

# **Dropout Prevention Plan**

**Senatobia Municipal  
School District**

**School Year 2019-2020**

# Senatobia Municipal School District

## VISION

Senatobia... Star Students, Star Staff, Star Citizens, Star Schools, Star Community

## MISSION

The mission of the Senatobia Municipal School District is to educate, prepare, and inspire all students to succeed in an ever-changing world.

## VALUES

1. We believe that every district stakeholder has the right to a safe, clean, and orderly environment.
2. We are dedicated to developing the whole student: educationally, socially, emotionally, and physically.
3. We are committed to the highest levels of expectation and accountability from all individuals.
4. We will exhibit the highest levels of honesty, teamwork, and integrity as evidenced by open communication.
5. We are dedicated to fostering pride in our schools and community.

## Dropout Prevention Committee

Superintendent	Mr. Jay Foster
Assistant Superintendent/Dropout Prevention Coordinator	Ms. Bernice Jackson
Curriculum Director	Mr. Jeff Underwood
MTSS Director	Ms. Juanita Jamison
Special Education Director	Ms. Leslie Covington
Federal Programs Director	Ms. Bonnie Owen
Senatobia Elementary School Principal	Dr. Archie Mitchell
Senatobia Middle School Principal	Mr. Grant Alford
Senatobia High School Principal	Mr. Ben Stigler
Senatobia Elementary School Counselor	Ms. Wendy Gregory
Senatobia Middle School Counselor	Ms. Cindy Jones
Senatobia High School Counselor	Ms. Kristi McCrory
Senatobia/Tate Optional Learning Center	Mr. Jim Howington
MDE Attendance Officer	Ms. Shirley Reed
Juvenile Officer	Ms. Angelica Maze

## **School Board Members**

President	Dr. Brant Kairit
Vice-President	Ms. Cheryl Pegues
Secretary	Ms. Carol Stigler
Member	Mr. Dewayne Casey
Member	Mr. Jeffrey Patton

**Dropout Prevention Plan Approved by the Senatobia Municipal School Board On:**

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# District Data Form

**District Name:** Senatobia Municipal School District

<b>SCHOOLS</b>	Senatobia Elementary School (Pre-K-5)	Senatobia Middle School (6-8)	Senatobia High School (9-12)
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## SMSD SY 2017-2018

### Enrollment by Grade

### Enrollment by Subgroup

Grade	Number Enrolled	Group Name	Group Number	Group Percent (%)
Kindergarten	139	Female	874	49.21%
Special Education Kindergarten	*	Male	902	50.79%
Elementary Special Education	*	Asian	*	*
Grade 1	137	African American	965	54.34%
Grade 2	133	Hispanic or Latino	44	2.48%
Grade 3	139	American Indian or Alaskan Native	*	*
Grade 4	131	White	745	41.95%
Grade 5	140	Two or More Races	18	1.01%
Grade 6	131			
Grade 7	141			
Grade 8	158			
Grade 9	151			
Grade 10	111			
Grade 11	109			
Grade 12	134			
Secondary Special Education	12			
<b>Total Enrollment</b>	<b>1776</b>			

Note: \* Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

SMSD SY 2018-19

**Enrollment by Grade**

**Enrollment by Subgroup**

<b>Grade</b>	<b>Number Enrolled</b>	<b>Group Name</b>	<b>Group Number</b>	<b>Group Percent (%)</b>
Pre-Kindergarten	10	Female	815	49.57%
Special Education Pre-K	*	Male	829	50.43%
Kindergarten	118	Asian	*	*
Elementary Special Education	13	African American	872	53.04%
Grade 1	127	Hispanic or Latino	48	2.92%
Grade 2	140	American Indian or Alaskan Native	*	*
Grade 3	119	White	705	42.88%
Grade 4	133	Two or More Races	15	0.91%
Grade 5	121			
Grade 6	127			
Grade 7	131			
Grade 8	134			
Grade 9	133			
Grade 10	129			
Grade 11	112			
Grade 12	87			
Secondary Special Education	*			
Total Enrollment	1644			

Note: \* Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

## SMSD Chronic Absenteeism, Grades K-5 Retention, Dropout Rate and Graduation Rate Data

<b>SMSD CHRONICALLY ABSENT STUDENTS BY SUBGROUP</b>		
Group	SY 2017-2018	SY 2018-2019
<b>All</b>	22.5%	13.4%
<b>Female</b>	23.4%	12.4%
<b>Male</b>	21.6%	14.5%
<b>Black or African American</b>	21.8%	12.3%
<b>White</b>	23.7%	14.1%
<b>Alaskan Native or Native American</b>	<5%	<5%
<b>Asian</b>	<5%	<5%
<b>Hispanic or Latino</b>	13.0%	18.9%
<b>Two or More Races</b>	31.6%	37.5%
<b>Students with Disabilities</b>	33.8%	25.4%
<b>Students without Disabilities</b>	20.5%	11.1%
<b>English Learners</b>	5.6%	31.6%

<b>SMSD GRADES K-5 RETENTION RATES</b>						
	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
<b>GRADE</b>	<b>Enrolled</b>	<b>Retained</b>	<b>Enrolled</b>	<b>Retained</b>	<b>Enrolled</b>	<b>Retained</b>
<b>K</b>	139	8	118	5		
<b>1<sup>st</sup></b>	137	4	127	14		
<b>2<sup>nd</sup></b>	133	6	140	13		
<b>3<sup>rd</sup></b>	139	4	119	19		
<b>4<sup>th</sup></b>	131	4	133	12		
<b>5<sup>th</sup></b>	140	3	121	4		
<b>TOTAL</b>	819	29	758	67		
<b>PERCENTAGE</b>	<b>3.54%</b>		<b>8.8%</b>			



<b>SMSD DROPOUT RATES</b>						
	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
	<b>N-Count</b>	<b>Rate</b>	<b>N-Count</b>	<b>Rate</b>	<b>N-Count</b>	<b>Rate</b>
<b>All Students</b>	126	10.3%	158	10.8%		

<b>SMSD 4-YEAR GRADUATION RATES BY SUBGROUP</b>						
	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
<b>Subgroup</b>	<b>N-Count</b>	<b>Rate</b>	<b>N-Count</b>	<b>Rate</b>	<b>N-Count</b>	<b>Rate</b>
<b>All Students</b>	126	84.1%	158	84.8%		
<b>African American</b>	52	76.9%	93	83.9%		
<b>Economically Disadvantaged</b>	67	76.1%	87	80.5%		
<b>English Language Learner</b>	NA	NA	NA	NA		
<b>Female</b>	60	95%	85	90.6%		
<b>Hispanic</b>	NA	NA	NA	NA		
<b>Homeless</b>	NA	NA	NA	NA		
<b>Male</b>	66	74.2%	73	78.1%		
<b>Students with Disabilities</b>	16	31.3%	15	53.3%		
<b>White</b>	72	88.9%	58	84.5%		

## **Goals\* of the Dropout Prevention Plan for SMSD**

1. Decrease chronic absenteeism by 15% over the next five years (SY2023-2024).
2. Decrease K-5 retentions by 25% over the next five years (SY2023-2024).
3. Increase graduation rate by 10% over the next five years (SY2023-2024).

\*These goals will be monitored and reviewed on a yearly basis by analysis of data. Revisions will be made as needed based on what the data from the graduation rate, chronic absenteeism rate, and retention rate of K-5 reveal.

# 15 Effective Strategies

The National Dropout Prevention Center has identified 15 Effective Strategies that have the most impact on dropout prevention.

1. Systemic Renewal
2. School-Community Collaboration
3. Safe Learning Environments
4. Family Engagement
5. Early Childhood Education
6. Early Literacy Development
7. Mentoring/Tutoring
8. Service-Learning
9. Alternative Schooling
10. After-School Opportunities
11. Professional Development
12. Active Learning
13. Educational Technology
14. Individualized Instruction
15. Career and Technical Education (CTE)

The 15 Effective Strategies are defined as following:

1. Systemic Renewal—Systemic renewal calls for a continuing process of evaluating goals and objectives related to school policies, practices, programs, and organizational structures as they impact a diverse group of learners.
2. School-Community Collaboration— When all groups in a community provide collective support to the school, a strong infrastructure of partnerships sustains a caring environment where youth can thrive and achieve.
3. Safe Learning Environments—A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students in all classrooms.
4. Family Engagement—Research consistently finds that family engagement has a direct, positive effect on children’s achievement and is one of the most accurate predictors of a student’s success in school.
5. Early Childhood Education—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. Also, the most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of their school experience through the primary grades.

6. Early Literacy Development—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects.
7. Mentoring/Tutoring—Mentoring is a one-to one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.
8. Service-Learning—Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
9. Alternative Schooling—Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student’s individual social needs, workforce skills, and academic requirements for a high school diploma.
10. After-School Opportunities—Many schools provide after-school and summer enhancement programs that eliminate information loss and inspire interest in a variety of areas. Such experiences are especially important for students at risk of school failure because they fill the afternoon “gap time” with constructive and engaging activities.
11. Professional Development—Teachers and counselors who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.
12. Active Learning—Differentiated learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.
13. Educational Technology—Technology offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students’ learning styles. Online learning and credit recovery options are key approaches to use.
14. Individualized Instruction—Each student has unique interests and past learning experiences. An individualized instructional plan for each student allows for flexibility in teaching methods and motivational strategies to consider these individual differences.
15. Career and Technical Education (CTE)— A quality CTE program and a related career guidance program are essential for all students. School-to-work programs recognize that

youth need specific skills to prepare them for the increased demands of today's workplace.

## Strategies and Current SMSD Initiatives

In its effort to meet its dropout prevention goals, as well as accomplish its Mission, Vision, and Values, the Senatobia Municipal School District has implemented and continues to implement initiatives that address the 15 Effective Strategies.

STRATEGY	SMSD INIATIVE
Active Learning	Credit Recovery (Edgenuity)
Active Learning	Reading Fair
Active Learning	Science Fair
Active Learning	Spelling Bee
After-School Opportunities	Club and Sports Activities
Alternative Schooling	Certified Teachers Who Are Full-Time
Alternative Schooling	Part-time Counselor at OLC
Career and Technical Education (CTE)	NWCC
Career and Technical Education (CTE)	Military Recruiters
Career and Technical Education (CTE)	Senatobia-Tate Vocational Center
Early Childhood Education	Child Find
Early Childhood Education	Collaboration with Headstart Program and Day Cares
Early Childhood Education	Headstart Teachers and Students Visit SES
Early Childhood Education	Kindergarten Roundup
Early Childhood Education	Pre-School Program
Early Childhood Education	Speech Services for Headstart and Daycare Programs
Early Literacy Development	Dyslexia Screening
Early Literacy Development	Excel By 5
Early Literacy Development	LETRS Training for Teachers
Early Literacy Development	MKAS2 (Pre & Post Tests for K students)
Educational Technology	Accelerated Reading
Educational Technology	CASE 21
Educational Technology	Computer Labs
Educational Technology	Instructional Technology Specialist (Works with Teachers and Students)
Educational Technology	Technology in Classrooms (iPads, Laptops, Chromebook Carts, Projectors, Apple TV), etc.)
Family Engagement	Active Parent
Family Engagement	AIMs Call-out System
Family Engagement	Book Fairs
Family Engagement	Booster Clubs
Family Engagement	District Website
Family Engagement	EL Parent Meeting
Family Engagement	Grandparents Day At SES
Family Engagement	IEP Meetings

<b>STRATEGY</b>	<b>SMSD INIATIVE</b>
Family Engagement	Lunch Visits
Family Engagement	Meet the Teacher and Open House
Family Engagement	PTA
Family Engagement	School Board Recognition of Parents, Students, and Staff
Family Engagement	School Status
Family Engagement	Social Media Posts
Family Engagement	Student Performances, Awards Days & Nights, Fall Festival
Family Engagement	6 <sup>th</sup> Grade Orientation
Individualized Instruction	ACT Prep Class
Individualized Instruction	Extended School Year (IEP Students)
Individualized Instruction	IDEA, Intellectually Gifted, MTSS, Interventions, EL, Section 504
Individualized Instruction	Individual Learning Path Program (Moby, iReady, etc.)
Individualized Instruction	Individual Reading Plans
Individualized Instruction	STAR Reading and Math
Mentoring/Tutoring	Behavior Specialists for SPED & Gen Ed Students
Mentoring/Tutoring	EL Teacher
Mentoring/Tutoring	Interventionists
Mentoring/Tutoring	New Teacher Mentoring Program
Professional Development	CORE & Bailey Group
Professional Development	Data Analysis of Student Score/Work
Professional Development	New Teacher Orientation
Professional Development	Out of District Workshops/Conference
Professional Development	Professional Development for certified and non-certified personnel
Professional Development	Suicide Prevention Training for All Staff
Professional Development	PLC's
Professional Development	Peer Observation
Professional Development	Crisis Management and Crisis Prevention Training
Safe Learning Environments	Active Shooter Simulation
Safe Learning Environments	Bullying Policy
Safe Learning Environments	Camera Monitoring and Recording System
Safe Learning Environments	CRASE (Civilian Response to Active Shooter Event) Training for All Staff
Safe Learning Environments	DARE Officers Provides Drug Education for 5 <sup>th</sup> Grade Students
Safe Learning Environments	Electronic Entry on All Main Entry Doors
Safe Learning Environments	Fire Drills, Severe Weather Drills, Earthquake Drill, Shelter in Place Drills
Safe Learning Environments	Parents Required to Show Picture ID to Check Students Out of School

<b>STRATEGY</b>	<b>SMSD INIATIVE</b>
Safe Learning Environments	Registered Nurse on Each Campus
Safe Learning Environments	Safety Coordinator
Safe Learning Environments	SRO on Each Campus
Safe Learning Environments	Video Camera Systems on School Buses
Safe Learning Environments	Visitor Registration
Safe Learning Environments	Crisis Management and Crisis Prevention Training
School-Community Collaboration	ABE/GED at NWCC
School-Community Collaboration	Collaboration with Communicare
School-Community Collaboration	College Fairs & Career Days
School-Community Collaboration	Dual Enrollment with NWCC
School-Community Collaboration	Recognition of First Responders at Football Game
School-Community Collaboration	Parent Needs Assessment
School-Community Collaboration	Social Media Posts
Service-Learning	St. Jude Fundraiser
Service-Learning	Blood Drive for Lifeblood
Service-Learning	Can Tabs for Ronald McDonald House
Service-Learning	Clothes Closets
Service-Learning	Food Drive for Hope Ministries
Service-Learning	“Go, Jim Go” Fundraiser for LeBonheur Children’s Hospital
Service-Learning	High School Students Reading to Elementary Students
Service-Learning	Rotary Clean-up Day
Systemic Renewal	AdvancEd Accreditation
Systemic Renewal	Attendance Incentives
Systemic Renewal	Credit Recovery (Edgenuity)
Systemic Renewal	Learning Strategies Classes
Systemic Renewal	MTSS
Systemic Renewal	Personnel Evaluations
Systemic Renewal	Review of Attendance and Discipline Data
Systemic Renewal	Title I Plans



## **PROPOSED INITIATIVES**

The SMSD will investigate the possibility of implementing the following initiatives:

1. Schedule quarterly meetings of dropout prevention team
2. Parenting workshops/training
3. Credit Recovery for middle school students who are 2 or more years behind and/or Credit Recovery at all schools
4. Boys & Girls Club (after-school program)
5. Collaboration with Bridging the Gap (community group) to implement a special program for students who have been expelled from school
6. Parenting class for teen parents
7. Structured mentoring program
8. Early Warning System (to further identify students who are at risk of being a dropout)

## OTHER SMSD DATA

SMSD Math Performance Data SY 2017-2018					
Group	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>	5.7%	19.3%	32.1%	33.8%	9.2%
<b>Female</b>	0-10%	11-20%	31-40%	31-40%	0-10%
<b>Male</b>	7.3%	21.0%	31.8%	31.0%	8.9%
<b>Black or African American</b>	0-10%	21-30%	31-40%	21-30%	0-10%
<b>White</b>	0-10%	11-20%	21-30%	41-50%	11-20%
<b>Alaskan Native or Native American</b>	0-10%	91-100%	0-10%	0-10%	0-10%
<b>Asian</b>	0-10%	0-10%	0-10%	31-40%	61-70%
<b>Hispanic or Latino</b>	0-10%	0-10%	21-30%	51-60%	0-10%
<b>Two or More Races</b>	11-20%	31-40%	11-20%	31-40%	11-20%
<b>Economically Disadvantaged</b>	6.5%	25.0%	35.5%	26.8%	6.2%
<b>Non-Economically Disadvantaged</b>	0-10%	0-10%	21-30%	41-50%	11-20%
<b>Students with Disabilities</b>	21-30%	31-40%	21-30%	0-10%	0-10%
<b>Students without Disabilities</b>	0-10%	11-20%	31-40%	31-40%	0-10%
<b>English Learners</b>	11-20%	0-10%	21-30%	41-50%	11-20%
<b>Non-English Learners</b>	5.5%	19.6%	32.2%	33.6%	9.2%

Math Performance Data SY 2018-2019					
Group	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>	0-10%	11-20%	21-30%	31-40%	11-20%
<b>Female</b>	0-10%	11-20%	31-40%	31-40%	11-20%
<b>Male</b>	5.1%	19.1%	25.9%	34.4%	15.5%
<b>Black or African American</b>	6.3%	21.6%	34.4%	29.5%	8.2%
<b>White</b>	0-10%	0-10%	21-30%	41-50%	21-30%
<b>Alaskan Native or Native American</b>	0.0%	0.0%	91-100%	0.0%	0.0%
<b>Asian</b>	0.0%	0.0%	0.0%	41-50%	41-50%
<b>Hispanic or Latino</b>	0-10%	11-20%	0-10%	51-60%	11-20%
<b>Two or More Races</b>	11-20%	31-40%	0.0%	31-40%	11-20%
<b>Economically Disadvantaged</b>	5.7%	18.3%	33.7%	32.4%	9.9%
<b>Non-Economically Disadvantaged</b>	0-10%	11-20%	21-30%	41-50%	21-30%
<b>Homeless</b>	31-40%	31-40%	0.0%	31-40%	0.0%
<b>Foster Care</b>	0.0%	0.0%	0.0%	91-100%	0.0%
<b>Students with Disabilities</b>	11-20%	31-40%	31-40%	11-20%	0-10%
<b>Students without Disabilities</b>	0-10%	11-20%	21-30%	31-40%	11-20%
<b>English Learners</b>	7.7%	15.4%	15.4%	61.5%	0.0%
<b>Non English Learners</b>	0-10%	11-20%	21-30%	31-40%	11-20%

<b>SMSD English Performance Data SY 2017-2018</b>					
Group	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>	7.7%	22.0%	37.5%	26.4%	6.4%
<b>Female</b>	5.3%	19.4%	38.7%	30.6%	6.0%
<b>Male</b>	10.0%	24.6%	36.3%	22.3%	6.8%
<b>Black or African American</b>	11-20%	21-30%	41-50%	11-20%	0-10%
<b>White</b>	0-10%	11-20%	31-40%	41-50%	11-20%
<b>Alaskan Native or Native American</b>	0-10%	0-10%	91-100%	0-10%	0-10%
<b>Asian</b>	31-40%	0-10%	0-10%	31-40%	31-40%
<b>Hispanic or Latino</b>	6.9%	17.2%	34.5%	31.0%	10.3%
<b>Two or More Races</b>	31-40%	11-20%	11-20%	11-20%	0-10%
<b>Economically Disadvantaged</b>	0-10%	21-30%	31-40%	11-20%	0-10%
<b>Non-Economically Disadvantaged</b>	5.1%	9.3%	35.5%	37.8%	12.4%
<b>Students with Disabilities</b>	21-30%	31-40%	21-30%	0-10%	0-10%
<b>Students without Disabilities</b>	0-10%	11-20%	31-40%	21-30%	0-10%
<b>English Learners</b>	11-20%	21-30%	31-40%	21-30%	0-10%
<b>Non-English Learners</b>	7.6%	22.0%	37.5%	26.4%	6.5%

<b>English Performance Data SY 2018-2019</b>					
Group	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>	6.6%	21.4%	35.3%	28.2%	8.5%
<b>Female</b>	5.9%	16.4%	38.7%	30.4%	8.6%
<b>Male</b>	7.4%	26.3%	31.9%	26.0%	8.5%
<b>Black or African American</b>	0-10%	21-30%	31-40%	11-20%	0-10%
<b>White</b>	0-10%	11-20%	21-30%	41-50%	11-20%
<b>Alaskan Native or Native American</b>	0.0%	0.0%	91-100%	0.0%	0.0%
<b>Asian</b>	41-50%	0.0%	0.0%	0.0%	41-50%
<b>Hispanic or Latino</b>	8.7%	13.0%	30.4%	26.1%	21.7%
<b>Two or More Races</b>	31-40%	0.0%	31-40%	11-20%	0.0%
<b>Economically Disadvantaged</b>	0-10%	21-30%	31-40%	21-30%	0-10%
<b>Non-Economically Disadvantaged</b>	0-10%	11-20%	21-30%	31-40%	11-20%
<b>Homeless</b>	41-50%	0.0%	41-50%	0.0%	0.0%
<b>Foster Care</b>	0.0%	0.0%	0.0%	91-100%	0.0%
<b>Students with Disabilities</b>	21-30%	31-40%	21-30%	0-10%	0-10%
<b>Students without Disabilities</b>	0-10%	11-20%	31-40%	31-40%	0-10%
<b>English Learners</b>	15.4%	15.4%	38.5%	30.8%	0.0%
<b>Non English Learners</b>	6.5%	21.5%	35.2%	28.1%	8.6%

### SMSD Science Performance Data SY 2017-2018

Group	Level 1	Level 2	Level 3	Level 4
<b>All</b>	8.9%	22.3%	47.5%	21.4%
<b>Female</b>	6.4%	24.0%	51.5%	18.1%
<b>Male</b>	11.0%	20.8%	44.1%	24.2%
<b>Black or African American</b>	14.1%	30.0%	48.5%	7.5%
<b>White</b>	0-10%	11-20%	41-50%	31-40%
<b>Asian</b>	0-10%	0-10%	0-10%	91-100%
<b>Hispanic or Latino</b>	18.2%	18.2%	36.4%	27.3%
<b>Two or More Races</b>	0-10%	41-50%	41-50%	0-10%
<b>Economically Disadvantaged</b>	12.7%	28.5%	45.0%	13.9%
<b>Non-Economically Disadvantaged</b>	0-10%	11-20%	51-60%	31-40%
<b>Students with Disabilities</b>	28.8%	42.4%	23.7%	5.1%
<b>Students without Disabilities</b>	5.8%	19.2%	51.2%	23.9%
<b>English Learners</b>	21-30%	41-50%	0-10%	21-30%
<b>Non-English Learners</b>	8.7%	22.0%	47.9%	21.3%

### Science Performance Data SY 2018-2019

Group	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>	9.4%	11.9%	24.8%	37.2%	16.7%
<b>Female</b>	9.7%	11.4%	26.5%	37.8%	14.6%
<b>Male</b>	9.1%	12.4%	23.1%	36.6%	18.8%
<b>Black or African American</b>	15.4%	19.3%	27.7%	30.7%	6.9%
<b>White</b>	0-10%	0-10%	11-20%	41-50%	21-30%
<b>Asian</b>	41-50%	0.0%	0.0%	0.0%	41-50%
<b>Hispanic or Latino</b>	0.0%	13.3%	33.3%	20.0%	33.3%
<b>Two or More Races</b>	41-50%	0.0%	41-50%	0.0%	0.0%
<b>Economically Disadvantaged</b>	12.1%	15.0%	27.9%	33.8%	11.3%
<b>Non-Economically Disadvantaged</b>	0-10%	0-10%	11-20%	41-50%	21-30%
<b>Students with Disabilities</b>	29.0%	21.7%	30.4%	13.0%	5.8%
<b>Students without Disabilities</b>	0-10%	0-10%	21-30%	41-50%	11-20%
<b>English Learners</b>	11-20%	11-20%	41-50%	11-20%	11-20%
<b>Non English Learners</b>	9.4%	11.9%	24.2%	37.7%	16.8%

<b>Discipline SY 2017-2018</b>					
	<b>In-School Suspension</b>	<b>Out-of-School Suspension</b>	<b>Expulsions</b>	<b>School-Based Arrests *</b>	<b>Referred to Law Enforcement *</b>
<b>District</b>	23.9%	13.5%	<5%	<5%	<5%
<b>Female</b>	15.8%	9.8%		<5%	<5%
<b>Male</b>	31.7%	17.0%	<5%	<5%	<5%
<b>Black or African American</b>	35.2%	20.3%	<5%	<5%	<5%
<b>White</b>	10.2%	<5%	<5%	<5%	<5%
<b>Alaskan Native or Native American</b>				<5%	<5%
<b>Asian</b>				<5%	<5%
<b>Hispanic or Latino</b>	10.9%	10.9%		<5%	<5%
<b>Two or More Races</b>	38.9%	33.3%		<5%	<5%
<b>Students with Disabilities</b>	32.5%	21.1%	<5%	<5%	<5%
<b>Students without Disabilities</b>	22.4%	12.1%	<5%	<5%	<5%
<b>English Learners</b>	11.1%	16.7%		<5%	<5%
<b>Non-English Learners</b>	24.0%	13.4%	<5%	<5%	<5%

<b>Discipline SY 2018-2019</b>					
	<b>In-School Suspension</b>	<b>Out-of-School Suspension</b>	<b>Expulsions</b>	<b>School-Based Arrests *</b>	<b>Referred to Law Enforcement *</b>
<b>District</b>	22.9%	12.1%	<5%	<5%	<5%
<b>Female</b>	15.5%	9.3%		<5%	<5%
<b>Male</b>	30.0%	14.9%		<5%	<5%
<b>Black or African American</b>	33.5%	19.0%		<5%	<5%
<b>White</b>	9.7%	<5%		<5%	<5%
<b>Alaskan Native or Native American</b>				<5%	<5%
<b>Asian</b>				<5%	<5%
<b>Hispanic or Latino</b>	18.9%	<5%		<5%	<5%
<b>Two or More Races</b>	35.7%	14.3%		<5%	<5%
<b>Students with Disabilities</b>	32.6%	18.9%		<5%	<5%
<b>Students without Disabilities</b>	21.0%	10.9%		<5%	<5%
<b>English Learners</b>	10.5%	10.5%		<5%	<5%
<b>Non-English Learners</b>	23.0%	12.2%		<5%	<5%

### Advanced Course Participation Data SY 2017-2018

Group	District	State
All	29.5%	39.7%
Female	36.6%	42.6%
Male	20.9%	36.9%
Black or African American	16.9%	31.3%
White	50.5%	48.6%
Hispanic or Latino	<5%	34.2%
Two or More Races	<5%	36.0%
Students with Disabilities	10.7%	15.4%
Students without Disabilities	31.9%	42.4%
Non-English Learners	29.5%	39.9%

### Advanced Course Participation Data SY 2018-2019

Group	District	State
All	36.4%	48.2%
Female	42.8%	52.8%
Male	29.5%	43.6%
Black or African American	17.0%	38.6%
White	60.5%	58.3%
Hispanic or Latino	<5%	42.7%
Two or More Races	<5%	40.5%
Students with Disabilities	12.0%	15.7%
Students without Disabilities	39.7%	51.8%
Non-English Learners	36.4%	48.5%

### Post-Secondary Enrollment Data SY 2017-2018

Group	District	State
<b>All</b>	68.8%	67.1%
<b>Black or African American</b>	74.3%	67.0%
<b>White</b>	67.5%	68.8%
<b>Alaskan Native or Native American</b>	<5%	63.2%
<b>Asian</b>	<5%	60.3%
<b>Hispanic or Latino</b>	<5%	43.4%
<b>Economically Disadvantaged</b>	<5%	67.7%
<b>Students with Disabilities</b>	<5%	50.3%
<b>English Learners</b>	<5%	37.0%

### Post-Secondary Enrollment Data SY 2018-2019

Group	District	State
<b>All</b>	70.2%	66.2%
<b>Black or African American</b>	68.3%	67.1%
<b>White</b>	70.4%	67.1%
<b>Alaskan Native or Native American</b>	<5%	60.4%
<b>Asian</b>	<5%	57.9%
<b>Hispanic or Latino</b>	<5%	44.8%
<b>Economically Disadvantaged</b>	<5%	66.1%
<b>Students with Disabilities</b>	<5%	49.4%
<b>English Learners</b>	<5%	35.1%