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Ranking 2018-20192019-20202020-2021 Grade 9465464453 Grad 10500434454 Gard 11429470424 Grad 12421415474 Total Students 1,81 51,7831,805 & lt; = Group of students studying VAAP tests number and number of variable students 1,81 51,7831,805 & lt; = Group of students 1,81 51,7831,805 & lt; = Gr below state definition for personally identifiable results - = Not feasible or no data for group * = Data not yet available All students in leukemiaBlackHispanicWhiteAsianMultiple races students with disabilities Financial sighsAll English learners Most Virginia students earn an advanced study certificate or a standard diploma. To graduate with a high school diploma, a student must earn at least 26 standard units of credit by passing required courses and selection and at least nine verified credit units by passing standards of end-of-course learning assessments in English, math, science and history. Students who entered Students 9 in 2013-2014 and then must also successfully complete one virtual course. To graduate with a standard diploma, a student must earn at least 22 standard credit units by passing the end-of-course SOL tests or other assessments approved by the Ministry of Education. Students who entered 9th grade in 2013-2014 and then must also win a career approved by the board and a technical education certificate to successfully graduate and complete one virtual course. The implemented certificate of study and a custom standard certificate are available for some students with disabilities. To reduce the likelihood that school-level pie charts are suppressed to protect students' privacy, these certificates are combined with standard certificates in the pie chart as regular and other certificates. Status of the Students Diplomas GED's Dropouts Other Non-Graduates All Students School 259 155 8 14 14 9 Division 2870 1843 141 77 148 76 State 50981 37565 2393 953 5062 1527 Female School 122 67 2 5 4 3 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 137 88 6 9 10 6 Division 1608 763 35 29 51 21 State 28032 16195 772 327 1870 537 Male School 1870 537 Male Scho Economically Inferior 41 61 6 4 4 5 Division 699 76 20 35 66 בית ספר 40 30 12 54 628 183 באי מחובר בית הספר 40 30 1 2 1162 מדינה 49 301 22 54 628 183 בית ספר 40 30 1 2 1162 מדינה 49 301 22 54 628 183 בית ספר 40 30 1 2 34 36 חטיבה 49 301 22 54 628 183 המדינה 49 0 1 30 1 2 34 36 חטיבה 49 301 21 3162 מדינה 49 301 21 3162 מדי 224 המדינה עבור באופן אישי הגדרה עבור באופן אישי הגדרה עבור באופן אישי תוצאות מזוהות - = לא ישים או אין נתונים עבור קבוצה * ב נתונים עדיין לא זמינים כל התלמידיםנקמליתהלבן אישי תוצאות מזוהות - = לא ישים או אין נתונים עבור קבוצה * ב נתונים עדיין לא זמינים כל התלמידיםנקמליתהלבן אישי תוצאות מזוהות - = לא ישים או אין נתונים עבור קבוצה * ב נתונים עדיין לא זמינים כל התלמידיםנקמליתהלבן אישי הגדרה עבור באופן אישי תוצאות מזוהות - = לא ישים או אין נתונים עבור קבוצה * וn student enrollment, and local decisions on the promotion and retention of students, the formula also recognizes that some students with disabilities and english מגבלויותנחות מבחינה כלכליתההלמידה אנגלית שיעור סיום הלימודים של וירג'יניה בזמן מבוסס על ארבע שנים של נתונים ברמת הסטודנטים אורכי וחשבונות לניידות תלמידים שינויים learners are allowed more than four normal years to earn a diploma and are still considered timely graduates. Graduates are defined as students earning an advanced study certificate, or an applied study certificate. Graduates of the time are students who earn one of these certificates within four years of entering grade 9. Special education students and English learners who have programs that allow them more time to graduate are counted as graduate are counted as graduates on time or as adults when they earn a diploma or otherwise get out of high school. Status of Students After Four Years of High School Students Subgroup Students in Cohort Graduates On-Time Graduation Rate Completers Completion Rate Cohort Dropouts Cohort Dropout Rate All Students4594229243695143Female203191941969742Male2562319024094104American Indian<<100<10000Asian141393139317Black564988508947Hispanic413790379025White324301933129672Multiple Races 2321912310000 Students with Disabilities 443886409149 Economically Disadvantaged 121108891129343 English Learners 11982982218 Homeless & It; & I for group * = Data not yet available Advanced Program Information - Count/Percentage Program Type 2017-20182018-20192019-2020 Advanced Placement Course Enrollment685 / 36.87%714 / 39.34%756 / 42.4%Dual Enrollment138 / 7.43%103 / 5.67%113 / 6.34%Governor's School Enrollment19 / 1.02%20 / 1.1%19 / 1.07%IB Course Enrollment - - - Senior Enrolled in IB Program - - - < = A group below state definition for personally identifiable results - = Not applicable or no data for group * = Data not yet available All StudentsFemaleMaleBlackHispanicWhiteAsianMultiple Races Students with DisabilitiesEconomically DisadvantagedEnglish Graduate enrollment reports show the number and percentage of Virginia high school graduating from high school. In accordance with federal reporting requirements, graduate enrollment reports include only students who have received an advanced diploma, international matriculation certificate, or standard diploma; Students for all students for subgroups of students. The data represents the best estimates available at this stage of signing up for them. There is currently no definitive source of all after-place registration records by country, division or school. Virginia Department of Education and outside researchers have determined that the best available assessments included in the postgraduate enrollment reports are probably underestimated, but capture at least 88 percent of Virginia Public High School in 2014) Total number of students in the cohort earning a federally recognized high school diploma Students who enrolled in any Institution of Higher Education (IHE) within 16 months of earning a federally recognized high school diploma Type Total Total HE Remaining Percent All StudentsSchool43632326Division4,8263,25932State85,89757,72633FemaleSchool21917520Division2,3961,76726State43,22331,59927MaleSchool21714832Division2,4301,49239State42,67426,12739American IndianSchool<<100Division14<100State26516737AsianSchool151313Division34829316State6,0845,29213BlackSchool492745Division1,13266242State18,86711,29840HispanicSchool332427Division42525839State10,1015,82642Native HawaiianSchool<<100Division271448State1428739WhiteSchool30723523Division2,5341,79229State46,44832,34130Multiple RacesSchool292224Division34623133State3,9902,71532Students with DisabilitiesSchool261638Division26813251State7,2153,25755Economically DisadvantagedSchool834743Division1,49283144State27,32814,19048English LearnersSchool<<100Division855239State5,1812,82046 < = A group below state definition for personally identifiable results. - = No data available for this group * = Data not yet available This report provides the best available estimates on college enrollment according to the National Student Memento. For more information, see the answers to frequently asked questions about this report in: Students on the number or percentage of students enrolled in the IHE. Federally recognized high school diplomas include standard, advanced or international studies (IB) certificates. Most subgroups are based on the latest student status. Virginia's 16 career goals. Each career cluster contains multiple pathways representing a common set of academic, technical and workplace skills. Career paths lead to credentials that support students for a variety of career opportunities from entry to a professional license required to enter a particular profession as determined by a Virginia state licensing agency; full industry certification, recognized industry, trade or trade association that validates vital skills of a particular profession; certification for the track industry certification program leading to full accreditation; or employment competency assessment, standardized national assessment of career skills/knowledge and/or specific technical field, (NOCTI). Virginia defines supplemental CTE as a student who has met the requirements for career and technical concentration and all requirements for high school graduation or an approved alternative education program. Career and Technical Education 2016-20172017-20182018-2019 NOCTI Assessments School 234348 Division 408472533 State 3,6233,5254,095 State Licensures School 12- Division 372630 State 2,2791,8812,231 Industry Certification School 534754839 Division 7,3728,8328,893 State 109,275104,601107,234 Workplace Readiness School 204222198 Division2,3442,4472,735 State42,31350,24144,892Total Credentials EarnedSchool7621,0211,085 Division10,16111,77712,191 State157,490160,248158,452Students Earning One or More CredentialsSchool631767811 Division7,4328,0358,350 State126,113128,672126,041CTE CompletersSchool194205163 Division2,2392,1382,054 State 40,51641,43840,209 Armed Services Vocational Aptitude Battery Examination School--- Division--- State 1,4311,5371,317 < = A group below state definition for personally identifiable results - = Not applicable or no data for group * = Data not yet available The per-pupil expenditure calculations exclude expenditures that are not directly related to educational services provided to students in pre-kindergarten classes as well as in grades K-12. Excluded expenses include adult education, community services, unusual school day programs, capital purchases, debt service, food services and money transfers. Per-student department expenses state schools end of year average daily membership at school level spending per student state and federal/local total expenses per stu Guidance Learning English Daily Attendance is critical to school success. A student is considered chronically absent if he or she misses two or more training days a month (18 days, or 10 percent of a 180-day school year) regardless of whether absences are released or unjustified. According to the U.S. Department of Education: Children who are chronically absent in kindergarten, kindergarten and first grade are much less likely to read in third grade. Students who can't read at third grade are four times more likely to drop out of high school. By high school, normal attendance is a better dropout indicator than test scores. A student who is chronically absent each year Disabilities 146361602515036 Economically Disadvantaged 2939933867364113 English Learners 320393376 Homeless & It; Other Drug Offenses 88 Disorderly or Disruptive Behavior Offenses 29 Other Offenses Against Persons 39 All Other Offenses &It; &It; = A group below state definition for personally identifiable results - = Not applicable or no data for group * = Data not yet available 2016-2017 2017-2018 2018-2019 Increasingly, Virginia schools are implementing Positive Positive and principals to implement new techniques that reduce disruptive student behaviors that lead to suspensions and reduce teaching time. A short-term suspension (10 days less) may be imposed by a principal, or planning teacher in the principal's absence. The principal or assistant principal must tell the student about the charges against him or her. If the student denies them, he or she receives an explanation of the known facts to the school and an opportunity to present his version of what happened. Notice to a parent may be oral or written, in accordance with local school board policy, and must be included On the length of the suspension, the availability of community-based educational options, and the student's right to return to normal school attendance when the suspension period expires. A parent can request a short-term suspension decision to be reviewed by their supervisor or trustee. The local school board's policy will determine whether the superintendent's decision is final or can be appealed to the local school. For more information, see Guide for parents to understand student discipline policies and practices in Virginia schools. Short-term suspensions% population% short-term suspensions 2016-2017-2018-2019 subset % population % short-term suspensions% population% short-term suspensions 2016-2017-2018-2019 subset % population % short-term suspensions% population% short-term suspensions 2016-2017-2018-2019 subset % population % short-term suspensions% population % short-term suspensions 2016-2017-2018-2019 subset % population % short-term suspensions% population % short-term suspensions 2016-2017-2018-2019 subset % population % short-term suspensions % American Indiano.20.20.1Asian2 in 2015, After \$100 million, \$1,000 to Howie, 1.29.11.1Hopia, 27.79.77.76.5 Hawaii. 10.20.2White73.441.871.248.870.859.1Multiple Races5.46.66.28.36.34.3 < = Group below setting the state for personal ID results - = Not available or no data for group * = Data not yet available in 2016-2017 2017-2018 2018-2019 Increasingly, Virginia schools are implementing positive academic and behavioral interventions and supports, a nationally recognized approach to discipline prepares teachers and principals to implement new techniques that reduce disruptive student behaviors that lead to suspensions and reduce teaching time. A long-term suspension (more than 10 days of school and less than 365 calendar days) is usually imposed by a disciplinary hearing officer on the recommendation of an administrator. The student must be told about the charges against him or her. If the student denies them, he or she receives an explanation of the known facts to the school and an opportunity to present his or her version of what happened. Notification to the parent (and child) must be in writing and must include information about the length of the suspension and the reason for the suspension, the right to a hearing in accordance with local student body policy, the availability of community-based educational options and the student's right to return to normal school attendance when the suspension period expires or participate in an appropriate alternative education program approved by the school board during the suspension or after the end of the suspension period. The costs for community educational programs or alternative programs are not part of the program offered by the schools division and are the parent has the right to appeal a long-term suspension decision in accordance with the school's local board policy. The appeal may first appeal to the local superintendent or his or her documenter or a subcommittee of the local school board; The final appeal is for the full school board. Appeal must be determined by school board thirty days. For more information, see Guide for parents to understand student discipline policies and practices in Virginia schools. 2016- השעיות לטווח ארוך 20172017-20182018-20190.20.20.20. תת קבוצה % אוכלוסייה% השעיות לטווח ארוך אוכלוסייה% השעיות לטווח ארוך אוכלוסייה השעיות לטווח ארוך אוכלוסיים העדיב הע . קבוצה מתחת למדינה הגדרה לתוצאות מזהות אישית - = לא ישים או אין נתונים עבור קבוצה * = נתונים עדיין לא זמינים 2018-2019 2017-2018 2016-2019 יותר ויותר, בתי ספר וירג'יניה מיישמים התערבויות התנהגותיות חיוביות עבור סטודנטים = 2018-2019 יותר ויותר, בתי ספר וירג'יניה מיישמים התערבויות התנהגותיות חיוביות עבור סטודנטים = 2018-2019 יותר ויותר, בתי ספר וירג'יניה מיישמים התערבויות התנהגותיות חיוביות עבור סטודנטים. This positive approach to discipline prepares teachers and principals to implement new techniques that reduce disruptive student behaviors that lead to suspensions and reduce teaching time. Expulsion (expulsion from school for 365 calendar days) can only be imposed by a local school board. The student must be told about the charges against him or her. If the student denies them, he or she receives an explanation of the known facts to the school and an opportunity to present his or her version of what happened. Note the parent (and child) in writing about the proposed deportation, the reasons for the proposed expulsion, and the right to a hearing before the school board or subcommittee of the school board, in accordance with local policy. If the student is expelled, the parent is sent written notice of the length of deportation and information about the availability of education programs, training and community intervention. The notice must determine whether the student is eligible to return to regular school or participate in an approved alternative education program or adult education program offered during or after the deportation date. For more information, see Guide for parents to understand student discipline policies and practices in Virginia schools, Deportations 2016-2016-2017-2018-2019 Subset % Population Deportation D definition for personally identifiable results - = Not available or without data for group * = Data not yet available in 2017 -2018-2019 Schools divisions that choose to take part in the National School Lunch Program receive cash subsidies and donated goods from the U.S. Department of Agriculture for each meal they serve. In return, they Serving lunches that understand federal requirements, they must offer free or reduced-price lunches to eligible children. The school's breakfast program. At the beginning of each school year, letters and requests for meals are distributed to households of children attending school. This letter informs households that school nutrition programs are available and that free and reduced meals are available in accordance with the income criteria. The applications were completely revoked in divisions implementing the terms of community eligibility for all schools within the division. Children from families with income or below 130% of the poverty level are entitled to free meals. Those between 130 percent and 185 percent for lunch and 30 cents for breakfast. All other students pay the full price for meals. See the Virginia Department of Education's website for more information about school nutrition programs. Free and reduced eligibility for meals 2017-20182018 - = Not available groupable data * = Data not yet available 2017-2018 2018-2019 2019-2020 The cake graph above shows the average daily percentage of students eligible for free or reduced-price meals who participated in the USDA breakfast program. The school's breakfast program is a federally assisted meal plan that provides nutritious breakfast to students. The Virginia Department of Education runs the program at the state level and school divisions run the program at the local level. Participation in the school breakfast program has been linked to increased achievement, reduced absence and delays, fewer disciplinary issues and better student health. Breakfast menus must provide a quarter of the recommended daily levels for protein, calcium, iron, vitamin A, vitamin A, vitamin C and calories. Participating schools must serve breakfasts that complies with federal nutrition standards - a quarter of protein, calcium, iron, vitamin C and calories. Participating schools must serve breakfasts that complies with federal nutrition standards - a quarter of protein, calcium, iron, vitamin C and calories. Virginia 365 Project are key initiatives by the state to increase participation in school nutrition programs and prevent childhood hunger. Free and reduced participation in breakfast 2017-20182018-20192019-2020 percent for all students 27.522.721 < = Group below state definition for personally identifiable results - = Not available or no data for group * = Data not yet available The 2018-2019 2019-2020 cake graph above shows the average daily percentage of students eligible for free or reduced-price meals who participated in the U.S. Agricultural School lunch program. School departments participating in the National School Lunch Program receive cash subsidies and donate food items from the U.S. Department of Agriculture for each meal served. In return, schools must serve lunches to eligible children. Studies show that well-different students are better learners. The Campaign for No Hungry Child Virginia and the Virginia 365 Project are key initiatives by the state to increase participation in school nutrition programs and prevent childhood hunger. Free and reduced participation in lunch 2017-20182018-20192019-2020 percent of the rewards for all students 67.452.347.6 6 < = Group below state definition for personally identifiable results - = Not available or without data for a group * = Data that is not yet available in civil rights data collection (CRDC) is a survey of all public schools and school districts in the United States. The CRDC includes data on students' access to courses, programs, staff and resources relevant to educational and student opportunity. The U.S. Department of Education reports information gathered through the CRDC in carrying out its mission to ensure equal access to education and promote education about collecting civil rights data is available on the Virginia Department of Education's website. 2015-2016 School Data (CSV) 2015-2016 School Data (Excel) User Guide Use Agreement Teacher Outlity All Schools Poverty Level Off-field Teachers Off-limits and Inexperienced Teachers Off-limits and Inex available All SchoolsTitle INon-Title I This table reports the percentage of teachers teaching outside the field (not fully approved for the content they teach) or are not experienced (less than one year of classroom experience). Percentages report to Title I schools, untitled Schools I, all schools and schools in high poverty and low poverty. Teachers are temporarily licensed poverty level all special education teachers < = Group below state definition for personally identifiable all INon-Title I title schools This table reports the percentages of all teachers and special education teachers who teach with a temporary license. 2017-2018 2018-2019 2019-2020 No further explanation available. Educational Teacher Master's degree 2017-201842%51%6%1% 2018-201941%54%4%1% 2019-202043%5 2%3%2% < = Group below country definition for personally identifiable results - = Not available or without data for a group * = The data not yet available for ESSA 2020 is based on the latest data available for the 2018-2019 school year. Group of Students English Reading PerformanceThe Progression of English LearnersThe Chronicindication Of Federal Graduation All Students - Without CPYes-YesYes - CPAsianTSYes-YesTSBlackyes - No CPYes -NoNoHyspania - No CPYes-NoYes - CPWhiteyes - No CPYes-Yesyes - Inferior CPEconomically - None CPYes-NoYes - CPEn LearnerstsTSTSYesTS Student with Disabilities - No CPYes-Yesyes - Inferior CPEconomically - None CPYes-NoYes - CPEn LearnerstsTSTSYesTS Student with Disabilities - No CPYes-Yesyes - Inferior CPEconomically - None CPYes-Yesyes annual target not metTS = too few students to evaluate— = Not available or not students Law Every successful students. Virginia schools focus on the following school quality metrics in setting federal law goals: reading performance — the percentage of students in school passing state tests reading math performance — the percentage of students in school passing state tests in reading and math or making significant progress toward advances in English - percentage of English learners advancing towards language chronic proficiency, regardless of why (students receiving home and home guidance excluded) the federal graduation indicator — the percentage of students graduation indicator — the percentage of students graduation indicator — the percentage of students receiving home and home guidance excluded) the federal graduation indicator — the percentage of students g application in Virginia is available on the Virginia Department of Education website. Detailed status assessment results — including results. The ESSA status for 2020 is based on the latest available data for the 2018-2019 school year. Student Group Three-year stream rateAll students 91\%92\%73\%75\% & 80\%82\%64\%75\% Black 74\%81\%62\%75\% bliganic 84\%87\%55\%57\%75\% Students with disabilities 58\%63\%45\%75\% & lt; = Group below status setting for personally students of the personal of the setting for personal of the personal identifiable results, = Not available or without data for a group* = Data not yet available In the Every Successful Student Act of 2015 requires annual Reading in the third degrees and once in high school. Virginia's ESSA Implementation Program expects that by the 2023-2024 school year, at least 75 percent of all students, and of all students in the student groups listed in this table, will be able to demonstrate proficiency at the grade level by passing state reading tests. Annual goals for student groups that meet or exceed annual or long-term goals must improve performance compared to the previous year. Note: Reported reading pass rates for high schools reflect the performance of the 12th grade of students entering ninth grade at the same time. More information about the ESSA application in Virginia is available on the Virginia Department of Education website. Detailed status assessment results — including results by test type and student groups — are available in the Build-A-Table data for the 2018-2019 school year. Student Group Three-Year Rate Stream RateNew Targets Long Term All Students 93% 90% 75% 70% Asian 93% 95% 91% 70% Black 83% 80% 60% 70% Hispanic 82% 84% 65% 70% White 95% 92% 83% 70% Financially Inferior 88% 82% 63% 70% Earning English 85% 90% 61% 70% Black 83% 80% 60% 70% Hispanic 82% 84% 65% 70% White 95% 92% 83% 70% Financially Inferior 88% 82% 63% 70% Financially Financial group * = Data not yet available law Every student succeeds 2015 requires an annual math exam in grades 3-8 and once 1 during high school. Virginia's ESSA Implementation Program expects that by the 2023-2024 school year, at least 70 percent of all students, and of all students in the student groups listed in this table, will be able to demonstrate classroom-level proficiency by passing math tests in the state. Annual goals for student groups reflect an improvement in baseline performance during the 2015-2016 school year. Student groups that meet or exceed annual or long-term goals must improve performance compared to the previous year. The math transition rates reported to high schools reflect the 12th grade performance of students entering ninth grade simultaneously. Note: Under the Virginia-approved math waiver from the U.S. Department of Education, students enrolled in advanced math courses take the state math test to the course where they are enrolled. For more information about the math disclaimer, see ESSA Math Waiver in the Glossary. More information about the ESSA application in Virginia is available on the Virginia by test type and student groups — are available in the Build-A-Table data tool of VDOE test results. ESSA mode for 2020 based on latest Data for the 2018-2019 academic year. Student Group Current Rate All Students with Disabilities 50% < = Group below state definition for personal identification results not applicable, = Not applicable or no data for group * = Data not yet available in the Every Successful Student Act 2015 requires students to take state science transition rates reported for high schools reflect the performance on the state biology Inferior85%79%84%166%68%84% 47%61%84%homeless<-Foster Care--- < = Group below country definition for personally identifiable results— = Not available or without data for a group* = Data not yet available Every successful student law from 2015 requires states to set annual and long-term goals to increase the percentage of students who finish a standard diploma or advanced diploma within four years From the entrance to level 9. Virginia's ESSA Application Program expects that by the 2023-2024 school year, at least 84 percent of all students, and students in the student groups listed in this table, will earn a standard diploma or advanced study certificate within four years. Annual goals for student groups reflect an improvement in baseline performance in the 2015-2016 school year. Student groups that meet or exceed annual or long-term goals must improve performance compared to the previous year. The ESSA status for 2020 is based on the latest available data for the 2018-2019 below status setting for personally identifiable results— = Not available or without data for a group* = Data not yet available The Every Student Succeeds Act of 2015 requires states to set annual and long-term goals for reduction Chronic absence. The ESSA Application Program in Virginia expects that by the 2023-2024 school year, no more than 10% of all students, and students, and students in the student groups listed in this table, will be chronically absent. Annual goals for student groups meet or exceed annual or long-term Reducing chronic absence must improve performance compared to the previous year. The ESSA status for 2020 is based on the latest available data for the 2018-2019 school year. English learnersPersonal long-term English 20%--< = Group below country definition for personally identifiable results— = Not available or no data for a group * = Data not yet available The Every Successful Student Act of 2015 requires countries to set annual goals and long-term goals for increasing the percentage of English learners gaining proficiency. Learning In EnglishNomardsDance Hebrew Problem Progress101856%English Learns Proficiency42020% 2020 ESSA mode based on the latest available data from the 2018-2019 school year. Group of studentsSout participation in general reading Participant in the science Participation of all immigrant--- < = Group below country definition for personally identifiable results— = Not available or without data for a group* = Data not yet available in the Every Successful Student Act of 2015 requires states Evaluate at least 95 percent of students in third- and eighth-grade reading and math, and test at least 95 percent of students in reading and math at least once during their high school careers. States also report the percentage of students valued in science in elementary, middle and high school (biology). (Biology).

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