ACT Aspire Summative, Assessed Apr 05, 2016 - May 05, 2016		JACKSON COUNTY Grade 6 District ID: 36		Subject Proficiency by School Pag How can decisions be informed based upon school and subject proficiency?						
	Highest Subjects				Lowest Subjects					
	ENGLISH	MATH	WRITING	SCIENCE	READING					
National	68%	43%	42%	38%	41%					
	District Performance	District Performance	District Performance	District Performance	District Performance					
JACKSON COUNTY	75% 314 83	55% 19 233 153	44% 35 179 163	40% 69 169 124	39% 126 163 139 119					
	District Performance	District Performance	District Performance	District Performance	District Performance					
BRIDGEPORT MIDDLE SCH	73% 29 9	2 23 13	36% 5 14 11	44% 14 17 11	32% 11 13 17 11					
	District Performance	District Performance	District Performance	District Performance	District Performance					
BRYANT SCH	88% 15 2	53% 0 9 8	35% 0 6 7	24% 4 4 8	53% 5953					
	District Performance	District Performance	District Performance	District Performance	District Performance					
DUTTON ELEM SCH	68% 19 8	61% 1 20 11	2 11 16	36% 6 12 11	36% 10 12 11 10					
	District Performance	District Performance	District Performance	District Performance	District Performance					
FLAT ROCK SCH	80% 12 3	47% 0 7 7	1 2 7	47% 5 7 4	40% 4 6 4 5					
	District Performance	District Performance	District Performance	District Performance	District Performance					
HOLLYWOOD ELEM SCH	88% 15 2	41% 0 7 8	18% 2 3 10	35% 4 6 7	47% 4 8 7 2					
	District Performance	District Performance	District Performance	District Performance	District Performance					
MACEDONIA SCH	77% 17 4	45% 1 10 10	33% 2 7 12	2 8 9	27% 4 6 13 3					
				or fewer students are not shown	Legend: ACT Readiness Levels Ready Level of District District 999 999 Student Counts I I I Ready Close In Need of Support					



JACKSON COUNTY

Grade 6 District ID: 36 How can decisions be informed based upon school and subject proficiency?

Highest Subjects									► Lowest Subjects							
	ENGL	ENGLISH			MATH WRITING		SCIENCE			READING						
	District Performa	nce		District Perforr	mance		District Perform	nance		District Perforn	nance		District Perfor	mance		
NORTH SAND MT SCH	0070			45%			45%			43%			41%			
0011	29	14	1	20	23	1	20	14	10	19	8	17	18	14	12	
PAINT ROCK VALLEY HIGH SCH	District Performance			District Performance		District Performance		District Performance		nance	District Performance					
	78%	1	1	33%	5	1	44% 4	3	2	22% 2	5	2	22%	4	3	
	District Performa	nce		District Perforr	nance		District Perform	nance		District Perform	nance		District Perfor	mance		
PISGAH HIGH SCH	76%			76%			76%			41%			41%			
	28	7	2	28	8	1	28	7	2	15	11	11	15	9	13	
	District Performa	nce	District Performance				District Perform	lance		District Performance			District Performance			
ROSALIE ELEM	82%			54%			50%			50%			36%			
SCH	23	2	3	15	7	6	14	9	5	14	7	7	10	11	7	
SECTION HIGH SCH	District Performa	nce	District Performance			Distric		District Performance		District Performance			District Performance			
	63%			41%			41%			30%			22%			
	17	6	4	11	11	5	11	13	3	8	8	11	6	7	14	
	District Performa	nce		District Perforr	mance		District Perform	nance		District Perforn	nance		District Perfor	mance		
SKYLINE HIGH SCH	88%	3		72% 18	7	0	65%	7	2	54%	6	6	48%	7	6	
		-	0			0			2		-	6			0	
STEVENSON	District Performa	nce		District Perform	nance		District Perform	nance		District Perform	nance		District Perfor	mance		
MIDDLE SCH	76%	14	4	50% 37	30	7	42%	32	8	32%	23	27	35%	24	24	
		District Performance District Performance				District Performance District Performance				District Performance						
WOODVILLE HIGH				78%			43%			59%			63%			
SCH	24	8	0		5	2	43% 13	15	2	59% 19	6	7	03% 20	6	6	

SUBJECT FOCUS Better proficiency in Reading may improve scores. ACT Aspire Reading Assessments determine whether students can understand what increasingly challenging texts say explicitly and what can reasonably be inferred from these texts; understand general academic and domain-specific language in the context in which it is used; and integrate knowledge and ideas from multiple texts.

Results for groups with 4 or fewer students are not shown



Page 2 of 2