



School for the Deaf

School Report Card 2019-2020
2400 West Markham | Little Rock, AR 72205
501-324-4000

Principal
Superintendent

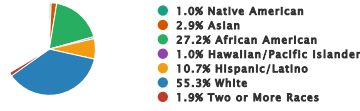
Rayburn Boland
Janet Dickinson

School Characteristics

Enrollment	103
Avg. Class Size	4
Avg. years teaching Experience	3
Per pupil spending	---
• District avg.	
• State avg.	\$10,109
School Letter Grade	N/A
Overall Score	N/A

Student Demographics

Race/Ethnicity Statistics



Other Demographics

English Learners	N/D
Low-income	79 %
Students eligible to receive special education	100 %

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

The Purpose of the Report Card

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

Overview of the State's accountability system under Title I

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

Reporting the N-Size and Subgroup Membership

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

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

How does the state differentiate to support public schools?

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

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

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

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

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

Arkansas Identified schools can exit from comprehensive support and improvement.

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

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

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



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

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

Number ELs Tested	Number ELs Proficient	Percent ELs Proficient
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Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Kindergarten												
All Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 1												
All Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 2												
All Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 3												
All Students	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 4												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 5												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 6												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 7												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 8												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 9												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV



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MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 10												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	78.57	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	75.00	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	78.57	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	78.57	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 11												
All Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV



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MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 12												
All Students	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
African-American	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Hispanic	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Caucasian	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Students with Disabilities	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Students without Disabilities	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Homeless	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Children in Foster Care	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Gifted and Talented	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Female Students	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Male Students	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Migrant	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
All Grades												
All Students	CV	CV	CV	CV	N<10	N<10	N<10	N<10	80.00	N<10	N<10	CV
African-American	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Hispanic	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Caucasian	CV	CV	CV	CV	N<10	N<10	N<10	N<10	72.73	N<10	N<10	CV
Economically Disadvantaged	CV	CV	CV	CV	N<10	N<10	N<10	N<10	78.95	N<10	N<10	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Students with Disabilities	CV	CV	CV	CV	N<10	N<10	N<10	N<10	80.00	N<10	N<10	CV
Students without Disabilities	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Current English Learners (EL)	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N<10	N<10	N<10	N<10	80.00	N<10	N<10	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Homeless	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Children in Foster Care	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Gifted and Talented	CV	CV	CV	CV	---	---	---	---	---	---	---	CV
Female Students	CV	CV	CV	CV	N<10	N<10	N<10	N<10	78.57	N<10	N<10	CV
Male Students	CV	CV	CV	CV	N<10	N<10	N<10	N<10	81.82	N<10	N<10	CV
Migrant	CV	CV	CV	CV	---	---	---	---	---	---	---	CV



MODULE: Graduation Rates

	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students	N<10	N<10	88.8 %
Four-Year Graduation Rate African-American	N<10	N<10	84.5 %
Four-Year Graduation Rate Asian	N<10	N<10	93.6 %
Four-Year Graduation Rate Caucasian	N<10	N<10	90.9 %
Four-Year Graduation Rate Hawaiian/Pacific Islander	N<10	N<10	70.5 %
Four-Year Graduation Rate Hispanic	N<10	N<10	86.8 %
Four-Year Graduation Rate Native American	N<10	N<10	88.7 %
Four-Year Graduation Rate Two or More Races	N<10	N<10	85.8 %
Four-Year Graduation Rate Economically Disadvantaged	N<10	N<10	86.3 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	N<10	N<10	84.1 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	N<10	N<10	84.5 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Four-Year Graduation Rate Homeless	N<10	N<10	77.6 %
Four-Year Graduation Rate Children in Foster Care	N<10	N<10	64.6 %
Four-Year Graduation Rate Children with Parent that is Military Connected	N<10	N<10	94.9 %
Four-Year Graduation Rate Gifted and Talented	N<10	N<10	97.9 %
Four-Year Graduation Rate Female Students	66.7 %	66.7 %	91.3 %
Four-Year Graduation Rate Male Students	66.7 %	66.7 %	86.4 %
Four-Year Graduation Rate Migrant	N<10	N<10	81.1 %

	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students	79.2 %	79.2 %	89.0 %
Five-Year Graduation Rate African-American	N<10	N<10	85.1 %
Five-Year Graduation Rate Asian	N<10	N<10	95.5 %
Five-Year Graduation Rate Caucasian	85.7 %	85.7 %	90.8 %
Five-Year Graduation Rate Hawaiian/Pacific Islander	N<10	N<10	79.2 %
Five-Year Graduation Rate Hispanic	N<10	N<10	86.8 %
Five-Year Graduation Rate Native American	N<10	N<10	82.7 %
Five-Year Graduation Rate Two or More Races	N<10	N<10	88.2 %
Five-Year Graduation Rate Economically Disadvantaged	84.2 %	84.2 %	86.4 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	85.7 %	85.7 %	85.2 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	N<10	N<10	85.2 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Five-Year Graduation Rate Homeless	N<10	N<10	77.9 %
Five-Year Graduation Rate Children in Foster Care	N<10	N<10	68.5 %
Five-Year Graduation Rate Children with Parent that is Military Connected	N<10	N<10	96.2 %
Five-Year Graduation Rate Gifted and Talented	N<10	N<10	97.6 %
Five-Year Graduation Rate Female Students	77.8 %	77.8 %	91.2 %
Five-Year Graduation Rate Male Students	80.0 %	80.0 %	86.9 %
Five-Year Graduation Rate Migrant	N<10	N<10	83.7 %



Ark. School for the Deaf - 6092000

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MODULE: College Readiness

	School	District	State
American College Test (ACT)			
Participation in Grade 11 Statewide ACT Administration		2	28,617
District Provided Remediation for Students Taking ACT		Y	237
Number of Students Taking ACT in Grades 9-11	2	2	34,978
Number of Graduates that have taken ACT in High School	6	6	29,972
ACT Reading Average	10.33	10.33	20.01
ACT English Average	10.50	10.50	18.96
ACT Math Average	13.67	13.67	18.56
ACT Science Average	12.50	12.50	19.57
ACT Composite Average	11.83	11.83	19.42
The School Performance website at the following link has comparison of state and national ACT scores: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card)			
SAT® by College Board			
Number of Students Taking SAT College Admission Test			916
SAT Critical Reading Mean			592
SAT Math Mean			573
SAT Writing Mean			
Advanced Placement Courses (AP)			
Number of Students Taking Advanced Placement (AP) Courses			28,690
Number of AP Exams Taken			37,118
Number of AP Exams Scored 3, 4, or 5			16,885
International Baccalaureate Courses			
Number of Students Taking International Baccalaureate Courses	---	---	404
College Going Rates			
All Students	16.7 %	16.7 %	44.3 %
African-American	0.0 %	0.0 %	38.9 %
Hispanic	0.0 %	0.0 %	35.7 %
Caucasian	50.0 %	50.0 %	48.0 %
Economically Disadvantaged	20.0 %	20.0 %	36.9 %
Students with Disabilities	16.7 %	16.7 %	20.2 %
Current English Learners (EL)	0.0 %	0.0 %	22.6 %
Homeless	0.0 %	0.0 %	26.5 %
Children in Foster Care	0.0 %	0.0 %	29.8 %
Children with Parent that is Military Connected	0.0 %	0.0 %	51.9 %
Gifted and Talented	0.0 %	0.0 %	67.1 %
College Credit Accumulation Rates			
All Students	33.3 %	33.3 %	53.9 %
African-American	0.0 %	0.0 %	37.8 %
Hispanic	0.0 %	0.0 %	48.1 %
Caucasian	50.0 %	50.0 %	58.7 %
Economically Disadvantaged	0.0 %	0.0 %	43.8 %
Students with Disabilities	33.3 %	33.3 %	31.9 %
Current English Learners (EL)	0.0 %	0.0 %	33.3 %
Homeless	0.0 %	0.0 %	33.7 %
Children in Foster Care	0.0 %	0.0 %	41.4 %
Children with Parent that is Military Connected	0.0 %	0.0 %	53.5 %
Gifted and Talented	0.0 %	0.0 %	73.2 %

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



MODULE: School Performance

	School	District	State
School Performance Rating			
Overall ESSA Index Score	CV	N/A	N/A
The following link has more information about school rating: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card)			
Count of Schools with Rating = A		CV	CV
Count of Schools with Rating = B		CV	CV
Count of Schools with Rating = C		CV	CV
Count of Schools with Rating = D		CV	CV
Count of Schools with Rating = F		CV	CV
CV is shown instead of a value because Arkansas did not have a statewide summative assessment in school year 2019-2020 due to the COVID-19 outbreak.			
District Provides Textbooks or Digital Resources for all Pupils			
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %
Annual Accreditation Status			
Accredited	Y	1	1,045
Accredited Cited	N	0	1
Accredited Probationary	N	0	0
Attendance Rate			
Attendance Rate All Students	98.07 %	98.07 %	94.03 %
Attendance Rate African American	98.59 %	98.59 %	93.57 %
Attendance Rate Hispanic	98.37 %	98.37 %	94.33 %
Attendance Rate Caucasian	97.74 %	97.74 %	93.76 %
Attendance Rate Economically Disadvantaged	97.89 %	97.89 %	93.73 %
Attendance Rate Non-Economically Disadvantaged	98.51 %	98.51 %	93.72 %
Attendance Rate Students with Disabilities	97.99 %	97.99 %	93.8 %
Attendance Rate Students without Disabilities	100 %	100 %	94.06 %
Attendance Rate English Learners (EL)	%	%	94.42 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	%	%	94.84 %
Attendance Rate Former EL (Monitored 1-4 years)	%	%	95.78 %
Attendance Rate Homeless	%	%	89.74 %
Attendance Rate Children in Foster Care	%	%	92.7 %
Attendance Rate Children with Parent on Active Military Duty	%	%	95.18 %
Attendance Rate Gifted and Talented	%	%	95.94 %
Attendance Rate Female Students	97.16 %	97.16 %	93.99 %
Attendance Rate Male Students	98.95 %	98.95 %	94.05 %
Attendance Rate Migrant	%	%	91.49 %
Dropout Rate			
Dropout Rate	0.00 %	0.00 %	1.31 %
College Remediation Rate			
College Remediation Rate	100.0 %	100.0 %	67.1 %
Enrollment			
October 1 Enrollment	103	103	479,432



MODULE: School Environment

	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	100 %
Expulsions			617
Weapons Incidents			660
Staff Assaults			687
Student Assaults			3,112
Referrals to Law Enforcement			55
School-related Arrests			9

Civil Rights Data Collection (CRDC) 2016-2017

	Chronic Absences	In-School Suspensions	Out-of-School Suspensions	Expulsions	Incidents of Violence	Referrals to Law Enforcement	School-Related Arrests
All Students	---	---	---	---	---	---	---
African-American	---	---	---	---	---	---	---
Hispanic	---	---	---	---	---	---	---
Caucasian	---	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---	---
Students with Disabilities	---	---	---	---	---	---	---
English Learner	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Female	---	---	---	---	---	---	---

Civil Rights Data Collection (CRDC) 2016-2017

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	---	---	---	---	---	---
African-American	---	---	---	---	---	---
Hispanic	---	---	---	---	---	---
Caucasian	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	---	---	---	---	---	---
English Learner	---	---	---	---	---	---
Male	---	---	---	---	---	---
Female	---	---	---	---	---	---

Link for Civil Rights Data Collection: <https://ocrdata.ed.gov/> (<https://ocrdata.ed.gov/>)

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



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: Retention

	School	District	State
Number of Students Retained at Grade 1	0	0	597
Percent of Students Retained at Grade 1	0.00 %	0.00 %	1.63 %
Number of Students Retained at Grade 2	0	0	239
Percent of Students Retained at Grade 2	0.00 %	0.00 %	0.66 %
Number of Students Retained at Grade 3	0	0	88
Percent of Students Retained at Grade 3	0.00 %	0.00 %	0.24 %
Number of Students Retained at Grade 4	0	0	35
Percent of Students Retained at Grade 4	0.00 %	0.00 %	0.10 %
Number of Students Retained at Grade 5	0	0	34
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.09 %
Number of Students Retained at Grade 6	0	0	59
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.15 %
Number of Students Retained at Grade 7	0	0	87
Percent of Students Retained at Grade 7	0.00 %	0.00 %	0.22 %
Number of Students Retained at Grade 8	0	0	110
Percent of Students Retained at Grade 8	0.00 %	0.00 %	0.30 %



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: Teacher Quality

	School	District	State
Percentage of Teachers Certified (Licensed)	82.9 %	82.9 %	93.1 %
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded	26.0 %	26.0 %	51.0 %
Percentage of Teachers having Master's Degree as Highest Degree Awarded	21.0 %	21.0 %	44.0 %
Percentage of Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %
	School	District	State
All Economic Levels (All Quartiles All Schools)			
Number of Teachers (Certified Teachers)	30	30	43,029
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	0	0	5,362
Number of Teachers Effective or Above under Teacher Excellence and Support System	0	0	5,156
Number Certified by National Board for Professional Teaching Standards	2	2	2,179
Number of Teachers Teaching with Provisional License	0	0	532
Percentage of Teachers Teaching with Provisional License	0.0 %	0.0 %	1.2 %
Number of Teachers Teaching with Emergency Teaching Permit	12	12	740
Percentage of Teachers Teaching with Emergency Teaching Permit	40.0 %	40.0 %	1.7 %
Number of Teachers Teaching with Emergency or Provisional Credentials	12	12	1,272
Percentage of Teachers Teaching with Emergency or Provisional Credentials	40.0 %	40.0 %	1.7 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	0	0	1,482
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	0.0 %	0.0 %	3.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	5	8	2,063
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	16.7 %	26.7 %	4.8 %
Number of Inexperienced Teachers	24	24	13,902
Percentage of Teachers who are Inexperienced	80.0 %	80.0 %	32.3 %
Number of Teachers, Principals, and Assistant Principals	37	40	45,458
Number of Inexperienced Teachers, Principals, and Assistant Principals	24	24	14,024
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	64.9 %	60.0 %	30.9 %
*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
	School	District	State
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)			
Number of Teachers (Certified Teachers)	---	---	9,862
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	---	879
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	---	825
Number Certified by National Board for Professional Teaching Standards	---	---	373
Number of Teachers Teaching with Provisional License	---	---	181
Percentage of Teachers Teaching with Provisional License	---	---	1.8 %
Number of Teachers Teaching with Emergency Teaching Permit	---	---	259
Percentage of Teachers Teaching with Emergency Teaching Permit	---	---	2.6 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	---	440
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	---	4.5 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	---	675
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	---	6.8 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	499
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	5.1 %
Number of Inexperienced Teachers	---	---	3,861
Percentage of Teachers who are Inexperienced	---	---	39.2 %
Number of Teachers, Principals, and Assistant Principals	---	---	10,436
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	3,892
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	37.3 %
*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
	School	District	State
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)			
Number of Teachers (Certified Teachers)	---	---	12,546
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	---	1,583
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	---	1,514
Number Certified by National Board for Professional Teaching Standards	---	---	831
Number of Teachers Teaching with Provisional License	---	---	109
Percentage of Teachers Teaching with Provisional License	---	---	0.9 %
Number of Teachers Teaching with Emergency Teaching Permit	---	---	94



Percentage of Teachers Teaching with Emergency Teaching Permit	---	---	0.7 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	---	203
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	---	1.6 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	---	301
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	---	2.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	493
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	3.9 %
Number of Inexperienced Teachers	---	---	3,570
Percentage of Teachers who are Inexperienced	---	---	28.5 %
Number of Teachers, Principals, and Assistant Principals	---	---	13,210
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	3,597
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	27.2 %

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

District

School Board Training

School Board Member	Hours of Training
Samuel Atcherson	10.00
Roy Depriest	0.00
Priya Gupta	0.00
John Mcallister	0.00
Faith McLaughlin	7.25
Holly Mott	0.00
Susan Pack	8.50



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: School Expenditures

	School	District	State
State and Local Expenditures			
State and Local Personnel Expenditures	\$0		\$3,057,685,304
State and Local Non-Personnel Expenditures	\$0		\$973,723,400
State and Local Grand Total Expenditures	\$0		\$4,031,408,703
State and Local Personnel Per-pupil Expenditures	\$0		\$6,419
State and Local Non-Personnel Per-pupil Expenditures	\$0		\$2,044
State and Local Per-pupil Expenditures	\$0		\$8,463
Federal Expenditures			
Federal Personnel Expenditures	\$0		\$630,872,733
Federal Non-Personnel Expenditures	\$0		\$152,961,414
Federal Grand Total Expenditures	\$0		\$783,834,148
Federal Personnel Per-pupil Expenditures	\$0		\$1,324
Federal Non-Personnel Per-pupil Expenditures	\$0		\$321
Federal Per-pupil Expenditures	\$0		\$1,646
Total Expenditures			
Total Personnel Expenditures	\$0		\$3,688,558,037
Total Non-Personnel Expenditures	\$0		\$1,126,684,814
Total Grand Total Expenditures	\$0		\$4,815,242,851
Total Personnel Per-pupil Expenditures	\$0		\$7,744
Total Non-Personnel Per-pupil Expenditures	\$0		\$2,365
Total Per-pupil Expenditures	\$0		\$10,109

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

	School	District	State
Mills Voted			38.8
Average Teacher Salary			\$51,336
Extracurricular Expenditures			\$201,696,124
Capital Expenditures			\$728,645,955
Debt Service Expenditures			\$312,921,645
Free and Reduced Meals			
Percent of Students Eligible for Free and Reduced Meals	78.6 %	78.6 %	60.2 %
State Free and Reduced-Price Meal Rate††			61.0 %
National Free and Reduced-Price Meal Rate†			57.5 %

† Source: FNS National databank.
†† State Free and Reduced Meal Rate includes preschool and adult education students.



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: Alternately Tested

	ELA	Math	Science

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



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: Crosstab - Graduation Rates

Four Year Graduation Rates	
All	N<10
Students with Disabilities	N<10
Non-English Learner	N<10
Non-English Learner Students with Disabilities	N<10
Female	N<10
Female Students with Disabilities	N<10
Female Non-English Learner	N<10
Female Non-English Learner with Disabilities	N<10
Male	N<10
Male Students with Disabilities	N<10
Male Non-English Learner	N<10
Male Non-English Learner with Disabilities	N<10
African-American	N<10
African-American Students with Disabilities	N<10
African-American Non-English Learner	N<10
African-American Non-English Learner with Disabilities	N<10
African-American Female	N<10
African-American Female with Disabilities	N<10
African-American Female Non-English Learner	N<10
African-American Female Non-English Learner with Disabilities	N<10
African-American Male	N<10
African-American Male with Disabilities	N<10
African-American Male Non-English Learner	N<10
African-American Male Non-English Learner with Disabilities	N<10
Hispanic	N<10
Hispanic Students with Disabilities	N<10
Hispanic Non-English Learner	N<10
Hispanic Non-English Learner with Disabilities	N<10
Hispanic Female	N<10
Hispanic Female with Disabilities	N<10
Hispanic Female Non-English Learner	N<10
Hispanic Female Non-English Learner with Disabilities	N<10
Caucasian	N<10
Caucasian Students with Disabilities	N<10
Caucasian Non-English Learner	N<10
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Female	N<10
Caucasian Female with Disabilities	N<10
Caucasian Female Non-English Learner	N<10
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Male	N<10
Caucasian Male with Disabilities	N<10
Caucasian Male Non-English Learner	N<10
Caucasian Male Non-English Learner with Disabilities	N<10



Ark. School for the Deaf - 6092000

School for the Deaf - 6092004

MODULE: Crosstab - Graduation Rates

Five Year Graduation Rates	
All	79.17 %
Students with Disabilities	85.71 %
Students without Disabilities	N<10
Non-English Learner	79.17 %
Non-English Learner Students with Disabilities	85.71 %
Non-English Learner Students without Disabilities	N<10
Female	N<10
Female Students with Disabilities	N<10
Female Students without Disabilities	N<10
Female Non-English Learner	N<10
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	N<10
Male	80.00 %
Male Students with Disabilities	84.62 %
Male Students without Disabilities	N<10
Male Non-English Learner	80.00 %
Male Non-English Learner with Disabilities	84.62 %
Male Non-English Learner without Disabilities	N<10
African-American	N<10
African-American Students with Disabilities	N<10
African-American Students without Disabilities	N<10
African-American Non-English Learner	N<10
African-American Non-English Learner with Disabilities	N<10
African-American Non-English Learner without Disabilities	N<10
African-American Female	N<10
African-American Female with Disabilities	N<10
African-American Female Non-English Learner	N<10
African-American Female Non-English Learner with Disabilities	N<10
African-American Male	N<10
African-American Male with Disabilities	N<10
African-American Male without Disabilities	N<10
African-American Male Non-English Learner	N<10
African-American Male Non-English Learner with Disabilities	N<10
African-American Male Non-English Learner without Disabilities	N<10
Hispanic	N<10
Hispanic Students with Disabilities	N<10
Hispanic Non-English Learner	N<10
Hispanic Non-English Learner with Disabilities	N<10
Hispanic Female	N<10
Hispanic Female with Disabilities	N<10
Hispanic Female Non-English Learner	N<10
Hispanic Female Non-English Learner with Disabilities	N<10
Caucasian	85.71 %
Caucasian Students with Disabilities	84.62 %
Caucasian Students without Disabilities	N<10
Caucasian Non-English Learner	85.71 %
Caucasian Non-English Learner with Disabilities	84.62 %
Caucasian Non-English Learner without Disabilities	N<10
Caucasian Female	N<10
Caucasian Female with Disabilities	N<10
Caucasian Female Non-English Learner	N<10
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Male	80.00 %
Caucasian Male with Disabilities	N<10
Caucasian Male without Disabilities	N<10
Caucasian Male Non-English Learner	80.00 %
Caucasian Male Non-English Learner with Disabilities	N<10
Caucasian Male Non-English Learner without Disabilities	N<10

