

# Pojoaque Valley School District Portfolio

School Year 2018 - 2019



**A comprehensive view of demographics and student performance based on longitudinal data.**

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Produced by:  
Pojoaque Valley School District  
Office of the Superintendent of Schools

## Pojoaque Valley School District Demographic Data

### Total District Student Enrollment on 40-Day Count

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total student</b>	1977	1885	1931	1984	1921
<b>African American</b>	15	13	9	10	8
<b>Caucasian</b>	85	74	89	87	85
<b>Hispanic</b>	1587	1526	1544	1520	1484
<b>Asian</b>	0	0	0	0	0
<b>Native American</b>	290	272	289	367	338
<b>ELL Student</b>	387	359	328	308	317
<b>Economically Disadvantaged (All)</b>	1280	1268	1243	1187	1071
<b>Spec. Ed. (excluding gifted)</b>	193	169	209	218	207

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Attendance Rate</b>	94.76%	91.76%	94.22%	92.54%
<b>Mobility Index</b>	10.3%	12.0%	11.1%	

### Elementary School Students K through 3:

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total student</b>	602	507	517	491	452
<b>African American</b>	6	5	2	3	1
<b>Anglo</b>	28	19	22	19	17
<b>Hispanic</b>	475	406	407	364	343
<b>Asian</b>	0	0	0	0	0
<b>Native American</b>	93	77	86	105	90
<b>ELL Student</b>	221	202	147	96	63
<b>Economically Disadvantaged</b>	423	358	329	235	206
<b>Spec. Ed. (excluding gifted)</b>	69	47	69	65	58

#### Student attendance rate

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Attendance Rate</b>	93.04%	92.43%	92.89%	91.25%

**Intermediate School Students grades 4 and 5:**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total student</b>	283	297	283	304	284
<b>African American</b>	1	1	1	1	2
<b>Caucasian</b>	11	6	13	14	7
<b>Hispanic</b>	230	252	28	241	219
<b>Asian</b>	0	0	0	0	0
<b>Native American</b>	41	38	41	48	53
<b>ELL Student</b>	27	43	42	78	99
<b>Economically Disadvantaged</b>	175	194	207	212	192
<b>Spec. Ed. (excluding gifted)</b>	20	26	23	34	28

Student attendance rate:

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Attendance Rate</b>	91.45%	94.95%	95.16%	93.04%

**6<sup>th</sup> Grade Academy:**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total student</b>	153	138	155	164	153
<b>African American</b>	1	0	1	0	1
<b>Caucasian</b>	8	8	5	6	8
<b>Hispanic</b>	120	108	133	126	126
<b>Asian</b>	0	0	0	0	0
<b>Native American</b>	24	22	16	32	18
<b>ELL Student</b>	11	7	17	19	24
<b>Economically Disadvantaged</b>	102	90	93	104	95
<b>Spec. Ed. (excluding gifted)</b>	13	9	17	18	14

Student attendance rate:

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Attendance Rate</b>	97.06%	96.97%	97.90%	96.10%

**Middle School Students grades 7 and 8:**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total student</b>	325	317	330	332	361
<b>African American</b>	3	1	1	1	1
<b>Caucasian</b>	16	14	15	15	14
<b>Hispanic</b>	265	259	266	257	289
<b>Asian</b>	0	0	0	0	0
<b>Native American</b>	41	43	48	59	55
<b>ELL Student</b>	55	38	51	36	39
<b>Economically Disadvantaged</b>	207	211	207	195	190
<b>Spec. Ed. (excluding gifted)</b>	24	23	26	31	37

Student attendance and dropout rates:

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Attendance Rate</b>	97.16%	93.74%	95.17%	92.10%

**High School Students grades 9 through 12:**

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total student</b>	614	626	646	693	671
<b>African American</b>	4	6	4	5	3
<b>Caucasian</b>	22	27	35	33	39
<b>Hispanic</b>	497	501	508	532	507
<b>Asian</b>	0	0	0	0	0
<b>Native American</b>	91	92	99	123	122
<b>ELL Student</b>	73	69	71	79	92
<b>Economically Disadvantaged</b>	373	415	409	441	388
<b>Spec. Ed. (excluding gifted)</b>	67	73	74	70	70

Student attendance and dropout rates:

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Attendance Rate</b>	95.08%	87.51%	93.52%	90.42%
<b>Dropout Rate</b>	2.0%	3.3%	3%	
<b>4 Year Graduation Rate</b>	74.0%	75%	78%	78%

### Special Education Students by IEP Level

	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
<b>Total</b>	247	220	228	238	221
<b>A Level Students (Minimal: &lt; 10% of day)</b>	92	107	129	128	143
<b>B Level Students (Moderate: 11-49% of day)</b>	86	53	49	60	44
<b>C Level Students (Extensive: 50-74% of day)</b>	6	4	4	1	1
<b>D Level Students (Maximum: 75-100% of day)</b>	36	34	27	29	19
<b>Gifted Students</b>	27	22	19	20	14

**ACT Data:** Each year ACT creates and publishes a College Readiness Letter for each school district in the United States that has students participating in the ACT test administration. The following is based on information from that letter.

The data below reflects the achievement levels of students who took the ACT over time. These data also provide an indication of the extent to which students are prepared for college level work. The ACT consists of curriculum based tests of educational development in English, mathematics, reading and science designed to measure the skills needed for success in first year college coursework. The table below shows five-year trends of ACT tested students.

**ACT Average Scores for Pojoaque Valley Schools**

Year	Number tested	English	Mathematics	Reading	Science	Composite
2009 – 10	90	16.8	17.2	18.6	18.0	17.8
2010 – 11	98	17.4	17.6	18.3	19.0	18.2
2011 – 12	104	17.3	18.2	18.4	18.9	18.3
2012 -- 13	128	16.8	18.7	18.4	18.7	18.3
2013 -- 14	98	16.6	18.7	18.3	18.6	18.1
2014 -- 15	112	17.7	18.6	19.2	19.0	18.7
2015 -- 16	98	17.4	17.9	19.3	19.2	18.6
2016 -- 17	94	17.0	18.3	18.6	18.2	18.1
2017 -- 18	88	16.8	18.2	18.5	18.3	18.1

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT created the information below that reflects college readiness benchmark scores for designated college courses. A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college courses.

College Course	ACT Test and score needed indicating readiness
English Composition	English 18
Algebra	Mathematics 22
Social Science	Reading 22
Biology	Science 23

**Percent and number of students, based on ACT scores, that are prepared to succeed in college**

Year	Number tested	College English Composition % and #	College Algebra % and #	College Social Studies % and #	College Biology % and #	Meeting all four % and #
2014 -- 15	112	45% 51#	23% 26#	23% 26#	20% 23#	9% 10#
2015 -- 16	98	44% 43#	14% 14#	32% 31#	20% 20#	6% 6#
2016 -- 17	94	44% 42#	21% 20#	27% 26#	15% 14#	7% 7#
2017-2018	88	36% 32#	23% 21#	27% 24#	13% 12#	7% 7#

# Standards-Based Criterion Referenced Student Performance Data



## Standards-Based, Criterion-Referenced Student Performance Data and PARCC

**Please note that several caveats are placed on the following reports so that the reader receives a picture of student-based teaching and learning.**

- 1. Only totally completed assessments, those that were deemed useable and valid, were used in calculating the percentage proficient.**
- 2. The reports that follow provide a deeper look at the percent of students mastering standards.**
- 3. The data in all of the reports that follow are calculated for all groups and subgroups. Some groups are too small to give a statistically accurate picture of student success. Those cells are left blank.**

During the 2014-2015 school year, New Mexico changed assessments so that all students in grades 3 through high school take the PARCC. NMPED has stressed that while the PARCC is divided into five levels, for graduation purposes only levels 3, 4, and 5 are used, and for determining the percent of students who were proficient for accountability purposes, only levels 4 and 5 are used. Students in grades 4, 7 and 11 take the SBA Science test. SBA is divided into four levels. Students with a score of 3 and 4 are considered proficient for both accountability and graduation purposes.

**PARCC 2014- Present  
Student Performance Data  
Percent Proficient by Grade by Subject, by Group  
(Must have 10 or more in a group for data to be reported)**

<b>Grade: 3</b>								
	<b>Reading/Language Arts</b>				<b>Mathematics</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	143/14.7	137/28.5	154/27.3	128/33.6	144/15.3	137/32.8	154/20.1	128/38.3
<b>Native American</b>	21/4.76	21/23.8	19/5.3	24/16.7	21/9.52	21/19.0	19/15.8	24/29.2
<b>Asian</b>								
<b>African American</b>								
<b>Hispanic</b>	116/16.38	108/27.8	130/29.2	96/38.5	117/17.09	108/34.3	130/20.0	96/41.7
<b>Caucasian</b>								
<b>Special Education</b>	22/4.55			12/0	21/4.76		21/4.8	12/8.3
<b>Economically Disadvantaged</b>	107/14.95	105/21.9	114/19.3	93/28	108/12.04	105/25.7	114/15.8	93/33.3
<b>English Language Learner</b>	25/0			49/18.4	26/3.85			50/28

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	<b>Grade: 4</b>											
	<b>Reading/Language Arts</b>				<b>Mathematics</b>				<b>Science</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>SBA 2014- 15 N/%</b>	<b>SBA 2015- 16 N/%</b>	<b>SBA 2016- 17 N/%</b>	<b>SBA 2017- 18 N/%</b>
<b>All</b>	146/24.7	143/20.3	135/20.7	154/15.6	145/18.6	143/16.1	135/20.7	154/7.8	144/45	144/43	136/43	155/37
<b>Native American</b>	26/15.38	20/20.0	20/20	26/15.4	26/7.69	20/10.0	20/20	26/11.5	19/42	19/37	20/45	20/15
<b>Asian</b>												
<b>African American</b>												
<b>Hispanic</b>	117/27.35	117/19.7	107/18.7	122/16.4	116/21.55	117/16.2	107/20.6	122/7.4	122/47	119/44	105/43	129/40
<b>Caucasian</b>												
<b>Special Education</b>	25/0	13/7.7	13/0	19/0	22/0	13/15.4	13/0	19/0	14/14	12/8		20/11
<b>Economically Disadvantaged</b>	92/15.22	101/18.8	96/14.6	109/13.8	92/8.7	101/10.9	96/15.6	109/4.6	88/37	101/42	96/35	109/31
<b>English Language Learner</b>	15/0			51/5.9	15/0			51/2	144/45	140/44	123/45	51/14

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<b>Grade: 5</b>										
	<b>Reading/Language Arts</b>					<b>Mathematics</b>				
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	132/22.0	132/22.0	148/22.3	145/15.9	144/27.1	133/16.5	133/16.5	149/22.8	146/13.7	144/18.8
<b>Native American</b>	27/29.63	27/29.63	17/23.5	21/14.3	19/15.8	27/22.22	27/22.22	17/23.5	21/9.5	19/15.8
<b>Asian</b>										
<b>African American</b>										
<b>Hispanic</b>	98/20.41	98/20.41	129/22.5	119/16.8	116/28.4	99/16.16	99/16.16	130/23.1	120/15.0	116/19
<b>Caucasian</b>										
<b>Special Education</b>	14/0	14/0	10/0.0	17/0	14/0	13/7.69	13/7.69	10/0.0	18/5.6	14/0
<b>Economically Disadvantaged</b>	89/17.98	89/17.98	86/16.3	106/14.2	105/23.8	89/14.61	89/14.61	87/14.9	107/9.3	105/12.4
<b>English Language Learner</b>					27/0					27/3.7

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<b>Grade: 6</b>										
	<b>Reading/Language Arts</b>					<b>Mathematics</b>				
	<b>2013-14 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>2013-14 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	130/44	150/16.0	142/18.3	155/25.8	161/21.1	130/27	149/14.8	142/14.8	155/18.1	160/11.9
<b>Native American</b>	20/35	27/11.11	23/4.3	15/26.7	31/19.4	20/10	27/11.11	23/4.3	15/20	31/9.7
<b>Asian</b>										
<b>African American</b>										
<b>Hispanic</b>	104/45	116/17.24	110/20.9	135/25.2	123/22	104/31	115/14.78	110/18.2	135/17	122/13.1
<b>Caucasian</b>										
<b>Special Education</b>	11/0	13/0		15/0	20/0	11/9	13/0		15/0	20/5
<b>Economically Disadvantaged</b>	103/38	108/8.33	93/12.9	93/19.4	107/16.8	103/20	108/9.26	93/9.7	93/9.7	107/9.3
<b>English Language Learner</b>	129/44	12/0			25/8	129/27	11/0			25/0

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<b>Grade: 7</b>												
	<b>Reading/Language Arts</b>				<b>Mathematics</b>				<b>Science</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>SBA 2014- 15 N/%</b>	<b>SBA 2015- 16 N/%</b>	<b>SBA 2016- 17 N/%</b>	<b>SBA 2017- 18 N/%</b>
<b>All</b>	148/21.7	161/20.5	156/14.7	164/25.6	146/9.6	160/14.0	156/15.4	164/23.2	152/32	162/35	163/37	170
<b>Native American</b>	27/11.11	20/15.0	24/0	24/16.7	27/0	20/5.0	24/4.2	24/29.2	22/14	20/25	26/28	16/44
<b>Asian</b>												
<b>African American</b>												
<b>Hispanic</b>	111/25.23	131/19.8	121/18.2	129/24.8	109/11.93	130/14.6	121/17.4	129/20.9	124/35	133/35	126/40	140/36
<b>Caucasian</b>	10/10.0		10/10		10/10							
<b>Special Education</b>	13/0	11/0.0	11/0	15/0	13/0	11/0.0	11/0	15/0	13/0	11/9	13/0	17/0
<b>Economically Disadvantaged</b>	100/14	102/17.6	91/9.9	87/14.9	98/7.14	102/7.8	91/11	87/18.4	100/25	103/28	95/29	89/33
<b>English Language Learner</b>	19/10.53			20/5	19/0			20/0	10/30	27/23	27/23	21/0

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<b>Grade: 8</b>								
	<b>Reading/Language Arts</b>				<b>Mathematics</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	159/34.6	150/23.3	167/22.2	159/28.9	131/0	118/6.8	121/0.8	113/9
<b>Native American</b>	25/28	20/10.0	21/23.8	32/21.9	26/0	17/0.0	16/0	26/0
<b>Asian</b>								
<b>African American</b>								
<b>Hispanic</b>	125/34.40	121/25.6	139/20.1	114/30.7	100/0	94/8.5	101/1	79/1.3
<b>Caucasian</b>				13/30.8				
<b>Special Education</b>	14/7.14	12/0.0	15/0	15/0	20/0	12/0.0	15/0	14/0
<b>Economically Disadvantaged</b>	104/31.73	99/18.2	109/15.6	90/23.3	100/0	84/6.0	86/1.2	70/1.4
<b>English Language Learner</b>	25/12			26/7.7	30/0			26/0

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<b>Grade: 9</b>								
	<b>Reading/Language Arts</b>				<b>Algebra 1</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	186/16.13	169/29.0	176/17.0	174/17.8	160/1.88	192/5.7	144/4.2	199/12.6
<b>8<sup>th</sup> Grade</b>					62/25.81	35/25.8	46/41.3	46/47.8
<b>Female</b>				96/22.9				104/6.7
<b>Male</b>				78/11.5				95/18.9
<b>Native American</b>	34/14.71	19/21.1	20/5.0	29/13.8	32/0	30/0.0	23/8.7	32/9.4
<b>Asian</b>								
<b>African American</b>								
<b>Hispanic</b>	145/15.86	135/31.1	148/18.2	138/18.1	120/2.5	151/7.3	158/12	156/12.8
<b>Caucasian</b>								10/20
<b>Special Education</b>	23/0	13/15.4	18/0	19/0	26/0	22/0.0	15/0	23/0
<b>Economically Disadvantaged</b>	129/10.85	108/25.9	106/12.3	109/15.6	113/0	136/3.7	117/8.5	127/10.2
<b>English Language Learner</b>	19/0			26/0	22/0			34/0

If cell is blank n < 10 or no data available



<b>Grade: 10</b>								
	<b>Reading/Language Arts</b>				<b>Geometry</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	129/28.68	162/34.6	165/38.2	163/23.9	141/7.8	174/3.5	307/4.9	149/6.7
<b>Female</b>				74/28.4				66/9.1
<b>Male</b>				89/20.2				83/4.8
<b>Native American</b>	22/22.73	27/22.2	24/25	31/16.1	24/8.33	17/0.0	24/0	29/3.4
<b>Asian</b>								
<b>African American</b>								
<b>Hispanic</b>	99/29.29	129/36.4	125/38.4	124/25.8	113/7.96	144/3.5	135/8.1	112/8
<b>Caucasian</b>								
<b>Special Education</b>	15/0	18/11.1	12/8.3	18/0	16/0	18/5.6	20/0	13/0
<b>Economically Disadvantaged</b>	86/25.58	109/29.4	106/31.1	99/19.2	91/8.79	109/1.8	111/4.5	86/3.5
<b>English Language Learner</b>	11/0			27/7.4				18/0

If cell is blank n < 10 or no data available

<b>Grade: 11</b>								
	<b>Reading/Language Arts</b>				<b>Algebra 2</b>			
	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>PARCC 2017-18 N/%</b>
<b>All</b>	135/36.30	132/36.4	122/55.7	157/49	88/10.23	98/9.2	135/11.1	135/10.4
<b>Female</b>				82/65.9				73/6.8
<b>Male</b>				75/30.7				62/14.5
<b>Native American</b>	24/16.67	18/38.9	25/28	23/26.1	16/0	14/21.4	21/4.8	20/5
<b>Asian</b>								
<b>African American</b>								
<b>Hispanic</b>	105/38.10	104/34.6	122/48.4	118/51.7	65/13.85	81/7.4	104/5.8	104/12.5
<b>Caucasian</b>				14/64.3				
<b>Special Education</b>	15/0	14/0.0	17/11.8	12/16.7				
<b>Economically Disadvantaged</b>	86/33.73	88/31.8	98/39.8	102/43.1	51/11.76	59/13.6	83/8.4	85/3.5
<b>English Language Learner</b>				17/11.8				14/0

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<b>High School Science</b>				
	<b>SBA 2014-15 N/%</b>	<b>SBA 2015-16 N/%</b>	<b>SBA 2016-17 N/%</b>	<b>SBA 2017-18 N/%</b>
<b>All</b>	145/27	137/31	154/24	161/27
<b>Female</b>	75/26	62/27	79/18	83/30
<b>Male</b>	70/27	75/33	75/28	78/22
<b>Native American</b>	20/16	22/32	25/12	24/5
<b>Asian</b>				
<b>African American</b>				
<b>Hispanic</b>	119/29	106/30	122/26	120/27
<b>Caucasian</b>				16/62
<b>Special Education</b>	15/0	14/14	17/6	14/0
<b>Economically Disadvantaged</b>	87/25	92/28	97/17	101/22
<b>English Language Learner</b>	36/21	60/29	10/0	16/0

If cell is blank n < 10 or no data available