Kent County Public Schools
2019

Appendix D: Fine Arts Application

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

2019 FINE ARTS INITIATIVE

STATE GRANT APPLICATION

Fine Arts Initiative Grants Application

1. Complete the chart below describing the **progress and challenges** in 2018-2019 toward meeting the Programs in Fine Arts goals articulated in the system's 2018 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

2018-2019 Fine Arts		
Goals	**Progress**	**Challenges**
Provide a comprehensive fine arts program (art, music, dance, theater, and media arts) in grades PreK-12 giving each child opportunities to demonstrate increasing proficiency in the national, state, and local standards for the arts	▪ The "Movement Project" introduced dance in grades 6-12 ▪ Piloted a dance integration unit as part of grade 4 physical education (PE) classes ▪ 9-12 elective courses included AP Studio Art and Digital Art ▪ 5th graders completed a STEAM unit – "Coastal Clean-up" ▪ Continued the "Easels and Art" program PreK-12 ▪ Instrumental music and performance opportunities provided at all levels ▪ Maker-space K-5 integrated media lesson	▪ Elementary Fine Arts teacher schedules leave minimum time for expanded programming during the school day ▪ Utilize early release days for fine arts teachers to build and revise curriculum and assessments ▪ Through our partnership with the Local Arts Council, increase access to student dance and drama programs ▪ Explore the Integrated Language Arts program to get more students involved with dramatic productions and/or Choral Music ▪ Offer the Filipino Tinkling project at all elementary schools ▪ Expand chorus and show chorus ensembles

Plan and deliver quality fine arts professional development that utilizes state and local clinicians and master artists to enhance instruction and student learning	▪ PLC time focused on arts integration and media arts
	▪ KCAC provided a consultant to work with teacher teams (general education and fine arts) from each school to participate in an arts integration experience
	▪ PD on African American Art History/ Jacob Lawrence
	▪ KCPS staff participated in a fall MSDE fine arts workshop with award winning gospel artist Donald Lawrence (MD Masterclass Series) and Gender and the LGBT community session
		▪ Surveyed all fine arts teachers to identify professional development needs in 2019-20
		  ○ Hands-on art experiences for teachers
		  ○ Create/experiment with practicing artist
		  ○ More focus on artistic process and less on curriculum
		▪ Additional funding needed to offer all fine arts teachers quality PD within and across the state

Increase accessibility to essential fine arts equipment, technology, instruments, and performance facilities	▪ Student instruments were purchased and repaired ▪ KCHS designed, constructed and opened the doors to a small black box community performance area at the high school	▪ As a district, we need to analyze available fine arts equipment, technology, and instruments and determine what needs to be donated, repurposed and/or repaired

	▪ Technology programs purchased to support fine arts instruction ▪ Garnet Elementary students offered Hegland Glass Workshops in the artists' studio in Chestertown	▪ Middle school students are in needs of new instruments. The xylophones are causing splinters, and there has not been a major district instrument purchase in the past 3 years due to budget challenges ▪ Garnet Elementary needs 4 new microphones. The old microphones were never returned to the school after consolidation
Design KCPS Fine Arts Curriculum Guides to include the content standards and align with the Maryland State Standards for the Fine Arts and in alignment with the National Core Arts Standards.	▪ Quarterly Fine Arts Professional Learning Community (PLC) meetings held ▪ Continued design and implementation of integrated units ▪ Individualized coaching and support provided to teachers in the areas of lesson planning and classroom management	▪ Need additional time for PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments ▪ Offering opportunities to collaborate with master music, art and other fine arts instructors outside the district
Increase fine arts and cultural arts opportunities through expanded partnerships within the community and specialized field experiences.	▪ Fine Arts facilitator and Kent County Arts Council brought portrait artist Jason Patterson lecture/view work ▪ Students visited the Phillips Collection and viewed the collection in Baltimore with a focus on the Migration Series ▪ Benjamin Cannon and AT Moffett from WAC piloted the Movement Dance project ▪ Wye River Upper School brought a mobile mural project to all middle school students ▪ Middle School drama students performed several times in the community ▪ Elementary students contributed to 3 community murals in Rock Hall ▪ Continued "Easels and Art" where student artwork was displayed in public buildings across the district	▪ Limited funding for transportation continues to be a challenge in expanding cultural arts experiences beyond the local level ▪ Including an increased number of middle and high school students that perform in the local Eastern Shore Wind Ensemble ▪ KCPS heavily depends of the support of Dr. Tom McHugh and the many local donations he has secured for the field experiences. Support is needed for sustaining this effort after grant funding runs out.

2. Complete the chart below outlining the system's 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year 2023-2024 (five year forecast). Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

Fine Arts	**2019-2020 Goals**	**2023-2024 Targets** *5 Year Forecast*
Dance	▪ Offer opportunities to collaborate with master music, art and other fine arts instructors outside the district. ▪ Through our partnership with the Local Arts Council, continue to increase access to student dance and drama programs. ▪ Utilize early release days for fine arts teachers to build and revise dance curriculum and assessments.	▪ Institutionalize collaborative Dance opportunities with the community to provide resources for elementary, middle and high school students. ▪ Develop an essential dance curriculum to identify content standards that could be achieved for pre-K – 12 students.
Media Arts	▪ Develop a pre-K- 12 Media Arts Committee. ▪ Utilize early release days for fine arts teachers to build and revise curriculum and assessments. ▪ Continue Arts Integration across grade levels to expand upon digital arts, community projects like Coastal Clean Up and opportunities to utilize all of the Media Arts.	▪ Institutionalize collaborative Media opportunities with the community to provide resources for elementary, middle and high school students. ▪ Develop an essential curriculum to identify content standards that could be achieved for pre-K – 12 students.
Music	▪ Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments ▪ Utilize early release days for fine arts teachers to build and revise curriculum and assessments	▪ Expand upon curricular work completed within the past several years to create an official KCPS Music Curriculum. ▪ Continue to provide opportunities and resources within the community to expand upon levels of excellence in musical understanding and performance.
Theatre	▪ Continue PLC Fine Arts meetings with emphasis on unpacking the standards and designing assessments. ▪ Explore the Integrated	▪ Institutionalize collaborative Theatre opportunities with the community to provide resources for elementary, middle and high school

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to "Guidance for Completion of the Budget Narrative for the Fine Arts Initiative", "Sample Fine Arts Budget", and "Fine Arts Budget Categories" in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2019 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

FY20 BUDGET NARRATIVE

Discipline	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
ALL	202 Special Programs	Contracted Service	Assemblies, and workshops, professional learning	$1,800.	$0	$1,800.
Music Media Arts Visual Arts	Materials	Materials	Materials to support dance and drama programs $622. 5 instruments @ $120. = 600.	$1,222.	$0.	$1,222.
All	Instructional Staff Development: Other Charges	Staff Development	Registration to attend Fine Arts Conferences and/or State meetings 4 staff x $100. =$400.	$400.	$0	$400.
Music Theatre	209 Student Transportation	209 Student Transportation	Transportation for musical groups to perform locally	$400.	.	$400.
	212 Fixed Charges	Fixed Charges FICA and Pension			$0	
		TOTAL		**$3,822.**	**$0**	**$3,822.**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	3,822	AMENDED BUDGET #		REQUEST DATE	10/14/19
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/19 FRO	6/30/20 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		1,800.00	1,222.00				3,022.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				400.00			400.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		400.00					400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	2,200.00	1,222.00	400.00	0.00	0.00	3,822.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Robin H. Landgraf	Robin H Landgraf	10/08/2019	410-778-7123
Supt./Agency Head Approval	Dr. Karen M. Couch	Karen M. Couch	10/08/2019	410-778-7113
MSDE Grant Manager Approval				

Kent County Public Schools
2019

Appendix E: Equitable Services to Private Schools Under ESSA Section

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

Local School System: Kent

Equitable Services Table

Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx	**Total Number of Participating Students**	**Total Number of Participating Students**	**Total Number of Participating Staff**	**Total Number of Participating Students**	**Total Number of Participating Students**	**Total Number of Participating Students**
The Kent County private schools listed below chose not to participate. Documentation for all Title Grants is provided in Component E of the Title I Grant.						
Friendship Montessori School 25528 Worton Lynch Road P.O. Box 6 Worton, MD 21678	0	0	0	0	0	0
Kent School 6788 Wilkins Lane Chestertown, MD 21620	0	0	0	0	0	0
Radcliffe Creek School 201 Talbot Ave., Suite A Chestertown, MD 21620	0	0	0	0	0	0
Chestertown Christian Academy 410 Morgnec Road Chestertown, MD 21620	0	0	0	0	0	0
Total Allocation:	$	$	$	$	$	NA

Kent County Public Schools
2019

Appendix F: Kent County High School "TSI Plan"

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

Local School System Planning Guide for Targeted Support and Improvement Schools (TSI)

A Collaborative Planning Tool for Local School System and Schools

Developed in partnership between:
Division of Career and College Readiness
Tiara Booker-Dwyer, Assistant State Superintendent
Division of Curriculum, Instructional Improvement, and Professional Learning
Marcia Sprankle, Ed.D., Assistant State Superintendent
Division of Early Intervention and Special Education Services
Marcella E. Franczkowsk, Assistant State Superintendent

Local School System Planning Guide for Targeted Support and Improvement Schools (TSI)

Local school systems provide technical assistance to TSI school leaders to develop action plans containing measurable benchmarks toward meeting exit criteria as established by Maryland's accountability system. In a collaborative decision-making process, local school system personnel and stakeholders may use this guide to build the members of the implementation team, analyze data and identify root causes, develop an action plan, select evidence-based strategies for implementation, and track indicators of progress.

Directions: ***Engage in decision-making process to:***

1. *Collaborate;*
2. *Explore Root Cause(s) and identify priority area(s) across the district;*
3. *Strategize and Prioritize Your Next Steps;*
4. *Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions;*
5. *Evaluate and Renegotiate Your Goals*

STEP 1: Collaborate: *Identify the members of your cross-departmental team who will work through this process*	
Name	**Position Title**
Mr. Dale Kevin Brown I	Kent County High School Principal
Dr. Wendy Keen	Kent County Public Schools Supervisor of Special Education
Mr. Mark Buckel	Kent County High School Assistant Principal
Ms. Emma Stephan	Kent County High School Assistant Principal
Mrs. Diana Kennedy-Milligan	Kent County High School ELA Teacher
Mrs. Ida Nabb	Kent County High School Spanish Teacher
Mrs. Gillian Spero	Kent County Public Schools Literacy Coach
Mr. Dan Hushion	Kent County Public Schools Coordinator of Special Education

Additional participants to invite: _____

*How often do you meet? _____monthly_____

Highly Performing Teams meet at least **quarterly to review data and modify the plan as appropriate to ensure progress monitoring of benchmark and overarching goal(s).*

STEP 2A: Explore Root Causes *(Review Data, Determine Root Causes, and Identify Priority Areas)*

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can and often is used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data	Planned Response Action(s) • Professional Learning Opportunities • Academic or Behavioral Interventions
Kent County High School	All students and IEP/ Students with disabilities	Significantly below grade level reading when entering high school		MAP Assessments are now given 3 times a year with grades 9 and 10 to track progress and proficiency overtime. Professional development is being offered on Tier 3 Interventions to help place low performing students in an additional Reading Intervention class taught by a special education teacher. English teachers are participating in ongoing professional development with Dr. John Guthrie to work on leveling texts for students, meaningful differentiation, and literacy engagement with all students in the general education English classroom. Lexia Power Up and Lexia Core5 will be part of the general education class differentiation and specifically designed instruction in two low performing English 9 cotaught classes. School wide Student Learning Objectives centered around disciplinary literacy and content writing are being reinstated this academic year for all teachers and all contents.

Year	# of tests taken	# of students at or above grade level RIT	% on grade level RIT	% IEP on grade level RIT
Fall 2018	95	49	51.5%	1.9%
Fall 2019	103	48	46.6%	0.02%

MCAP Data

PARCC Value Added 2015- 2019 (4-5)

ELA (4-5)

GRADE	2015	2016	2017	2018	2019
3	19.4%	30.6%	24.8%	25%	32.4%
4	23%	27.4%	34.7%	29.9%	18.1%
5	29.7%	33.3%	34.6%	42.2%	30.7%
6	19.9%	29.1%	23.6%	25.9%	39%
7	18.9%	38.3%	33.3%	33.3%	37%
8	31.6%	21.7%	28.9%	45.7%	43%
9	---	---	---	---	---
ENGLISH 10	32.6%	57.9%	53.3%	42.6%	44.6%

STEP 2A: Explore Root Causes *(Review Data, Determine Root Causes, and Identify Priority Areas)*

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can and often is used in conjunction with the 5 Whys tool.

<table>
<tr><th>School</th><th>Student Group(s) Identified</th><th>Root Cause(s)</th><th>Evidence and/or Data</th><th>Planned Response Action(s)
• Professional Learning Opportunities
• Academic or Behavioral Interventions</th></tr>
<tr><td>Kent County High School</td><td>All students and
IEP/
Students with disabilities</td><td>While general education classes are cotaught for students with IEP's there is not specially designed instruction or adequate differentiation for students in the general education classroom who have IEPs.</td><td>PARCC/MCAP Data
<table><tr><th>Year</th><th>All students % 4 & 5</th><th>Students with disabilities % 4 & 5</th></tr><tr><td>2015</td><td>32.6</td><td>>_5</td></tr><tr><td>2016</td><td>57.9</td><td>8.3</td></tr><tr><td>2017</td><td>53.3</td><td>5.6</td></tr><tr><td>2018</td><td>37.5</td><td>>_5</td></tr><tr><td>2019</td><td>43.6</td><td>7.7</td></tr></table></td><td>Professional development, literacy coaching and support are being provided to cotaught classes to help support differentiation, intervention and support.

Professional learning communities are focusing ongoing student data and progress will monitor that students with disabilities are receiving standards aligned and grade level standard instruction with scaffolding and support built in.

Professional development with general education as well as special education teachers on specially designed instruction and RTI strategies and programs.</td></tr>
<tr><td>Kent County High School</td><td>All students and
IEP/
Students with disabilities</td><td>We have limited opportunities for students to receive Tier 3 interventions. The Reading I and II classes are kept small and Tier 3 interventions were not embedded into the general education ELA classes and were</td><td><table><tr><th>Year</th><th>Number of students in Reading I course</th><th>Number of students in Reading II course</th></tr><tr><td>2015</td><td>8</td><td>2</td></tr><tr><td>2016</td><td>7</td><td>7</td></tr><tr><td>2017</td><td>4</td><td>7</td></tr><tr><td>2018</td><td>7</td><td>7</td></tr><tr><td>2019</td><td>12-15 (still populating)</td><td>Not offered</td></tr></table></td><td>This year we are hand scheduling several English 9 cotaught classes as well as repopulating our Reading Intervention course to ensure that low performing students are receiving additional time to reinforce reading skills and engage with interventions.

We are also using Lexia as a reading intervention within a general education class three times a week for 20 min for students who need that additional support. Lexia provides online opportunities for intervention as well as teacher resources so this will allow several groups of students to engage with Tier 3 interventions simultaneously.</td></tr>
</table>

STEP 2A: Explore Root Causes *(Review Data, Determine Root Causes, and Identify Priority Areas)*

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can and often is used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data	Planned Response Action(s) • Professional Learning Opportunities • Academic or Behavioral Interventions
		not implemented with fidelity.		Special education, general education, literacy coaches, supervisors, and administrators meet twice a month to monitor fidelity of implementation and student academic progress.
Kent County High School	IEP/ Students with disabilities	An unsuccessful home hospital program in which several students with IEP's were placed.	Year / Number of students with disabilities on home hospital 2015: 0 2016: 1 2017: 3 2018: 6	
Kent County High School	IEP/ Students with disabilities	Students with IEPs have been scheduled last after the general education student body has already populated the schedule. This has left limited access to cotaught classes or a disproportionate amount of students with IEPs in the	Year / Number IEP Failures Eng I / Number IEP Failures Eng II 2016-2017: 0 / 1 2017-2018: 0 / 2 2018-2019: 5 / 6	New leadership at the school has recognized a need for creating a more unique schedule to accommodate time for additional instructional support and interventions and the principal is exploring master schedules that might be used next year to allow additional instructional time. The Supervisor and Coordinator of Special Education and the Literacy Coach will meet collaboratively with the middle school team to identify students needing support prior to entering high school to build a schedule that provides opportunities for additional support and intervention.

STEP 2A: Explore Root Causes *(Review Data, Determine Root Causes, and Identify Priority Areas)*

For each TSI school, identify the root causes leading to identification based on each student group. Consider using the Fishbone method to identify the drivers of the root causes of the problem. Often referred to as a cause and effect diagram, or Ishikawa, it is a simple root cause analysis tool that is used for brainstorming issues and causes of particular problems and can and often is used in conjunction with the 5 Whys tool.

School	Student Group(s) Identified	Root Cause(s)	Evidence and/or Data	Planned Response Action(s) • Professional Learning Opportunities • Academic or Behavioral Interventions
		same class. Also, the requirements for credits limits options for interventions or specific course offerings to support student need.		Special education students will be scheduled first, like articulated programs are prior to populating courses in the master schedule in order to ensure that the proper number of IEP students is in a class and that the proper supports are in place to help that student receive the academic support and time they need to be successful.

SMART Intervention Goals

Directions: Based on the prioritized root causes, the school should develop **no more than three SMART** intervention goals in order to address the recommendations for improvement from the Root Cause Analysis report. Goals must be specific, measurable, achievable, realistic, and time-bound (SMART).

- **Specific:** Is the goal clearly defined?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal?
- **Achievable:** Does the goal stretch the school while still being attainable?
- **Realistic:** Does the goal relate to student learning and achievement? Is it data-based?
- **Time-bound:** Is the timeframe appropriate for accomplishment of the goal?

For each SMART intervention goal:

- Identify one or more of the Four Domains to which the goal aligns,
- Identify the annual outcomes for the goal (i.e. – what data will the school collect and measure to determine if this goal has been achieved?), and
- Identify the progress indicators* for the goal (i.e. – what data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?).
    - Schools will identify progress indicators for various time frames (30 days, 60 days, quarter 2, and quarter 3).
    - Schools will also identify progress indicators related to both implementation (i.e. adult actions, systems, structures, and processes) and student outcomes.

***NOTE:** Indicators are incremental checkpoints, data, or information used to assess progress toward achieving an outcome. How to pick leading indicators:

- Ask what data are indicative, or can help predict the annual outcome of interest before it happens
- Look at the various data points that would be available to the school, which are
    - Relevant
    - Clear and easy to understand
    - Provide enough detail for analyses and understanding
    - Robust and reliable and accurate
    - Valid
- Analyze data to see if the data are useful for understanding the outcome (e.g., correlated or predictive)
- Might compare over time or different student groups

STEP 2B: Identify District Priority Areas

Looking across the root cause analysis, are there themes that emerge? How do these themes impact support what is working and what isn't working within the districts master plan?

Data Source(s), Observations, and Data Trend Summary		Root Cause Analysis (Include supporting and impeding factors for a system change: identify if related to personnel or infrastructure.)	
Previous	**Current**	**What is working?**	**What is not?**
Yr. 2015	2019	Data driven discussions during PLC's (ongoing) Personnel	Tier 1 instruction for Students with Disabilities Infrastructure
Yr. 2015	2019	Cotaught classes in ELA Having students who are in Reading I or II also supported with the same support system in their ELA courses. Personnel	Scheduling students in intervention from middle school to know school Scheduling students in general education classes with support Infrastructure
Yr. 2015	2019	Meetings with school leadership team to change the schedule and rosters to support those with the highest need (began Fall 2019) Personnel Standard specific PD with alignment to standards and considerations for UDL (began last spring)	**Lack of evidence-based Tier 1 interventions and support** Infrastructure

Do you need to modify the focus of your activities? What will be the **FY20** priority area(s) within your schools:

What we know works well is having students receive additional time in an intervention outside of their regularly scheduled English class time. This model showed growth from 2018-2019 . From 2017-2018 there was zero gap reduction for students with disabilities. From 2018-2019 there was 7.1% improvement with this subgroup. We are currently working to place more students performing significantly below reading level based on Fall 2019 NWEA MAP data into this model. Right now, we know it is not populated to capacity and we want to offer more students this support and Tier 3 intervention through Lexia seats purchased through our Striving Readers Grant. For those students who are not able to have an additional course offering due to credit limitations, we will support them with a differentiation model within the general education classroom that is tailored for specifically designed instruction for students with disabilities as well as any other student who is reading significantly below grade level. Again, those students will use Lexia Core5 or PowerUp depending on reading level. Small groups can be comprised of stations with students engaged directly on the online Lexia platform, or a small group guided by a general education teacher or special education teacher using standard aligned and specifically chosen resources from the Lexia intervention to further support students while in the general education ELA setting.

For the last few years the school-wide focus on Student Learning Objectives and a commitment to disciplinary literacy has not been at the forefront. New leadership is reinforcing these focuses and student need as part of the professional development of the KCHS staff. This work began this fall (2019-2020 academic year).

We have an awareness of an overall decline in PARCC/MCAP scores in ELA 10 over the last few years and recognize a need to support ALL students as well as those with IEP's. This need has fostered new awareness, professional development, and leadership commitment to literacy engagement. This PD is being provided by Dr. John Guthrie who is a consultant who has made a commitment to work with a cohort of teachers to embed engagement and best practices in reading and writing instruction in the ELA and SS departments from grades 4-12.

Step 3. Strategize and Prioritize Your Next Steps:
Identify Priority Goal and Strategy/Evidence-Based Practice(s) to be Implemented

Goal Statement: By the end of academic year 2021, MCAP data will show that the gap between students with disabilities will close by 10 percent and that the proficiency target set by the state for this subgroup will be met.

Goals must be stated in measurable/quantifiable terms with projected timeline(s) for completion.

Strategy/Evidence-Based Practice(s) to implement to make progress toward goal:
Use of Lexia Core5 and PowerUp. Use of the coteaching model with skills specific regrouping by need and specifically designed instruction for not all students below reading level, including those with IEPs. Understanding of learning progressions and standards aligned content instruction. Use of evidence-based literacy engagement strategies specifically focusing on: self-efficacy, peer collaboration, choice, and leveled-texts with the support from our consultant Dr. John Guthrie. These practices are supported by Dr. John Hattie's research on Visible Learning and the desired effect of best practices, specifically focusing on the teaching practices that yield an effect of 0.4 or higher per his scale.

Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

Step 4. Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions:
Identify Professional Learning and/or Infrastructure Implementation Strategies/Activities

Activity	Who is involved? (Inclusive of cross-community/system/school partners)	When will it happen? Month/Year	What is the projected cost?
Literacy Engagement Cohort coaching by Dr. John Guthrie Personnel	Two general education ELA teachers and one general education Social Studies teacher for Year 1 Additional teachers training and to participate in the cohort next year.	Monthly beginning Fall 2019	Funded through Striving Readers Grant and local funds.
Lexia Core5 and PowerUp intervention provided in general education classes as well as additional support outside of English course time will be provided Infrastructure	Implementation of Lexia will begin in the general education classroom for two particular classes with a large number of low performing students as identified by grade 9 MAP testing. Lexia will also become part of interventions provided on a consistent basis in the Behavior	Lexia will be embedded into instruction at least 3 times a week for 30 min in the general education ELA classroom and daily in the Reading	Funded through Striving Readers Grant and local funds.

		Support Classroom and the Reading Intervention Class	I course instruction.	
Literacy Coaching and Fidelity checks for Striving Readers Grant initiatives, strategies, and interventions will occur timely and consistently.	Personnel	Daily coaching. Biweekly PLC meetings with data dialogue. Strategies occur regularly within ELA classrooms. Fidelity checks through informal observation 2-3 times a month and weekly by the literacy coach.		Funded through Striving Readers Grant and local funds.

Step 5. Evaluate and Renegotiate Your Goals: *Identify Benchmarks to Measure Progress*		
How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?	How often will benchmark data be collected?
The RIT level on NWEA MAP assessments will demonstrate an increase towards grade level proficiency in reading.	**MAP data**	3 times a year for grades 9 & 10 for years 2019, 2020, 2021... Sept. Jan. April
Formative and Summative assessments within the general education setting will show increased standard specific skill building of ELA content.	Teacher documented and provided student work samples used during Data Discussions and PLCS.	Discussions and work samples provided bi-monthly for PLCs.
Lexia data will show an increase in reading comprehension for students engaged in that intervention.	**Lexia Data Reports**	**Monthly.**
Revision Assistant writing scores which connect directly with student's ability to read grade levels texts provided in the prompts will demonstrate growth on a student's first draft.	Revision Assistant School Usage and Growth reports	**Quarterly.**
Formal and informal observations and fidelity checks.	Literacy Round Tool	**Monthly**

Climate and district level professional development surveys and evaluations	MSDE climate survey District developed PD surveys and evaluations	Climate – annually District PD – 3 times a year

Identify Your Progress Indicators: *What data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?*		
Timeframe	Implementation Data	Student Outcome Data
Academic Year 2019-2020 **Academic Year 2020-2021**	**Level 2 Formative and summative classroom assessment data**	NWEA MAP data – 3 times each academic year MCAP/PARCC end of year data Monthly examination of progress on Lexia Reports Examination of quarterly grades and student data bi-monthly at PLC meetings Revision Assistant data sheets examined quarterly.

Step 3. Strategize and Prioritize Your Next Steps:
Identify Priority Goal and Strategy/Evidence-Based Practice(s) to be Implemented

Goal Statement: By the year 2021 MCAP data will show an overall improvement in level 4 and 5 of at least 10% growth.

Goals must be stated in measurable/quantifiable terms with projected timeline(s) for completion.

Strategy/Evidence-Based Practice(s) to implement to make progress toward goal:
Not all of our lowest performing students are students with disabilities and we recognize that in order to improve learning for that specific subgroup, we must increase literacy proficiency in all students. We plan to utilize the evidence-based interventions and best practices for all students in order to provide support and extension opportunities. Our hope is to meet a child where they currently are in reading and writing and through data driven PLC time, have student centered dialogues to help support all children.

Use of Lexia Core5 and PowerUp. Use of the coteaching model with skills specific regrouping by need and specifically designed instruction for not all students below reading level, including those with IEPs. Understanding of learning progressions and standards aligned content instruction. Use of evidence-based literacy engagement strategies specifically focusing on: self-efficacy, peer collaboration, choice, and leveled-texts. These practices are supported by Dr. John Hattie's research on Visible Learning and the desired effect of best practices, specifically focusing on the teaching practices that yield an effect of 0.4 or higher per his scale. We also plan to embed PARCC Public Release Items into formative and ongoing classroom assessments.

Strategies/EBPs should address what specifically will be implemented with fidelity to make progress towards achieving the goal.

Step 4. Modify Existing Practices Using Selected Evidence-Based Strategies/Interventions:
Identify Professional Learning and/or Infrastructure Implementation Strategies/Activities

Activity	Who is involved? (Inclusive of cross-community/system/school partners)	When will it happen? Month/Year	What is the projected cost?
Literacy Engagement Cohort coaching by Dr. John Guthrie Personnel	Two general education ELA teachers and one general education Social Studies teacher for Year 1 Additional teachers training and to participate in the cohort next year.	Monthly beginning Fall 2019	Funded through Striving Readers Grant and local funds.
Literacy Coaching and Fidelity checks for Striving Readers Grant initiatives, strategies, and interventions will occur timely and Personnel	Daily coaching. Biweekly PLC meetings with data dialogue. Strategies occur regularly within ELA classrooms. Fidelity	MAP testing in Sept. Jan. April of 2019, 2020, 2021	Funded through Striving Readers

consistently. Data discussions in biweekly PLC meetings. NWEA MAP assessments given three times a year.	checks through informal observation 2-3 times a month and weekly by the literacy coach.	for all 9 & 10th grade students.	Grant and local funds.
Professional development on UDL and SDI with general and special education teachers to improve instruction for all students. Infrastructure	Special education Supervisor and Coordinator, Literacy Coaches, building level administration, ELA teachers and special education teachers.	**Fall 2019**	**Local funds.**

Step 5. Evaluate and Renegotiate Your Goals: *Identify Benchmarks to Measure Progress*		
How will it be known that progress is being made? (Benchmark/Outcome)	What data will be used to measure progress?	How often will benchmark data be collected?
The RIT level on NWEA MAP assessments will demonstrate an increase towards grade level proficiency in reading.	**MAP data**	3 times a year for grades 9 & 10 for years 2019, 2020, 2021... Sept. Jan. April
Formative and Summative assessments within the general education setting will show increased standard specific skill building of ELA content.	Teacher documented and provided student work samples used during Data Discussions and PLCS.	Discussions and work samples provided bi-monthly for PLCs.
Lexia data will show an increase in reading comprehension for students engaged in that intervention.	**Lexia Data Reports**	**Monthly.**
Revision Assistant writing scores which connect directly with student's ability to read grade levels texts provided in the prompts will demonstrate growth on a student's first draft.	Revision Assistant School Usage and Growth reports	**Quarterly.**

Identify Your Progress Indicators: *What data will the school collect and measure to determine if they are on track to meet the goal at any given point in time?*		
Timeframe	Implementation Data	Student Outcome Data
Academic Year 2019-2020 **Academic Year 2020-2021**	**Level 2 Formative and summative classroom assessment data**	NWEA MAP data – 3 times each academic year MCAP/PARCC end of year data Monthly examination of progress on Lexia Reports Examination of quarterly grades and student data bi-monthly at PLC meetings Revision Assistant data sheets examined quarterly.

Kent County Public Schools

2019

C-1-25's

October 15, 2019

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	613,598	AMENDED BUDGET #		REQUEST DATE	09/04/19
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #	16		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Kent County Public Schools		
FUND SOURCE CODE	5019	GRANT PERIOD	7/1/19	9/30/20	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 -	BUDGET BY CAT./PROG.
201 Administration							
Prog 21 General Support							
Prog 22 Business Support							0.00
Prog 23 Centralized Support							0.00
202 Mid-Level Administration							0.00
Prog 15 Office of the Principal							
Prog 16 Inst. Admin. & Supv.	51,000.00			3,266.00			0.00
203-205 Instruction Categories							54,266.00
Prog 01 Regular Prog.							
Prog 02 Special Prog	371,873.47	32,000.00	32,317.00				0.00
Prog 03 Career & Tech Prog							436,190.47
Prog 04 Gifted & Talented Prog							0.00
Prog 07 Non Public Transfers							0.00
Prog 08 School Library Media							0.00
Prog 09 Instruction Staff Dev.	20,000.00	12,000.00					0.00
Prog 10 Guidance Services							32,000.00
Prog 11 Psychological Services							0.00
Prog 12 Adult Education							0.00
206 Special Education							0.00
Prog 04 Public Sch Instr. Prog							
Prog 09 Instruction Staff Dev							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation	500.00						0.00
210 Plant Operation							500.00
Prog. 30 Warehousing & Distr.							
Prog 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services				132,480.53			132,480.53
215 Capital Outlay			8777.00				8,777.00
Prog. 34 Land & Improvements							
Prog 35 Buildings & Additions							0.00
Prog 36 Remodeling							0.00
Total Expenditures By Object	443,373.47	44,000.00	41,094.00	135,746.53	0.00	0.00	0.00 664,214.00

Finance Official Approval Jane K Towers — Name; Jane Towers — Signature; 9-4-19 — Date; 410-778-7123 — Telephone #

Supt./Agency Head Approval Dr Karen Couch — Name; Karen M. Couch — Signature; Date; Telephone #

MSDE Grant Manager Approval — Name; Signature; Date; Telephone #

Grant Budget C-1-25 Rev 11 29 07

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	95,080	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Title IIA	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/19 - 6/30/20 FRO TO		

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						2,346.17	2,346.17
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Insl. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	67,803.19	9,500.00	842.18	9,401.52			87,546.89
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Insl. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				5186.94			5,186.94
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	67,803.19	9,500.00	842.18	14,588.46	0.00	2,346.17	95,080.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Robin H. Landgraf	Robin H. Landgraf	10/08/2019	410-778-7123
Supt./Agency Head Approval	Dr. Karen M. Couch	Karen M. Couch	10/08/2019	410-778-7113
MSDE Grant Manager Approval				

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	46,341	AMENDED BUDGET #		REQUEST DATE	10/14/19
GRANT NAME	Title IV Part A	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	07/1/19 - 6/30/2021		

FRO TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01-SALARIES & WAGES	02 - CONTRACT SERVICES	03-SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	06 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						926.82	926.82
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.			7,425.00				7,425.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	15,615.52	15,830.00	2,882.06				34,327.60
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		2,467.00					2,467.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				1,194.58			1,194.58
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	15,615.52	18,297.00	10,307.06	1,194.58	0.00	926.82	46,341.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Robin H Landgraf	Robin H. Landgraf		410-778-712
Supt./Agency Head Approval	Dr Karen M Couch	Karen M. Couch		
MSDE Grant Manager Approval				

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

ORIGINAL GRANT BUDGET	3,822	AMENDED BUDGET #		REQUEST DATE	10/14/19
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Kent County Public Schools		
MSDE GRANT		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/19 FRO	6/30/20 TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support							0.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		1,800.00	1,222.00				3,022.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.				400.00			400.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		400.00					400.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	0.00	2,200.00	1,222.00	400.00	0.00	0.00	3,822.00

	Name	Signature	Date	Telephone #
Finance Official Approval	Robin H. Landgraf	Robin H Landgraf	10/08/2019	410-778-7123
SupL/Agency Head Approval	Dr. Karen M. Couch	Karen M. Couch	10/08/2019	410-778-7113
MSDE Grant Manager Approval				

Kent County Public Schools

2019

Finance Sections

October 15, 2019

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

1.1A: Current Year Variance Table
Local School System: Kent

Revenue Category		FY 20 Budget
Local Appropriation		18,044,079
Other Local Revenue		264,991
State Revenue		9,643,270
Federal Revenue	84.388: Title I - School Improvement	-
	84.010: Title I	613,598
	84.027: IDEA, Part B	536,320
	84.367	89,979
	84.365	5,859
Other Federal Funds		606,777
Other Resources/Transfers		255,672
Total		**30,060,545**

Instructions: Itemize expenditures by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the globa

Expenditures:	Source	Amount	FTE
MidLevel Admin Salaries	Unrestricted	847,471	
MidLevel Contract Services	Unrestricted	31,258	
MidLevel Supplies	Unrestricted	17,017	
MidLevel Other	Unrestricted	36,500	
Textbooks	Unrestricted	37,325	
Supplies-Media/Instruction/CTE	Unrestricted	201,837	
CTE Contract Services	Unrestricted	9,850	
Other Instructional Costs-Other Charges	Unrestricted	22,642	
Special Education -Supplies	Unrestricted	13,115	
Special Education - Other	Unrestricted	12,100	
Fixed Charges Standards & Assessments	Unrestricted	254,241	
Special Education - Supplies	84.027	110,000	
Fine Arts Initiatives	Restricted	3,822	
CTE Grant	Restricted	29,799	
		1,626,977	

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Expenditures:	Source	Amount	FTE
Testing Supplies	Unrestricted	7,675	
Other Instructional Costs/CADD/Success for All	Unrestricted	127,000	
Discovery	Unrestricted	65,942	
Scoring	Unrestricted	9,200	
Wireless Access Data Points	Unrestricted	8,000	
		217,817	

Section D: Great Teachers and Leaders

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

Expenditures:	Source	Amount	FTE
MidLevel Admin Salaries	Unrestricted	847,470	

MidLevel Admin Contracted Services	Unrestricted	31,258	
MidLevel Admin Supplies	Unrestricted	17,016	
MidLevel Admin Other	Unrestricted	36,500	
Teachers/Instructional Assistants	Unrestricted	9,544,994	
Technology Equipment	Unrestricted	262,092	
Special Education Salaries	Unrestricted	2,415,012	
Student Support Salaries	Unrestricted	160,852	
Fixed Charges	Unrestricted	3,890,498	
Special Education Salaries	84.027	426,320	
Title IIA	84.367	89,979	
			17,721,991

Section E: Turning Around the Lowest Achieveing Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Other Instructional Costs-Contracts	Unrestricted	200,000	
Special Education-Contracts	Unrestricted	201,492	
Social & Pupil Service Workers	Unrestricted	281,646	
Fixed Charges	Unrestricted	84,494	
Title I Salaries	84.010	404,438	
Title I Fixed	84.010	120,800	
Title I Contract Services	84.010	44,000	
Title I Supplies	84.010	35,583	
Title I Community Services	84.010	8,777	
Judy Center	Restricted	223,333	
Title III ESL	84.365	5,859	
Medical Assistance	Restricted	505,978	
			2,116,400

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidanc for items considered mandatory costs

Expenditures:	Source	Amount	FTE
Administration Salaries	Unrestricted	736,378	
Administration Contract Services	Unrestricted	266,392	
Administration Supplies	Unrestricted	38,172	
Administration Other Charges	Unrestricted	86,970	
Other Instructional Costs	Unrestricted	52,766	
Special Ed Transfers	Unrestricted	595,000	
Pupil Personnel Services Supplies	Unrestricted	900	
Pupil Personnel Services Other	Unrestricted	6,600	
School Nurses/Supplies	Unrestricted	486,333	
Transportation Salaries	Unrestricted	785,200	
Transportation Contract Services	Unrestricted	713,445	
Transportation Supplies	Unrestricted	101,575	
Transportation Other Charges	Unrestricted	219,900	
Operation of Plant Salaries	Unrestricted	763,393	
Operation of Plant Contract Services	Unrestricted	124,900	
Operation of Plant Supplies	Unrestricted	65,000	
Operation of Plant Other Charges	Unrestricted	779,501	

Maintenance of Plant Salaries	Unrestricted	232,955	
Maintenance of Plant Contract Services	Unrestricted	212,746	
Maintenance of Plant Supplies	Unrestricted	133,864	
Maintenance of Plant Other Charges	Unrestricted	3,650	
Maintenance of Plant Equipment	Unrestricted	20,000	
Fixed Charges	Unrestricted	1,891,729	
Capital Outlay	Unrestricted	59,991	
			8,377,360

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

Expenditures:	Source	Amount	FTE
Total			

Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.

30,060,545

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Kent

Revenue			FY 2019 Original Budget 7/1/2018	FY 2019 Final Budget 6/30/19	Change	% Change
Local Appropriation			17,228,878	17,228,878	-	0.00%
Other Local Revenue			273,297	421,251	(147,954)	-54.14%
State Revenue			9,327,426	10,038,000	(710,574)	-7.62%
Federal Revenue	84.010	84.010: Title I	594,336	502,699	91,637	15.42%
Federal Revenue	84.027	84.027: IDEA, Pi	463,851	635,814	(171,963)	-37.07%
Other Federal Funds			799,628	705,023	94,605	11.83%
Other Resources/Transfers			695,000	371,299	323,701	46.58%
Total			**29,382,416**	**29,902,964**	**(520,548)**	**-1.77%**

Change in Expenditures - Instructions: Itemize FY 2019 actual expenditures and FTE by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Mid Level Admin Salaries	779,341	750,794	11.4	11.4
Standards and Assessments	Unrestricted	Mid Level Admin Contract Servic	31,258	33,116	-	-
Standards and Assessments	Unrestricted	Mid Level Admin Supplies	17,017	13,596	-	-
Standards and Assessments	Unrestricted	Mid Level Admin Other	36,500	24,308	-	-
Standards and Assessments	Unrestricted	Textbooks	37,325	52,185	-	-
Standards and Assessments	Unrestricted	Supplies-Media/Instruction/CTE	187,744	156,825	-	-
Standards and Assessments	Unrestricted	CTE Contract Services	9,850	5,250	-	-
Standards and Assessments	Unrestricted	Other Instructional Costs-Other (	22,642	28,686	-	-
Standards and Assessments	Unrestricted	Special Education-Supplies	13,115	11,696	-	-
Standards and Assessments	Unrestricted	Special Education-Other	12,100	8,186	-	-
Standards and Assessments	Unrestricted	Fixed Charges w/Standards & Ass	233,802	225,238	-	-
Standards and Assessments	84.027	Special Education-Supplies	113,851	20,489	-	-
Standards and Assessments	Restricted	Fine Arts Initiatives	3,822	3,822	-	-
Standards and Assessments	Restricted	CTE Grant	27,169	30,909	-	-
Data Systems to Support Instruction	Unrestricted	Testing Supplies	7,675	3,402	-	-
Data Systems to Support Instruction	Unrestricted	Other Instructional Costs/CADD/	127,000	156,823	-	-
Data Systems to Support Instruction	Unrestricted	Discovery	65,942	27,798	-	-
Data Systems to Support Instruction	Unrestricted	Scoring	9,200	2,775	-	-
Data Systems to Support Instruction	Unrestricted	Wireless Access Data Points	8,000	8,000	-	-
Great Teachers and Leaders	Unrestricted	Mid Level Admin Salaries	779,341	750,794	11.4	11.4
Great Teachers and Leaders	Unrestricted	Mid Level Admin Contract Servic	31,258	33,116	-	-
Great Teachers and Leaders	Unrestricted	Mid Level Admin Supplies	17,017	13,596	-	-
Great Teachers and Leaders	Unrestricted	Mid Level Admin Other	36,500	24,308	-	-
Great Teachers and Leaders	Unrestricted	Teachers/IA's	9,577,233	9,323,100	159.7	159.7
Great Teachers and Leaders	Unrestricted	Technology Equipment	262,092	211,106	-	-
Great Teachers and Leaders	Unrestricted	Special Education Salaries	2,172,758	2,137,470	39.3	39.3
Great Teachers and Leaders	Unrestricted	Student Services-Salaries	154,828	154,932	2.0	2.0
Great Teachers and Leaders	Unrestricted	Fixed Charges w/Salaries	3,805,248	3,709,889	-	-
Great Teachers and Leaders	84.027	Special Education Salaries	350,000	538,372	-	-
Great Teachers and Leaders	84.367	Title IIA	90,705	87,340	-	-
Turning Around Lowest Performing Schoo	Unrestricted	Other Instructional Costs-Contra	200,000	229,669	-	-
Turning Around Lowest Performing Schoo	Unrestricted	Special Education-Contracts	201,492	259,083	-	-
Turning Around Lowest Performing Schoo	Unrestricted	Social & Pupil Services Workers	256,114	243,263	4.0	4.0
Turning Around Lowest Performing Schoo	Unrestricted	Fixed Charges/Benefits w/Social F	76,834	72,979	-	-
Turning Around Lowest Performing Schoo	84.010	Title I Salaries	344,932	321,017	6.0	6.0
Turning Around Lowest Performing Schoo	84.010	Title I Fixed Charges	125,000	109,392	-	-
Turning Around Lowest Performing Schoo	84.010	Title I Supplies	115,000	29,132	-	-
Turning Around Lowest Performing Schoo	84.010	Title I Community Services	9,404	1,812	-	-
Turning Around Lowest Performing Schoo	84.010	Title I Other Charges		41,346	-	-
Turning Around Lowest Performing Schoo	Restricted	Judy Center	323,333	375,823	4.0	4.0
Turning Around Lowest Performing Schoo	84.287	21st Century	88,912	86,639	2.0	2.0
Turning Around Lowest Performing Schoo	Restricted	Literacy Grant		395,852	-	-
Turning Around Lowest Performing Schoo	84.365	Title III Esl	5,021	6,315	-	-
Turning Around Lowest Performing Schoo	Restricted	Medical Assistance	518,821	238,620	-	-
Mandatory Costs of Doing Business	84.027	Special Education-Other		76,953	-	-
Mandatory Costs of Doing Business	Restricted	Other Restricted Program		256,253	-	-

Mandatory Costs of Doing Business	Restricted	Safe Schools Grant		221,779	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Salaries	712,763	737,591	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Contract Service:	266,392	328,564	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Supplies	38,172	28,182	-	-
Mandatory Costs of Doing Business	Unrestricted	Administration Other Charges	86,970	77,681	-	-
Mandatory Costs of Doing Business	Unrestricted	Other Instructional Costs	52,766	97,012	-	-
Mandatory Costs of Doing Business	Unrestricted	Special Ed-Transfers	445,000	457,028	-	-
Mandatory Costs of Doing Business	Unrestricted	Pupil Personnel Services-Supplie	900	875	-	-
Mandatory Costs of Doing Business	Unrestricted	Pupil Personnel Services-Other	4,100	2,282	-	-
Mandatory Costs of Doing Business	Unrestricted	School Nurses/Supplies	352,000	352,162	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Salaries	413,054	581,505	14.8	14.8
Mandatory Costs of Doing Business	Unrestricted	Transportation-Contract Service:	1,198,145	880,763	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Supplies	51,825	113,455	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Other Charges	198,900	205,088	-	-
Mandatory Costs of Doing Business	Unrestricted	Transportation-Equipment	-	60,820	-	-
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Salaries	740,276	747,321	19.7	19.7
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Contract Serv	124,900	123,701	-	-
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Supplies	65,000	55,959	-	-
Mandatory Costs of Doing Business	Unrestricted	Operation of Plant-Other Charge:	794,501	935,082	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Salaries	230,796	228,566	4.6	4.6
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Contracte:	162,746	240,010	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Supplies	133,864	98,822	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Other Char	3,650	12,430	-	-
Mandatory Costs of Doing Business	Unrestricted	Maintenance of Plant-Equipment	20,000	23,792	-	-
Mandatory Costs of Doing Business	Unrestricted	Fixed Charges	1,897,589	1,952,753	-	-
Mandatory Costs of Doing Business	Unrestricted	Capital Outlay	102,912	47,674	-	-
			29,382,416	29,902,964		

Kent County Public Schools

2019

Data Sections

October 15, 2019

Kent County Public Schools
5608 Boundary Avenue
Rock Hall, Maryland 21601

Table 1: 2018 PARCC English Language Arts/Literacy Assessment Results
Percent Meeting or Exceeding Proficiency

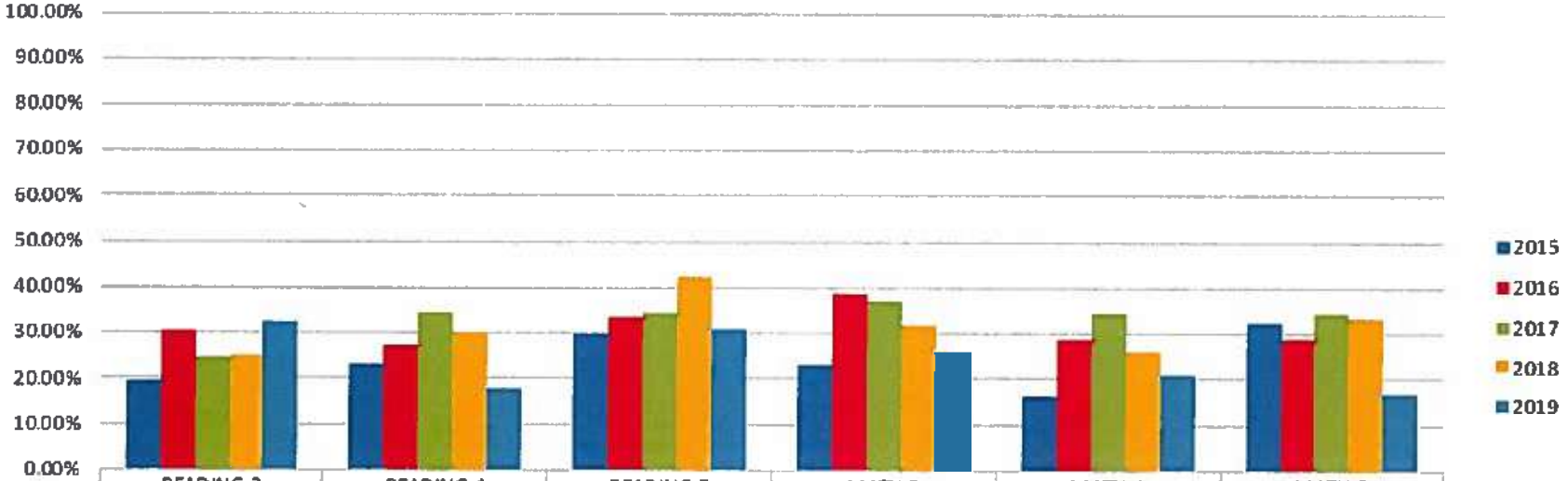
PARCC ELA	Grades 3-5	Grades 6-8	10th Grade
All Students	32.3%	34.9%	42.6%
White	42%	41.3%	56.3%
Black/African American	12.3%	18.3%	16.7%
Hispanic/Latino of any race	20.3%	26%	55.6%
Free and Reduced Meals	23%	23.6%	27.5%
Special Education	5%	6.6%	0.0%
Limited English Proficient (LEP)	N/A	N/A	N/A

Table 2: 2018 PARCC Mathematics Assessment Results
Percent Meeting or Exceeding Proficiency

PARCC Mathematics	Grades 3-5	Grades 6-8	Algebra I
All Students	30.2%	20.1%	21.65%
White	39.9%	27.6%	28.7%
Black/African American	11.3%	4.9%	5%
Hispanic/Latino of any race	7%	11.7%	11.1%
Free and Reduced Meals	18.4%	10.8%	10.8%
Special Education	12.3%	1.5%	0%
Limited English Proficient (LEP)	0%	0%	0%

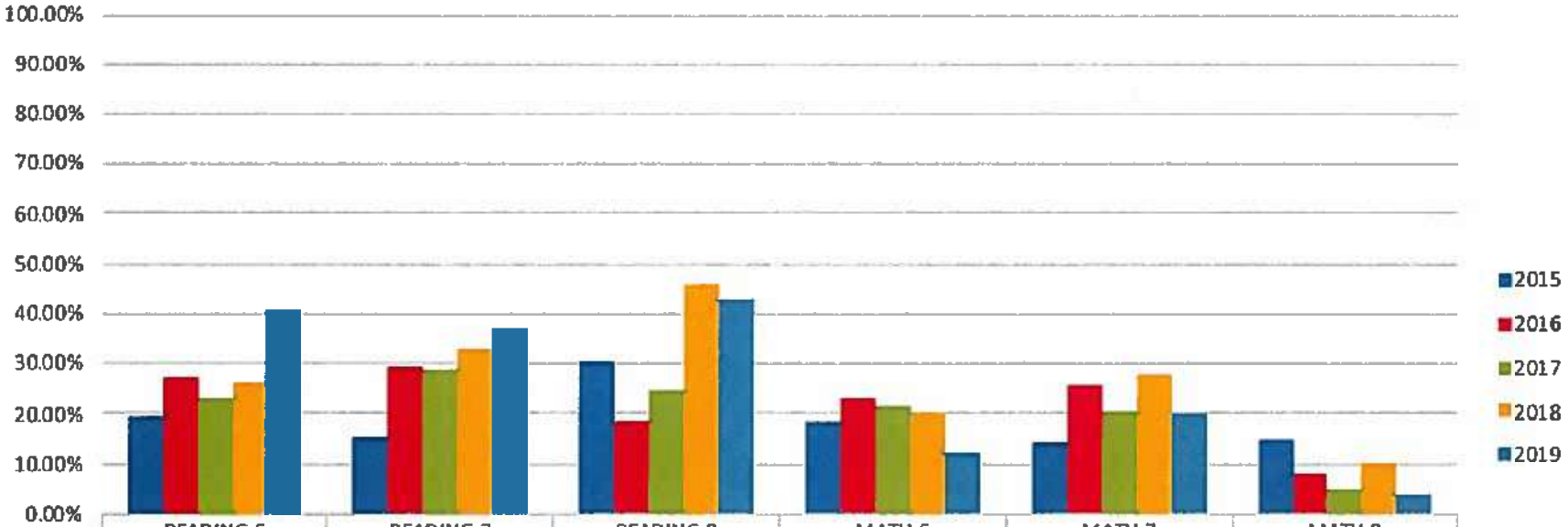
Source: 2018 PARCC Assessment, Mathematics

ELEMENTARY MCAP PROFICIENCY (4-5) 2015-2019



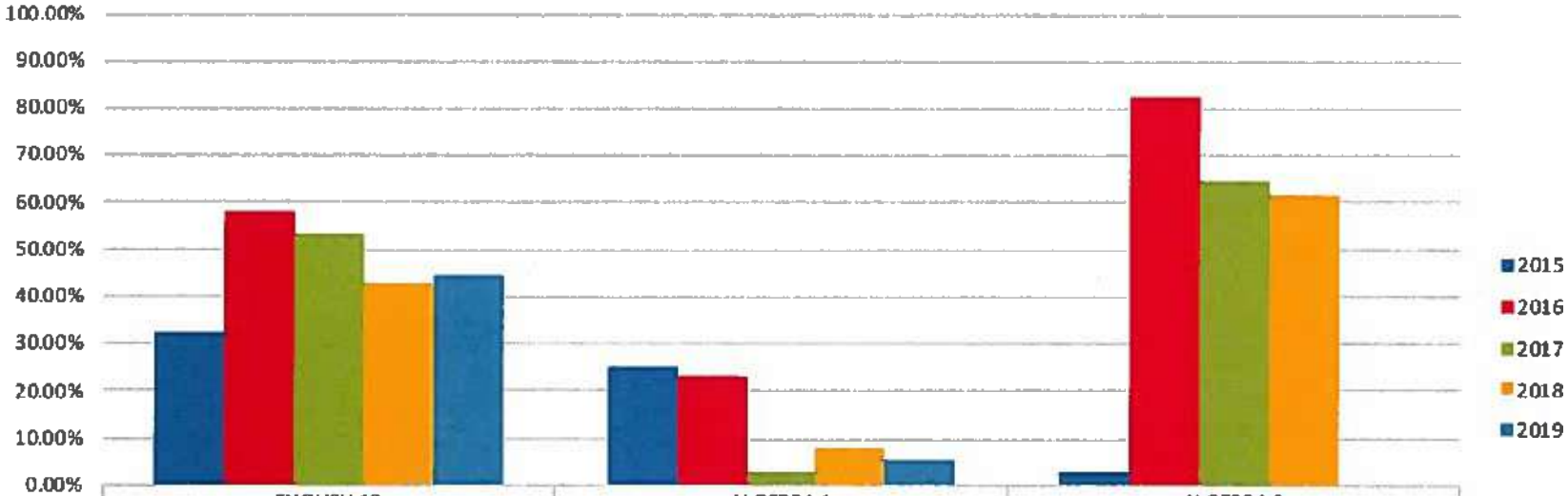
	READING 3	READING 4	READING 5	MATH 3	MATH 4	MATH 5
2015	19.40%	23.00%	29.70%	22.90%	16%	32.40%
2016	31%	27.40%	33.30%	39%	28.60%	29.00%
2017	24.80%	35%	34.60%	37.30%	34.70%	35%
2018	25%	30%	42%	32%	26%	33%
2019	32%	18%	31%	26%	21%	17%

MIDDLE SCHOOL MCAP PROFICIENCY (4-5) 2015-2019



	READING 6	READING 7	READING 8	MATH 6	MATH 7	MATH 8
2015	19.20%	15.40%	30.10%	18.50%	14%	14.60%
2016	27%	29.50%	18.20%	23%	25.50%	7.80%
2017	23.10%	29%	24.80%	21.50%	20.30%	5%
2018	26%	33%	46%	20%	28%	10%
2019	41%	37%	43%	12%	20%	4%

HIGH SCHOOL MCAP PROFICIENCY (4-5) 2015-2019



	ENGLISH 10	ALGEBRA 1	ALGEBRA 2
2015	32.60%	25.00%	3.00%
2016	58%	22.90%	82.40%
2017	53.30%	3%	64.90%
2018	43%	8%	62%
2019	45%	5%	0%

Table 2.1b PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 ALL STUDENTS

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	454	105	23.1	97	21.4	184	40.5	106	23.3	2	0.4	848	96	11.3	99	20.7	180	21.2	179	21.1	8	1.0
American Indian or Alaska Native	2	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	2	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	4	0	0.0	0	0.0	3	60.0	1	20.0	0	0.0
Black or African American	25	21	29.4	10	14.1	21	29.6	7	9.9	0	0.0	99	39	39.4	29	29.3	18	18.2	13	13.1	0	0.0
Hispanic/Latino of any race	44	24	61.5	8	20.5	12	30.8	5	12.8	0	0.0	96	37	38.5	6	6.3	5	5.2	8	8.3	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	284	58	20.4	49	17.3	94	33.1	69	24.3	2	0.7	264	30	11.4	43	16.3	86	32.6	90	34.1	5	1.9
Two or more races	17	6	35.3	4	23.5	3	17.6	3	17.6	0	0.0	11	3	27.3	4	36.4	4	36.4	0	0.0	0	0.0
Special Education	54	34	63.0	15	27.8	6	11.1	1	1.9	0	0.0	61	32	52.5	10	16.4	10	16.4	9	14.8	0	0.0
Limited English Proficient (LEP)	15	11	73.3	3	20.0	1	6.7	0	0.0	0	0.0	31	3	9.7	1	3.2	1	3.2	0	0.0	0	0.0
Female/Reduced Meals (FARMS)	209	79	37.8	67	32.1	33	15.8	32	15.3	0	0.0	242	75	31.0	62	25.6	58	24.0	45	18.6	0	0.0

Table 2.1b PARCC Assessment Performance Results - English Language

Student Group	# Tested	Level 1 # Prof.	Level 1 % Prof.	Lev # Prof.
All Students	419	89	21.2	102
American Indian or Alaska Native	2	1	50.0	1
Asian	9	0	0.0	0
Black or African American	230	35	15.2	37
Hispanic/Latino of any race	37	10	27.0	7
Native Hawaiian or Other Pacific Islander	0	0	0.0	0
White	260	62	23.8	57
Two or more races	17	3	17.6	10
Special Education	62	10	16.1	17
Limited English Proficient (LEP)	11	6	54.5	3
Female/Reduced Meals (FARMS)	216	66	30.6	46

Table 2.1b PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 MALE STUDENTS

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	225	68	30.2	59	26.2	61	27.1	39	17.3	0	0.0	211	65	30.8	48	22.7	50	23.7	49	23.2	7	3.3
American Indian or Alaska Native	1	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	1	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
Black or African American	89	18	20.2	19	21.3	11	12.4	4	4.5	0	0.0	35	27	77.1	15	42.9	10	28.6	1	2.9	0	0.0
Hispanic/Latino of any race	23	12	52.2	3	13.0	5	21.7	1	4.3	0	0.0	20	11	55.0	3	15.0	4	20.0	1	5.0	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	117	36	30.8	21	17.9	43	36.8	25	21.4	0	0.0	130	36	27.7	26	20.0	43	33.1	24	18.5	1	0.8
Two or more races	16	4	25.0	5	31.3	6	37.5	1	6.3	0	0.0	12	7	58.3	2	16.7	3	25.0	0	0.0	0	0.0
Special Education	35	22	62.9	6	17.1	5	14.3	2	5.7	0	0.0	41	21	51.2	11	26.8	6	14.6	3	7.3	0	0.0
Limited English Proficient (LEP)	9	7	77.8	2	22.2	0	0.0	0	0.0	0	0.0	7	6	85.7	0	0.0	1	14.3	0	0.0	0	0.0
Female/Reduced Meals (FARMS)	117	31	26.5	32	27.4	28	23.9	18	15.4	0	0.0	121	49	40.5	31	25.6	27	22.3	14	11.6	0	0.0

Table 2.1b PARCC Assessment Performance Results - English Language

Student Group	# Tested	Level 1 # Prof.	Level 1 % Prof.	Lev # Prof.
All Students	229	51	22.3	57
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino of any race				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Special Education				
Limited English Proficient (LEP)				
Female/Reduced Meals (FARMS)				

Table 2.1b PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 FEMALE STUDENTS

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	229	37	16.0	44	19.0	82	35.5	67	29.0	2	0.9	219	31	14.1	51	23.3	63	28.8	56	25.6	1	0.5
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	3	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Black or African American	36	7	19.4	12	33.3	12	33.3	5	13.9	0	0.0	44	12	27.3	14	31.8	8	18.2	10	22.7	0	0.0
Hispanic/Latino of any race	21	7	33.3	4	19.0	7	33.3	4	19.0	0	0.0	16	6	37.5	3	18.8	1	6.3	6	37.5	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	157	19	12.1	26	16.6	53	33.8	53	33.8	2	1.3	135	16	11.9	29	21.5	46	34.1	34	25.2	1	0.7
Two or more races	11	2	18.2	1	9.1	4	36.4	4	36.4	0	0.0	20	1	5.0	7	35.0	6	30.0	5	25.0	1	5.0
Special Education	19	11	57.9	7	36.8	1	5.3	0	0.0	0	0.0	20	9	45.0	5	25.0	4	20.0	0	0.0	0	0.0
Limited English Proficient (LEP)	6	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0	4	1	50.0	2	50.0	0	0.0	0	0.0	0	0.0
Female/Reduced Meals (FARMS)	122	28	23.0	30	24.6	45	36.9	29	23.8	0	0.0	120	26	21.7	31	25.8	27	22.5	31	25.8	0	0.0

Table 2.1b PARCC Assessment Performance Results - English Language

Student Group	# Tested	Level 1 # Prof.	Level 1 % Prof.	Lev # Prof.
All Students	120	17	14.5	41
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino of any race				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Special Education				
Limited English Proficient (LEP)				
Female/Reduced Meals (FARMS)				

Grade 1-5 ALL STUDENTS

2017					2018												2019											
of 2	Level 3		Level 4-6		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
21.2	115	25.3	157	31.2	451	91	20.1	151	33.5	94	22.6	125	30.6	6	1.1	475	105	20.6	101	36.1	102	21.9	109	23.6	7	1.5
50.0	2	40.0	3	30.0	5	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
0.0	0	0.0	1	100.0	1	0	0.0	0	0.0	1	33.3	2	66.6	0	0.0	6	0	0.0	0	0.0	0	0.0	2	66.6	3	33.3
29.6	51	29.1	36	20.6	175	38	21.6	54	31.0	22	20.7	32	18.3	0	0.0	111	39	35.1	34	30.6	17	15.3	21	20.7	0	0.0
12.9	1	12.9	3	38.1	31	9	29.0	8	25.8	8	25.8	4	12.9	0	0.0	18	11	61.1	12	66.6	2	11.1	7	38.8	0	0.0
0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
31.9	68	28.1	104	42.9	243	78	32.1	75	30.9	59	24.3	37	15.2	6	2.4	243	48	19.8	46	18.9	71	29.2	70	28.8	6	2.5
17.6	4	11.1	5	13.9	32	7	21.9	6	18.8	4	12.5	5	15.6	0	0.0	33	9	27.3	11	33.3	6	18.2	3	9.1	0	0.0
27.4	6	13.3	6	13.3	45	11	24.4	10	22.2	8	17.8	9	20.0	0	0.0	31	13	41.9	12	38.7	1	3.2	6	19.3	0	0.0
27.8	2	18.1	0	0.0	11	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11	6	54.5	4	36.3	1	9.1	0	0.0	0	0.0
26.7	85	25.2	56	17.0	243	67	20.7	66	20.1	58	17.8	56	17.2	1	0.3	275	75	27.3	81	29.4	51	18.5	52	18.9	1	0.4

Grade 1-5 MALE STUDENTS

2017					2018												2019											
of 2	Level 3		Level 4-6		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
26.0	63	27.8	45	20.0	226	53	23.1	61	26.5	60	26.2	58	25.4	0	0.0	227	67	29.9	46	20.5	47	21.0	51	22.8	6	2.8

Grade 1-5 FEMALE STUDENTS

2017					2018												2019											
of 2	Level 3		Level 4-6		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
20.5	52	18.2	91	31.8	202	52	18.4	42	20.2	54	26.7	31	15.2	6	2.8	229	38	18.1	47	22.5	55	26.1	58	27.5	1	0.5

Table 2.2a: PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 ALL STUDENTS

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	625	99	15.8	139	22.2	118	18.9	93	14.9	8	1.3	641	81	12.6	104	16.2	179	27.9	120	18.7	13	2.0
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Black or African American	54	44	81.4	10	18.5	13	24.1	4	7.4	0	0.0	62	40	64.5	11	17.7	11	17.7	1	1.6	0	0.0
Hispanic/Latino of any race	23	5	21.7	9	39.1	5	21.7	4	17.4	0	0.0	28	6	21.4	6	21.4	13	46.4	3	10.7	1	3.6
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	394	45	11.4	65	16.5	97	24.6	98	24.9	8	2.0	395	42	10.6	86	21.8	83	21.0	95	24.1	19	4.8
Two or more races	21	1	4.8	15	71.4	1	4.8	3	14.3	0	0.0	28	5	17.9	6	21.4	11	39.3	4	14.3	2	7.1
Special Education	42	35	83.3	31	73.8	1	2.4	3	7.1	0	0.0	48	36	75.0	9	18.8	2	4.2	3	6.3	0	0.0
Limited English Proficient (LEP)	6	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	2	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	308	71	23.1	88	28.6	49	15.9	78	25.3	3	0.9	329	60	18.2	82	24.9	60	18.2	88	26.7	4	1.2

Table 2.2b: PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 BLACK STUDENTS

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	225	61	27.0	65	28.9	40	17.8	36	16.0	3	1.3	221	59	26.7	61	27.6	65	29.4	32	14.5	4	1.8
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Black or African American	46	29	63.0	11	23.9	2	4.3	1	2.2	0	0.0	44	28	63.6	15	34.1	8	18.2	2	4.5	0	0.0
Hispanic/Latino of any race	10	2	20.0	4	40.0	1	10.0	1	10.0	0	0.0	15	4	26.7	2	13.3	5	33.3	2	13.3	1	6.7
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	140	31	22.1	43	30.7	49	35.0	31	22.1	2	1.4	145	24	16.6	41	28.3	46	31.7	29	20.0	5	3.4
Two or more races	9	6	66.7	2	22.2	1	11.1	0	0.0	0	0.0	12	5	41.7	3	25.0	3	25.0	1	8.3	0	0.0
Special Education	30	22	73.3	6	20.0	1	3.3	0	0.0	0	0.0	33	24	72.7	4	12.1	2	6.1	2	6.1	0	0.0
Limited English Proficient (LEP)	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	114	46	40.4	34	29.8	22	19.3	8	7.0	0	0.0	115	41	35.7	36	31.3	31	27.0	6	5.2	2	1.7

Table 2.2c: PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 FEMALE STUDENTS

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	302	52	16.9	46	15.0	59	19.2	96	31.2	6	1.9	320	27	8.4	41	12.8	62	19.4	137	42.8	13	4.1
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Black or African American	48	17	35.4	13	27.1	5	10.4	3	6.3	0	0.0	40	12	30.0	9	22.5	9	22.5	5	12.5	0	0.0
Hispanic/Latino of any race	11	3	27.3	5	45.5	1	9.1	2	18.2	0	0.0	11	0	0.0	4	36.4	1	9.1	6	54.5	1	9.1
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	130	17	9.0	22	16.9	49	37.7	46	35.4	6	4.6	150	8	5.3	25	16.7	37	24.7	66	44.0	14	9.3
Two or more races	13	0	0.0	8	61.5	1	7.7	1	7.7	0	0.0	14	1	7.1	1	7.1	2	14.3	7	50.0	3	21.4
Special Education	16	4	25.0	5	31.3	1	6.3	1	6.3	0	0.0	17	12	70.6	4	23.5	0	0.0	0	0.0	0	0.0
Limited English Proficient (LEP)	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	94	25	26.6	30	31.9	21	22.3	17	18.1	1	1.1	104	19	18.3	17	16.3	29	27.9	37	35.6	2	1.9

Table 2.2d: PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-8 FREE/REDUCED MEALS STUDENTS

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	308	71	23.1	88	28.6	49	15.9	78	25.3	3	0.9	329	60	18.2	82	24.9	60	18.2	88	26.7	4	1.2
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
Black or African American	48	17	35.4	13	27.1	5	10.4	3	6.3	0	0.0	40	12	30.0	9	22.5	9	22.5	5	12.5	0	0.0
Hispanic/Latino of any race	11	3	27.3	5	45.5	1	9.1	2	18.2	0	0.0	11	0	0.0	4	36.4	1	9.1	6	54.5	1	9.1
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	130	17	9.0	22	16.9	49	37.7	46	35.4	6	4.6	150	8	5.3	25	16.7	37	24.7	66	44.0	14	9.3
Two or more races	13	0	0.0	8	61.5	1	7.7	1	7.7	0	0.0	14	1	7.1	1	7.1	2	14.3	7	50.0	3	21.4
Special Education	16	4	25.0	5	31.3	1	6.3	1	6.3	0	0.0	17	12	70.6	4	23.5	0	0.0	0	0.0	0	0.0
Limited English Proficient (LEP)	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	94	25	26.6	30	31.9	21	22.3	17	18.1	1	1.1	104	19	18.3	17	16.3	29	27.9	37	35.6	2	1.9

2017					2018											2019										
	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
%	#	%	#	%		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
23.6	120	78.6	170	78.0	451	64	14.6	108	25.0	141	31.4	100	23.1	19	4.4	414	55	13.8	68	16.5	102	24.6	106	12.9	25	6.5
	1	100.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
0.0	0	0.0	1	100.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
15.1	35	20.5	8	18.8	83	22	26.5	35	42.2	12	14.5	13	15.6	1	1.2	12	11	22.0	25	50.5	22	44.0	11	13.4	1	1.2
19.6	8	24.2	7	21.1	36	11	32.5	6	17.6	8	23.5	7	20.5	2	5.8	19	6	18.3	5.1	15.5	5	15.2	15	45.5	0	0.0
0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
27.4	87	31.0	99	35.3	279	34	8.6	43	16.8	94	61.6	99	35.4	35	5.4	268	25	9.5	43	16.0	71	26.8	104	38.7	25	9.3
14.5	6	41.0	5	13.3	55	5	15.1	6	18.1	10	30.1	13	39.3	1	3.0	29	4	13.8	7	24.1	9	31.0	8	27.6	1	3.4
26.6	6	10.9	0	0.0	61	14	55.2	15	24.6	6	11.1	5	8.9	1	1.6	34	25	42.4	21	35.6	8	13.6	4	6.8	1	1.7
35.1	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	8	53.0	4	40.0	1	7.6	0	0.0	0	0.0
31.1	56	75.3	16	21.4	286	57	20.1	59	22.8	81	64.1	49	20.7	6	2.1	239	37	15.8	24	31.6	58	24.5	50	24.5	7	5.0

2017					2018											2019										
	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
28.9	58	17.4	41	19.8	206	44	21.3	46	22.3	62	30.0	46	22.3	8	3.8	200	51	26.5	34	25.5	41	24.5	45	22.5	8	4.0

2017					2018											2019										
	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof	% Prof	# Prof	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
23.7	62	30.0	78	37.6	225	19	8.4	29	12.8	87	38.6	64	37.3	11	4.8	214	16	7.5	35	16.3	65	19.6	81	37.9	19	8.9

Student Group	2015												2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5			# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	
All Students													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	All Students
American Indian or Alaska Native													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	American Indian or Alaska Native
Asian													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Asian
Black or African American													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Black or African American
Hispanic/Latino of any race													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Hispanic/Latino of any race
Native Hawaiian or Other Pacific Islander													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Native Hawaiian or Other Pacific Islander
White													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	White
Two or more races													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Two or more races
Special Education													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Special Education
Limited English Proficient (LEP)													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Limited English Proficient (LEP)
Foster/Homeless Youth (FAHMS)													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Foster/Homeless Youth (FAHMS)

Student Group	2015												2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5			# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	
All Students													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	All Students
American Indian or Alaska Native													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	American Indian or Alaska Native
Asian													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Asian
Black or African American													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Black or African American
Hispanic/Latino of any race													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Hispanic/Latino of any race
Native Hawaiian or Other Pacific Islander													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Native Hawaiian or Other Pacific Islander
White													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	White
Two or more races													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Two or more races
Special Education													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Special Education
Limited English Proficient (LEP)													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Limited English Proficient (LEP)
Foster/Homeless Youth (FAHMS)													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Foster/Homeless Youth (FAHMS)

Student Group	2015												2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5			# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	
All Students													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	All Students
American Indian or Alaska Native													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	American Indian or Alaska Native
Asian													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Asian
Black or African American													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Black or African American
Hispanic/Latino of any race													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Hispanic/Latino of any race
Native Hawaiian or Other Pacific Islander													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Native Hawaiian or Other Pacific Islander
White													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	White
Two or more races													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Two or more races
Special Education													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Special Education
Limited English Proficient (LEP)													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Limited English Proficient (LEP)
Foster/Homeless Youth (FAHMS)													0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	Foster/Homeless Youth (FAHMS)

Table 2.1a. PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 3 ALL STUDENTS

2017					2018										2019									
Level 2		Level 3		Level 4	Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Student Group	# Tested	Level 1		Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
					All Students	[illegible]									All Students	[illegible]								
					American Indian or Alaska Native	[illegible]									American Indian or Alaska Native	[illegible]								
					Asian	[illegible]									Asian	[illegible]								
					Black or African American	[illegible]									Black or African American	[illegible]								
					Hispanic/Latino of any race	[illegible]									Hispanic/Latino of any race	[illegible]								
					Native Hawaiian or Other Pacific Islander	[illegible]									Native Hawaiian or Other Pacific Islander	[illegible]								
					White	[illegible]									White	[illegible]								
					Two or more races	[illegible]									Two or more races	[illegible]								
					Special Education	[illegible]									Special Education	[illegible]								
					Limited English Proficient (LEP)	[illegible]									Limited English Proficient (LEP)	[illegible]								
					Free/Reduced Meals (F&RM)	[illegible]									Free/Reduced Meals (F&RM)	[illegible]								

Table 2.1b. PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 4 ALL STUDENTS

2017					2018										2019									
Level 2		Level 3		Level 4	Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Student Group	# Tested	Level 1		Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
					All Students	[illegible]									All Students	[illegible]								
					American Indian or Alaska Native	[illegible]									American Indian or Alaska Native	[illegible]								
					Asian	[illegible]									Asian	[illegible]								
					Black or African American	[illegible]									Black or African American	[illegible]								
					Hispanic/Latino of any race	[illegible]									Hispanic/Latino of any race	[illegible]								
					Native Hawaiian or Other Pacific Islander	[illegible]									Native Hawaiian or Other Pacific Islander	[illegible]								
					White	[illegible]									White	[illegible]								
					Two or more races	[illegible]									Two or more races	[illegible]								
					Special Education	[illegible]									Special Education	[illegible]								
					Limited English Proficient (LEP)	[illegible]									Limited English Proficient (LEP)	[illegible]								
					Free/Reduced Meals (F&RM)	[illegible]									Free/Reduced Meals (F&RM)	[illegible]								

Table 2.1c. PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 5 ALL STUDENTS

2017					2018										2019									
Level 2		Level 3		Level 4	Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Student Group	# Tested	Level 1		Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
					All Students	[illegible]									All Students	[illegible]								
					American Indian or Alaska Native	[illegible]									American Indian or Alaska Native	[illegible]								
					Asian	[illegible]									Asian	[illegible]								
					Black or African American	[illegible]									Black or African American	[illegible]								
					Hispanic/Latino of any race	[illegible]									Hispanic/Latino of any race	[illegible]								
					Native Hawaiian or Other Pacific Islander	[illegible]									Native Hawaiian or Other Pacific Islander	[illegible]								
					White	[illegible]									White	[illegible]								
					Two or more races	[illegible]									Two or more races	[illegible]								
					Special Education	[illegible]									Special Education	[illegible]								
					Limited English Proficient (LEP)	[illegible]									Limited English Proficient (LEP)	[illegible]								
					Free/Reduced Meals (F&RM)	[illegible]									Free/Reduced Meals (F&RM)	[illegible]								

Table 2.4a: PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 3 (TOTAL STUDENTS)

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	150	21	14.0	29	19.3	41	27.3	33	22.0	12	8.0	146	9	6.2	17	11.6	36	24.7	52	35.6	27	18.5
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Black or African American	19	10	52.6	9	47.3	5	26.3	5	26.3	0	0.0	29	5	17.2	4	13.8	10	34.5	9	31.0	1	3.4
Hispanic/Latino of any race	9	4	44.4	3	33.3	2	22.2	1	11.1	0	0.0	9	2	22.2	2	22.2	2	22.2	3	33.3	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	87	8	9.2	16	18.4	25	28.7	26	29.9	12	13.8	94	2	2.1	10	10.6	19	20.2	29	30.9	24	25.5
Two or more races	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	12	0	0.0	1	8.3	4	33.3	6	50.0	0	0.0
Special Education	19	12	63.2	5	26.3	2	10.5	0	0.0	0	0.0	12	3	25.0	4	33.3	4	33.3	1	8.3	0	0.0
Limited English Proficiency (LEP)	3	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	72	17	23.6	16	22.2	26	36.1	1	1.4	1	1.4	61	5	7.9	8	12.7	21	33.3	23	36.5	6	9.5

Table 2.4b: PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 4 (TOTAL STUDENTS)

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	77	16	20.8	17	22.1	28	36.4	18	23.4	2	2.6	81	7	8.6	16	19.8	29	35.8	26	32.1	3	3.7
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Black or African American	21	6	28.6	4	19.0	9	42.9	3	14.3	0	0.0	18	1	5.6	3	16.7	7	38.9	6	33.3	0	0.0
Hispanic/Latino of any race	5	2	40.0	1	20.0	2	40.0	0	0.0	0	0.0	7	1	14.3	3	42.9	1	14.3	2	28.6	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	49	7	14.3	12	24.5	16	32.7	12	24.5	2	4.1	48	1	2.1	9	18.8	18	37.5	20	41.7	0	0.0
Two or more races	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	5	0	0.0	0	0.0	1	20.0	4	80.0	0	0.0
Special Education	13	7	53.8	3	23.1	1	7.7	0	0.0	0	0.0	10	1	10.0	3	30.0	1	10.0	3	30.0	0	0.0
Limited English Proficiency (LEP)	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	39	10	25.6	9	23.1	16	41.0	3	7.7	1	2.6	37	4	10.8	5	13.5	16	43.2	11	29.7	1	2.7

Table 2.4c: PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 5 (TOTAL STUDENTS)

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	61	7	11.5	10	16.4	15	24.6	19	31.1	10	16.4	65	1	1.5	4	6.2	7	10.8	31	47.7	22	33.8
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Black or African American	10	4	22.2	5	27.8	4	22.2	3	16.7	0	0.0	11	1	9.1	1	9.1	3	27.3	5	45.5	1	9.1
Hispanic/Latino of any race	4	2	50.0	1	25.0	0	0.0	1	25.0	0	0.0	3	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	41	1	2.4	4	10.5	9	23.7	14	36.8	10	26.3	46	1	2.2	3	6.5	23	50.0	18	39.1		
Two or more races	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	4	0	0.0	1	25.0	1	25.0	2	50.0	0	0.0
Special Education	8	5	62.5	2	25.0	1	12.5	0	0.0	0	0.0	7	0	0.0	3	42.9	1	14.3	3	42.9	0	0.0
Limited English Proficiency (LEP)	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	31	7	22.6	7	22.6	10	32.3	5	16.1	2	6.5	36	1	2.8	3	8.3	9	25.0	12	33.3	10	27.8

Table 2.4: PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 3 (FEMALE STUDENTS)

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	61	7	11.5	10	16.4	15	24.6	19	31.1	10	16.4	65	1	1.5	4	6.2	7	10.8	31	47.7	22	33.8
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
Black or African American	10	4	22.2	5	27.8	4	22.2	3	16.7	0	0.0	11	1	9.1	1	9.1	3	27.3	5	45.5	1	9.1
Hispanic/Latino of any race	4	2	50.0	1	25.0	0	0.0	1	25.0	0	0.0	3	0	0.0	1	50.0	0	0.0	1	50.0	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	41	1	2.4	4	10.5	9	23.7	14	36.8	10	26.3	46	1	2.2	3	6.5	23	50.0	18	39.1		
Two or more races	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	4	0	0.0	1	25.0	1	25.0	2	50.0	0	0.0
Special Education	8	5	62.5	2	25.0	1	12.5	0	0.0	0	0.0	7	0	0.0	3	42.9	1	14.3	3	42.9	0	0.0
Limited English Proficiency (LEP)	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	31	7	22.6	7	22.6	10	32.3	5	16.1	2	6.5	36	1	2.8	3	8.3	9	25.0	12	33.3	10	27.8

Math Literacy for Grade 10 ALL STUDENTS

2017							2018												2019											
el 2	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Lev
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.
63.9	46	19.5	90	38.1	25	10.2	243	39	16.1	25	10.3	29	11.9	67	27.6	22	9.0	241	49	20.3	29	12.0	48	19.9	56	23.2	25
0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
31.1	7	26.9	7	26.9	0	0.0	44	10.0	4.5	15	11.1	5	10.4	7	14.6	1	2.1	41	15.0	36.6	11	26.8	7	17.1	4	9.8	1
0.0	0	0.0	0	0.0	0	0.0	9	3	33.3	1	11.1	0	0.0	5	55.6	0	0.0	18	6	33.3	2	11.1	5	27.8	5	27.8	1
0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
31.8	20	19.6	41	40.2	14	13.7	96	13	13.5	8	8.3	21	21.9	34	35.4	20	20.8	134	17	12.7	16	11.9	17	12.7	47	35.1	36
0.0	0	0.0	0	0.0	0	0.0	9	3	33.3	1	11.1	3	33.3	2	22.2	1	11.1	6	1	16.7	0	0.0	3	50.0	0	0.0	0
41.1	3	15.8	3	15.8	0	0.0	21	13	61.9	3	14.3	4	19.0	0	0.0	0	0.0	26	18	69.2	4	15.4	3	11.5	2	7.7	0
0.0	0	0.0	0	0.0	0	0.0	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	0
24.1	11	16.7	21	31.8	0	0	66	23	35.0	20	25.0	10	12.5	17	21.3	5	6.3	98	35	35.7	20	20.4	19	19.4	17	17.3	2

Math Literacy for Grade 10 MALE STUDENTS

2017							2018												2019											
el 2	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Lev
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.
25.0	18	22.5	21	27.5	11	13.8	90	20	22.2	19	16.4	21	23.3	23	25.6	1	1.6	104	26	25.0	17	16.3	22	21.1	29	27.9	11

Math Literacy for Grade 10 FEMALE STUDENTS

2017							2018												2019											
el 2	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Lev
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.
10.0	12	15.7	64	83.9	14	18.4	77	11	14.3	12	15.7	8	10.4	26	34.2	15	19.8	77	13	16.9	11	14.3	12	15.6	26	33.8	14

	8	9Pm4	196	0.0	0.0	0.1	111	0.0	16.7	0.0	0.0	0.0	71

	8	9Pm4	206									

	8	9Pm4	16.7									

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	614	95	15.5	221	18.9	139	22.6	102	22.5	7	1.5	441	70	15.9	113	15.2	124	27.2	114	25.3	14	3.8
American Indian or Alaska Native	1	1	100.0	0	0.0	1	100.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3
Black or African American	85	28	32.9	32	37.6	21	24.7	10	11.8	0	0.0	100	10	10.0	41	41.0	22	22.0	6	6.0	1	1.0
Hispanic/Latino of any race	68	11	16.2	17	25.0	7	10.3	9	13.2	0	0.0	36	11	30.6	6	16.7	9	25.0	9	25.0	1	2.8
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	234	30	12.8	67	28.6	105	44.9	25	10.7	7	3.0	264	21	7.9	53	19.9	78	29.3	104	39.0	11	4.1
Two or more races	57	5	8.8	16	28.1	9	15.8	12	21.1	0	0.0	52	6	11.5	11	21.2	10	19.2	8	15.4	7	13.5
Special Education	50	16	32.0	11	22.0	3	6.0	1	2.0	1	2.0	63	21	33.3	19	30.2	6	9.5	7	11.1	0	0.0
Limited English Proficient (LEP)	15	6	40.0	8	53.3	1	6.7	0	0.0	0	0.0	11	6	54.5	1	9.1	2	18.2	1	9.1	0	0.0
Free/Reduced Meals (F.R.M.P.S.)	259	61	23.6	95	36.7	76	29.3	20	7.7	0	0.0	241	62	25.7	69	28.6	67	27.8	41	17.0	2	0.8

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	226	42	18.6	60	26.5	62	27.4	60	26.5	3	1.3	223	49	21.9	35	15.7	48	21.5	65	29.1	6	2.7
American Indian or Alaska Native	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
Black or African American	49	26	53.1	10	20.4	11	22.4	4	8.2	0	0.0	55	23	41.8	12	21.8	7	12.7	2	3.6	1	1.8
Hispanic/Latino of any race	22	6	27.3	8	36.4	3	13.6	6	27.3	0	0.0	20	6	30.0	5	25.0	3	15.0	5	25.0	1	5.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	111	22	19.8	27	24.3	41	36.9	19	17.1	2	1.8	100	16	16.0	24	24.0	32	32.0	26	26.0	2	2.0
Two or more races	28	3	10.7	7	25.0	3	10.7	7	25.0	0	0.0	33	5	15.2	6	18.2	5	15.2	9	27.3	0	0.0
Special Education	28	12	42.9	6	21.4	3	10.7	2	7.1	0	0.0	41	21	51.2	11	26.8	3	7.3	6	14.6	0	0.0
Limited English Proficient (LEP)	9	5	55.6	3	33.3	0	0.0	0	0.0	0	0.0	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (F.R.M.P.S.)	133	40	30.1	39	29.3	36	27.1	18	13.5	0	0.0	121	41	33.9	31	25.6	24	19.8	20	16.5	2	1.7

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	111	27	24.3	24	21.6	32	28.8	24	21.6	2	1.8	100	23	23.0	26	26.0	22	22.0	19	19.0	10	10.0
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
Black or African American	36	12	33.3	14	38.9	4	11.1	6	16.7	0	0.0	45	7	15.6	19	42.2	15	33.3	4	8.9	0	0.0
Hispanic/Latino of any race	21	5	23.8	9	42.9	4	19.0	3	14.3	0	0.0	16	5	31.3	3	6.3	6	37.5	4	25.0	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	152	8	5.3	40	26.3	82	53.9	40	26.3	2	1.3	148	7	5.1	39	23.0	46	33.1	48	34.8	8	5.8
Two or more races	21	2	9.5	4	19.1	6	28.6	5	23.8	0	0.0	20	4	20.0	7	35.0	5	25.0	3	15.0	1	5.0
Special Education	10	5.2	51.7	5	26.3	2	10.5	0	0.0	0	0.0	20	8	40.0	8	40.0	3	15.0	1	5.0	0	0.0
Limited English Proficient (LEP)	5	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	4	3	75.0	0	0.0	1	25.0	0	0.0	0	0.0
Free/Reduced Meals (F.R.M.P.S.)	133	22	16.7	52	39.4	40	30.3	18	13.6	0	0.0	175	31	17.7	35	20.0	48	27.4	41	23.4	1	0.6

[illegible] ALL STUDENTS

2017					2018											2019											
[illegible] 2	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
[illegible]	312	[illegible]	137	34.7	412	78	19.2	105	25.4	113	27.4	111	26.9	14	3.3	426	85	19.9	102	23.9	120	28.0	82	19.2	6	1.3
50.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
33.3	0	0.0	2	66.7	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	0	0.0	1	66.0	1	33.0
18.3	28	15.5	11	13.8	108	18	16.8	15	19.2	25	23.5	13	10.1	1	1.0	110	15	13.8	16	17.2	27	24.5	13	10.0	1	0.9
13.5	11	39.7	13	52.4	27	4	14.8	4	11.1	7	25.9	1	25.9	0	0.0	56	9	21.1	11	18.9	11	21.6	6	15.8	15	0.0
0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
18.8	64	12.3	106	40.8	245	13	2.5	51	21.6	76	31.0	66	15.1	12	4.9	248	29	12.0	46	17.4	81	31.6	59	24.5	6	2.5
18.5	9	18.3	4	34.6	10	4	40.0	1	10.0	3	30.0	1	10.0	0	0.0											
32.3	11	17.7	5	8.1	45	31	69.2	18	37.6	7	30.7	8	12.8	0	0.0	71	36	50.7	24	11.8	9	12.9	3	2.8	0	0.0
27.3	1	27.3	1	9.1	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	5	33.3	8	40.0	4	26.7	0	0.0	0	0.0
24.3	83	12.5	52	20.6	248	56	22.9	86	27.0	84	34.4	31	15.5	4	1.6	253	63	26.5	82	32.4	73	28.5	30	11.9	2	0.8

[illegible] MALE STUDENTS

2017					2018											2019											
[illegible] 2	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
23.7	64	25.1	62	23.3	209	39	17.0	38	18.1	49	23.9	55	26.8	6	1.9	211	44	21.1	64	29.5	59	27.2	45	20.7	3	1.4

[illegible] FEMALE STUDENTS

2017					2018											2019											
[illegible] 2	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
11.1	68	30.9	75	34.1	207	36	17.3	41	19.8	34	16.9	56	27.0	6	2.9	199	37	17.6	61	29.3	69	33.0	37	17.7	5	2.4

Table 2.7a: PARCC Assessment Performance Results - Mathematics for Grades 6-8 ALL STUDENTS

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	291	71	24.4	102	35.1	81	28.3	27	9.3	2	0.7	414	77	18.6	108	26.1	144	34.8	53	12.8	4	1.0
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Asian	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Black or African American	54	31	57.4	21	38.9	2	3.7	1	1.9	0	0.0	86	63	73.3	17	19.8	13	15.1	1	1.2	0	0.0
Hispanic/Latino of all any race	31	4	12.9	8	25.8	6	19.4	3	9.7	0	0.0	71	4	5.6	7	9.9	31	43.7	1	1.4	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	204	35	17.2	65	31.9	69	33.8	23	11.3	2	0.8	273	39	14.3	102	37.4	98	35.9	32	11.7	2	0.7
Two or more races	19	5	26.3	4	21.1	7	36.8	1	5.3	0	0.0	22	3	13.6	5	22.7	11	50.0	3	13.6	0	0.0
Special Education	47	27	57.4	15	31.9	5	10.6	2	4.3	0	0.0	48	25	52.1	19	39.6	3	6.3	0	0.0	1	2.1
Limited English Proficient (LEP)	6	3	50.0	2	33.3	0	0.0	0	0.0	0	0.0	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	203	56	27.6	87	42.9	42	20.7	15	7.4	3	1.5	314	62	19.7	82	26.1	93	29.6	41	13.1	16	5.1

Table 2.7b: PARCC Assessment Performance Results - Math by Grade

Student Group	# Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.
All Students	247	79	31.9	114
American Indian or Alaska Native	1	0	0.0	1
Asian	1	0	0.0	0
Black or African American	17	11	64.7	10
Hispanic/Latino of all any race	15	6	40.0	11
Native Hawaiian or Other Pacific Islander	0	0	0.0	0
White	164	41	25.0	63
Two or more races	10	2	20.0	3
Special Education	53	21	39.6	19
Limited English Proficient (LEP)	5	2	40.0	2
Free/Reduced Meals (FARMS)	207	63	30.4	93

Table 2.8a: PARCC Assessment Performance Results - Mathematics for Grades 6-8 MALE STUDENTS

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	288	44	15.3	79	27.4	57	19.8	30	10.4	2	0.7	212	46	21.7	62	29.2	69	32.5	34	16.0	3	1.4
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Black or African American	46	18	39.1	23	50.0	3	6.5	2	4.3	0	0.0	67	19	28.4	15	22.4	9	13.4	3	4.5	0	0.0
Hispanic/Latino of all any race	23	3	13.0	6	26.0	3	13.0	3	13.0	0	0.0	15	3	20.0	4	26.7	2	13.3	1	6.7	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	160	23	14.0	44	26.8	39	24.0	25	15.3	2	1.2	117	23	19.8	35	29.9	46	39.3	11	9.4	2	1.7
Two or more races	8	2	25.0	3	37.5	3	37.5	0	0.0	0	0.0	12	3	25.0	5	41.7	4	33.3	0	0.0	0	0.0
Special Education	30	17	56.7	9	30.0	2	6.7	2	6.7	0	0.0	18	15	83.3	3	16.7	2	11.1	0	0.0	1	5.7
Limited English Proficient (LEP)	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	132	35	26.5	44	33.3	20	15.0	13	9.8	1	0.8	114	36	31.6	18	15.8	31	27.2	6	5.3	1	0.9

Table 2.8b: PARCC Assessment Performance Results - Math by Grade

Student Group	# Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.
All Students	140	40	28.7	53
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino of all any race				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Special Education				
Limited English Proficient (LEP)				
Free/Reduced Meals (FARMS)				

Table 2.9a: PARCC Assessment Performance Results - Mathematics for Grades 6-8 FEMALE STUDENTS

Student Group	2015 # Tested	2015 Level 1 # Prof.	2015 Level 1 % Prof.	2015 Level 2 # Prof.	2015 Level 2 % Prof.	2015 Level 3 # Prof.	2015 Level 3 % Prof.	2015 Level 4 # Prof.	2015 Level 4 % Prof.	2015 Level 5 # Prof.	2015 Level 5 % Prof.	2016 # Tested	2016 Level 1 # Prof.	2016 Level 1 % Prof.	2016 Level 2 # Prof.	2016 Level 2 % Prof.	2016 Level 3 # Prof.	2016 Level 3 % Prof.	2016 Level 4 # Prof.	2016 Level 4 % Prof.	2016 Level 5 # Prof.	2016 Level 5 % Prof.
All Students	154	31	20.1	67	43.5	54	35.1	22	14.3	0	0.0	202	31	15.3	46	22.8	75	37.1	47	23.3	3	1.5
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	2	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Black or African American	30	13	43.3	16	53.3	1	3.3	1	3.3	0	0.0	19	11	57.9	3	15.8	4	21.1	1	5.3	0	0.0
Hispanic/Latino of all any race	11	1	9.1	5	45.5	4	36.4	1	9.1	0	0.0	11	1	9.1	1	9.1	5	45.5	4	36.4	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	122	22	18.0	61	50.0	49	40.2	19	15.6	0	0.0	144	24	16.7	35	24.3	54	37.5	43	29.9	3	2.1
Two or more races	11	1	9.1	3	27.3	4	36.4	3	27.3	0	0.0	11	1	9.1	4	36.4	5	45.5	1	9.1	0	0.0
Special Education	17	10	58.8	6	35.3	1	5.9	0	0.0	0	0.0	17	10	58.8	6	35.3	1	5.9	0	0.0	0	0.0
Limited English Proficient (LEP)	4	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	93	22	23.7	43	46.2	23	24.7	5	5.4	0	0.0	100	26	26.0	24	24.0	38	38.0	12	12.0	0	0.0

Table 2.9b: PARCC Assessment Performance Results - Math by Grade

Student Group	# Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.
All Students	180	30	16.7	54
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic/Latino of all any race				
Native Hawaiian or Other Pacific Islander				
White				
Two or more races				
Special Education				
Limited English Proficient (LEP)				
Free/Reduced Meals (FARMS)				

[illegible] ALL STUDENTS

2017					2018												2019											
[illegible] 2	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
92.5	116	82.8	61	17.1	187	79	20.4	114	12.0	106	27.3	71	18.6	6	1.5	367	75	20.4	118	32.2	122	33.2	50	13.6	2	0.5
100.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0
0.0	1	100.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0
41.1	11	15.3	4	5.6	30	27	37.5	35	41.7	11	17.5	1	1.7	1	1.1	77	21	27.3	37	48.0	17	22.1	3	3.9	0	0.0
36.7	11	36.7	4	13.3	14	13	92.9	4	28.6	10	71.4	1	6.8	1	1.9	13	11	84.6	4	30.8	2	15.4	6	46.1	0	0.0
0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
26.9	78	35.5	52	23.7	241	58	24.0	85	35.3	78	32.2	63	26.0	8	3.3	229	48	21.0	67	29.3	68	29.7	40	17.5	2	0.9
24.1	12	48.0	1	4.0	33	5	15.2	10	30.3	6	18.2	1	3.0	0	0.0	25	7	28.0	10	40.0	7	28.0	1	4.0	0	0.0
59.5	5	7.3	0	0.0	68	31	45.6	19	27.9	10	14.7	2	2.9	0	0.0	69	29	42.0	13	18.8	5	7.2	4	5.8	0	0.0
40.0	3	20.0	0	0.0	10	0	0.0	8	80.0	0	0.0	0	0.0	0	0.0	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0
35.3	56	31.1	18	8.1	223	40	24.9	81	50.3	56	25.5	32	9.8	2	2.0	219	56	26.0	87	39.4	64	29.2	17	7.8	0	0.0

[illegible] MALE STUDENTS

2017					2018												2019											
[illegible] 2	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
32.6	47	25.1	30	16.0	187	43	23.0	59	31.5	47	25.1	36	19.2	4	2.1	177	42	23.7	50	28.2	53	29.9	26	14.7	1	0.6

[illegible] FEMALE STUDENTS

2017					2018												2019											
[illegible] 2	Level 3		Level 4-5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
23.1	66	36.7	35	19.4	200	36	18.0	65	32.5	59	29.5	36	18.0	2	1.0	190	33	17.4	68	35.8	64	33.7	24	12.6	3	1.5

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2017 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.
All Students	180	26	25.0	41	39.3	41	39.7	34	24.3	3	0.3	241	17	8.5	38	17.0	59	41.8	32	12.7	0	0.0	165	14	14.3	58	32.3
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0
Asian	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0	0.0	0	0.0
Black or African American	14	4	28.6	10	71.4	5	35.7	0	0.0	0	0.0	29	5	17.2	10	34.5	11	41.4	1	3.4	0	0.0	36	10	27.8	22	61.1
Hispanic/Latino of any race	12	3	25.0	4	33.3	3	25.0	2	16.7	0	0.0	8	2	25.0	4	50.0	2	25.0	0	0.0	0	0.0	13	3	23.1	4	30.8
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0
White	90	8	8.9	24	26.7	29	32.2	28	31.1	3	3.3	97	5	5.2	23	23.7	40	41.2	29	29.9	0	0.0	110	10	9.1	26	23.6
Two or more races	15	2	7.7	1	23.1	6	46.2	3	23.1	0	0.0	6	0	0.0	1	16.7	4	66.7	1	16.7	0	0.0	8	0	0.0	0	0.0
Economically Disadvantaged	12	7	58.3	4	33.3	1	8.3	0	0.0	0	0.0	10	7	35.0	6	30.0	5	25.0	2	10.0	0	0.0	16	5	31.3	7	43.8
Limited English Proficient (LEP)	5	2	40.0	1	60.0	0	0.0	0	0.0	0	0.0	3	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0
Foster/Homeless/Military (F/H/MS)	71	11	15.7	25	35.2	22	31.0	10	14.1	0	0.0	56	7	12.5	16	28.6	23	41.1	9	16.1	0	0.0	75	11	14.7	30	40.0

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2017 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.
All Students	75	11	14.7	20	26.6	17	22.6	17	22.7	1	1.3	69	6	8.7	11	15.9	29	42.0	13	18.8	0	0.0	93	14	15.1	14	15.1
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0					
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0					
Black or African American	11	4	36.3	5	45.5	1	9.1	0	0.0	0	0.0	17	3	17.6	5	29.4	7	41.2	2	11.8	0	0.0					
Hispanic/Latino of any race	7	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0	6	2	33.3	4	66.7	0	0.0	0	0.0	0	0.0					
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0					
White	49	7	14.3	13	26.5	15	30.6	14	28.6	1	2.0	44	1	2.3	11	25.0	20	45.5	11	25.0	0	0.0					
Two or more races	9	0	0.0	1	11.1	3	33.3	5	55.6	0	0.0	2	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0					
Economically Disadvantaged	6	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	13	1	7.7	5	38.5	1	7.7	2	15.4	0	0.0					
Limited English Proficient (LEP)	3	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0	3	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0					
Foster/Homeless/Military (F/H/MS)	40	4	27.5	11	32.5	14	35.0	4	10.0	0	0.0	26	4	15.3	8	30.6	15	46.6	3	10.7	0	0.0					

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.	2017 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.
All Students	62	8	12.9	21	33.9	16	25.8	17	27.4	0	0.0	72	6	8.3	17	23.6	30	41.7	19	26.4	0	0.0	77	10	13.0	21	27.3
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0					
Asian	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0					
Black or African American	11	5	45.5	5	45.5	1	9.1	0	0.0	0	0.0	12	2	16.7	5	41.7	5	41.7	0	0.0	0	0.0					
Hispanic/Latino of any race	1	3	20.0	2	40.0	0	0.0	1	20.0	0	0.0	1	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0					
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0					
White	41	1	2.4	12	29.3	14	34.1	14	34.1	0	0.0	53	4	7.5	11	20.8	20	37.7	18	34.0	0	0.0					
Two or more races	4	1	25.0	2	50.0	1	25.0	0	0.0	0	0.0	4	0	0.0	1	25.0	2	50.0	1	25.0	0	0.0					
Economically Disadvantaged	6	4	66.7	1	16.5	0	0.0	0	0.0	0	0.0	7	3	42.9	1	14.3	3	42.9	0	0.0	0	0.0					
Limited English Proficient (LEP)	2	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0					
Foster/Homeless/Military (F/H/MS)	21	5	23.8	12	57.1	5	23.8	5	23.8	0	0.0	28	1	3.6	6	21.4	14	50.0	5	17.9	0	0.0					

	Level 3		Level 4-5		2018												2019											
	# Prof.	% Prof.	# Prof.	% Prof.	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5			
						# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	Level 3		Level 4-5		2018												2019											
	# Prof.	% Prof.	# Prof.	% Prof.	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5			
						# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	Level 3		Level 4-5		2018												2019											
	# Prof.	% Prof.	# Prof.	% Prof.	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5			
						# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Indian or Alaska Native	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Black or African American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hispanic/Latino of any race	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Native Hawaiian or Other Pacific Islander	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Two or more races	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Limited English Proficient (LEP)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Econ/Reduced Meals (FARMS)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Student Group	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Indian or Alaska Native	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Black or African American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hispanic/Latino of any race	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Native Hawaiian or Other Pacific Islander	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Two or more races	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Limited English Proficient (LEP)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Econ/Reduced Meals (FARMS)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Indian or Alaska Native	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Black or African American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hispanic/Latino of any race	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Native Hawaiian or Other Pacific Islander	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Two or more races	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Limited English Proficient (LEP)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Econ/Reduced Meals (FARMS)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Student Group	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Indian or Alaska Native	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Black or African American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hispanic/Latino of any race	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Native Hawaiian or Other Pacific Islander	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Two or more races	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Limited English Proficient (LEP)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Econ/Reduced Meals (FARMS)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Student Group	2015 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Indian or Alaska Native	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Black or African American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hispanic/Latino of any race	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Native Hawaiian or Other Pacific Islander	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Two or more races	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Limited English Proficient (LEP)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Econ/Reduced Meals (FARMS)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Student Group	2016 # Tested	Level 1 # Prof.	Level 1 % Prof.	Level 2 # Prof.	Level 2 % Prof.	Level 3 # Prof.	Level 3 % Prof.	Level 4 # Prof.	Level 4 % Prof.	Level 5 # Prof.	Level 5 % Prof.
All Students	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Indian or Alaska Native	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Black or African American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hispanic/Latino of any race	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Native Hawaiian or Other Pacific Islander	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
White	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Two or more races	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Limited English Proficient (LEP)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Econ/Reduced Meals (FARMS)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

2017							2018											2019									
	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Lev
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.
2.7	12	32.4	24	64.9	0	0	34	3	8.8	1	2.9	9	26.5	19	55.9	2	5.9	2	0	0.0	1	50.0	0	0.0	0	0.0	1
0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0	0	0	1	100	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0	0	0	0	0	0	0	2	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
33.3	1	66.7	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0	8	25.8	23	74.2	0	0	32	2	6.3	1	3.1	8	25.0	19	59.4	2	6.3	2	0	0.0	1	50.0	0	0.0	0	0.0	1
0	2	100	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0
14.3	2	28.6	4	57.1	0	0	6	2	33.3	0	0.0	1	50.0	1	16.7	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0

2017							2018											2019									
	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Lev
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.
5.3	1	26.3	13	57.9	0	0.0	15	3	20.0	0	0.0	2	13.3	8	53.3	2	13.3	2	0	0.0	1	50.0	0	0.0	0	0.0	1
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		1	0	0.0	1	100.0	0	0.0	0	0.0	1
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0
																		0	0	0.0	0	0.0	0	0.0	0	0.0	0

2017							2018											2019									
	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Lev
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.
0.0	5	27.8	13	72.1	0	0.0	19	0	0.0	1	5.3	7	36.8	11	57.9	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0

	#18										
	%Prob										
	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0

	#18										
	%Prob										
	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0

	#18										
	%Prob										
	0.0										

Table 2.16 | Maryland High School Assessment Performance Results - Biology [All Administrations]

Student Group	All Students																	
	2014			2015			2016			2017			2018			2019		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	259	118	45.6	241	97	40.2	296	130	43.9	226	116	51.3						
American Indian or Alaska Native	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0						
Asian	0	0	0.0	1	1	100.0	1	1	100.0	1	1	100.0						
Black or African American	81	15	18.5	90	25	27.8	98	20	20.4	77	14	18.2						
Hispanic/Latino of any race	23	8	34.8	17	4	23.5	25	4	16.0	16	4	25.0						
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0						
White	151	91	60.3	129	66	51.2	156	95	60.9	124	93	75.0						
Two or more races	4	4	100.0	4	1	25.0	16	10	62.5	8	4	50.0						
Special Education	40	8	20.0	53	9	17.0	59	8	13.6	37	4	10.8						
Limited English Proficient (LEP)	9	1	11.1	10	2	20.0	5	0	0.0	3	1	33.3						
Free/Reduced Meals (FARMS)	104	35	33.7	127	44	34.6	157	49	31.2	109	37	33.9						

Table 2.17 | Maryland High School Assessment Performance Results - Government [All Administrations]

Student Group	All Students																	
	2014			2015			2016			2017			2018			2019		
	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	146	113	77.4	142	97	68.3	225	134	59.6	204	123	60.3	151	102	67.5			
American Indian or Alaska Native	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0			
Asian	1	1	100.0	1	1	100.0	2	2	100.0	2	2	100.0	0	0	0.0			
Black or African American	31	19	61.3	41	15	36.6	75	27	36.0	63	18	28.6	55	23	41.8			
Hispanic/Latino of any race	12	7	58.3	10	7	70.0	12	5	41.7	13	4	30.8	0	0	0.0			
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0			
White	98	82	83.7	87	73	83.9	122	89	73.0	120	95	79.2	46	40	86.9			
Two or more races	4	4	100.0	3	1	33.3	14	11	78.6	6	4	66.7	0	0	0.0			
Special Education	20	7	35.0	18	5	27.8	39	6	15.4	35	10	28.6	21	4	19.0			
Limited English Proficient (LEP)	6	2	33.3	4	1	25.0	4	1	25.0	2	0	0.0	1	0	0.0			
Free/Reduced Meals (FARMS)	59	43	72.9	68	39	57.4	115	50	43.5	98	44	44.9	79	41	51.8			

Male																		
2014			2015			2016			2017			2018			2019			
# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested
139	65	46.8	140	57	40.7	166	69	41.6	124	58	46.8							120
0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0							0
0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0							0
43	7	16.3	54	15	27.8	55	11	20.0	44	8	18.2							38
14	2	14.3	14	2	14.3	22	3	13.6	13	3	23.1							9
0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0							0
80	54	67.5	68	39	57.4	76	47	61.8	63	45	71.4							71
2	2	100.0	4	1	25.0	13	8	61.5	4	2	50.0							2
26	6	23.1	30	6	20.0	34	7	20.6	24	2	8.3							14
5	0	0.0	9	1	11.1	4	0	0.0	3	1	33.3							4
61	19	31.1	74	24	32.4	86	27	31.4	58	18	31.0							43

Male																		
2014			2015			2016			2017			2018			2019			
# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested
75	58	77.3	80	53	66.3	121	71	58.7	113	63	55.8	85	54	63.5				71
0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0				0
0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0				1
15	10	66.7	24	7	29.2	43	18	41.9	33	9	27.3	28	12	42.8				16
5	2	40.0	4	4	100.0	9	4	44.4	9	29	22.2	0	0	0.0				7
0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0				0
52	43	82.7	50	42	84.0	58	41	70.7	67	50	74.6	49	39	79.5				46
3	3	100.0	2	0	0.0	11	8	72.7	4	2	50.0	7	4	57.1				1
14	5	35.7	11	3	27.3	25	6	24.0	22	7	31.8	7	1	14.2				6
3	1	33.3	1	0	0.0	3	1	33.3	2	0	0.0	1	0	0.0				3
31	22	71.0	38	23	60.5	62	29	46.8	53	20	37.7	79	41	51.8				28

Female																
2014		2015			2016			2017			2018			2019		
# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
53	44.2	101	40	39.6	130	61	46.9	102	58	56.9						
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0						
0	0.0	1	1	100.0	1	1	100.0	1	1	100.0						
8	21.1	36	10	27.8	43	9	20.9	33	6	18.2						
6	66.7	3	2	66.7	3	1	33.3	3	1	33.3						
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0						
37	52.1	61	27	44.3	80	48	60.0	61	48	78.7						
2	100.0	0	0	0.0	3	2	66.7	4	2	50.0						
2	14.3	23	3	13.0	25	1	4.0	13	2	15.4						
1	25.0	1	1	100.0	1	0	0.0	0	0	0.0						
16	37.2	53	20	37.7	71	22	31.0	51	19	37.3						

Female																
2014		2015			2016			2017			2018			2019		
# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
55	77.5	62	44	71.0	104	63	60.6	91	60	65.9	68	50	73.5			
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0			
1	100.0	2	1	100.0	2	2	100.0	2	2	100.0	0	0	0.0			
9	56.3	17	8	47.1	32	9	28.1	30	9	30.0	19	7	36.8			
5	71.4	6	3	50.0	3	1	33.3	4	2	50.0	0	0	0.0			
0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0			
39	84.8	37	31	83.8	64	48	75.0	53	45	84.9	46	40	86.9			
1	100.0	1	1	100.0	3	3	100.0	2	2	100.0	1	0	0.0			
2	33.3	7	2	28.6	14	0	0.0	13	3	23.1	8	2	25.0			
1	33.3	3	1	33.3	1	0	0.0	0	0	0.0	0	0	0.0			
21	75.0	30	16	53.3	53	21	39.6	45	24	53.3	35	20	57.1			

Table 2.3b: MSA Performance Results - Grade 5 ALL STUDENTS

Student Group	2018									2019									
	# Tested	Level 2		Level 3		Level 4		Level 5		# Tested	Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	119	52	26.0	55	49.1	15	26.8	5	4.1	145	44	30.3	66	45.5	41	28.6	2	1.4
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	1	0	0.0	1	50.0	0	50.0	0	0.0	1	0	0.0	0	0.0	1	100.0	0	0.0
Black or African American	29	15	51.7	11	48.4	2	6.9	0	0.0	38	22	57.9	15	39.5	1	2.6	0	0.0
Hispanic/Latino of any race	8	5	62.5	3	37.5	0	0.0	0	0.0	12	2	16.7	9	75.0	1	8.3	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0
White	80	31	38.8	34	42.5	10	37.5	5	6.3	84	16	19.0	37	44.0	29	34.5	2	2.4
Two or more races	4	1	25.0	3	75.0	0	0.0	0	0.0	10	4	40.0	5	50.0	1	10.0	0	0.0
Special Education	19	15	78.9	3	15.8	1	15.8	0	0.0	31	14	45.2	1	30.0	2	6.7	0	0.0
Limited English Proficient (LEP)	1	1	100.0	0	0.0	0	0.0	0	0.0	4	1	25.0	1	25.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	31	24	77.4	31	44.9	13	18.8	1	1.4	75	25	33.3	38	50.0	11	14.7	0	0.0

Table 2.3c: MSA Performance Results - Grade 5 MALE STUDENTS

Student Group	2018									2019									
	# Tested	Level 2		Level 3		Level 4		Level 5		# Tested	Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	55	16	29.1	25	45.5	13	23.6	1	1.8	71	25	35.2	36	49.3	12	16.9	0	0.0
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Hispanic/Latino of any race																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education																		
Limited English Proficient (LEP)																		
Free/Reduced Meals (FARMS)																		

Table 2.3d: MSA Performance Results - Grade 5 FEMALE STUDENTS

Student Group	2018									2019									
	# Tested	Level 2		Level 3		Level 4		Level 5		# Tested	Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	64	36	21.5	32	47.1	18	26.5	2	2.9	77	19	24.4	30	41.2	21	27.2	2	2.8
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Hispanic/Latino of any race																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education																		
Limited English Proficient (LEP)																		
Free/Reduced Meals (FARMS)																		

Table 2.3b: MCA Performance Results - Grade 8 ALL STUDENTS

Student Group	2018									2019									
	# Tested	Level 2		Level 3		Level 4		Level 5		# Tested	Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	148	29	19.7	105	71.5	59	39.8	4	2.9	144	23	15.6	68	46.7	41	28.6	3	2.2
American Indian or Alaska Native	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0
Asian	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0
Black or African American	26	8	30.8	12	46.2	6	23.1	0	0.0	24	9	37.5	11	54.2	3	8.9	0	0.0
Hispanic/Latino of any race(s)	11	5	45.5	4	36.4	2	18.1	0	0.0	15	2	13.7	7	43.6	1	18.2	0	0.0
Native Hawaiian or Other Pacific Islander	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0
White	91	9	9.9	56	61.5	40	44.0	4	4.4	86	9	10.5	41	47.7	31	35.4	3	3.5
Two or more races	10	3	30.0	6	60.0	3	30.0	0	0.0	13	2	15.4	7	53.8	4	30.8	0	0.0
Special Education	16	7	43.8	9	56.3	0	0.0	0	0.0	16	9	56.3	6	37.5	1	6.3	0	0.0
Limited English Proficient (LEP)	2	2	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0
Economically Disadvantaged (ED)	78	19	24.4	37	47.4	21	26.9	1	1.3	70	15	21.4	43	61.4	12	17.1	0	0.0

Table 2.3c: MCA Performance Results - Grade 8 MALE STUDENTS

Student Group	2018									2019									
	# Tested	Level 2		Level 3		Level 4		Level 5		# Tested	Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	61	16	26.2	20	32.8	23	37.7	2	3.3	65	19	29.2	23	35.4	23	35.4	1	1.5
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Hispanic/Latino of any race(s)																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education																		
Limited English Proficient (LEP)																		
Economically Disadvantaged (ED)																		

Table 2.3d: MCA Performance Results - Grade 8 FEMALE STUDENTS

Student Group	2018									2019									
	# Tested	Level 2		Level 3		Level 4		Level 5		# Tested	Level 2		Level 3		Level 4		Level 5		
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	77	7	9.1	40	51.9	28	36.4	2	2.6	63	9	14.3	40	63.5	18	28.6	1	1.6
American Indian or Alaska Native																		
Asian																		
Black or African American																		
Hispanic/Latino of any race(s)																		
Native Hawaiian or Other Pacific Islander																		
White																		
Two or more races																		
Special Education																		
Limited English Proficient (LEP)																		
Economically Disadvantaged (ED)																		

Table 2.21: Multi-State Alternate Assessment - Science for Grade 5

Student Group	2018									Student Group			
	# Tested	Level 1		Level 2		Level 3		Level 4			# Tested	Level 1	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.
All Students										All Students			
Black or African American										Black or African American			
White										White			
Free/Reduced Meals (FARMS)										Free/Reduced Meals (FARMS)			
Male										Male			
Female										Female			

Table 2.21: Multi-State Alternate Assessment Science for Grade 8

Student Group	2018									Student Group			
	# Tested	Level 1		Level 2		Level 3		Level 4			# Tested	Level 1	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.
All Students										All Students			
Black or African American										Black or African American			
White										White			
Hispanic/Latino of any Race										Hispanic/Latino of any Race			
Two or More Races										Two or More Races			
Free/Reduced Meals (FARMS)										Free/Reduced Meals (FARMS)			
Male										Male			
Female										Female			

Table 2.21: Multi-State Alternate Assessment Science for Grade 11

Student Group	2018									Student Group			
	# Tested	Level 1		Level 2		Level 3		Level 4			# Tested	Level 1	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.			# Prof.	% Prof.
All Students										All Students			
Black or African American										Black or African American			
White										White			
Free/Reduced Meals (FARMS)										Free/Reduced Meals (FARMS)			
Male										Male			
Female										Female			

2019

Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.

Science for Grade 8

2019

Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.

Science for Grade 11

2019

Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.

Table 2.21: Multi-State Alternate Assessment - ELA for Grades 3-5

Student Group	2019								
	# Tested	Level 1		Level 2		Level 3		Level 4	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
All Students	1	1	100.0	0	0.0	0	0.0	0	0.0
Black or African American	0	0	0.0	0	0.0	0	0.0	0	0.0
White	1	1	100.0	0	0.0	0	0.0	0	0.0
Hispanic/Latino of any Race	0	0	0.0	0	0.0	0	0.0	0	0.0
Two or More Races	0	0	0.0	0	0.0	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	1	1	100.0	0	0.0	0	0.0	0	0.0
Male	0	0	0.0	0	0.0	0	0.0	0	0.0
Female	1	1	100.0	0	0.0	0	0.0	0	0.0

Table 2.21: Multi-State Alternate Assessment - ELA for Grades 6-8

Student Group	2017									2018				
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Level 2	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.
All Students	5	3	60.0	0	0.0	1	20.0	1	20.0	3	0	0.0	0	0.0
Black or African American	1	1	100.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0
White	2	1	50.0	0	0.0	1	50.0	0	0.0	2	0	0.0	0	0.0
Hispanic/Latino of any Race	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0	0.0	0	0.0
Two or More Races	1	1	100.0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	4	2	50.0	1	25.0	1	25.0	0	0.0	2	0	0.0	0	0.0
Male	2	1	50.0	0	0.0	1	50.0	0	0.0	1	0	0.0	0	0.0
Female	3	2-	67.0	1	33.0	0	0.0	0	0.0	2	0	0.0	0	0.0

Table 2.21: Multi-State Alternate Assessment - ELA for Grade 11

Student Group	2017									2018				
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Level 2	
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.
All Students	2	0	0.0	1	50.0	1	50.0	0	0.0	2	0	0.0	1	50.0
Black or African American	1	0	0.0	0	1.0	100	0.0	0	0.0	1	0	0.0	1	100.0
White	1	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	1	0	0.0	0	0.0	1	100.0	0	0.0	2	0	0.0	1	50.0
Male	1	0	0	1	100	0	0.0	0	0.0	0	0	0	0	0
Female	1	0	0	0	0	1	100.0	0	0.0	2	0	0	1	50

						2019								
Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
1	33.0	1	33.0	1	33	3	1	33.3	1	33.3	0	0.0	1	33.3
0	0.0	0	0.0	1	100	0	0	0.0	0	0.0	0	0.0	0	0.0
1	50.0	1	50.0	0	0	3	1	33.0	1	33.0	0	0.0	1	33.0
0	0.0	0	0.0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	1	100	0	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	1	50.0	1	50	3	1	33.0	1	33.0	0	0.0	1	33.0
0	0.0	0	0.0	1	100	1	0	0.0	1	100.0	0	0.0	0	0.0
1	50.0	1	50.0	0	0	2	1	50.0	0	0.0	0	0.0	1	50.0

						2019								
Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4	
# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
0	0.0	1	50.0	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0
0	0.0	0	0.0	0	0.0									
0	0.0	1	100.0	0	0.0									
0	0.0	1	50.0	0	0.0									
0	0.0	0	0.0	0	0.0									
0	0.0	1	50.0	0	0.0									

Level 5	
# Prof	% Prof.
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Level 5	
# Prof.	% Prof.
0	0.0

Table 2.21: Multi-State Alternate Assessment - Mathematics for Grades 3-5

Student Group	2017												
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Lev
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.
All Students	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Black or African American	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0	0.0	0
White	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Free/Reduced Meals (FARMS)	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Male	1	0	0.0	0	0.0	0	0.0	1	100.0	1	0	0.0	0
Female	1	0	0.0	0	0.0	1	100.0	0	0.0	1	0	0.0	1

Table 2.21: Multi-State Alternate Assessment - Mathematics for Grades 6-8

Student Group	2017												
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Lev
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.
All Students	5	2	40.0	2	40.0	0	0.0	1	20.0	3	0	0.0	0
Black or African American	1	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0
White	2	1	50.0	0	0.0	0	0.0	1	50.0	2	0	0.0	0
Hispanic/Latino of any Race	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0
Two or More Races	1	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	0
Free/Reduced Meals (FARMS)	4	2	50.0	1	25.0	0	0.0	1	25.0	2	0	0.0	0
Male	2	0	0.0	1	50.0	0	0.0	1	50.0	1	0	0.0	0
Female	3	2	67.0	1	33.0	0	0.0	0	0.0	2	0	0.0	0

Table 2.21: Multi-State Alternate Assessment - Mathematics for Grade 11

Student Group	2017												
	# Tested	Level 1		Level 2		Level 3		Level 4		# Tested	Level 1		Lev
		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.
All Students	2	0	0.0	0	0.0	1	50.0	1	50.0	2	0	0.0	1
Black or African American	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0	0.0	0
White	1	0	0.0	0	0.0	1	100.0	0	0.0	2	0	0.0	1
Free/Reduced Meals (FARMS)	1	0	0.0	0	0.0	0	0.0	1	100.0	2	0	0.0	2
Male	1	0	0	0	0	1	100.0	0	0.0	0	0	0	0
Female	1	0	0	0	0	0	0.0	1	100.0	2	0	0	1

2018							2019						
el 2	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
50.0	1	50.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0
0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0
50.0	1	50.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0
50.0	1	50.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0
0.0	1	100.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0
100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0

2018							2019						
el 2	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
0.0	2	66.0	0	0.0	1	33.0	3	2	66.0	0	0.0	0	0.0
0.0	0		0	0.0	1	100.0	0	0	0.0	0	0.0	0	0.0
0.0	2	100.0	0	0.0	0	0.0	3	2	66.0	0	0.0	0	0.0
0.0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0
0.0	0	0.0	0	0.0	1	100.0	0	0	0.0	0	0.0	0	0.0
0.0	1	50.0	0	0.0	1	50.0	3	2	66.0	0	0.0	0	0.0
0.0	0	0.0	0	0.0	1	100.0	1	1	100.0	0	0.0	0	0.0
0.0	2	0.0	0	0.0	0	0.0	2	1	50.0	0	0.0	0	0.0

2018							2019						
el 2	Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3	
% Prof.	# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.		# Prof.	% Prof.	# Prof.	% Prof.	# Prof.	% Prof.
50.0	1	50.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0
0.0	0	0.0	0	0.0	0	0.0							
50.0	1	50.0	0	0.0	0	0.0							
50.0	1	50.0	0	0.0	0	0.0							
0	0	0.0	0	0.0	0	0.0							
50	1	50.0	0	0.0	0	0.0	2	0	0	1	50	1	50.0

Level 4		Level 5	
# Prof.	% Prof.	# Prof.	% Prof.
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0

Level 4		Level 5	
# Prof.	% Prof.	# Prof.	% Prof.
1	33.0	0	0.0
0	0.0	0	0.0
1	33.0	0	0.0
0	0.0	0	0.0
0	0.0	0	0.0
1	33.0	0	0.0
0	0.0	0	0.0
1	50.0	0	0.0

Level 4		Level 5	
# Prof.	% Prof.	# Prof.	% Prof.
0	0.0	0	0.0
0	0.0	0	0.0

2019	Table 2.21: ACCESS for ELL 2.0 - Grades 3-5			
School	# Test Takers	# w/2 or More Test Takers	# Showed Progress or Attainment	%
GALES	36	28	13	46%
HHGES	15	10	9	90%

2019	Table 2.21: ACCESS for ELL 2.0 - Grades 6-8			
KCMS	6	6	3	50%

2019	Table 2.21: ACCESS for ELL 2.0 - Grades 9-12			
KCHS	8	6	3	50%