



Cotter High School

School Report Card 2019-2020
Mable & Lithia | Cotter, AR 72626
870-435-3000

Principal
Superintendent

Douglas Corley
Vanessa Jones

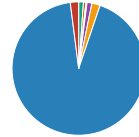
School Characteristics

Enrollment	346
Avg. Class Size	10
Avg. years teaching Experience	7
Per pupil spending	
• District avg.	\$8,715
• State avg.	\$10,109
School Letter Grade	N/A
Overall Score	N/A

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

Student Demographics

Race/Ethnicity Statistics



1.2% Native American
0.6% Asian
0.3% African American
1.2% Hawaiian/Pacific Islander
2.0% Hispanic/Latino
92.8% White
2.0% Two or More Races

Other Demographics

English Learners	1 %
Low-income	66 %
Students eligible to receive special education	12 %

The Purpose of the Report Card

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

Overview of the State's accountability system under Title I

Arkansas' ESSA plan was approved January 18, 2018. In this plan, Arkansas utilizes a summative (one final score) accountability system based on the following indicators: weighted achievement, value-added growth and English learner progress toward English language proficiency, cohort graduation rates, and school quality and student success. Arkansas's system is known as the ESSA School Index. As per stakeholder request, the indicators are weighted as noted in https://dese.ade.arkansas.gov/Files/20201126143234_What_is_the_ESSA_School_Index.pdf The full ESSA School Index report for each school is located in Report Card - ESSA School Index.

Reporting the N-Size and Subgroup Membership

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

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

How does the state differentiate to support public schools?

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

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

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

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

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

Arkansas Identified schools can exit from comprehensive support and improvement.



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

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

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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
All Grades All Students Reading																				
All Students Percentage of Students	CV	---	---	---	---	---	32.05	24.79	32.05	11.11	43.16	---	41.27	CV	CV	CV	CV	CV	---	CV
7th Grade English Language Arts (ELA)																				
All Students Percentage of Students	CV	36.00	RV	RV	24.00	48.00	32.84	19.40	23.88	23.88	47.76	47.76	46.14	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		18	RV	RV	12	24	22	13	16	16	32			CV	CV	CV	CV	CV		
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	40.14	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	37.50	RV	RV	25.00	47.92	33.33	17.46	25.40	23.81	49.21	49.21	54.10	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	36.00	RV	RV	24.00	48.00	32.84	19.40	23.88	23.88	47.76	47.76	36.26	CV	CV	CV	CV	CV	---	CV
Non-Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	16.67	9.86	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	RV	RV	RV	27.91	27.91	55.81	27.87	21.31	26.23	24.59	50.82	50.82	51.78	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	36.00	RV	RV	24.00	48.00	32.84	19.40	23.88	23.88	47.76	47.76	47.58	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	29.35	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	60.59	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	90.09	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	RV	RV	26.32	21.05	47.37	RV	RV	27.78	30.56	58.33	58.33	54.93	CV	CV	CV	CV	---	CV
Male Students	CV	41.94	RV	RV	RV	25.81	48.39	RV	RV	RV	16.13	35.48	35.48	37.79	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding
7th Grade Mathematics																				
All Students Percentage of Students	CV	24.00	26.00	24.00	26.00	50.00	23.88	25.37	31.34	19.40	50.75	50.75	47.38	CV	CV	CV	CV	CV	CV	CV
All Students Number of Students	12	13	12	13	25	16	17	21	13	34				CV	CV	CV	CV	CV	CV	CV
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	41.28		CV	CV	CV	CV	CV	CV	CV
Caucasian	CV	25.00	25.00	25.00	25.00	50.00	22.22	25.40	33.33	19.05	52.38	52.38	56.12	CV	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	CV	24.00	26.00	24.00	26.00	50.00	23.88	25.37	31.34	19.40	50.75	50.75	36.66	CV	CV	CV	CV	CV	CV	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	16.67	8.90		CV	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	RV	RV	27.91	30.23	58.14	19.67	26.23	32.79	21.31	54.10	54.10	53.37	CV	CV	CV	CV	CV	CV	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	24.00	26.00	24.00	26.00	50.00	23.88	25.37	31.34	19.40	50.75	50.75	48.78	CV	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	25.00	28.79		CV	CV	CV	CV	CV	CV	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	67.83		CV	CV	CV	CV	CV	CV	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	88.46		CV	CV	CV	CV	CV	CV	CV
Female Students	CV	RV	RV	21.05	26.32	47.37	RV	27.78	27.78	RV	52.78	52.78	50.68	CV	CV	CV	CV	CV	CV	CV
Male Students	CV	RV	RV	25.81	25.81	51.61	RV	RV	35.48	12.90	48.39	48.39	44.24	CV	CV	CV	CV	CV	CV	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	CV

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020									
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding		
7th Grade Science																						
All Students Percentage of Students	CV	36.00	RV	RV	34.00	44.00	28.36	29.85	17.91	23.88	41.79	41.79	42.83	CV	CV	CV	CV	CV	CV	---	CV	
All Students Number of Students	18	RV	RV	17	22	19	20	12	16	28				CV	CV	CV	CV	CV	CV	---	CV	
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	35.39		CV	CV	CV	CV	CV	CV	---	CV	
Caucasian	CV	35.42	RV	RV	35.42	43.75	26.98	30.16	19.05	23.81	42.86	42.86	51.58	CV	CV	CV	CV	CV	CV	---	CV	
Economically Disadvantaged	CV	36.00	RV	RV	34.00	44.00	28.36	29.85	17.91	23.88	41.79	41.79	32.51	CV	CV	CV	CV	CV	CV	---	CV	
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	16.67	10.51		CV	CV	CV	CV	CV	CV	---	CV	
Students without Disabilities	CV	27.91	RV	RV	39.53	51.16	26.23	29.51	19.67	24.59	44.26	44.26	47.86	CV	CV	CV	CV	CV	CV	---	CV	
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)								CV (CV %)	
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	36.00	RV	RV	34.00	44.00	28.36	29.85	17.91	23.88	41.79	41.79	44.33	CV	CV	CV	CV	CV	CV	---	CV	
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)								---	---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	25.00	27.15		CV	CV	CV	CV	CV	CV	---	CV	
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	56.15		CV	CV	CV	CV	CV	CV	---	CV	
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	86.76		CV	CV	CV	CV	CV	CV	---	CV	
Female Students	CV	RV	RV	10.53	26.32	36.84	RV	27.78	RV	30.56	47.22	47.22	44.65	CV	CV	CV	CV	CV	CV	---	CV	
Male Students	CV	38.71	RV	RV	38.71	48.39	32.26	32.26	RV	RV	35.48	35.48	41.10	CV	CV	CV	CV	CV	CV	---	CV	
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding
8th Grade English Language Arts (ELA)																				
All Students Percentage of Students	CV	26.92	21.15	30.77	21.15	51.92	34.62	21.15	21.15	23.08	44.23	44.23	49.49	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		14	11	16	11	27	18	11	11	12	23			CV	CV	CV	CV	CV	---	CV
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	42.54	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	28.57	20.41	30.61	20.41	51.02	34.00	20.00	22.00	24.00	46.00	46.00	57.70	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	26.92	21.15	30.77	21.15	51.92	34.62	21.15	21.15	23.08	44.23	44.23	38.78	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	8.65	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	RV	RV	34.78	23.91	58.70	26.09	23.91	23.91	26.09	50.00	50.00	55.38	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)														CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	26.92	21.15	30.77	21.15	51.92	34.62	21.15	21.15	23.08	44.23	44.23	51.04	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)														---
Homeless	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	31.69	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	64.44	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	91.03	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	RV	25.00	30.00	55.00	RV	RV	28.57	14.29	42.86	42.86	58.77	CV	CV	CV	CV	CV	---	CV
Male Students	CV	RV	RV	34.38	15.63	50.00	45.16	RV	RV	29.03	45.16	45.16	40.70	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
8th Grade Mathematics																				
All Students Percentage of Students	CV	26.92	28.85	21.15	23.08	44.23	32.69	28.85	19.23	19.23	38.46	38.46	47.49	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		14	15	11	12	23	17	15	10	10	20			CV	CV	CV	CV	CV	---	CV
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	40.48	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	28.57	26.53	22.45	22.45	44.90	32.00	28.00	20.00	20.00	40.00	40.00	56.69	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	26.92	28.85	21.15	23.08	44.23	32.69	28.85	19.23	19.23	38.46	38.46	36.14	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	7.63	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	RV	32.61	RV	26.09	50.00	23.91	32.61	21.74	21.74	43.48	43.48	53.24	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)														CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	26.92	28.85	21.15	23.08	44.23	32.69	28.85	19.23	19.23	38.46	38.46	48.96	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)														---
Homeless	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	27.34	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	63.61	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	88.31	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	RV	20.00	30.00	50.00	RV	RV	28.57	<5%	28.57	28.57	49.70	CV	CV	CV	CV	CV	---	CV
Male Students	CV	37.50	RV	RV	18.75	40.63	32.26	RV	RV	32.26	45.16	45.16	45.40	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020									
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding		
8th Grade Science																						
All Students Percentage of Students	CV	30.77	23.08	19.23	26.92	46.15	38.46	RV	RV	26.92	44.23	44.23	42.43	CV	CV	CV	CV	CV	CV	---	CV	
All Students Number of Students		16	12	10	14	24	20	RV	RV	14	23			CV	CV	CV	CV	CV	CV	---	CV	
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	34.82	CV	CV	CV	CV	CV	CV	---	CV	
Caucasian	CV	32.65	RV	RV	26.53	44.90	36.00	RV	RV	28.00	46.00	46.00	51.28	CV	CV	CV	CV	CV	CV	---	CV	
Economically Disadvantaged	CV	30.77	23.08	19.23	26.92	46.15	38.46	RV	RV	26.92	44.23	44.23	31.81	CV	CV	CV	CV	CV	CV	---	CV	
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	8.35	CV	CV	CV	CV	CV	CV	---	CV	
Students without Disabilities	CV	26.09	21.74	21.74	30.43	52.17	32.61	RV	RV	30.43	50.00	50.00	47.34	CV	CV	CV	CV	CV	CV	---	CV	
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)								CV (CV %)	
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	30.77	23.08	19.23	26.92	46.15	38.46	RV	RV	26.92	44.23	44.23	43.99	CV	CV	CV	CV	CV	CV	---	CV	
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)								---	(--- %)
Homeless	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	24.49	CV	CV	CV	CV	CV	CV	---	CV	
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	52.78	CV	CV	CV	CV	CV	CV	---	CV	
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	86.12	CV	CV	CV	CV	CV	CV	---	CV	
Female Students	CV	RV	RV	30.00	25.00	55.00	RV	RV	23.81	9.52	33.33	33.33	44.79	CV	CV	CV	CV	CV	CV	---	CV	
Male Students	CV	31.25	RV	RV	28.13	40.63	38.71	RV	RV	38.71	51.61	51.61	40.19	CV	CV	CV	CV	CV	CV	---	CV	
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV	

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade English Language Arts (ELA)																				
All Students Percentage of Students	CV	42.11	RV	RV	29.82	47.37	38.60	17.54	21.05	22.81	43.86	43.86	42.96	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		24	RV	RV	17	27	22	10	12	13	25			CV	CV	CV	CV	CV	---	CV
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	40.74	RV	RV	31.48	48.15	39.62	RV	RV	24.53	45.28	45.28	51.45	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	42.11	RV	RV	29.82	47.37	38.60	17.54	21.05	22.81	43.86	43.86	31.90	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	6.88	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	34.00	RV	RV	34.00	54.00	30.00	20.00	24.00	26.00	50.00	50.00	47.80	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	42.11	RV	RV	29.82	47.37	38.60	17.54	21.05	22.81	43.86	43.86	44.95	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	27.13	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	57.37	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	86.43	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	RV	20.69	41.38	62.07	RV	RV	20.00	40.00	60.00	60.00	50.91	CV	CV	CV	CV	CV	---	CV
Male Students	CV	57.14	RV	RV	17.86	32.14	43.24	RV	RV	13.51	35.14	35.14	35.32	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Mathematics																				
All Students Percentage of Students	CV	40.35	29.82	RV	RV	29.82	52.63	RV	17.54	RV	31.58	31.58	35.64	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		23	17	RV	RV	17	30	RV	10	RV	18			CV	CV	CV	CV	CV	---	CV
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	38.89	29.63	RV	RV	31.48	50.94	RV	18.87	RV	32.08	32.08	43.96	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	40.35	29.82	RV	RV	29.82	52.63	RV	17.54	RV	31.58	31.58	24.74	CV	CV	CV	CV	CV	---	CV
Non-Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	6.30	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	32.00	34.00	RV	RV	34.00	46.00	RV	20.00	RV	36.00	36.00	39.57	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	40.35	29.82	RV	RV	29.82	52.63	RV	17.54	RV	31.58	31.58	37.40	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	19.76	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	46.39	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	77.90	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	37.93	RV	17.24	34.48	RV	RV	25.00	20.00	45.00	45.00	36.69	CV	CV	CV	CV	CV	---	CV
Male Students	CV	53.57	RV	RV	14.29	25.00	64.86	RV	RV	10.81	24.32	24.32	34.63	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
9th Grade Science																				
All Students Percentage of Students	CV	50.88	19.30	RV	RV	29.82	43.86	RV	RV	21.05	35.09	35.09	34.87	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		29	11	RV	RV	17	25	RV	RV	12	20			CV	CV	CV	CV	CV	---	CV
African American	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	50.00	20.37	RV	RV	29.63	45.28	RV	RV	22.64	33.96	33.96	43.18	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	50.88	19.30	RV	RV	29.82	43.86	RV	RV	21.05	35.09	35.09	24.62	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	6.77	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	44.00	22.00	RV	RV	34.00	36.00	RV	RV	24.00	40.00	40.00	38.63	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	50.88	19.30	RV	RV	29.82	43.86	RV	RV	21.05	35.09	35.09	36.76	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	20.34	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	47.19	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	76.96	CV	CV	CV	CV	CV	---	CV
Female Students	CV	41.38	RV	RV	10.34	31.03	RV	RV	20.00	30.00	50.00	50.00	36.73	CV	CV	CV	CV	CV	---	CV
Male Students	CV	60.71	RV	RV	25.00	28.57	54.05	RV	RV	16.22	27.03	27.03	33.08	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District AVG Ready or Exceeding	State Avg Ready or Exceeding
10th Grade English Language Arts (ELA)																				
All Students Percentage of Students	CV	36.36	RV	34.09	RV	47.73	44.07	RV	RV	25.42	44.07	44.07	41.51	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		16	RV	15	RV	21	26	RV	RV	15	26			CV	CV	CV	CV	CV	---	CV
African American	CV	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	32.94	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	35.71	RV	33.33	RV	47.62	43.86	RV	RV	24.56	43.86	43.86	49.66	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	36.36	RV	34.09	RV	47.73	44.07	RV	RV	25.42	44.07	44.07	30.80	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	8.74	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	28.21	RV	38.46	RV	53.85	36.54	RV	RV	28.85	50.00	50.00	46.19	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	22.99	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	36.36	RV	34.09	RV	47.73	43.10	RV	RV	25.86	44.83	44.83	43.55	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.00	26.18	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	100.00	54.91	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	83.35	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	RV	31.82	18.18	50.00	RV	RV	28.13	31.25	59.38	59.38	49.46	CV	CV	CV	CV	CV	---	CV
Male Students	CV	RV	RV	36.36	9.09	45.45	RV	RV	7.41	18.52	25.93	25.93	34.00	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020							
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Mathematics																				
All Students Percentage of Students	CV	56.82	RV	RV	<5%	22.73	52.54	22.03	RV	RV	25.42	25.42	28.89	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		25	RV	RV	RV	10	31	13	RV	RV	15			CV	CV	CV	CV	CV	---	CV
African American	CV	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	21.30	21.30	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	57.14	RV	RV	<5%	21.43	52.63	22.81	RV	RV	24.56	24.56	36.09	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	56.82	RV	RV	<5%	22.73	52.54	22.03	RV	RV	25.42	25.42	18.95	CV	CV	CV	CV	CV	---	CV
Non- Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	6.19	6.19	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	53.85	RV	RV	5.13	25.64	48.08	23.08	RV	RV	28.85	28.85	32.14	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)							CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	15.24	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	56.82	RV	RV	<5%	22.73	51.72	22.41	RV	RV	25.86	25.86	30.40	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)							---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	15.77	15.77	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	100.00	40.17	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	69.66	69.66	CV	CV	CV	CV	CV	---	CV
Female Students	CV	RV	RV	18.18	<5%	22.73	43.75	RV	RV	12.50	28.13	28.13	29.43	CV	CV	CV	CV	CV	---	CV
Male Students	CV	54.55	RV	RV	<5%	22.73	62.96	RV	RV	11.11	22.22	22.22	28.38	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	---	CV

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Achievement

	2017-2018						2018-2019						2019-2020								
	% Tested 2019-2020	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	
10th Grade Science																					
All Students Percentage of Students	CV	50.00	RV	RV	11.36	29.55	49.15	RV	18.64	RV	32.20	32.20	32.84	CV	CV	CV	CV	CV	CV	---	CV
All Students Number of Students		22	RV	RV	RV	13	29	RV	11	RV	19			CV	CV	CV	CV	CV	CV	---	CV
African American	CV	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV
Hispanic	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	23.20	CV	CV	CV	CV	CV	CV	---	CV
Caucasian	CV	50.00	RV	RV	11.90	28.57	49.12	19.30	RV	RV	31.58	31.58	40.93	CV	CV	CV	CV	CV	CV	---	CV
Economically Disadvantaged	CV	50.00	RV	RV	11.36	29.55	49.15	RV	18.64	RV	32.20	32.20	22.48	CV	CV	CV	CV	CV	CV	---	CV
Non-Economically Disadvantaged	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV
Students with Disabilities	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	6.38	CV	CV	CV	CV	CV	CV	---	CV
Students without Disabilities	CV	46.15	RV	RV	12.82	33.33	42.31	RV	21.15	RV	36.54	36.54	36.27	CV	CV	CV	CV	CV	CV	---	CV
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)						RV (RV %)							RV (RV %)								CV (CV %)
Current English Learners (EL)	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	0.00	16.08	CV	CV	CV	CV	CV	CV	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	50.00	RV	RV	11.36	29.55	48.28	RV	18.97	RV	32.76	32.76	34.71	CV	CV	CV	CV	CV	CV	---	CV
Former English Learner (Monitored 1-4 years)	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)						RV (RV %)							RV (RV %)								---
Homeless	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	40.00	17.76	CV	CV	CV	CV	CV	CV	---	CV
Children in Foster Care	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV
Children with Parent that is Military Connected	CV	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	100.00	45.80	CV	CV	CV	CV	CV	CV	---	CV
Gifted and Talented	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	73.34	CV	CV	CV	CV	CV	CV	---	CV
Female Students	CV	50.00	RV	RV	9.09	27.27	34.38	34.38	RV	RV	31.25	31.25	34.40	CV	CV	CV	CV	CV	CV	---	CV
Male Students	CV	50.00	RV	RV	13.64	31.82	66.67	RV	RV	14.81	33.33	33.33	31.36	CV	CV	CV	CV	CV	CV	---	CV
Migrant	CV	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV	---	CV

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Growth

	2017-2018						2018-2019						2019-2020					
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
Grade 7																		
All Students	77.8245	72.5024	75.1634	75.5881	N<10	---	76.6848	68.2824	72.3909	74.8014	N<10	---	CV	CV	CV	CV	CV	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Caucasian	77.7348	72.2714	75.0031	75.9624	N<10	---	75.8997	68.7561	72.2356	74.4160	N<10	---	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	77.8245	72.5024	75.1634	75.5881	N<10	---	76.6848	68.2824	72.3909	74.8014	N<10	---	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Students without Disabilities	77.9112	72.7783	75.3448	75.3984	N<10	---	76.7998	68.6785	72.6387	74.8728	N<10	---	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	77.8245	72.5024	75.1634	75.5881	N<10	---	76.6848	68.2824	72.3909	74.8014	N<10	---	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Homeless	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Female Students	75.9691	71.5744	73.7718	76.4218	N<10	---	79.3417	71.8210	75.5814	75.5465	N<10	---	CV	CV	CV	CV	CV	CV
Male Students	78.9121	73.0465	75.9793	75.0994	N<10	---	73.7432	64.4997	68.9803	74.0049	N<10	---	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV

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

	2017-2018						2018-2019						2019-2020					
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
Grade 8																		
All Students	78.8382	72.2561	75.5471	79.2342	N<10	---	76.6872	69.3972	73.0422	73.3783	N<10	---	CV	CV	CV	CV	CV	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Caucasian	79.0992	72.3325	75.7159	79.1784	N<10	---	77.2500	70.0977	73.6738	73.4954	N<10	---	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	78.8382	72.2561	75.5471	79.2342	N<10	---	76.6872	69.3972	73.0422	73.3783	N<10	---	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Students without Disabilities	78.9297	72.7565	75.8431	79.2627	N<10	---	76.4209	68.3836	72.4023	72.8964	N<10	---	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	78.8382	72.2561	75.5471	79.2342	N<10	---	76.6872	69.3972	73.0422	73.3783	N<10	---	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Homeless	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Female Students	75.9248	71.7576	73.8412	75.2555	N<10	---	77.0039	67.9013	72.4526	73.7335	N<10	---	CV	CV	CV	CV	CV	CV
Male Students	80.6238	72.5616	76.5927	81.6727	N<10	---	76.4761	70.3944	73.4353	73.1414	N<10	---	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV

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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Growth

	2017-2018						2018-2019						2019-2020					
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
Grade 9																		
All Students	76.2891	75.9566	76.1228	76.0047	N<10	---	79.3038	72.9975	76.1506	77.4426	N<10	---	CV	CV	CV	CV	CV	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Caucasian	76.5807	76.3592	76.4700	75.7970	N<10	---	79.5425	73.2981	76.4203	77.3101	N<10	---	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	76.2891	75.9566	76.1228	76.0047	N<10	---	79.3038	72.9975	76.1506	77.4426	N<10	---	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Students without Disabilities	76.0722	74.5479	75.3101	75.9107	N<10	---	78.7982	72.8527	75.8255	76.8996	N<10	---	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	76.2891	75.9566	76.1228	76.0047	N<10	---	79.3038	72.9975	76.1506	77.4426	N<10	---	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Homeless	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Female Students	77.1001	77.1157	77.1079	73.8119	N<10	---	78.5016	72.1037	75.3027	79.5537	N<10	---	CV	CV	CV	CV	CV	CV
Male Students	75.4780	74.7976	75.1378	78.1975	N<10	---	79.7801	73.5281	76.6541	76.1891	N<10	---	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV

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

	2017-2018						2018-2019						2019-2020					
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
Grade 10																		
All Students	80.1028	72.0330	76.0679	77.0301	N<10	---	79.7046	74.9474	77.3260	78.3915	N<10	---	CV	CV	CV	CV	CV	CV
African-American	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Caucasian	80.8377	72.5362	76.6870	77.2040	N<10	---	79.5527	74.6441	77.0984	78.5751	N<10	---	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	80.1028	72.0330	76.0679	77.0301	N<10	---	79.7046	74.9474	77.3260	78.3915	N<10	---	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Students without Disabilities	79.7177	72.0069	75.8623	75.5696	N<10	---	79.0856	74.5253	76.8055	77.8984	N<10	---	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	80.1028	72.0330	76.0679	77.0301	N<10	---	79.6715	74.9048	77.2881	78.4722	N<10	---	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Homeless	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Female Students	81.2436	74.2244	77.7340	79.9147	N<10	---	80.6344	76.3949	78.5147	80.8985	N<10	---	CV	CV	CV	CV	CV	CV
Male Students	79.0163	69.9460	74.4811	74.2829	N<10	---	78.5037	73.0776	75.7907	75.0125	N<10	---	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV

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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Growth

	2017-2018					2018-2019					2019-2020							
	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
All Grades																		
All Students	78.1448	73.3137	75.7293	76.9801	N<10	---	78.0791	71.3508	74.6860	75.9986	N<10	---	CV	CV	CV	CV	CV	CV
African-American	N<10	N<10	N<10	N<10	N<10	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Caucasian	78.4325	73.4962	75.9643	77.0321	N<10	---	78.0310	71.6640	74.8172	75.9472	N<10	---	CV	CV	CV	CV	CV	CV
Economically Disadvantaged	78.1448	73.3137	75.7293	76.9801	N<10	---	78.0791	71.3508	74.6860	75.9986	N<10	---	CV	CV	CV	CV	CV	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Students with Disabilities	78.7194	74.8032	76.7613	79.7033	N<10	---	80.9804	73.9974	77.4889	79.1852	N<10	---	CV	CV	CV	CV	CV	CV
Students without Disabilities	78.0622	73.0997	75.5810	76.6028	N<10	---	77.7651	71.0658	74.3841	75.6537	N<10	---	CV	CV	CV	CV	CV	CV
Current English Learners (EL)	---	---	---	---	---	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	78.1448	73.3137	75.7293	76.9801	N<10	---	78.0632	71.3234	74.6642	76.0075	N<10	---	CV	CV	CV	CV	CV	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Homeless	N<10	N<10	N<10	N<10	N<10	---	82.9756	75.3354	78.5749	75.4254	N<10	---	CV	CV	CV	CV	CV	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	---	N<10	N<10	N<10	N<10	N<10	---	CV	CV	CV	CV	CV	CV
Gifted and Talented	79.8189	74.3634	77.0911	83.6440	N<10	---	79.8684	71.8317	75.8500	79.8193	N<10	---	CV	CV	CV	CV	CV	CV
Female Students	77.5979	74.0575	75.8277	76.1760	N<10	---	79.1175	72.5019	75.8097	77.5840	N<10	---	CV	CV	CV	CV	CV	CV
Male Students	78.5651	72.7422	75.6537	77.5964	N<10	---	77.1592	70.3399	73.6991	74.5941	N<10	---	CV	CV	CV	CV	CV	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	CV	CV

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



Cotter School District - 0302000

Cotter High School - 0302007

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

	2017-2018			2018-2019			2019-2020		
	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient
Grade All	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Grade 11	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: SQSS

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 7																								
All Students	77.21	43.33	44.83	38.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.29	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	75.78	43.10	44.64	37.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	51.30	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	77.21	43.33	44.83	38.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.29	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	76.61	46.30	46.30	38.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.95	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	77.21	43.33	44.83	38.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.29	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
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	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	78.38	45.45	48.48	41.38	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.55	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	75.81	40.74	40.00	36.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	49.54	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 8																								
All Students	67.00	45.10	54.90	33.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.25	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	67.71	46.94	57.14	34.04	N<10	N<10	N<10	N<10	N<10	N<10	N<10	51.55	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	69.15	45.10	54.90	33.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.51	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	68.18	51.11	62.22	32.56	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.67	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	67.00	45.10	54.90	33.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.25	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV



Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
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	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	72.22	35.00	55.00	28.95	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	47.40	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	64.06	51.61	54.84	36.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.02	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: SQSS

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 9																								
All Students	69.30	34.55	41.82	43.88	N<10	N<10	N<10	N<10	79.25	N<10	N<10	53.90	CV	CV	CV	CV	N/A	N/A	N/A	N/A	92.59	N/A	N/A	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Hispanic	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Caucasian	67.92	33.33	43.14	43.62	N<10	N<10	N<10	N<10	79.59	N<10	N<10	53.59	CV	CV	CV	CV	N/A	N/A	N/A	N/A	91.84	N/A	N/A	CV
Economically Disadvantaged	69.44	34.55	41.82	43.88	N<10	N<10	N<10	N<10	79.25	N<10	N<10	53.76	CV	CV	CV	CV	N/A	N/A	N/A	N/A	92.59	N/A	N/A	CV
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students without Disabilities	69.00	39.58	47.92	40.91	N<10	N<10	N<10	N<10	82.61	N<10	N<10	56.14	CV	CV	CV	CV	N/A	N/A	N/A	N/A	91.30	N/A	N/A	CV
Current English Learners (EL)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	69.30	34.55	41.82	43.88	N<10	N<10	N<10	N<10	79.25	N<10	N<10	53.90	CV	CV	CV	CV	N/A	N/A	N/A	N/A	92.59	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
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	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Female Students	65.00	47.37	57.89	41.67	N<10	N<10	N<10	N<10	84.21	N<10	N<10	59.47	CV	CV	CV	CV	N/A	N/A	N/A	N/A	95.83	N/A	N/A	CV
Male Students	71.62	27.78	33.33	45.16	N<10	N<10	N<10	N<10	27.78	N<10	N<10	50.86	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.00	N/A	N/A	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 10																								
All Students	71.77	32.73	32.73	52.00	N<10	N<10	N<10	N<10	90.74	N<10	N<10	56.34	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.38	N/A	N/A	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Caucasian	70.83	32.08	32.08	52.08	N<10	N<10	N<10	N<10	90.38	N<10	N<10	55.83	CV	CV	CV	CV	N/A	N/A	N/A	N/A	89.58	N/A	N/A	CV
Economically Disadvantaged	70.69	32.73	32.73	52.00	N<10	N<10	N<10	N<10	90.74	N<10	N<10	55.88	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.38	N/A	N/A	CV
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students without Disabilities	72.22	38.30	38.30	52.27	N<10	N<10	N<10	N<10	93.48	N<10	N<10	59.24	CV	CV	CV	CV	N/A	N/A	N/A	N/A	89.36	N/A	N/A	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	71.31	33.33	33.33	52.04	N<10	N<10	N<10	N<10	90.57	N<10	N<10	56.46	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.38	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV



Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Female Students	72.06	31.03	41.38	57.14	N<10	N<10	N<10	N<10	96.43	N<10	N<10	59.80	CV	CV	CV	CV	N/A	N/A	N/A	N/A	89.47	N/A	N/A	CV	
Male Students	71.43	34.62	23.08	45.45	N<10	N<10	N<10	N<10	84.62	N<10	N<10	52.34	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.91	N/A	N/A	CV	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV	



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: SQSS

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 11																								
All Students	64.29	N<10	N<10	N<10	N<10	N<10	N<10	N<10	92.31	N<10	N<10	77.78	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.84	N/A	N/A	CV
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Caucasian	64.10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.89	N<10	N<10	77.63	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.11	N/A	N/A	CV
Economically Disadvantaged	67.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	92.31	N<10	N<10	79.75	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.84	N/A	N/A	CV
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students without Disabilities	64.86	N<10	N<10	N<10	N<10	N<10	N<10	N<10	91.18	N<10	N<10	77.46	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90.91	N/A	N/A	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	63.41	N<10	N<10	N<10	N<10	N<10	N<10	N<10	92.11	N<10	N<10	77.22	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.84	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Homeless	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Female Students	71.43	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	N<10	N<10	85.37	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.43	N/A	N/A	CV
Male Students	57.14	N<10	N<10	N<10	N<10	N<10	N<10	N<10	84.21	N<10	N<10	70.00	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.71	N/A	N/A	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

	2018-2019												2019-2020											
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 12																								
All Students	N<10	N<10	N<10	N<10	65.79	73.68	0.00	15.79	N<10	57.89	73.68	47.81	CV	N/A	N/A	N/A	47.22	72.22	0.00	19.44	N/A	36.11	75.00	CV
African-American	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Caucasian	N<10	N<10	N<10	N<10	62.86	71.43	0.00	17.14	N<10	54.29	71.43	46.19	CV	N/A	N/A	N/A	44.12	70.59	0.00	20.59	N/A	36.76	73.53	CV
Economically Disadvantaged	N<10	N<10	N<10	N<10	65.79	73.68	0.00	15.79	N<10	57.89	73.68	47.81	CV	N/A	N/A	N/A	47.22	72.22	0.00	19.44	N/A	36.11	75.00	CV
Non-Economically Disadvantaged	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Students without Disabilities	N<10	N<10	N<10	N<10	80.65	87.10	0.00	16.13	N<10	70.97	83.87	56.45	CV	N/A	N/A	N/A	53.13	71.88	0.00	21.88	N/A	40.63	78.13	CV
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	N<10	N<10	N<10	N<10	67.57	72.97	0.00	16.22	N<10	59.46	72.97	48.20	CV	N/A	N/A	N/A	47.22	72.22	0.00	19.44	N/A	36.11	75.00	CV
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV



Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
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	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Female Students	N<10	N<10	N<10	N<10	70.59	82.35	0.00	5.88	N<10	64.71	88.24	51.96	CV	N/A	N/A	N/A	50.00	85.00	0.00	20.00	N/A	30.00	65.00	CV
Male Students	N<10	N<10	N<10	N<10	61.90	66.67	0.00	23.81	N<10	52.38	61.90	44.44	CV	N/A	N/A	N/A	43.75	56.25	0.00	18.75	N/A	43.75	87.50	CV
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: SQSS

	2018-2019												2019-2020												
	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total	
All Grades																									
All Students	70.61	38.91	43.38	42.08	65.79	73.68	0.00	15.79	86.99	57.89	73.68	53.98	CV	CV	CV	CV	45.95	72.22	0.00	19.44	91.61	35.14	75.00	CV	
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	---	---	---	---	---	---	---	---	CV
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Caucasian	69.89	38.86	44.02	41.75	62.86	71.43	0.00	17.14	86.96	54.29	71.43	53.55	CV	CV	CV	CV	42.86	70.59	0.00	20.59	90.85	35.71	73.53	CV	
Economically Disadvantaged	71.35	38.91	43.38	42.08	65.79	73.68	0.00	15.79	86.99	57.89	73.68	53.98	CV	CV	CV	CV	45.95	72.22	0.00	19.44	91.61	35.14	75.00	CV	
Non-Economically Disadvantaged	54.17	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.17	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Students with Disabilities	68.75	3.70	4.00	52.38	N<10	N<10	N<10	N<10	75.00	N<10	N<10	32.34	CV	CV	CV	CV	N<10	N<10	N<10	N<10	100.00	N<10	N<10	CV	
Students without Disabilities	70.85	43.81	48.45	40.88	80.65	87.10	0.00	16.13	88.89	70.97	83.87	57.18	CV	CV	CV	CV	51.52	71.88	0.00	21.88	90.51	39.39	78.13	CV	
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	---	---	---	---	---	---	---	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	70.40	39.09	43.58	42.04	67.57	72.97	0.00	16.22	86.81	59.46	72.97	54.02	CV	CV	CV	CV	45.95	72.22	0.00	19.44	91.61	35.14	75.00	CV	
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Homeless	62.50	33.33	42.86	45.83	N<10	N<10	N<10	N<10	N<10	N<10	N<10	49.29	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Gifted and Talented	100.00	100.00	93.75	50.00	N<10	N<10	N<10	N<10	100.00	N<10	N<10	86.92	CV	CV	CV	CV	N<10	N<10	N<10	N<10	100.00	N<10	N<10	CV	
Female Students	72.69	39.60	49.50	43.62	70.59	82.35	0.00	5.88	94.03	64.71	88.24	57.39	CV	CV	CV	CV	47.62	85.00	0.00	20.00	94.37	28.57	65.00	CV	
Male Students	68.79	38.33	38.14	40.74	61.90	66.67	0.00	23.81	81.01	52.38	61.90	51.07	CV	CV	CV	CV	43.75	56.25	0.00	18.75	89.29	43.75	87.50	CV	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	CV	CV	CV	CV	---	---	---	---	---	---	---	---	CV



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Graduation Rates

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Four-Year Graduation Rate									
Four-Year Graduation Rate All Students	>95%	>95%	89.2 %	91.1 %	91.1 %	87.6 %	81.8 %	81.8 %	88.8 %
Four-Year Graduation Rate African-American	N<10	N<10	85.6 %	N<10	N<10	83.4 %	N<10	N<10	84.5 %
Four-Year Graduation Rate Asian	N<10	N<10	94.7 %	N<10	N<10	93.9 %	N<10	N<10	93.6 %
Four-Year Graduation Rate Caucasian	>95%	>95%	91.2 %	92.7 %	92.7 %	89.6 %	80.5 %	80.5 %	90.9 %
Four-Year Graduation Rate Hawaiian/Pacific Islander	N<10	N<10	72.6 %	N<10	N<10	76.1 %	N<10	N<10	70.5 %
Four-Year Graduation Rate Hispanic	N<10	N<10	85.8 %	N<10	N<10	84.7 %	N<10	N<10	86.8 %
Four-Year Graduation Rate Native American	N<10	N<10	84.0 %	N<10	N<10	78.6 %	N<10	N<10	88.7 %
Four-Year Graduation Rate Two or More Races	N<10	N<10	89.9 %	N<10	N<10	87.1 %	N<10	N<10	85.8 %
Four-Year Graduation Rate Economically Disadvantaged	>95%	>95%	86.8 %	91.1 %	91.1 %	84.8 %	81.8 %	81.8 %	86.3 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	N<10	N<10	84.6 %	N<10	N<10	82.6 %	N<10	N<10	84.1 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	N<10	N<10	82.7 %	N<10	N<10	82.8 %	N<10	N<10	84.5 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Graduation Rate Homeless	N<10	N<10	81.3 %	N<10	N<10	75.6 %	N<10	N<10	77.6 %
Four-Year Graduation Rate Children in Foster Care	N<10	N<10	73.5 %	N<10	N<10	68.0 %	N<10	N<10	64.6 %
Four-Year Graduation Rate Children with Parent that is Military Connected	N<10	N<10	94.3 %	N<10	N<10	95.3 %	N<10	N<10	94.9 %
Four-Year Graduation Rate Gifted and Talented	N<10	N<10	97.8 %	N<10	N<10	97.3 %	N<10	N<10	97.9 %
Four-Year Graduation Rate Female Students	96.3 %	96.3 %	92.0 %	90.5 %	90.5 %	90.0 %	95.5 %	95.5 %	91.3 %
Four-Year Graduation Rate Male Students	95.0 %	95.0 %	86.6 %	91.7 %	91.7 %	85.2 %	68.2 %	68.2 %	86.4 %
Four-Year Graduation Rate Migrant	N<10	N<10	82.8 %	N<10	N<10	82.6 %	N<10	N<10	81.1 %

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Five-Year Graduation Rate									
Five-Year Graduation Rate All Students	>95%	>95%	90.7 %	>95%	>95%	90.2 %	91.1 %	91.1 %	89.0 %
Five-Year Graduation Rate African-American	N<10	N<10	87.7 %	N<10	N<10	86.8 %	N<10	N<10	85.1 %
Five-Year Graduation Rate Asian	N<10	N<10	94.8 %	N<10	N<10	96.3 %	N<10	N<10	95.5 %
Five-Year Graduation Rate Caucasian	>95%	>95%	92.1 %	>95%	>95%	91.8 %	92.7 %	92.7 %	90.8 %
Five-Year Graduation Rate Hawaiian/Pacific Islander	N<10	N<10	76.4 %	N<10	N<10	77.1 %	N<10	N<10	79.2 %
Five-Year Graduation Rate Hispanic	N<10	N<10	89.2 %	N<10	N<10	87.5 %	N<10	N<10	86.8 %
Five-Year Graduation Rate Native American	N<10	N<10	91.6 %	N<10	N<10	85.7 %	N<10	N<10	82.7 %
Five-Year Graduation Rate Two or More Races	N<10	N<10	88.1 %	N<10	N<10	90.5 %	N<10	N<10	88.2 %
Five-Year Graduation Rate Economically Disadvantaged	>95%	>95%	88.0 %	>95%	>95%	87.9 %	91.1 %	91.1 %	86.4 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	N<10	N<10	87.7 %	N<10	N<10	86.7 %	N<10	N<10	85.2 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	N<10	N<10	86.3 %	N<10	N<10	85.3 %	N<10	N<10	85.2 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Five-Year Graduation Rate Homeless	N<10	N<10	88.5 %	N<10	N<10	82.7 %	N<10	N<10	77.9 %
Five-Year Graduation Rate Children in Foster Care	N<10	N<10	87.5 %	N<10	N<10	77.3 %	N<10	N<10	68.5 %
Five-Year Graduation Rate Children with Parent that is Military Connected	N<10	N<10	100.0 %	N<10	N<10	94.7 %	N<10	N<10	96.2 %
Five-Year Graduation Rate Gifted and Talented	N<10	N<10	100.0 %	N<10	N<10	97.8 %	N<10	N<10	97.6 %
Five-Year Graduation Rate Female Students	100.0 %	100.0 %	92.7 %	96.3 %	96.3 %	92.7 %	90.5 %	90.5 %	91.2 %
Five-Year Graduation Rate Male Students	94.4 %	94.4 %	88.8 %	95.0 %	95.0 %	87.8 %	91.7 %	91.7 %	86.9 %
Five-Year Graduation Rate Migrant	N<10	N<10	85.9 %	N<10	N<10	86.2 %	N<10	N<10	83.7 %



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: College Readiness

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Participation in Grade 11 Statewide ACT Administration	44	44	31,425	38	38	31,568	49	49	28,617
District Provided Remediation for Students Taking ACT							Y	Y	237
Number of Students Taking ACT in Grades 9-11	51	51	40,561	51	51	39,377	59	59	34,978
Number of Graduates that have taken ACT in High School	45	45	29,421	38	38	29,631	34	34	29,972
ACT Reading Average	21.67	21.67	20.32	21.05	21.05	20.18	20.35	20.35	20.01
ACT English Average	21.27	21.27	19.44	21.18	21.18	19.28	19.29	19.29	18.96
ACT Math Average	19.07	19.07	19.12	19.55	19.55	18.91	18.62	18.62	18.56
ACT Science Average	20.98	20.98	19.95	20.79	20.79	19.74	19.21	19.21	19.57
ACT Composite Average	20.91	20.91	19.86	20.76	20.76	19.68	19.50	19.50	19.42
The School Performance website at the following link has comparison of state and national ACT scores: http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card									
SAT® by College Board									
Number of Students Taking SAT College Admission Test	1	1	1,388	2	2	1,351	2	2	916
SAT Critical Reading Mean	520	520	589	610	610	591	615	615	592
SAT Math Mean	510	510	569	610	610	569	615	615	573
SAT Writing Mean									
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	18	18	29,031	18	18	28,163	27	27	28,690
Number of AP Exams Taken	21	21	45,874	37	37	46,500	32	32	37,118
Number of AP Exams Scored 3, 4, or 5	4	4	15,869	8	8	16,863	11	11	16,885
International Baccalaureate Courses									
Number of Students Taking International Baccalaureate Courses	---	---	460	---	---	367	---	---	404
College Going Rates									
All Students	51.1 %	51.1 %	49.1 %	53.7 %	53.7 %	48.8 %	34.2 %	34.2 %	43.2 %
African-American	RV	RV	45.0 %	RV	RV	43.8 %	RV	RV	37.1 %
Hispanic	RV	100.0 %	38.9 %	RV	100.0 %	39.8 %	RV	50.0 %	34.6 %
Caucasian	48.9 %	48.9 %	52.4 %	52.6 %	52.6 %	52.3 %	32.4 %	32.4 %	47.1 %
Economically Disadvantaged	51.1 %	51.1 %	41.3 %	53.7 %	53.7 %	41.2 %	35.1 %	35.1 %	35.6 %
Students with Disabilities	0.0 %	0.0 %	15.1 %	14.3 %	14.3 %	18.3 %	20.0 %	20.0 %	19.1 %
Current English Learners (EL)	0.0 %	0.0 %	24.0 %	100.0 %	100.0 %	25.9 %	0.0 %	0.0 %	21.6 %
Homeless	0.0 %	0.0 %	33.7 %	50.0 %	50.0 %	32.7 %	0.0 %	0.0 %	24.9 %
Children in Foster Care	0.0 %	0.0 %	40.9 %	0.0 %	0.0 %	40.5 %	0.0 %	0.0 %	28.7 %
Children with Parent that is Military Connected	0.0 %	0.0 %	58.9 %	0.0 %	0.0 %	54.1 %	0.0 %	0.0 %	50.4 %
Gifted and Talented	50.0 %	50.0 %	69.8 %	100.0 %	100.0 %	71.8 %	80.0 %	80.0 %	66.4 %
College Credit Accumulation Rates									
All Students	58.3 %	58.3 %	54.1 %	62.5 %	62.5 %	56.1 %	36.0 %	36.0 %	41.6 %
African-American	RV	RV	37.9 %	RV	RV	39.4 %	RV	RV	22.9 %
Hispanic	RV	0.0 %	49.7 %	RV	100.0 %	47.5 %	RV	0.0 %	33.2 %
Caucasian	60.9 %	60.9 %	58.9 %	59.1 %	59.1 %	61.4 %	39.1 %	39.1 %	47.5 %
Economically Disadvantaged	58.3 %	58.3 %	42.9 %	62.5 %	62.5 %	44.9 %	36.0 %	36.0 %	31.4 %
Students with Disabilities	0.0 %	0.0 %	30.2 %	0.0 %	0.0 %	23.5 %	0.0 %	0.0 %	20.8 %
Current English Learners (EL)	0.0 %	0.0 %	32.5 %	0.0 %	0.0 %	38.1 %	0.0 %	0.0 %	17.1 %
Homeless	25.0 %	25.0 %	35.0 %	0.0 %	0.0 %	35.5 %	100.0 %	100.0 %	33.6 %
Children in Foster Care	0.0 %	0.0 %	51.6 %	0.0 %	0.0 %	42.0 %	0.0 %	0.0 %	41.4 %
Children with Parent that is Military Connected	0.0 %	0.0 %	60.8 %	0.0 %	0.0 %	60.8 %	0.0 %	0.0 %	53.5 %
Gifted and Talented	100.0 %	100.0 %	76.5 %	50.0 %	50.0 %	71.2 %	100.0 %	100.0 %	73.2 %

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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: School Performance

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
School Performance Rating	C	N/A	N/A	C	N/A	N/A	CV	N/A	N/A
Overall ESSA Index Score	66.84	N/A	N/A	67.08	N/A	N/A	CV	N/A	N/A
The following link has more information about school rating: http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card									
Count of Schools with Rating = A		0	152		0	169		CV	CV
Count of Schools with Rating = B		1	313		1	311		CV	CV
Count of Schools with Rating = C		1	380		1	358		CV	CV
Count of Schools with Rating = D		0	145		0	150		CV	CV
Count of Schools with Rating = F		0	44		0	38		CV	CV
CV is shown instead of a value because Arkansas did not have a statewide summative assessment in school year 2019-2020 due to the COVID-19 outbreak.									
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Accredited	Y	2	1,046	Y	2	1,053	Y	2	1,045
Accredited Cited	N	0	5	N	0	0	N	0	1
Accredited Probationary	N	0	1	N	0	1	N	0	0
Attendance Rate									
Attendance Rate All Students	92.96 %	93.49 %	93.92 %	93.96 %	94.41 %	94.11 %	94.18 %	94.42 %	94.03 %
Attendance Rate African American	N<10	N<10	93.83 %	N<10	N<10	93.87 %	92.04 %	92.04 %	93.57 %
Attendance Rate Hispanic	N<10	87.95 %	93.95 %	N<10	92.63 %	94.25 %	95.77 %	93.75 %	94.33 %
Attendance Rate Caucasian	93.56 %	93.94 %	93.53 %	93.68 %	94.43 %	93.68 %	93.85 %	94.38 %	93.76 %
Attendance Rate Economically Disadvantaged	93.21 %	93.64 %	93.65 %	94 %	94.48 %	93.83 %	94.43 %	94.61 %	93.73 %
Attendance Rate Non-Economically Disadvantaged			93.63 %			93.67 %	88.21 %	89.34 %	93.72 %
Attendance Rate Students with Disabilities	95.17 %	94.81 %	93.8 %	95.06 %	94.55 %	93.91 %	95.22 %	95.28 %	93.8 %
Attendance Rate Students without Disabilities	92.55 %	93.22 %	93.93 %	93.72 %	94.42 %	94.16 %	93.93 %	94.18 %	94.06 %
Attendance Rate English Learners (EL)			94.79 %	N<10	N<10	94.72 %	99.11 %	99.11 %	94.42 %



Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)			94.96 %	N<10	N<10	95.05 %	99.05 %	98.74 %	94.84 %
Attendance Rate Former EL (Monitored 1-4 years)			95.64 %			95.75 %	99 %	98.71 %	95.78 %
Attendance Rate Homeless	87.27 %	85.75 %	90.32 %	89.04 %	91.65 %	90.33 %	91.07 %	92.21 %	89.74 %
Attendance Rate Children in Foster Care	N<10	N<10	92.95 %		N<10	92.7 %	92.13 %	92.13 %	92.7 %
Attendance Rate Children with Parent on Active Military Duty	N<10	N<10	94.51 %	N<10	N<10	94.92 %	97.79 %	96.86 %	95.18 %
Attendance Rate Gifted and Talented	96.32 %	96.58 %	95.79 %	97.77 %	97.29 %	95.95 %	97.2 %	97.05 %	95.94 %
Attendance Rate Female Students	92.15 %	93.32 %	93.83 %	94.54 %	94.48 %	94.06 %	93.95 %	94.17 %	93.99 %
Attendance Rate Male Students	93.57 %	93.6 %	93.96 %	93.51 %	94.38 %	94.15 %	94.37 %	94.64 %	94.05 %
Attendance Rate Migrant			92.07 %			91.92 %	%	%	91.49 %
Dropout Rate									
Dropout Rate	0.67 %	0.67 %	2.36 %	1.81 %	1.81 %	2.00 %	0.87 %	0.87 %	1.31 %
College Remediation Rate									
College Remediation Rate	62.2 %	62.2 %	62.8 %	52.6 %	52.6 %	64.9 %	70.6 %	70.6 %	67.1 %
Enrollment									
October 1 Enrollment	299	717	479,258	331	748	478,318	346	765	479,432



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: School Environment

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

Civil Rights Data Collection (CRDC) 2016-2017

	Chronic Absences	In-School Suspensions	Out-of-School Suspensions	Expulsions	Incidents of Violence	Referrals to Law Enforcement	School-Related Arrests
All Students	38	47	30	RV	RV	RV	RV
African-American	RV	RV	RV	RV	---	RV	RV
Hispanic	RV	RV	RV	RV	---	RV	RV
Caucasian	37	45	30	RV	---	RV	RV
Economically Disadvantaged	---	---	---	---	---	---	---
Students with Disabilities	RV	10	RV	RV	---	RV	RV
English Learner	RV	RV	RV	RV	---	RV	RV
Male	19	31	17	RV	---	RV	RV
Female	19	16	13	RV	---	RV	RV

Civil Rights Data Collection (CRDC) 2016-2017

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	RV	0.00 %	18	RV	22	13.38 %
African-American	RV	0.00 %	RV	RV	RV	0.00 %
Hispanic	RV	0.00 %	RV	RV	RV	1.34 %
Caucasian	RV	0.00 %	14	RV	19	11.04 %
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	RV	0.00 %	RV	RV	RV	0.00 %
English Learner	RV	0.00 %	RV	RV	RV	0.00 %
Male	RV	0.00 %	RV	RV	RV	4.68 %
Female	RV	0.00 %	10	RV	18	8.70 %

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



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Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Retention

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0	2	1,085	0	2	948	0	2	597
Percent of Students Retained at Grade 1	0.00 %	3.45 %	2.95 %	0.00 %	3.70 %	2.58 %	0.00 %	4.17 %	1.63 %
Number of Students Retained at Grade 2	0	1	369	0	0	338	0	1	239
Percent of Students Retained at Grade 2	0.00 %	1.75 %	1.00 %	0.00 %	0.00 %	0.94 %	0.00 %	1.79 %	0.66 %
Number of Students Retained at Grade 3	0	0	158	0	0	133	0	0	88
Percent of Students Retained at Grade 3	0.00 %	0.00 %	0.42 %	0.00 %	0.00 %	0.36 %	0.00 %	0.00 %	0.24 %
Number of Students Retained at Grade 4	0	0	86	0	0	59	0	0	35
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.22 %	0.00 %	0.00 %	0.16 %	0.00 %	0.00 %	0.10 %
Number of Students Retained at Grade 5	0	0	74	0	1	53	0	0	34
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.19 %	0.00 %	1.54 %	0.14 %	0.00 %	0.00 %	0.09 %
Number of Students Retained at Grade 6	0	1	139	0	2	129	0	1	59
Percent of Students Retained at Grade 6	0.00 %	1.52 %	0.38 %	0.00 %	2.99 %	0.33 %	0.00 %	1.47 %	0.15 %
Number of Students Retained at Grade 7	0	0	209	2	2	208	0	0	87
Percent of Students Retained at Grade 7	0.00 %	0.00 %	0.57 %	2.94 %	2.94 %	0.57 %	0.00 %	0.00 %	0.22 %
Number of Students Retained at Grade 8	1	1	222	0	0	169	0	0	110
Percent of Students Retained at Grade 8	1.92 %	1.92 %	0.61 %	0.00 %	0.00 %	0.46 %	0.00 %	0.00 %	0.30 %



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Teacher Quality

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Percentage of Teachers Certified (Licensed)	100.0 %	100.0 %	96.8 %	100.0 %	100.0 %	95.9 %	91.7 %	91.1 %	93.1 %
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded	59.0 %	57.0 %	53.0 %	56.0 %	59.0 %	52.0 %	63.0 %	62.0 %	51.0 %
Percentage of Teachers having Master's Degree as Highest Degree Awarded	38.0 %	40.0 %	42.0 %	44.0 %	41.0 %	43.0 %	38.0 %	38.0 %	44.0 %
Percentage of Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
	School	District	State	School	District	State	School	District	State
All Economic Levels (All Quartiles All Schools)									
Number of Teachers (Certified Teachers)	44	92	41,834	59	96	42,200	55	92	43,029
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	1	9	8,035	5	14	6,952	4	9	5,518
Number of Teachers Effective or Above under Teacher Excellence and Support System	0	9	7,845	5	13	6,731	4	9	5,859
Number Certified by National Board for Professional Teaching Standards	2	6	2,287	3	10	2,377	1	6	1,532
Number of Teachers Teaching with Emergency/Provisional Credentials	1	0	765	0	1	1,142	0	0	591
Percentage Teaching with Emergency/Provisional Credentials	2.3 %	0.0 %	1.8 %	0.0 %	1.0 %	2.7 %	0.0 %	0.0 %	1.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	1	21	1,459	4	6	867	10	21	2,063
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	2.3 %	22.8 %	3.5 %	6.8 %	6.3 %	2.1 %	18.2 %	22.8 %	4.8 %
Number of Inexperienced Teachers	7	38	7,134	7	13	7,348	25	38	13,902
Percentage of Teachers who are Inexperienced	15.9 %	41.3 %	17.1 %	11.9 %	13.5 %	17.4 %	45.5 %	41.3 %	32.3 %
Number of Teachers, Principals, and Assistant Principals	45	95	43,663	60	98	1,862	57	95	45,458
Number of Inexperienced Teachers, Principals, and Assistant Principals	N/A	38	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	N/A	0.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation									
	School	District	State	School	District	State	School	District	State
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)									
Number of Teachers (Certified Teachers)	44	80	9,078	59	96	6,990	55	92	7,638
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	1	4	1,324	5	14	875	4	9	767
Number of Teachers Effective or Above under Teacher Excellence and Support System	0	2	1,262	5	13	819	4	9	814
Number Certified by National Board for Professional Teaching Standards	2	8	339	3	10	251	1	6	145
Number of Teachers Teaching with Emergency/Provisional Credentials	1	2	281	0	1	328	0	0	155
Percentage Teaching with Emergency/Provisional Credentials	2.3 %	2.5 %	3.1 %	0.0 %	1.0 %	4.7 %	0.0 %	0.0 %	2.0 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	1	1	380	4	6	162	10	21	367
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	2.3 %	1.3 %	4.2 %	6.8 %	6.3 %	2.3 %	18.2 %	22.8 %	4.8 %
Number of Inexperienced Teachers	7	15	1,747	7	13	1,367	25	38	3,424
Percentage of Teachers who are Inexperienced	15.9 %	18.8 %	19.2 %	11.9 %	13.5 %	19.6 %	45.5 %	41.3 %	44.8 %
Number of Teachers, Principals, and Assistant Principals	45	82	9,504	60	98	302	57	95	8,075
Number of Inexperienced Teachers, Principals, and Assistant Principals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation									
	School	District	State	School	District	State	School	District	State
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)									
Number of Teachers (Certified Teachers)	---	---	12,453	---	---	14,212	---	---	14,407
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	---	2,507	---	---	2,466	---	---	1,876



Number of Teachers Effective or Above under Teacher Excellence and Support System	---	---	2,464	---	---	2,407	---	---	1,894
Number Certified by National Board for Professional Teaching Standards	---	---	877	---	---	1,085	---	---	711
Number of Teachers Teaching with Emergency/Provisional Credentials	---	---	154	---	---	261	---	---	133
Percentage Teaching with Emergency/Provisional Credentials	---	---	1.2 %	---	---	1.8 %	---	---	0.9 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	341	---	---	265	---	---	610
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	2.7 %	---	---	1.9 %	---	---	4.2 %
Number of Inexperienced Teachers	---	---	1,926	---	---	2,422	---	---	4,881
Percentage of Teachers who are Inexperienced	---	---	15.5 %	---	---	17.0 %	---	---	33.9 %
Number of Teachers, Principals, and Assistant Principals	---	---	12,978	---	---	643	---	---	15,187
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

2017-2018		2018-2019		2019-2020	
District		District		District	
School Board Training					
School Board Member	Hours of Training	School Board Member	Hours of Training	School Board Member	Hours of Training
Reneta Dewey	10.00	Reneta Dewey	10.00		
Allen Franks	10.00	Allen Franks	10.00		
Donald Marler	10.00	Donald Marler	10.00		
Jimmy Morgan	10.00	Jimmy Morgan	10.00		
Luke Walker	10.00	Luke Walker	10.00		



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: School Expenditures

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
State and Local Expenditures									
State and Local Personnel Expenditures	\$1,835,688	\$4,039,272	\$2,960,908,776	\$1,906,285	\$4,100,398	\$3,000,419,199	\$2,002,057	\$4,345,603	\$3,057,685,304
State and Local Non-Personnel Expenditures	\$844,847	\$1,651,118	\$990,242,548	\$831,534	\$1,606,593	\$1,026,560,444	\$745,990	\$1,384,127	\$973,723,400
State and Local Grand Total Expenditures	\$2,680,535	\$5,690,391	\$3,951,151,324	\$2,737,818	\$5,706,991	\$4,026,979,643	\$2,748,048	\$5,729,730	\$4,031,408,703
State and Local Personnel Per-pupil Expenditures	\$6,218	\$5,652	\$6,231	\$5,814	\$5,517	\$6,316	\$5,856	\$5,749	\$6,419
State and Local Non-Personnel Per-pupil Expenditures	\$2,862	\$2,311	\$2,084	\$2,536	\$2,162	\$2,161	\$2,182	\$1,831	\$2,044
State and Local Per-pupil Expenditures	\$9,080	\$7,963	\$8,315	\$8,351	\$7,678	\$8,477	\$8,038	\$7,580	\$8,463
	School	District	State	School	District	State	School	District	State
Federal Expenditures									
Federal Personnel Expenditures	\$196,081	\$584,423	\$608,514,045	\$202,228	\$613,048	\$622,312,827	\$191,317	\$592,621	\$630,872,733
Federal Non-Personnel Expenditures	\$101,129	\$290,064	\$151,320,564	\$110,663	\$286,700	\$157,024,285	\$99,280	\$264,632	\$152,961,414
Federal Grand Total Expenditures	\$297,210	\$874,487	\$759,834,609	\$312,891	\$899,748	\$779,337,112	\$290,597	\$857,252	\$783,834,148
Federal Personnel Per-pupil Expenditures	\$664	\$818	\$1,281	\$617	\$825	\$1,310	\$560	\$784	\$1,324
Federal Non-Personnel Per-pupil Expenditures	\$343	\$406	\$318	\$338	\$386	\$331	\$290	\$350	\$321
Federal Per-pupil Expenditures	\$1,007	\$1,224	\$1,599	\$954	\$1,211	\$1,641	\$850	\$1,134	\$1,646
	School	District	State	School	District	State	School	District	State
Total Expenditures									
Total Personnel Expenditures	\$2,031,769	\$4,623,695	\$3,569,422,821	\$2,108,513	\$4,713,447	\$3,622,732,026	\$2,193,374	\$4,938,223	\$3,688,558,037
Total Non-Personnel Expenditures	\$945,977	\$1,941,182	\$1,141,563,112	\$942,196	\$1,893,293	\$1,183,584,728	\$845,271	\$1,648,758	\$1,126,684,814
Total Grand Total Expenditures	\$2,977,745	\$6,564,877	\$4,710,985,933	\$3,050,709	\$6,606,739	\$4,806,316,754	\$3,038,645	\$6,586,982	\$4,815,242,851
Total Personnel Per-pupil Expenditures	\$6,882	\$6,470	\$7,511	\$6,431	\$6,342	\$7,626	\$6,416	\$6,533	\$7,744
Total Non-Personnel Per-pupil Expenditures	\$3,204	\$2,716	\$2,402	\$2,874	\$2,547	\$2,491	\$2,472	\$2,181	\$2,365
Total Per-pupil Expenditures	\$10,086	\$9,187	\$9,914	\$9,305	\$8,889	\$10,117	\$8,888	\$8,715	\$10,109

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

	2017-2018			2018-2019			2019-2020		
	School	District	State	School	District	State	School	District	State
Mills Voted		32.7	38.4		32.7	38.5		32.7	38.8



Average Teacher Salary	\$40,514	\$49,840	\$41,075	\$50,295	\$42,378	\$51,336			
Extracurricular Expenditures	\$108,956	\$187,202,332	\$108,912	\$188,643,761	\$101,978	\$201,696,124			
Capital Expenditures	\$140,861	\$573,071,733	\$97,121	\$728,022,446	\$214,256	\$728,645,955			
Debt Service Expenditures	\$263,258	\$294,033,249	\$299,311	\$317,051,272	\$286,728	\$312,921,645			
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	66.2 %	70.2 %	60.2 %	65.9 %	69.9 %	59.6 %	66.2 %	69.8 %	60.2 %
State Free and Reduced-Price Meal Rate ^{††}			60.6 %			59.7 %			61.0 %
National Free and Reduced-Price Meal Rate [†]			57.9 %			56.9 %			57.5 %

[†] Source: FNS National databank.

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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Alternatively Tested

	2017-2018			2018-2019			2019-2020		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
Grade 7	RV	RV	RV	RV	RV	RV	CV	CV	CV
Grade 8	RV	RV	RV	RV	RV	RV	CV	CV	CV
Grade 9	RV	RV	RV	RV	RV	RV	CV	CV	CV
Grade 10	RV	RV	RV	RV	RV	RV	CV	CV	CV

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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 7 English Language Arts (ELA)					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 7 Mathematics					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 7 Science					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 8 English Language Arts (ELA)					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 8 Mathematics					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



Cotter School District - 0302000

Cotter High School - 0302007

MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 8 Science					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



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MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 9 English Language Arts (ELA)					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



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MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 9 Mathematics					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



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MODULE: Crosstab - ACT Aspire

	2019-2020				
	% Tested	% In Need of Support	% Close	% Ready	% Exceeds
Grade 9 Science					
All	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV



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



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MODULE: Crosstab - ACT Aspire

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



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



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MODULE: Crosstab - ACT Aspire

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



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



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MODULE: Crosstab - ACT Aspire

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



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



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MODULE: Crosstab - ACT Aspire

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



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



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MODULE: Crosstab - ACT Aspire

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



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



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MODULE: Crosstab - ACT Aspire

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



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



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MODULE: Crosstab - Graduation Rates

2019-2020

Four Year Graduation Rates

All	81.82 %
Students with Disabilities	N<10
Students without Disabilities	79.49 %
English Learner	N<10
Non-English Learner	81.40 %
English Learner Students without Disabilities	N<10
Non-English Learner Students with Disabilities	N<10
Non-English Learner Students without Disabilities	78.95 %
Female	>95%
Female Students with Disabilities	N<10
Female Students without Disabilities	94.44 %
Female English Learner	N<10
Female Non-English Learner	>95%
Female English Learner without Disabilities	N<10
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	94.12 %
Male	68.18 %
Male Students with Disabilities	N<10
Male Students without Disabilities	66.67 %
Male Non-English Learner	68.18 %
Male Non-English Learner with Disabilities	N<10
Male Non-English Learner without Disabilities	66.67 %
African-American	N<10
African-American Students without Disabilities	N<10
African-American Non-English Learner	N<10
African-American Non-English Learner without Disabilities	N<10
African-American Female	N<10
African-American Female without Disabilities	N<10
African-American Female Non-English Learner	N<10
African-American Female Non-English Learner without Disabilities	N<10
Hispanic	N<10
Hispanic Students without Disabilities	N<10
Hispanic English Learner	N<10
Hispanic Non-English Learner	---
Hispanic English Learner without Disabilities	N<10
Hispanic Non-English Learner without Disabilities	---
Hispanic Female	N<10
Hispanic Female without Disabilities	N<10
Hispanic Female English Learner	N<10
Hispanic Female Non-English Learner	---
Hispanic Female English Learner without Disabilities	N<10
Hispanic Female Non-English Learner without Disabilities	---
Hispanic Male	---
Hispanic Male without Disabilities	---
Hispanic Male Non-English Learner	---
Hispanic Male Non-English Learner without Disabilities	---
Caucasian	80.49 %
Caucasian Students with Disabilities	N<10
Caucasian Students without Disabilities	77.78 %
Caucasian English Learner	---
Caucasian Non-English Learner	80.49 %
Caucasian English Learner without Disabilities	---
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Non-English Learner without Disabilities	77.78 %
Caucasian Female	94.74 %
Caucasian Female with Disabilities	N<10
Caucasian Female without Disabilities	93.33 %
Caucasian Female English Learner	---



2019-2020

Caucasian Female Non-English Learner	94.74 %
Caucasian Female English Learner without Disabilities	---
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Female Non-English Learner without Disabilities	93.33 %
Caucasian Male	68.18 %
Caucasian Male with Disabilities	N<10
Caucasian Male without Disabilities	66.67 %
Caucasian Male Non-English Learner	68.18 %
Caucasian Male Non-English Learner with Disabilities	N<10
Caucasian Male Non-English Learner without Disabilities	66.67 %



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MODULE: Crosstab - Graduation Rates

2019-2020

Five Year Graduation Rates

All	91.11 %
Students with Disabilities	N<10
Students without Disabilities	89.47 %
English Learner	N<10
Non-English Learner	90.91 %
English Learner Students without Disabilities	N<10
Non-English Learner Students with Disabilities	N<10
Non-English Learner Students without Disabilities	89.19 %
Female	90.48 %
Female Students with Disabilities	N<10
Female Students without Disabilities	90.00 %
Female English Learner	N<10
Female Non-English Learner	90.00 %
Female English Learner without Disabilities	N<10
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	89.47 %
Male	91.67 %
Male Students with Disabilities	N<10
Male Students without Disabilities	88.89 %
Male Non-English Learner	91.67 %
Male Non-English Learner with Disabilities	N<10
Male Non-English Learner without Disabilities	88.89 %
African-American	---
African-American Students without Disabilities	---
African-American Non-English Learner	---
African-American Non-English Learner without Disabilities	---
African-American Female	---
African-American Female without Disabilities	---
African-American Female Non-English Learner	---
African-American Female Non-English Learner without Disabilities	---
Hispanic	N<10
Hispanic Students without Disabilities	N<10
Hispanic Non-English Learner	N<10
Hispanic Non-English Learner without Disabilities	N<10
Hispanic Female	N<10
Hispanic Female without Disabilities	N<10
Hispanic Female Non-English Learner	N<10
Hispanic Female Non-English Learner without Disabilities	N<10
Hispanic Male	N<10
Hispanic Male without Disabilities	N<10
Hispanic Male Non-English Learner	N<10
Hispanic Male Non-English Learner without Disabilities	N<10
Caucasian	92.68 %
Caucasian Students with Disabilities	N<10
Caucasian Students without Disabilities	91.18 %
Caucasian English Learner	N<10
Caucasian Non-English Learner	92.50 %
Caucasian English Learner without Disabilities	N<10
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Non-English Learner without Disabilities	90.91 %
Caucasian Female	89.47 %
Caucasian Female with Disabilities	N<10
Caucasian Female without Disabilities	88.89 %
Caucasian Female English Learner	N<10
Caucasian Female Non-English Learner	88.89 %
Caucasian Female English Learner without Disabilities	N<10
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Female Non-English Learner without Disabilities	88.24 %



2019-2020

Caucasian Male	>95%
Caucasian Male with Disabilities	N<10
Caucasian Male without Disabilities	93.75 %
Caucasian Male Non-English Learner	>95%
Caucasian Male Non-English Learner with Disabilities	N<10
Caucasian Male Non-English Learner without Disabilities	93.75 %



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MODULE: Crosstab - Growth

	2019-2020					
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Grade 7						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV	CV
Caucasian Students with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV	CV



	2019-2020					
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Caucasian Female without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Grade 8						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male	CV	CV	CV	CV	CV	CV
Hispanic Male without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian	CV	CV	CV	CV	CV	CV



	2019-2020					
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Caucasian Students with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Students without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female	CV	CV	CV	CV	CV	CV
Caucasian Female with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male	CV	CV	CV	CV	CV	CV
Caucasian Male with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male without Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Caucasian Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Grade 9						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female	CV	CV	CV	CV	CV	CV
African-American Female without Disabilities	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic	CV	CV	CV	CV	CV	CV
Hispanic Students without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic English Learner	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner	CV	CV	CV	CV	CV	CV
Hispanic English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female	CV	CV	CV	CV	CV	CV
Hispanic Female without Disabilities	CV	CV	CV	CV	CV	CV
Hispanic Female English Learner	CV	CV	CV	CV	CV	CV
Hispanic Female Non-English Learner	CV	CV	CV	CV	CV	CV



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



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

	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
All Grades						
All	CV	CV	CV	CV	CV	CV
Students with Disabilities	CV	CV	CV	CV	CV	CV
Students without Disabilities	CV	CV	CV	CV	CV	CV
English Learner	CV	CV	CV	CV	CV	CV
Non-English Learner	CV	CV	CV	CV	CV	CV
English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students with Disabilities	CV	CV	CV	CV	CV	CV
Non-English Learner Students without Disabilities	CV	CV	CV	CV	CV	CV
Female	CV	CV	CV	CV	CV	CV
Female Students with Disabilities	CV	CV	CV	CV	CV	CV
Female Students without Disabilities	CV	CV	CV	CV	CV	CV
Female English Learner	CV	CV	CV	CV	CV	CV
Female Non-English Learner	CV	CV	CV	CV	CV	CV
Female English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Female Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
Male	CV	CV	CV	CV	CV	CV
Male Students with Disabilities	CV	CV	CV	CV	CV	CV
Male Students without Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner	CV	CV	CV	CV	CV	CV
Male Non-English Learner with Disabilities	CV	CV	CV	CV	CV	CV
Male Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV
African-American	CV	CV	CV	CV	CV	CV
African-American Students without Disabilities	CV	CV	CV	CV	CV	CV
African-American Non-English Learner	CV	CV	CV	CV	CV	CV
African-American Non-English Learner without Disabilities	CV	CV	CV	CV	CV	CV



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



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