402,958	\$43,263,291	\$33,247,903	\$76,511,193	
Support services, instructional staff	\$178,638	\$50,903	\$229,541	\$564,716	\$125,098	\$689,815	\$76,162,766	\$39,296,794	\$115,459,560	
Support services, general administration	\$917	\$767	\$1,684	\$10,419	\$8,716	\$19,136	\$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	\$13,210	\$75	\$13,285	\$150,071	\$852	\$150,923	\$7,211,281	\$1,152,985	\$8,364,266	
Business/central/other support services	\$0	\$4,012	\$4,012	\$0	\$47,801	\$47,801	\$1,182,327	\$8,688,164	\$9,870,491	
Food services	\$0	\$0	\$0	\$0	\$0	\$0	\$220,700	\$596,414	\$817,115	
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,054	\$6,054	
Other	\$0	\$307	\$307	\$0	\$3,489	\$3,489	\$5,189,656	\$1,639,119	\$6,828,775	
Grand Total	\$615,259	\$125,043	\$740,302	\$4,333,578	\$506,887	\$4,840,465	\$608,514,045	\$151,320,564	\$759,834,609	
Federal Per-pupil Expenditures	\$1,321	\$268	\$1,589	\$819	\$96	\$915	\$1,281	\$318	\$1,599	
Total Expenditures										

	School			District			State		
	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total	Personnel *	Non- Personnel *	Total
Instruction	\$2,066,827	\$196,406	\$2,263,233	\$21,462,729	\$2,486,238	\$23,948,967	\$2,312,137,815	\$346,436,365	\$2,658,574,180
Support services, pupils	\$168,346	\$36,602	\$204,949	\$1,815,509	\$159,869	\$1,975,378	\$203,332,391	\$41,751,742	\$245,084,133
Support services, instructional staff	\$351,479	\$108,594	\$460,073	\$1,991,278	\$725,295	\$2,716,573	\$242,637,966	\$109,641,632	\$352,279,598
Support services, general administration	\$72,167	\$14,466	\$86,632	\$819,816	\$164,329	\$984,145	\$83,104,465	\$30,179,866	\$113,284,330
Support services, school administration	\$248,876	\$9,968	\$258,844	\$2,180,254	\$85,652	\$2,265,906	\$239,615,017	\$8,818,953	\$248,433,970
Support services, operation and maintenance of plant	\$169,304	\$182,885	\$352,188	\$1,657,946	\$2,221,694	\$3,879,640	\$176,843,466	\$312,250,805	\$489,094,271
Support services, student transportation	\$67,494	\$16,682	\$84,175	\$766,733	\$196,514	\$963,247	\$118,328,762	\$64,286,705	\$182,615,468
Business/central/other support services	\$80,856	\$77,585	\$158,441	\$928,872	\$922,790	\$1,851,661	\$80,946,017	\$60,324,811	\$141,270,828
Food services	\$63,697	\$172,582	\$236,279	\$382,953	\$1,622,896	\$2,005,849	\$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	\$8,888	\$454	\$9,343	\$100,971	\$5,162	\$106,134	\$14,110,077	\$3,852,428	\$17,962,505
Grand Total	\$3,297,933	\$816,225	\$4,114,158	\$32,107,061	\$8,590,438	\$40,697,498	\$3,569,422,821	\$1,141,563,112	\$4,710,985,933
Total Per-pupil Expenditures	\$7,079	\$1,752	\$8,831	\$6,067	\$1,623	\$7,690	\$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		41.9	38.4	
Average Teacher Salary		\$51,870	\$49,840	
Extracurricular Expenditures		\$1,852,730	\$187,202,332	
Capital Expenditures		\$5,620,465	\$573,071,733	
Debt Service Expenditures		\$2,141,486	\$294,033,249	
Free and Reduced Meals				
Percent of Students Eligible for Free and Reduced Meals	76.3 %	41.9 %	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 4	RV	RV	RV



Angie Grant Elementary School - 6302007

SECTION: Crosstab - ACT Aspire

SECTION GLOSSIAD ACT ASSITE					
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 3 Mathematics				•	
visité à miniminates African-American	>95%	RV	RV	25	8.33
African-American Sludert with Disability	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 Femste with Disability	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 with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male	N<10	N<10	N<10	N<10	N<10
African-American Male with Deability					
African-American Male without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner African-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
	N<10	N<10		N<10	N<10
African-American Male Non-English Learner without Disability African-American Student without Disability	>95%	RV	N<10 RV	27.27	9.09
African-American Non-English Learner	>95%	RV	RV	25	8.33
African-American Not-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	>95%	RV	RV	27.27	9.09
All	>95%	21.11	21.11	33.33	24.44
Caucasian	>95%	RV	RV	34.55	29.09
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucisian Female	>95%	RV	RV	32.26	32.26
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucesian Female without Disability	>95%	RV	RV	37.04	37.04
Caucasian Female Non-English Learner	>95%	RV	RV	32.26	32.26
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	RV	37.04	37.04
Caucasian Male	>95%	RV	RV	37.5	25
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV RV	RV RV	36.36 37.5	22.73
Caucasian Male Non-English Learner	>95%				
Caucasian Male Non-English Learner with Disability Caucasian Male Non-English Learner without Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 36.36	N<10 22.73
Caucasin naie Not-crystin Learner wroot, Usaciniy Caucasin Naie Not-crystin Learner wroot, Usaciniy Caucasin Naie Not-crystin Learner wroot, Usaciniy	>95%	RV	RV	36.73	30.61
Caucasian Non-Eight Learner	>95%	RV	RV	34.55	29.09
Coucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	RV	RV	36.73	30.61
Student with Disability	N<10	N<10	N<10	N<10	N<10
English Learner	>95%	RV	RV	29.41	29.41
English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	>95%	RV	RV	31.25	31.25
Female	>95%	RV	RV	32	30
Fernale Student with Disability	N<10	N<10	N<10	N<10	N<10
Fernale English Learner	N<10	N<10	N<10	N<10	N<10
Fernale English Learner with Disability					
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Femile Student without Disability	>95%	RV	RV	34.09	34.09
Female Non-English Learner Female Non-English Learner with Disability	>95% N<10	RV N<10	RV N<10	33.33 N<10	26.19 N<10
remark on crigan Learner was Lassany Female Non-Englan Learner with Cabability Female Non-Englan Learner with Cabability	>95%	RV	RV RV	36.11	30.56
remote wartington Learner works. Learner wartington	>95%	RV	RV	18.75	18.75
Hisoanic Student with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner	>95%	RV	RV	23.08	23.08
Hispanic English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner without Disability	>95%	RV	RV	25	25
Hispanic Female	>95%	RV	RV	20	30
Hispanic Female with Disability					
Hispanic Female English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Female English Learner with Disability					
Hispanic Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Fernale without Disability	>95%	RV	RV	20	30
Hispanic Femsile 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	N<10	N<10	N<10	N<10	N<10
Hispanic Multi English Learner Hispanic Multi English Learner Hispanic Multi English Learner Hispanic Multi English Learner	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
Hispanic Male English Learner with Disability Hispanic Male English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
respons Asset Engins Learner work (Lisakery Happins (Asset Ward Lisakery Happins (Asset	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
respons to more minute Lieutology Highpanic State House Disability Highpanic State House Disability	>95%	RV	RV	20	20
response, solutions would, Licensewy Helpanic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male	>95%	RV	25	35	RV
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male English Learner	N<10	N<10	N<10	N<10	N<10
Male English Learner with Disability	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%	RV	27.03	35.14	RV
Male Non-English Learner	>95%	RV	RV	35.48	19.35
Male Not-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	RV	RV	34.48	17.24
Student without Disability	>95%	16.05	23.46	34.57	25.93
Non-English Learner	>95%	20.56	21.92	34.25	23.29
Non-English Learner Student with Disability Non-English Learner Student without Disability	N<10 >95%	N<10 15.38	N<10 24.62	N<10 35.38	N<10 24.62
тольный опродуктивной положения положения	- 3076	13.30	24.02	JUJ0	A-4.0E



SECTION: Crosstab - ACT Aspire

SECTION: Crosstab - ACT Aspire					
		2017-2018			
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
ade 4 Mathematics					
an-American	>95%	RV	RV	27.78	5.56
an-American Student with Disability an-American Female	N<10 >95%	N<10 RV	N<10 RV	N<10 27:27	N<10 9.09
an-American Female with Disability	N<10	N<10	N<10	N<10	N<10
can-American Female without Disability	>95%	RV	RV	30	10
ican-American Female Non-English Learner	>95%	RV	RV	27.27	9.09
can-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
can-American Female Non-English Learner without Disability	>95%	RV	RV	30	10
ican-American Male	N<10	N<10	N<10	N<10	N<10
can-American Male with Disability	N<10	N<10	N<10	N<10	N<10
can-American Male without Disability	N<10	N<10	N<10	N<10	N<10
can-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
can-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ican-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
can-American Student without Disability	>95%	RV	RV	31.25	625
can-American Non-English Learner can-American Non-English Learner with Disability	>95% N<10	RV N<10	RV N<10	27.78 N<10	5.56 N<10
can-vinerican Non-English Learner with Disability	>95%	RV RV	RV RV	31.25	6.25
cervireit.cer ixterengisi Leerier wubdu Usadiny	RV	RV	51.61	29.03	RV
uzekian	>95%	RV	52.73	32.73	RV
ucesian Student with Disability	N<10	N<10	N<10	N<10	N<10
casian Female	>95%	RV	62.07	RV	<5%
casian Female with Disability	N<10	N<10	N<10	N<10	N<10
ucesian Fernele without Disability	>95%	RV	64.29	RV	<5%
ucasian Female Non-English Learner	>95%	RV	62.07	RV	<5%
ucasian Fernate Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
casion Female Non-English Learner without Disability	>95%	RV	64.29	RV	<5%
ucasian Male	>95%	RV	4231	42.31	RV
ucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Male without Disability ucasian Male Non-English Learner	>95% >95%	RV RV	42.31	42.31	RV RV
ucasian Male Non-English Learner with Disability	>95% N<10	N<10	42:31 N<10	42.31 N<10	N<10
casion Male Non-English Learner with Disability ucasion Male Non-English Learner without Disability	N<10 >95%	N<10 RV	N<10 40	N<10 44	N<10 RV
ucasian Suderh Under Deability	>95%	RV	52.83	33.96	RV
acciant no solicitati de la contractiva del la contractiva del la contractiva de la contractiva de la contractiva de la contractiva del la contractiva de la contractiva de la contractiva del la contrac	>95%	RV	52.73	32.73	RV
ucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ucasian Non-English Learner without Disability	>95%	RV	52.83	33.96	RV
dent with Disability	N<10	N<10	N<10	N<10	N<10
glish Learner	92.31	RV	RV	16.67	<5%
glish Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
glish Learner Student without Disability	90	RV	RV	22.22	<5%
male	>95%	RV	64	22	RV
rade Student with Disability	N<10	N<10	N<10	N<10	N<10
male English Learner male English Learner with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
male English Learner with Disability	N<10	N<10	N<10	N<10	N<10
use or use or user war out, used us yet and use the user of user or us	>95%	RV	63.64	25	RV
mate Non-English Learner	>95%	RV	63.04	23.91	RV
male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
nale Non-English Learner without Disability	>95%	RV	62.79	25.58	RV
panic	94.12	RV	RV	18.75	<5%
panic Student with Disability	N<10	N<10	N<10	N<10	N<10
panic English Learner	91.67	RV	RV	18.18	<5%
English Learner with Disability	N<10	N<10	N<10	N<10	N<10
English Learner without Disability	N<10	N<10	N<10	N<10	N<10
panic Female	N<10	N<10	N<10	N<10	N<10
panic Female with Disability	N<10	N<10	N<10	N<10	N<10
panic Female English Learner	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
zeric Fernate English Learner with Disability seric Fernate English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
sanic Female English Learner without Disability sanic Female without Disability	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
sanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
anic Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
parric Male	N<10	N<10	N<10	N<10	N<10
panic Male with Disability			***		
paric Mate English Learner	N<10	N<10	N<10	N<10	N<10
banic Male English Learner with Disability					
panic Male English Leerner without Disability	N<10	N<10	N<10	N<10	N<10
Male without Disability	N<10	N<10	N<10	N<10	N<10
enic Student without Disability	92.86	RV	RV	23.08	<5%
anic Non-English Learner	N<10	N<10	N<10	N<10	N<10
anic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
	>95%	RV	37.21	37.21	RV
e Student with Disability a Ennileh I agman	N<10 Ne10	N<10 N<10	N<10	N<10 N<10	N<10
e English Learner a Finnlish Learner with Disability	N<10	N<10	N<10	N<10	N<10
e English Learner with Disability e English Learner without Disability	N<10	N<10	N<10	N<10	N<10
e English Learner without Disability E Student without Disability	>95%	RV RV	36.59	39.02	RV RV
e succes in which Descripty Non-English Learner	>95%	RV	37.14	40	RV
Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Non-English Learner without Disability	>95%	RV	36.36	42.42	RV
ent without Disability	RV	RV	50.59	31.76	RV
-English Learner	RV	RV	51.85	30.86	RV
-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
n-English Learner Student without Disability	>95%	RV	51.32	32.89	RV



Angie Grant Elementary School - 6302007

SECTION: Crosstab - ACT Aspire

CESTION STOCKED ACT ASSIST					
			2017-2018		
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
All Grades Mathematics					
African-American	>95%	RV	43.33	RV	6.67
African-American Student with Disability	N<10	N<10	N<10	N<10	N<10
African-American Fernale	>95%	RV	RV	29.41	11.76
African-American Female with Disability African-American Female without Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 33.33	N<10 13.33
Antica-American Testing William (Antica-American Testing Non-English Laumer Aftica-American American Non-English Laumer	>95%	RV	RV	29.41	11.76
African-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	>95%	RV	RV	33.33	13.33
African-American Male	>95%	RV	RV	23.08	<5%
African-American Male with Dashility	N<10	N<10	N<10	N<10	N<10
African-American Male without Disability	>95%	RV	RV	25	<5%
African-American Male Non-English Learner African-American Male Non-English Learner with Disability	>95% N<10	RV N<10	RV N<10	23.08 N<10	<5% N<10
Aftern American Male Non-English Learner without Disability	>95%	RV	RV	25	<5%
African-American Student Willoud Disability	>95%	RV	44.44	RV	7.41
African-American Non-English Learner	>95%	RV	43.33	RV	6.67
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	>95%	RV	44.44	RV	7.41
All	>95%	18.03	36.61	31.15	14.21
Caucasian	>95%	13.64	36.36	33.64	16.36 No. 40
Caucasian Student with Disability Caucasian Female	N<10 >95%	N<10 RV	N<10 38.33	N<10 28.33	N<10 RV
Caucisain Female Caucisain Female with Disability	>95% N<10	N<10	38.33 N<10	28.33 N<10	N<10
Caucasian Female without Disability	>95%	RV	41.82	30.91	RV
Caucasian Female Non-English Learner	>95%	RV	38.33	28.33	RV
Caucasion Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Leurner without Deability	>95%	RV	41.82	30.91	RV
Caucasian Male	>95%	RV	34	40	RV
Caucasian Male with Disability Caucasian Male without Disability	N<10 >95%	N<10	N<10	N<10	N<10 RV
Caucaisin Male without Deability Caucaisin Male without Deability Caucaisin Male Work Proglat Laimer	>95%	RV RV	34.04	40.43	RV
Caucasian Male Non-Tegriph Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	34.04	40.43	RV
Caucasian Student without Disability	>95%	9.8	38.24	35.29	16.67
Caucesian Non-English Learner	>95%	13.64	36.36	33.64	16.36
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasion Non-English Learner without Disability	>95%	9.8	38.24	35.29	16.67
Student with Disability English Learner	>95%	RV RV	RV	11.76	17.24
Engish Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	>95%	RV	RV	28	20
Female	>95%	15	41	27	17
Fernale Student with Disability	>95%	RV	RV	8.33	<5%
Fernale English Learner	>95%	RV	RV	16.67	33.33
Female English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female English Learner without Disability Female Student without Disability	N<10 >95%	N<10 RV	N<10 42.05	N<10 29.55	N<10 RV
retines Auditoria wirold Leading	>95%	15.91	40.91	28.41	14.77
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	>95%	RV	43.04	30.38	RV
Hispanic	>95%	31.25	40.63	RV	RV
Hispanic Student with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic English Learner	>95%	RV	RV	20.83	12.5
Hispanic English Learner with Disability Hispanic English Learner without Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 25	N<10
Haparic Final Larrer Wood Usabotiy Haparic Final Larrer Wood Usabotiy	>95%	RV	RV	15.79	15.79
respons. Feature With Diabelity Helpons Feature with Diabelity	N<10	N<10	N<10	N<10	N<10
Hispanic Female English Learner	>95%	RV	RV	18.18	27.27
Hispanic Female English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Fernale English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Fernale without Disability	>95%	RV	RV	18.75	18.75 N. 40
Hispanic Female Non-English Learner Hispanic Female 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
repetition of the reference with a state of the state of	92.86	RV	RV	23.08	<5%
Hepanic Male with Disability	N<10	N<10	N<10	N<10	N<10
Hisparic Male English Learner	92.86	RV	RV	23.08	<5%
Hispanic Male English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Male English Learner without Disability	92.31	RV	RV	25	<5%
Hispanic Male without Disability	92.31	RV	RV	25	<5%
Hispanic Student without Disability Hispanic Non-English Learner	>95% N<10	RV N<10	39.29 N<10	RV N<10	10.71 N<10
Hapane Non-English Learner Wood Disability Hapane Non-English Learner without Disability	N<10 N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
Topics Continue Conti	>95%	RV	31.33	36.14	RV
Mile Student with Disability	N<10	N<10	N<10	N<10	N<10
Male Engish Learner	94.44	RV	RV	29.41	5.88
Male English Leurner with Disability	N<10	N<10	N<10	N<10	N<10
Male English Learner without Disability	94.12	RV	RV	31.25	6.25
Maie Stadert without Deability	>95%	RV	32.05	37.18	RV
Male Non-English Learner Male Non-English Learner with Teachible	>95% Net0	RV Net0	33.33 Ne10	37.88 Ne10	RV Net0
Male Non-English Leerner with Disability Male Non-English Leerner without Disability	N<10 >95%	N<10 RV	N<10 33.87	N<10 38.71	N<10 RV
New York-Organi Learne without Justiny Student without Destability Student without Destability	>95%	14.46	37.35	33.13	15.06
Non-English Learner	>95%	16.23	37.66	32.47	13.64
Non-English Learner Student with Disability	>95%	RV	RV	15.38	7.69
Non-English Learner Student without Disability	>95%	12.77	39.01	34.04	14.18



Angie Grant Elementary School - 6302007

SECTION: Crosstab - ACT Aspire

GEOTION COORDINATION OF ACTIVITIES					
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
	/s rested	% in Need of Support	/s Close	/s Ready	// Exceeds
Grade 3 Literacy				_	
Affician-American	>95%	RV	RV	16.67	8.33
African-American Student with Disability	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 Fernale with Disability	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 with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male	N<10	N<10	N<10	N<10	N<10
African-American Male with Disability					
African-American Male without Disability	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
African-American Male Non-English Learner with Disability					
African-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
African-American Student Without Disability	>95%	RV	RV	18.18	9.09
African-American Non-English Learner	>95%	RV	RV	16.67	8.33
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Non-English Learner without Disability	>95%	RV	RV	18.18	9.09
All	>95%	34.44	17.78	20	27.78
Caucasian	>95%	29.09	RV	RV	30.91
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	>95%	32.26	RV	RV	38.71
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	RV	RV	22.22	44.44
Caucasian Female Non-English Learner	>95%	32.26	RV	RV	38.71
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	RV	RV	22.22	44.44
Caucasian Male	>95%	RV	RV	29.17	20.83
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	RV	31.82	18.18
Caucasian Male Non-English Learner	>95%	RV	RV	29.17	20.83
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability	>95%	RV	RV	31.82	18.18
Caucasian Student without Disability	>95%	RV	RV	26.53	32.65
Caucasian Non-English Learner	>95%	29.09	RV	RV	30.91
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	RV	RV	26.53	32.65
Student with Disability	N<10	N<10	N<10	N<10	N<10
Engish Learner	>95%	RV	RV	11.76	35.29
Engish Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Engish Learner Student without Disability	>95%	RV	RV	12.5	37.5
Femde	>95%	32	RV	RV	38
Femule 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 with Disability					
Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Femile Student Disability	>95%	25	RV	RV	40.91
Femile Non-English Learner	>95%	35.71	RV	RV	33.33
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Nor-English Learner without Disability	>95%	27.78	RV	RV	36.11
Hispanic	>95%	RV	RV	12.5	25
Reports Heliconic Student with Disability	N<10	N<10	N<10	N<10	N<10
respents. Solutions with Linearing Helport English Learner Helport English Learner Helport English Learner	>95%	RV	RV	15.38	30.77
respent cupies Learner Hepapine English Learner with Disability Hepapine English Learner with Disability	N<10	N<10	N<10	N<10	N<10
respect crysis Learne with usessiny Hepanic English Learne without Deskilly	>95%	RV	RV	16.67	33.33
respect crigant certie words undatiny Helpanic Female Helpanic Female	>95%	RV	RV	10	40
Happani Female With Disability	>95%	RV	RV	10	40
respect retines with Lessessiany Helpson's Fernies English Learner Helpson's Fernies English Learner	N<10	N<10	N<10	N<10	N<10
respect refine Englan Learner with Disability Hepanic Fernie Englan Learner with Disability			N<10	N<10	N-IU
Trapate Fundamental was United and State of the Control of the Con	N<10	N<10	N<10	N<10	N<10
respector - Fertine Engine Learner window Lossoniy Hejsonic Fernie window Classifity Hejsonic Fernie window Classifity	>95%	RV	RV	10	40
	>90% N<10	N<10	N<10	N<10	4U N<10
Hispanic Female Non-English Learner Hispanic Female Non-English Learner Hispanic Female Non-English Learner Workd. Disability	N<10 N<10	N<10	N<10 N<10	N<10	N<10 N<10
Hispanic Make	N<10	N<10	N<10 N<10	N<10	N<10 N<10
Hispanic Male with Deability	N<10	N<10		N<10	
Hispanin Make English Learner	N<10	N<10	N<10	N<10	N<10
Hispanio Male English Learner with Dushality	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
Hispanis Male without Disability	N<10	N<10	N<10	N<10	N<10
Hispanic Shidert without Disability	>95%	RV	RV	13.33	26.67
Hispanic Nov-English Learner	N<10	N<10	N<10	N<10	N<10
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male	>95%	37.5	27.5	RV	RV
Male Student with Disability	N<10	N<10	N<10	N<10	N<10
Male English Learner	N<10	N<10	N<10	N<10	N<10
Male English Learner with Disability	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%	37.84	27.03	RV	RV
Male Non-English Learner	>95%	32.26	RV	RV	16.13
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male Non-English Learner without Disability	>95%	34.48	RV	RV	13.79
Student without Disability	>95%	30.86	18.52	22.22	28.4
Non-English Learner	>95%	34.25	17.81	21.92	26.03
Non-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Non-English Learner Student without Disability	>95%	30.77	18.46	24.62	26.15



SECTION: Crosstab - ACT Aspire

with the time of time	SECTION: Crosstab - ACT Aspire					
with the time of time		2017-2018				
water standard and the		% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Management of the control of	nds 4 Literacy					
windows of the target of target of the target of target of the target of targe	an-American					
with a standamen and management of the properties of the prop	y					
with the property of the prope						
жени вышений	An-American Female without Disability					
with the programment of the prog						
weeters of the control of the contro	can-American Female Non-English Learner with Disability					
with the section of t	can-American Fernale Non-English Learner without Disability	>95%	RV	RV	10	30
with the section of t	ican-American Male	N<10	N<10	N<10	N<10	N<10
の	Ican-American Male with Disability	N<10	N<10	N<10	N<10	N<10
with the control of t	can-American Male without Disability	N<10	N<10	N<10	N<10	N<10
with the content of t						
with the following the properties of the following the fol						
with the property of the prope						
Material Schedungswindersche jeden zu						
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шели обставорой предоставорой пр						
with the property of the prope	casion Fernate without Disability	>95%	RV	35.71	RV	10.71
	cossion Fernate Non-English Learner	>95%	34.48	34.48	RV	RV
was been selected and the selected and t	casion Fernale Non-English Learner with Disability					
with the time of time						
sembers of the property of the	and the second s					
water standard format water for						
Machine						
with the time of time	·					
with many field of the method						
same to postpace and motion of post and motion for post and mot						
with the first problem of the						
with the second	ucasian Non-English Learner without Disability	>95%	37.74		RV	RV
with the following form of the following for	dert with Deability	N<10	N<10	N<10	N<10	N<10
with management and with the management and with a management and	glish Learner	92.31	RV	RV	<5%	<5%
signed of the control of the	glish Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
with subsidiary should be subs	jish Learner Student without Disability	90				
significant fig.	male					
with profession and with profession and profession						
with the first of						
with such professor with Classify and some again aga						
use the regular and methods places are the color to complet and the color to complet and the color to colo						
well-origination of Doubly in which Doubly in		>95%	34.78	30.43	RV	
Seed Mod No 52 92 Seed Mod 10 92 <t< td=""><td>male Non-English Learner with Disability</td><td></td><td></td><td></td><td></td><td></td></t<>	male Non-English Learner with Disability					
general conduction desiration control c	nate Non-English Learner without Disability	>95%	32.56		RV	RV
with position for the first position for the	partic	94.12	RV	RV	6.25	12.5
see English James and Dashily M50 M5	panic Student with Disability	N<10	N<10	N<10	N<10	N<10
sick point flaming with Classify and Series No.	anic English Learner	91.67	RV	RV	<5%	<5%
unit Mod Mod <td></td> <td>N<10</td> <td>N<10</td> <td>N<10</td> <td>N<10</td> <td>N<10</td>		N<10	N<10	N<10	N<10	N<10
with Publish Unable With Disable With Disabl						
seed from the gright harmer will pullation 450 Mod						
said printanting disanter with Databily 400 M20						
same frame infost Journal Upsal Displacement Upsal Lagrance product Displacement Upsal Displacement Upsa	•					
same freedman from dam for simble for simbl						
same fremish block Enginia Lamers with Calcidation 4470 Media M						
same foundation shows fight learner whood bladding to same foundation shows from the wind the same foundation shows from the same from the same foundation shows from the same foundation shows from the same from the sa						
sink Manufacture with Disability Mrill or Mrill						
### ### ### ### ### ### ### ### ### ##		N<10	N<10	N<10	N<10	N<10
The Proposition of the Engish Learner with Disability and Engish Learner without Disability and Engish Learner with Disability and Engish Learner with Disability and Engish Learner without Disability and Engish Lea						
and Make English Learner without Disability M-10	banic Male English Learner	N<10	N<10	N<10	N<10	N<10
said table without Disability M-10	paric Male English Learner with Disability					
seit Sidert with Out Disability RV FV FA						
and Non-English Learner without Disability M-10 M-10<						
### 100 Part P						
Statem will Disability Statem will Disability Statem will Disability Statem will Disability Find or William						
Student with Disability M-10 M-						
Engila Learner MD Databily Engila Learner with Datability Engila Learner Endert with Datability Engila Learner Engila Learner Endert with Datability Engila Learner Engila Learner Engila Learner Engila Learner Engila L						
Engish Learner with Disability Engish Learner Student with Disability Engish Learner with Disability	······································					
English Learner without Disability N-10						
student without Dasbility 512 RV RV 9.76 e Non-English Learner 459 45.7 RV RV 14.0 e Non-English Learner with Duability 45.0 K10 K10 K10 K10 K10 K1						
e Non-English Learner 95% 45.7 RV RV 11.80 e Non-English Learner with Disability N=10						
Non-Enginit Learner with Disability N+10 12.12 Leef without Disability -589% 42.35 25.88 17.65 14.12 Leef without Disability -589% 42.74 25.93 18.52 14.81 Leighil Learner Student with Disability N+10 N+10 N+10 N+10 N+10						
e Non-English Learner willrout Disability 98% 45.5 RV RV 12.12 Let will Most Disability 42.55 258 17.55 14.2 Feight Learner 98% 40,7 25.53 18.2 148.1 English Learner Student with Disability N<10	·					
ert without Disability 95% 42.35 25.88 17.65 14.12 English Learner 95% 40.74 25.93 18.52 14.81 English Learner Student with Disability Nr-10 Nr-10 Nr-10 Nr-10 Nr-10 Nr-10 Nr-10						
English Learner >95% 4074 25.93 18.52 14.81 English Learner Studerit with Disability N<10						
Engini Learner Student with Disability N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10		>95%	40.74	25.93	18.52	14.81
	n-English Learner Student without Disability	>95%	38.16		19.74	



SECTION: Crosstab - ACT Aspire

SECTION: Crosstab - ACT Aspire					
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grades Literacy					
The state of the s	>95%	53.33	RV	RV	16.67
an-American Student with Disability	N<10	N<10	N<10	N<10	N<10
can-American Female	>95%	RV	RV	17.65	23.53
can-American Female with Disability (can-American Female with Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 20	N<10 26.67
		RV		17.65	25.67
Ican-American Female Non-English Learner Ican-American Female Non-English Learner with Disability	>95% N<10	N<10	RV N<10	N<10	23.53 N<10
can-veneran remar Noti-crigatin Learner was Lisasiny can-veneran remar Noti-crigatin Learner was Lisasiny can-veneran remark Noti-crigatin Learner was Lisasiny can-veneran r	N<10 >95%	RV RV	RV	20	26.67
can-American Fermale Non-Englan Learner without Lisabolay (and American) Fermale Non-Englan Learner without Lisabolay (and Ame	>95%	RV	RV	7.69	7.69
cara-vierterian was	>90% N<10	N<10	N<10	7.09 N<10	7.09 N<10
cara-vivereal mase wire Lossainy	>95%	RV	RV	8.33	8.33
Lear Principal Inside William (1) Anni Principal Learner (1) Anni Principal	>95%	RV	RV	7.69	7.69
Lear Powline Lear Insert Powler Learner Lear Powline Learner (Learner With Disability Learner Learne	N<10	N<10	N<10	N<10	N<10
custrivities all near two-religion Leaster with Leasting	>95%	RV	RV	8.33	8.33
carriveries in wee routing and centre window beauting carriveries with which Disability carriveries and window Disability carriveries and window Disability carriverse and w	>95%	48.15	RV	RV	18.52
can-American Non-English Learner	>95%	53.33	RV	RV	16.67
ican-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Larioviteral route: giant casine was Lisakiny and American None; giant casine was Lisakiny and American None; giant Learner with Casility and Casility a	>95%	48.15	RV	RV	18.52
carviental forcigal caste wood resulty	>95%	40.44	21.31	18.03	20.22
and the state of t	>95%			21.82	20.91
zesiusi zesiusian Student with Disability	>95% N<10	34.55 N<10	22.73 N<10	21.82 N<10	20.91 N<10
zasani State wa Lasaniy zasani State wa Lasaniy	N<10 >95%	N<10 33.33	21.67	N<10 20	N<10 25
ucisasi nemale wit Disability	>95% N<10	33.33 N<10	21.67 N<10	20 N<10	25 N<10
zasani remae with Lusanity zasani remae with Lusanity	N<10 >95%	N<10 27:27	23.64	N<10 21.82	N<10 27:27
ucisian remai winou Lisasiniy ucisian remai winou Lisasiniy ucisian remai winou Lisasiniy	>95%	33.33	21.67	21.82	2/2/
uciosis remai kon-ingisis Lasmir.	>95% N<10	33.33 N<10	21.67 N<10	20 N<10	25 N<10
ucasian Female Non-English Learner with Osability ucasian Female Non-English Learner without Osability	N<10 >95%	N<10 27:27	N<10 23.64	N<10 21.82	N<10 27:27
ucasion Male ucasion Male with Disability	>95% N<10	36 N<10	RV N<10	24 N<10	RV N<10
ucasian Male without Disability	>95%	36.17	RV	25.53	RV RV
ucasian Male Non-English Learner	>95%	36			
Acceptable of the Control of the Con	N<10	N<10	N<10	N<10	N<10
ucasian Male Non-English Learner without Disability	>95%	36.17	RV	25.53	RV
acasian Student Without Disability	>95%	31.37	23.53	23.53	21.57
ucasian Non-English Learner	>95%	34.55	22.73	21.82	20.91
Control of the Contro	N<10	N<10	N<10	N<10	N<10
accession Non-English Learner without Disability	>95%	31.37	23.53	23.53	21.57
dent with Disability	>95%	RV	RV	<5%	11.76
glish Learner	>95%	55.17	RV	RV	20.69
glish Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
glish Learner Student without Disability	>95%	48	RV	RV	24
make	>95%	36	19	18	27
and the state of t	>95%	RV	RV	<5%	8.33
mate English Learner	>95%	RV	RV	8.33	41.67
nale English Learner with Disability	N<10	N<10	N<10	N<10	N<10
The state of the s	N<10	N<10	N<10	N<10	N<10
naide Student without Disability	>95%	29.55	20.45	20.45	29.55
nale Non-English Learner	>95%	35.23	20.45	19.32	25
nale Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ale Non-English Learner without Disability	>95%	30.38	21.52	21.52	26.58
anic	>95%	59.38	RV	RV	18.75
panic Student with Disability	N<10	N<10	N<10	N<10	N<10
anne English Learner	>95%	62.5	RV	RV	16.67
English Learner with Disability	N<10	N<10	N<10	N<10	N<10
English Learner without Disability	>95%	55	RV	RV	20
anto Female	>95%	RV	RV	10.53	31.58
Temale with Disability	N<10	N<10	N<10	N<10	N<10
paric Female English Learner	>95%	RV	RV	9.09	36.36
ann Female English Learner with Disability	N<10	N<10	N<10	N<10	N<10
ann Female English Lexner without Disability	N<10	N<10	N<10	N<10	N<10
nanc Female without Disability	>95%	RV	RV	12.5	37.5
Annual Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
anic Female Nov-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Male	92.86	RV	RV	7.69	<5%
anic Male with Disability	N<10	N<10	N<10	N<10	N<10
Telepista Learner (Mele English Learner)	92.86	RV	RV	7.69	<5%
Male English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Male English Learner without Disability	92.31	RV	RV	8.33	<5%
arine Male without Disability	92.31	RV	RV	8.33	<5%
anic Student without Disability	>95%	53.57	RV	RV	21.43
anic Non-English Learner	N<10	N<10	N<10	N<10	N<10
nanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
	>95%	45.78	24.1	18.07	12.05
Student with Disability	N<10	N<10	N<10	N<10	N<10
e English Learner	94.44	RV	RV	5.88	5.88
e English Learner with Disability	N<10	N<10	N<10	N<10	N<10
English Learner without Disability	94.12	RV	RV	6.25	625
s Student without Disability	>95%	44.87	24.36	RV	RV
Non-English Learner	>95%	40.91	24.24	RV	RV
e Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
e Non-English Learner without Disability	>95%	40.32	24.19	RV	RV
ferit without Disability	>95%	36.75	22.29	19.88	21.08
-English Leamer	>95%	37.66	22.08	20.13	20.13
-English Learner Student with Disability	>95%	RV	RV	<5%	15.38
n-English Learner Student without Disability	>95%	34.75	22.7	21.99	20.57



SECTION: Crosstab - ACT Aspire

Wood member of the properties of	SECTION: Crosstab - ACT Aspire					
with the property of the prope		% Tested	% In Need of Support	% Close	% Ready	% Exceeds
with the time of t	riado 3 Science					
の	Mican-American	>95%	RV	RV	16.67	8.33
Many managang mangang m						
Machinarian Mandeminder Machinarian Mandeminder Machinarian Ma						
Machine Marchangeman Sample Marchangeman Sa						
with the properties of the pro						
with the property of the prope						
with the time of t	Affican - American Fernate Non-English Learner with Disability					
controlled members of the co	Mirican American Male	N<10	N<10	N<10	N<10	N<10
with the time of t	,					
Water standard south of the properties of the pro						
Command control contro		N<10	N<10	N<10	N<10	N<10
with management of the control of t						
with the problem of the section of the problem of the section of the sect						
with member form year form form form form form form form for	· · · · · · · · · · · · · · · · · · ·					
with the property of the prope	•					
	Mrican American Non-English Learner with Disability	N<10				
same information should be all the should b						
controlled contro	ALI	>95%	46.07	16.85	12.36	24.72
commander from the commander from t	Caucasian					
controlled contro	Caucasian Student with Disability					
commonitoring controlled con		>95%				
with the following the properties of the following the f	Caucasian Female with Disability	N<10	N<10		N<10	N<10
Amenina fragment outputfileprice<	Caucasian Fernale without Disability	>95%	RV	RV	18.52	37.04
main formation and the property of the propert	Caucasion Fernale Non-English Learner	>95%	41.94	RV	RV	32.26
with the time of t	Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
with the time of t	Caucasian Female Non-English Learner without Disability	>95%	RV	RV	18.52	37.04
	Caucasian Male	>95%	RV	RV	8.7	34.78
	Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
жазаний пробразовами пробразов	Caucasian Male without Disability	>95%	RV	RV	<5%	36.36
seame the dropt of the probability of the probabili	Caucasian Male Non-English Learner		RV			
with the properties of the pro	Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
with the time of t	Caucasian Male Non-English Learner without Disability	>95%	RV	RV	<5%	36.36
	Caucasian Student without Disability	>95%	32.65	RV	RV	36.73
membersparamentanganganganganganganganganganganganganga	Caucasian Non-English Learner	>95%	37.04	RV	RV	33.33
with the following the protect of the following the follow	Caucasian Non-English Learner with Disability		N<10		N<10	
programmen of the programmen o		>95%	32.65		RV	36.73
programmen of the programmen o						
regional membenden from the memb	English Learner					
regional membenden from the memb	Engish Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
residence from the following the form the following the fo						
with the probate of the probability of the probabil	Female		44			
with the probate of the probability of the probabil	Fernale Student with Deability	N<10	N<10	N<10	N<10	N<10
refundinghamendomply and probability of the probabi						
remindenformational professional professiona	Female English Learner with Disability					
remindenformational professional professiona	Female English Learner without Disability	N<10	N<10	N<10	N<10	N<10
with michigal passer will midulay from the midulay factor will mid	Fernale Student without Disability		38.64		RV	31.82
with michigal passer will midulay from the midulay factor will mid	Female Non-English Learner	>95%	45.24	RV	RV	26.19
residentifolitation with footbody and earlier footb	Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
speech dependence of the companies of the		>95%	38.89		RV	30.56
spect fight AssemblyModeModeModeModeModeModespect fight Later will Diably190ModeModeModeModeModespect fight Later will Diably190ModeModeModeModeModespect fight Later will Diably190ModeModeModeModeModespect fight Later Middly190ModeModeModeModeModespect fight Later Middly190ModeModeModeModeModeModespect fight Later Middly190Mode<		>95%	RV	RV	12.5	12.5
wester Equit Larent Michael Mi			N<10		N<10	
squeeze frame foundament fou		>95%	RV	RV	15.38	15.38
square fragmand Challahlysquare fragmand Challahl	fispanic English Learner with Disability	N<10	N<10	N<10	N<10	N<10
deper female 98% 98 92 20 depart female fibration 98% 98% 98 20 20 depart female fibration 14%						
specification floor floo						
sour-fremits fight later with fightly later with all late						
States (Internal Bright) Later with Draibling (Internal Bright) Later with Draibling (Internal Bright) Later with Draibling Later Lat		N<10	N<10	N<10	N<10	N<10
time of the plant former winton Databilly M70						
tigner femine for Duality PMP PMP PMP 20 20 tigner femine freme whord Duality 100 1		N<10	N<10	N<10	N<10	N<10
tispen the bear inpair bear in growth bear in growth bear in growth based in growth bas	fispanic Female Non-English Learner	N<10				
después lidea M10 <						
dispance Make with Daababilty Ne10		N<10	N<10	N<10	N<10	N<10
disposit Make English Learner with Disability M-10 M-						
dispatic Made English Leamer with Disability M-10 M-1						
figure Male English Learner without Disability M-10 M						
disperie Make without Disability M-10						
signare (Sudert without Disability FV FV 13.3						
disparis Non-English Learner without Disability M-10						
signate kon-Engish Learner without Disability N-10 N-						
date 48/50 48/72 25.61 RV RV tabe Slader4 will Disability Nct 10 Nct						
face English Learner Me-10 Me-10 </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
tate English Learner N-10 N-10<						
table English Learner with Diability N-10	· · · · · · · · · · · · · · · · · · ·					
base England Learner without Disability N+10 N+10 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
Mate Non-English Learner 585% 48,65 27,33 RV RV Late Non-English Learner 585% 40 RV RV 2667 Late Non-English Learner with Dealability N+10 N+10 N+10 N+10 N+10 Ialse Non-English Learner with Dealability 585% 41,30 RV RV 27,9 Judient with Dealability 585% 43,21 12,26 27,6 27,8 Ion-English Learner in Eluderity with Disability 84,10 RV RV 28,3 Ion-English Learner in Eluderity with Disability N+10 N+10 N+10 N+10						
table Non-English Learner 585% 40 RV RV 2667 Labe Non-English Learner with Disability N=10 N=10 N=10 N=10 N=10 Labe Non-English Learner with Disability 595% 4136 RV RV 279 Loos English Learner with Disability 595% 4121 1728 123 2716 Loos English Learner Student with Disability 595% 410 RV RV 239 Loos English Learner Student with Disability N=10 N=10 N=10 N=10 N=10						
lale Non-English Learner with Disability N=10 N=10 N=10 N=10 N=10 N=10 N=10 N=10						
base Non-English Learner without Disability >95% 41.38 RV RV 2758 Luctor without Disability >95% 43.21 17.29 12.35 27.6 On-English Learner >95% 43.06 RV RV RV 28.38 on-English Learner N=10 N=10 N=10 N=10 N=10 N=10	·					
udent without Disability >89% 43.21 17.28 12.35 27.16 on-English Learner >89% 43.06 RV RV RV 28.39 on-English Learner Student with Disability N<10						
Van English Learner >450% 43.06 RV RV 25.39 (on-English Learner Student with Disability N<10						
kon-English Learner Student with Disability N<10 N<10 N<10 N<10 N<10 N<10 N<10 N<10						



Benton School District - 6302000		An	Jie Grant Ele	ementary Sch	001 - 6302007
SECTION: Crosstab - ACT Aspire					
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 4 Science					
African-American	>95%	RV	RV	33.33	<5%
Mirican-American Student with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female	>95%	RV	RV	36.36	<5%
African American Female with Disability African-American Female without Disability	N<10 >95%	N<10 RV	N<10 RV	N<10 40	N<10 <5%
Mircan-American Female Non-English Learner Mircan-American Female Non-English Learner	>95%	RV	RV	36.36	<5%
Mirican-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female Non-English Learner without Disability	>95%	RV	RV	40	<5%
African-American Male	N<10	N<10	N<10	N<10	N<10
Mrican-American Male with Disability	N<10	N<10	N<10	N<10	N<10
Mrican-American Male without Disability	N<10	N<10	N<10	N<10	N<10
Mrican-American Male Non-English Learner	N<10	N<10	N<10	N<10	N<10
Mrican-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Mrican-American Male Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Mrican-American Student without Disability	>95%	RV	RV	37.5	<5%
Mrican-American Non-English Learner	>95%	RV	RV	33.33	<5%
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Mirican-American Non-English Learner without Disability	>95%	RV 40.86	RV 29.03	37.5 RV	<5% RV
Caucasian	>95%	34.55	30.91	RV	RV
Soucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female	>95%	37.93	34.48	RV	RV
Caucasian Female with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female without Disability	>95%	35.71	35.71	RV	RV
Caucasian Female Non-English Learner	>95%	37.93	34.48	RV	RV
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	35.71	35.71	RV	RV
Caucasian Male	>95%	RV	RV	19.23	23.08
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability	>95%	RV	RV	20	24
Caucasian Male Non-English Learner	>95%	RV	RV	19.23	23.08
Caucasian Male Non-English Learner with Disability	N<10	N<10 RV	N<10	N<10	N<10
Caucasian Male Non-English Learner without Disability Caucasian Student without Disability	>95% >95%	33.96	RV 30.19	20 RV	24 RV
Caucasian Non-English Learner	>95%	34.55	30.91	RV	RV
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	33.96	30.19	RV	RV
Student with Disability	N<10	N<10	N<10	N<10	N<10
English Learner	92.31	RV	RV	8.33	<5%
English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
Inglish Learner Student without Disability	90	RV	RV	11.11	<5%
remake	RV	44	32	RV	RV
Fernale 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 N<10	N<10 N<10	N<10 N<10
Female English Learner with Disability Female English Learner without Disability	N<10	N<10 N<10	N<10	N<10 N<10	N<10 N<10
Fernale English Learnier window Lisability Fernale Student Without Disability	RV	36.36	36.36	RV RV	RV RV
Female Non-English Learner	RV	39.13	34.78	RV	RV
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Female Non-English Learner without Disability	RV	34.88	37.21	RV	RV
fispanic	94.12	RV	RV	6.25	<5%
Hispanic Student with Disability	N<10	N<10	N<10	N<10	N<10
fispanic English Learner	91.67	RV	RV	9.09	<5%
Fispanic English Learner with Disability	N<10	N<10	N<10	N<10	N<10
fispanic English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Fispanic Female	N<10	N<10	N<10	N<10	N<10
rispanic Female with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
ispanic Female English Learner (ispanic Female English Learner with Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
repartic Female English Learner with Disability	N<10	N<10	N<10	N<10	N<10
rispanic Penale without Disability	N<10	N<10	N<10	N<10	N<10
lispanic Female Non-English Learner	N<10	N<10	N<10	N<10	N<10
ispanic Fenale Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
fispanic Male	N<10	N<10	N<10	N<10	N<10
rispanic Male with Disability					
fispanic Male English Learner	N<10	N<10	N<10	N<10	N<10
Male English Learner with Disability					
lispanic Male English Learner without Disability	N<10	N<10	N<10	N<10	N<10
lispanic Male without Disability	N<10	N<10	N<10	N<10	N<10
Repartic Student without Disability	92.86 Mc10	RV Notes	RV Note:	7.69	<5% N<10
Reparic Non-English Learner	N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Isipanic Non-English Learner without Disability Islae	N<10 >95%	N<10 37.21	N<10 25.58	N<10 RV	N<10 RV
tale Student with Disability	>90% N<10	37.21 N<10	25.58 N<10	N<10	N<10
tale English Learner	N<10	N<10	N<10	N<10	N<10
tale English Learner with Disability					
ale English Learner without Disability	N<10	N<10	N<10	N<10	N<10
alle Student without Disability	>95%	36.59	24.39	RV	RV
sale Non-English Learner	>95%	37.14	RV	RV	20
fale Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
fale Non-English Learner without Disability	>95%	36.36	RV	RV	21.21
Student without Disability	>95%	36.47	30.59	RV	RV
Non-English Learner	>95%	38.27	28.4	RV	RV
fon-English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10
on-English Learner Student without Disability	>95%	35.53	28.95	RV	RV



SECTION: Crosstab - ACT Aspire

SECTION: Crosstab - ACT Aspire	r				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
W Grades Science					
Mican-American	>95%	56.67	RV	RV	<5%
African-American Student with Disability Milrican-American Female	N<10 >95%	N<10 RV	N<10 RV	N<10 35.29	N<10 5.88
Affician-American Female with Disability	N<10	N<10	N<10	N<10	N<10
African-American Female without Disability	>95%	RV	RV	40	6.67
African-American Fernale Non-English Learner	>95%	RV	RV	35.29	5.88
Affican American Fernsile Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
African-American Fermine Non-English Learner without Disability African-American Membe Non-English Learner without Disability African Membe Non-English Learner without Disability A	>95%	RV RV	RV	40	6.67
AMERIA PARECIAN MARE	>95% N<10	N<10	RV N<10	15.38 N<10	<5% N<10
African-American Make without Disability	>95%	RV	RV	16.67	<5%
African-American Male Non-English Learner	>95%	RV	RV	15.38	<5%
Mirican American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Milcan-American Male Non-English Learner without Disability	>95%	RV	RV	16.67	<5%
Affician-American Student without Disability	>95%	51.85	RV	RV	<5%
Mirican-American Non-English Learner Mirican-American Non-English Learner with Disability	>95% N<10	56.67 N<10	RV N<10	RV N<10	<5% N<10
Missian-American Non-English Learner willhood Disability	>95%	51.85	RV	RV	<5%
All	>95%	43.41	23.08	17.03	16.48
Caucasian	>95%	35.78	23.85	17.43	22.94
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10
City City City City City City City City	>95%	40	21.67	20	18.33
Caucasian Fernale with Disability Caucasian Fernale without Disability	N<10 >95%	N<10 34.55	N<10 23.64	N<10 21.82	N<10 20
Laccasion Female Non-Disciplin Lamer	>95%	34.55	21.67	21.82	18.33
Jouannier Teiliner NorTraigheit Learnier Causainier Franke Pro-English Learnier with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Female Non-English Learner without Disability	>95%	34.55	23.64	21.82	20
Caucasian Male	>95%	30.61	RV	RV	28.57
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Male without Disability Caucasian Male Non-English Learner	>95%	31.91	RV RV	RV RV	29.79
Caucasian Make Non-Engint Learner with Disability Caucasian Make Non-Engint Learner with Disability	>95% N<10	30.61 N<10	N<10	N<10	28.57 N<10
collections in most recording in Earlier with Lindson's Control of Control	>95%	31.91	RV	RV	29.79
Caucasian Student without Disability	>95%	33.33	24.51	17.65	24.51
Caucasian Non-English Learner	>95%	35.78	23.85	17.43	22.94
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Caucasian Non-English Learner without Disability	>95%	33.33	24.51	17.65	24.51
Student with Disability English Learner	>95%	RV 58.62	RV RV	6.25 RV	<5% 10.34
criginal camer Student with Disability	>90% N<10	N<10	N<10	N<10	N<10
English Learner Student without Disability	>95%	52	RV	RV	12
Fende	>95%	44	21	20	15
The state of the s	>95%	RV	RV	<5%	<5%
Fenale English Learner	>95%	RV	RV	16.67	25
Female English Learner with Disability Female English Learner without Disability	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10
Femine Student was not Joseph (1991)	>95%	37.5	22.73	22.73	17.05
Female Non-English Learner	>95%	42.05	23.86	20.45	13.64
Femsle Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
Fernale Non-English Learner without Disability	>95%	36.71	25.32	22.78	15.19
Repartic	>95%	62.5	RV	RV	6.25
Fispanic Student with Disability Fispanic English Learner	N<10 >95%	N<10 62.5	N<10 RV	N<10 RV	N<10 8.33
regions Certified Learner with Deability	N<10	N<10	N<10	N<10	0.33 N<10
Tragenic Cerptin Learner with Usacinary [Sepaic English Learner without Disability [Sepaic English Learner without Disability	>95%	55	RV	RV	10
faparic Female	>95%	RV	RV	10.53	10.53
rispanic Female with Disability	N<10	N<10	N<10	N<10	N<10
Suparic Female English Leoner	>95%	RV	RV	18.18	18.18
Repairs Female English Learner with Disability	N<10	N<10	N<10	N<10	N<10
lispanic Fermile English Leurner Witton. Disability (ingonic Fermile English Leurner Witton. Disability (ingonic Fermile Wint) (ingonic Fermile Wint) (ingonic Fermile Wint)	N<10 >95%	N<10 RV	N<10 RV	N<10 12.5	N<10 12.5
Impaire: Frame windou. Linsoning Impair	>90% N<10	N<10	N<10	N<10	N<10
lispanic Fernale Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
Fispanic Male	92.86	RV	RV	7.69	<5%
Repanic Male with Disability	N<10	N<10	N<10	N<10	N<10
Tender of the second of the se	92.86	RV	RV	7.69	<5%
repairs (Mee English Learner with Disability Figured Mee English Learner with Disability Figured Mee English Learner with Disability	N<10	N<10	N<10	N<10	N<10
isipanic Male English Learner without Disability isipanic Male without Disability	92.31	RV RV	RV	8.33	<5% <5%
page in the man was consumed to the second of the second o	>95%	57.14	RV	RV	7.14
lspanic Non-English Learner	N<10	N<10	N<10	N<10	N<10
Reparic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10
The state of the s	>95%	42.68	25.61	13.41	18.29
And the Student with Disability	N<10	N<10	N<10	N<10	N<10
Adde English Learner	94.44 N=10	RV Notes	RV Note:	5.88 N<10	<5% Not0
Asle English Lesmer with Disability Asle English Lesmer with Disability	N<10 94.12	N<10 RV	N<10 RV	N<10 6.25	N<10 <5%
use crypan Learner workout Jussianly Met Subdent Window (Learner) Met Subd	>95%	42.31	25.64	12.82	19.23
fide Non-Enginh camer	>95%	38.46	23.08	15.38	23.08
fale Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10
tile Nor-English Learner without Disability	>95%	38.71	RV	RV	24.19
Budert without Disability	>95%	39.76	24.1	18.07	18.07
Non-English Learner	>95%	40.52	23.53	18.3	17.65
Non-English Learner Student with Disability	>95%	RV 97.50	RV	8.33	<5%
Non-English Learner Student without Disability	>95%	37.59	24.11	19.15	19.15



2017-2018 LEA# 6302007

Benton School District - 6302000

SECTION: Crosstab - Graduation Rates

Angie Grant Elementary School - 6302007

Four Year Graduation Rates

Graduation Rate



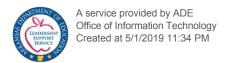
2017-2018 LEA# 6302007

Benton School District - 6302000

SECTION: Crosstab - Graduation Rates

Angie Grant Elementary School - 6302007

Five Year Graduation Rates





Angie Grant Elementary School - 6302007

SECTION: Crosstab - Growth

SECTION GOSSIES GOWIN												
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS						
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content wELP VAS						
All Grades												
African-American	79.44	81.05	80.24	71.66	N<10	-						
African-American Student with Disability	N<10	N<10	N<10	N<10	N<10	-						
African-American Female	86.9	86.07	86.48	72.66	N<10	-						
African-American Female with Disability	N<10	N<10	N<10	N<10	N<10	-						
African-American Female without Disability	86.12	88.67	87.39	N<10	N<10	-						
African-American Female Non-English Learner	86.9	86.07	86.48	72.66	N<10	-						
African-American Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-						
African-American Female Non-English Learner without Disability	86.12	88.67	87.39	N<10	N<10	-						
African-American Male	70.1	74.78	72.44	N<10	N<10	-						
African-American Male with Disability	N<10	N<10	N<10	N<10	N<10	-						
African-American Male without Disability	70.92	75.67	73.29	N<10	N<10	-						
African-American Male Non-English Learner	70.1	74.78	72.44	N<10	N<10	-						
African-American Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-						
African-American Male Non-English Learner without Disability	70.92	75.67	73.29	N<10	N<10	-						
African-American Student without Disability	79.15	82.71	80.93	73.32	N<10	-						
African-American Non-English Learner	79.44	81.05	80.24	71.66	N<10	-						
African-American Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-						
African-American Non-English Learner without Disability	79.15	82.71	80.93	73.32	N<10	-						
All	77.91	82.44	80.17	76.07	80.23	80.19						
Caucasian	76.86	81.97	79.42	77.24	N<10	-						
Caucasian Student with Disability	N<10	N<10	N<10	N<10	N<10	_						
Caucasian Female	78.68	83.04	80.86	76.75	N<10	-						
Concession Female with Disability	N<10	N<10	N<10	N<10	N<10	_						
Calculate Female with Charactery Calculate Calcul	79.07	83.76	81.41	76.92	N<10	_						
Culcication Female wirrors Usabeliny Culcication Female wirrors Usabeliny Culcication Female Wirrors (Insurer Culcication Female Wirrors (Insurer)	78.68	83.04	80.86	76.75	N<10 N<10							
				76.75 N<10	N<10 N<10							
Caucasian Female Non-English Learner with Disability	N<10	N<10	N<10			-						
Caucasian Female Non-English Learner without Disability	79.07	83.76	81.41	76.92	N<10	-						
Caucasian Male	74.79	80.75	77.77	77.75	N<10	-						
Caucasian Male with Disability	N<10	N<10	N<10	N<10	N<10	-						
Caucasian Male without Disability	74.22	80.75	77.49	77.49	N<10	-						
Caucasian Male Non-English Learner	74.79	80.75	77.77	77.75	N<10	-						
Caucasian Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-						
Caucasian Male Non-English Learner without Disability	74.22	80.75	77.49	77.49	N<10	-						
Caucasian Student without Disability	76.76	82.33	79.55	77.2	N<10	-						
Caucasian Non-English Learner	76.86	81.97	79.42	77.24	N<10	-						
Caucasian Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	_						
Caucasian Non-English Learner without Disability	76.76	82.33	79.55	77.2	N<10	-						
Student with Disability	81.24	77.31	79.28	N<10	N<10	79.66						
English Learner	83.39	85.09	84.24	N<10	80.23	81.57						
English Learner Student with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
English Learner Student without Disability	85.16	87.39	86.27	N<10	80.15	82.06						
Female	80.39	84.94	82.66	74.48	81.49	82.42						
Female Student with Disability	84.7	79.19	81.95	N<10	N<10	81.8						
Female English Learner	87.77	91.5	89.63	N<10	81.49	84.05						
Familiae Euglan Leuren Familiae Euglan Leuren Familiae Euglan Leuren with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Female English Learner Whord Disability Female English Temer Whord Disability	N<10	N<10	N<10	N<10	81.53	84.74						
Female Student without Disability	79.81	85.71	82.76	75.95	81.53	82.51						
Female Non-English Learner	79.4	84.06	81.73	75.1	N<10	-						
Female Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-						
Female Non-English Learner without Disability	78.75	84.51	81.63	75.6	N<10	-						
Hispanic	75.75	82.97	79.36	75.47	80.4	79.98						
Hispanic Student with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Hispanic English Learner	81.46	84.04	82.75	N<10	80.4	81.16						
Hispanic English Learner with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Hispanic English Learner without Disability	83.19	86.65	84.92	N<10	80.33	81.69						
Hispanic Female	77.51	86.53	82.02	N<10	82.75	82.42						
Hispanic Female with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Hispanic Female English Learner	87.07	89.6	88.34	N<10	82.75	84.5						
Hispanic Female English Learner with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Hispanic Female English Learner without Disability	N<10	N<10	N<10	N<10	82.99	85.37						
Hispanic Female without Disability	76.43	88.36	82.4	N<10	82.99	82.73						
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	72.86	77.15	75	N<10	77.82	76.82						
Hispanic Male with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Hispanic Male English Learner	75.86	78.47	77.16	N<10	77.82	77.6						
Heppanic Made English Learner with Disability Heppanic Made English Learner with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Inspirate Configuration was considered with a configuration of the confi	N<10	N<10	N<10	N<10	77.67	78.27						
respons was engine center window training. Happine Male without Disability Happine Male without Disability	75.18	78.64	76.91	N<10	77.67	77.41						
Happini Male Nortical Usakenji Happini Happini Male Nortical Usakenji Happini Hap	75.18 N<10	78.64 N<10	76.91 N<10	N<10	77.67 N<10							
	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10	N<10 N<10							
Hispanic Make Non-English Learner without Disability												
Hispanic Student without Disability	75.93	84.47	80.2	79.59	80.33	80.28						
Hispanic Non-English Learner	N<10	N<10	N<10	N<10	N<10	-						
Hispanic Non-English Learner without Disability	N<10	N<10	N<10	N<10	N<10	-						
Male	74.95	79.46	77.21	77.99	78.97	77.62						
Male Student with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Male English Learner	79.69	79.66	79.68	N<10	78.97	79.22						
Male English Learner with Disability	N<10	N<10	N<10	N<10	N<10	N<10						
Male English Learner without Disability	82.2	81.12	81.66	N<10	78.9	79.84						
Male Student without Disability	75.13	79.86	77.49	78.24	78.9	77.82						
Male Non-English Learner	74	79.42	76.71	76.8	N<10	-						
Male Non-English Learner with Disability	N<10	N<10	N<10	N<10	N<10	-						
Male Non-English Learner without Disability	73.76	79.61	76.68	77	N<10	_						
Student without Disability	77.59	82.93	80.26	77.04	80.15	80.24						
Non-English Learner	77.01	82.01	79.51	75.85	N<10	_						
Non-English Learner Student with Disability	83.67	78.66	81.17	N<10	N<10	-						
Non-English Learner Student without Disability	76.47	82.28	79.38	76.22	N<10	_						
• • • • • • • • • • • • • • • • • • • •												