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LEA\# 0440700

## Arkansas Arts Academy

District Report Card 2021-2022

## District Characteristics

## Enrollment

1,191
Avg. Class Size
13
Avg. years teaching Experience
Per pupil spending

- District avg.
- State avg.

Student Demographics

## Race/Ethnicity Statistics



Other Demographics

- 0.7\% Native American
- $1.2 \%$ Asian
2.0\% African American
- 0.0\% Hawaiian/Pacific Islander
- 19.2\% Hispanic/Latino
- 69.9\% White
- 7.0\% Two or More Races
English Learners
$\mathbf{8 \%}$
Low-income
$\mathbf{2 9 \%}$
Students eligible to receive special education
$9 \%$


## The Purpose of the Report Card




 examine the Report Card and engage in communication with local school and district staff.

## Overview of the State's accountability system under Title I



 school is located in Report Card - ESSA School Index.

## Reporting the N -Size and Subgroup Membership




 at-a-Glance Report) and on the ESSA School Index Report under the Reports tab.
 information identifiable for individual students will not be shown.

## How does the state differentiate to support public schools?

 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.




 and Statistics.

## 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



 years thereafter).

## Arkansas Identified schools can exit from comprehensive support and improvement.


 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.


 Index score that initially led to identification (the 5\% cut score).

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Arkansas Arts Academy - 0440700

| MODULE: Achievement | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 3rd Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 12.50 | 22.50 | 36.25 | 28.75 | 65.00 | 51.97 |
| All Students Number of Students |  |  | 10 | 18 | 29 | 23 | 52 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 27.86 |
| Hispanic | >95\% | <5\% | RV | RV | 50.00 | 10.00 | 60.00 | 46.86 |
| Caucasian | >95\% | <5\% | RV | RV | 27.66 | 34.04 | 61.70 | 60.40 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 28.00 | 24.00 | 52.00 | 43.15 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | RV | 40.00 | 30.91 | 70.91 | 70.49 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 20.77 |
| Students without Disabilities | >95\% | <5\% | RV | RV | 36.62 | 30.99 | 67.61 | 58.06 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 34.07 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | RV | RV | 36.23 | 28.99 | 65.22 | 52.42 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 86.64 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 31.61 |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | RV | 40.00 | 26.00 | 66.00 | 50.74 |
| Male Students | >95\% | <5\% | RV | RV | 30.00 | 33.33 | 63.33 | 53.14 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement | \% Tested 2021-2022 | $\begin{gathered} \text { \% Not Tested } \\ \text { 2021-2022 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 3rd Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 36.25 | 13.75 | 17.50 | 32.50 | 50.00 | 31.05 |
| All Students Number of Students |  |  | 29 | 11 | 14 | 26 | 40 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 12.62 |
| Hispanic | >95\% | <5\% | 50.00 | RV | RV | 15.00 | 40.00 | 22.92 |
| Caucasian | >95\% | <5\% | 36.17 | RV | RV | 34.04 | 51.06 | 38.48 |
| Economically Disadvantaged | >95\% | <5\% | 48.00 | RV | RV | 20.00 | 44.00 | 23.07 |
| Non-Economically Disadvantaged | >95\% | <5\% | 30.91 | RV | RV | 38.18 | 52.73 | 47.84 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 11.30 |
| Students without Disabilities | >95\% | <5\% | 32.39 | 15.49 | 18.31 | 33.80 | 52.11 | 34.90 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 10.32 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 36.23 | 15.94 | 14.49 | 33.33 | 47.83 | 32.11 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 59.63 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 15.61 |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 38.00 | RV | RV | 30.00 | 46.00 | 30.30 |
| Male Students | >95\% | <5\% | 33.33 | RV | RV | 36.67 | 56.67 | 31.78 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 4th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 23.17 | 14.63 | 30.49 | 31.71 | 62.20 | 37.74 |
| All Students Number of Students |  |  | 19 | 12 | 25 | 26 | 51 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 18.66 |
| Hispanic | >95\% | <5\% | RV | RV | 29.41 | 11.76 | 41.18 | 29.13 |
| Caucasian | >95\% | <5\% | RV | RV | 29.09 | 36.36 | 65.45 | 45.55 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 30.00 | 10.00 | 40.00 | 28.71 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | RV | 30.65 | 38.71 | 69.35 | 56.22 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 10.34 |
| Students without Disabilities | >95\% | <5\% | 19.74 | 15.79 | 31.58 | 32.89 | 64.47 | 42.91 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 8.86 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 19.44 | 13.89 | 33.33 | 33.33 | 66.67 | 39.34 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 60.63 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | RV | 43.48 | 30.43 | 73.91 | 42.00 |
| Male Students | >95\% | <5\% | 38.89 | RV | RV | 33.33 | 47.22 | 33.78 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2021-2022 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 4th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | RV | 35.37 | 43.90 | RV | 56.10 | 41.73 |
| All Students Number of Students |  |  | RV | 29 | 36 | RV | 46 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | 17.85 |
| Hispanic | >95\% | <5\% | RV | RV | 29.41 | <5\% | 29.41 | 35.17 |
| Caucasian | >95\% | <5\% | RV | 29.09 | 49.09 | RV | 63.64 | 50.51 |
| Economically Disadvantaged | >95\% | <5\% | RV | 50.00 | RV | <5\% | 35.00 | 32.34 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | 30.65 | 46.77 | RV | 62.90 | 60.96 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 13.63 |
| Students without Disabilities | >95\% | <5\% | RV | 36.84 | 47.37 | RV | 59.21 | 47.04 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 17.63 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | RV | 33.33 | 45.83 | RV | 59.72 | 42.83 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 65.37 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 41.30 | 45.65 | RV | 54.35 | 40.16 |
| Male Students | >95\% | <5\% | RV | 27.78 | 41.67 | RV | 58.33 | 43.18 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 4th Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 18.29 | 30.49 | 30.49 | 20.73 | 51.22 | 40.53 |
| All Students Number of Students |  |  | 15 | 25 | 25 | 17 | 42 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 18.91 |
| Hispanic | >95\% | <5\% | RV | RV | 29.41 | <5\% | 29.41 | 32.75 |
| Caucasian | >95\% | <5\% | RV | 29.09 | 30.91 | RV | 56.36 | 49.25 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 30.00 | 5.00 | 35.00 | 31.96 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | 30.65 | 30.65 | RV | 56.45 | 58.08 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 13.58 |
| Students without Disabilities | >95\% | <5\% | 14.47 | 31.58 | 32.89 | 21.05 | 53.95 | 45.61 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 14.15 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 13.89 | 31.94 | 30.56 | 23.61 | 54.17 | 42.04 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 60.51 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 28.26 | 39.13 | RV | 56.52 | 38.93 |
| Male Students | >95\% | <5\% | RV | 33.33 | RV | 25.00 | 44.44 | 42.01 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 5th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 22.78 | 24.05 | 21.52 | 31.65 | 53.16 | 39.79 |
| All Students Number of Students |  |  | 18 | 19 | 17 | 25 | 42 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 19.17 |
| Hispanic | >95\% | <5\% | RV | RV | <5\% | 27.27 | 27.27 | 32.74 |
| Caucasian | >95\% | <5\% | 18.33 | 21.67 | 25.00 | 35.00 | 60.00 | 47.99 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 20.00 | 20.00 | 40.00 | 30.04 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | 24.07 | RV | 37.04 | 59.26 | 59.12 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 7.78 |
| Students without Disabilities | >95\% | <5\% | 19.18 | 26.03 | 20.55 | 34.25 | 54.79 | 45.35 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 7.91 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 18.84 | 26.09 | 24.64 | 30.43 | 55.07 | 41.33 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 60.38 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
|  | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 23.26 | RV | 37.21 | 55.81 | 45.57 |
| Male Students | >95\% | <5\% | RV | RV | 25.00 | 25.00 | 50.00 | 34.26 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2021-2022 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 5th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | RV | 57.50 | 27.50 | RV | 33.75 | 40.50 |
| All Students Number of Students |  |  | RV | 46 | 22 | RV | 27 |  |
| African American | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 16.58 |
| Hispanic | >95\% | <5\% | RV | RV | 27.27 | <5\% | 27.27 | 34.74 |
| Caucasian | >95\% | <5\% | RV | 54.10 | 29.51 | RV | 37.70 | 49.62 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 19.23 | <5\% | 23.08 | 30.31 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | 51.85 | 31.48 | RV | 38.89 | 60.73 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 7.83 |
| Students without Disabilities | >95\% | <5\% | RV | 58.11 | 28.38 | RV | 35.14 | 46.18 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 10.81 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | RV | 55.71 | 27.14 | RV | 34.29 | 41.77 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 62.49 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 58.14 | 25.58 | RV | 32.56 | 39.71 |
| Male Students | >95\% | <5\% | RV | 56.76 | 29.73 | RV | 35.14 | 41.26 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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Arkansas Arts Academy - 0440700

| MODULE: Achievement | \% Tested 2021-2022 | $\begin{gathered} \text { \% Not Tested } \\ \text { 2021-2022 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 5th Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 18.75 | 26.25 | 32.50 | 22.50 | 55.00 | 36.67 |
| All Students Number of Students |  |  | 15 | 21 | 26 | 18 | 44 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 14.14 |
| Hispanic | >95\% | <5\% | RV | RV | 9.09 | 18.18 | 27.27 | 28.94 |
| Caucasian | >95\% | <5\% | RV | RV | 34.43 | 26.23 | 60.66 | 45.92 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 23.08 | 19.23 | 42.31 | 27.56 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | RV | 37.04 | 24.07 | 61.11 | 54.74 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 10.66 |
| Students without Disabilities | >95\% | <5\% | 14.86 | 28.38 | 33.78 | 22.97 | 56.76 | 41.18 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 11.07 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 15.71 | 25.71 | 34.29 | 24.29 | 58.57 | 38.21 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 48.30 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 25.58 | 34.88 | RV | 55.81 | 33.31 |
| Male Students | >95\% | <5\% | RV | 27.03 | 29.73 | RV | 54.05 | 39.87 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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Arkansas Arts Academy - 0440700

| MODULE: Achievement | \% Tested <br> 2021-2022 | $\begin{gathered} \text { \% Not Tested } \\ \text { 2021-2022 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 6th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 20.73 | 24.39 | 28.05 | 26.83 | 54.88 | 40.88 |
| All Students Number of Students |  |  | 17 | 20 | 23 | 22 | 45 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 19.73 |
| Hispanic | >95\% | <5\% | RV | RV | 38.46 | 7.69 | 46.15 | 32.37 |
| Caucasian | >95\% | <5\% | RV | RV | 27.12 | 30.51 | 57.63 | 49.43 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 17.86 | 21.43 | 39.29 | 31.80 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | RV | 33.33 | 29.63 | 62.96 | 58.86 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 7.01 |
| Students without Disabilities | >95\% | <5\% | 17.57 | 24.32 | 28.38 | 29.73 | 58.11 | 46.62 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 7.12 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 20.00 | 24.00 | 28.00 | 28.00 | 56.00 | 42.85 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 55.18 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.51 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 28.89 | RV | 26.67 | 51.11 | 46.33 |
| Male Students | >95\% | <5\% | RV | RV | 32.43 | 27.03 | 59.46 | 35.74 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2021-2022 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 6th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | RV | 40.24 | 30.49 | RV | 51.22 | 45.29 |
| All Students Number of Students |  |  | RV | 33 | 25 | RV | 42 |  |
| African American | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 19.24 |
| Hispanic | >95\% | <5\% | RV | RV | 30.77 | 7.69 | 38.46 | 38.35 |
| Caucasian | >95\% | <5\% | RV | 35.59 | 32.20 | RV | 55.93 | 55.25 |
| Economically Disadvantaged | >95\% | <5\% | RV | 46.43 | RV | 14.29 | 42.86 | 36.16 |
| Non-Economically Disadvantaged | >95\% | <5\% | RV | 37.04 | 31.48 | RV | 55.56 | 63.35 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 11.76 |
| Students without Disabilities | >95\% | <5\% | RV | 41.89 | 31.08 | RV | 52.70 | 50.96 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 17.03 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | RV | 40.00 | 30.67 | RV | 52.00 | 46.82 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 59.28 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 31.82 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 40.00 | 31.11 | RV | 48.89 | 45.04 |
| Male Students | >95\% | <5\% | RV | 40.54 | 29.73 | RV | 54.05 | 45.52 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 6th Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 17.07 | 28.05 | 34.15 | 20.73 | 54.88 | 40.73 |
| All Students Number of Students |  |  | 14 | 23 | 28 | 17 | 45 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 17.89 |
| Hispanic | >95\% | <5\% | RV | RV | 38.46 | <5\% | 38.46 | 31.41 |
| Caucasian | >95\% | <5\% | RV | RV | 35.59 | 25.42 | 61.02 | 50.35 |
| Economically Disadvantaged | >95\% | <5\% | RV | 39.29 | 39.29 | RV | 50.00 | 31.74 |
| Non-Economically Disadvantaged | >95\% | <5\% | 20.37 | 22.22 | 31.48 | 25.93 | 57.41 | 58.52 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 9.51 |
| Students without Disabilities | >95\% | <5\% | RV | 28.38 | 37.84 | RV | 59.46 | 46.01 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 7.76 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 16.00 | 26.67 | 34.67 | 22.67 | 57.33 | 42.87 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 50.74 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 27.84 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | RV | 28.89 | 46.67 | RV | 60.00 | 39.22 |
| Male Students | >95\% | <5\% | RV | 27.03 | RV | 29.73 | 48.65 | 42.16 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | \% Not Tested 2021-2022 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 7th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 23.85 | 24.77 | 25.69 | 25.69 | 51.38 | 41.93 |
| All Students Number of Students |  |  | 26 | 27 | 28 | 28 | 56 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 21.53 |
| Hispanic | >95\% | <5\% | RV | RV | <5\% | 21.74 | 26.09 | 36.15 |
| Caucasian | >95\% | <5\% | 18.42 | 23.68 | 30.26 | 27.63 | 57.89 | 49.38 |
| Economically Disadvantaged | >95\% | <5\% | 39.39 | RV | RV | 21.21 | 39.39 | 32.65 |
| Non-Economically Disadvantaged | >95\% | <5\% | 17.11 | 26.32 | 28.95 | 27.63 | 56.58 | 59.47 |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 5.81 |
| Students without Disabilities | >95\% | <5\% | 21.00 | 24.00 | 27.00 | 28.00 | 55.00 | 47.90 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 8.35 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 21.65 | 22.68 | 27.84 | 27.84 | 55.67 | 43.79 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 56.60 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.04 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 20.00 | 24.62 | 23.08 | 32.31 | 55.38 | 49.83 |
| Male Students | >95\% | <5\% | 29.55 | RV | 29.55 | RV | 45.45 | 34.54 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement | \% Tested 2021-2022 | $\begin{gathered} \text { \% Not Tested } \\ \text { 2021-2022 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 7th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 23.85 | 39.45 | 24.77 | 11.93 | 36.70 | 35.99 |
| All Students Number of Students |  |  | 26 | 43 | 27 | 13 | 40 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 14.30 |
| Hispanic | >95\% | <5\% | RV | 47.83 | RV | <5\% | 13.04 | 30.03 |
| Caucasian | >95\% | <5\% | 21.05 | 35.53 | 27.63 | 15.79 | 43.42 | 44.00 |
| Economically Disadvantaged | >95\% | <5\% | 36.36 | 33.33 | RV | RV | 30.30 | 26.47 |
| Non-Economically Disadvantaged | >95\% | <5\% | 18.42 | 42.11 | 26.32 | 13.16 | 39.47 | 54.00 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 5.02 |
| Students without Disabilities | >95\% | <5\% | 21.00 | 40.00 | 27.00 | 12.00 | 39.00 | 41.11 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 6.48 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 21.65 | 39.18 | 25.77 | 13.40 | 39.18 | 37.64 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 48.61 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 19.92 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 29.23 | 33.85 | RV | RV | 36.92 | 37.74 |
| Male Students | >95\% | <5\% | RV | 47.73 | RV | 15.91 | 36.36 | 34.36 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 7th Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 39.45 | 16.51 | 16.51 | 27.52 | 44.04 | 35.91 |
| All Students Number of Students |  |  | 43 | 18 | 18 | 30 | 48 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 15.22 |
| Hispanic | >95\% | <5\% | RV | RV | 17.39 | <5\% | 21.74 | 29.64 |
| Caucasian | >95\% | <5\% | 32.89 | 15.79 | 17.11 | 34.21 | 51.32 | 43.68 |
| Economically Disadvantaged | >95\% | <5\% | 48.48 | RV | RV | 18.18 | 33.33 | 27.29 |
| Non-Economically Disadvantaged | >95\% | <5\% | 35.53 | 15.79 | 17.11 | 31.58 | 48.68 | 52.23 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 7.75 |
| Students without Disabilities | >95\% | <5\% | 37.00 | 16.00 | 18.00 | 29.00 | 47.00 | 40.56 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 7.71 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 37.11 | 14.43 | 17.53 | 30.93 | 48.45 | 37.58 |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 46.28 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 22.08 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 41.54 | RV | RV | 27.69 | 47.69 | 36.15 |
| Male Students | >95\% | <5\% | 36.36 | RV | RV | 27.27 | 38.64 | 35.70 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 8th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 24.27 | 22.33 | 20.39 | 33.01 | 53.40 | 46.27 |
| All Students Number of Students |  |  | 25 | 23 | 21 | 34 | 55 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 24.94 |
| Hispanic | >95\% | <5\% | RV | RV | 21.74 | 26.09 | 47.83 | 40.96 |
| Caucasian | >95\% | <5\% | 23.29 | 21.92 | 19.18 | 35.62 | 54.79 | 54.30 |
| Economically Disadvantaged | >95\% | <5\% | 35.29 | RV | RV | 17.65 | 38.24 | 36.66 |
| Non-Economically Disadvantaged | >95\% | <5\% | 18.84 | 20.29 | 20.29 | 40.58 | 60.87 | 63.50 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 6.06 |
| Students without Disabilities | >95\% | <5\% | 18.28 | 22.58 | 22.58 | 36.56 | 59.14 | 52.39 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 10.42 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 22.34 | 21.28 | 21.28 | 35.11 | 56.38 | 48.26 |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 59.32 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 31.54 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.13 |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 18.46 | 16.92 | 18.46 | 46.15 | 64.62 | 53.87 |
| Male Students | >95\% | <5\% | 34.21 | 31.58 | RV | RV | 34.21 | 38.96 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.

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Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 8th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 38.83 | 34.95 | 13.59 | 12.62 | 26.21 | 38.35 |
| All Students Number of Students |  |  | 40 | 36 | 14 | 13 | 27 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 14.87 |
| Hispanic | >95\% | <5\% | 52.17 | RV | RV | 8.70 | 17.39 | 32.24 |
| Caucasian | >95\% | <5\% | 32.88 | 38.36 | RV | RV | 28.77 | 47.19 |
| Economically Disadvantaged | >95\% | <5\% | 50.00 | 35.29 | RV | RV | 14.71 | 28.25 |
| Non-Economically Disadvantaged | >95\% | <5\% | 33.33 | 34.78 | 15.94 | 15.94 | 31.88 | 56.49 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 4.78 |
| Students without Disabilities | >95\% | <5\% | 32.26 | 38.71 | 15.05 | 13.98 | 29.03 | 43.48 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 8.95 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 35.11 | 36.17 | 14.89 | 13.83 | 28.72 | 40.04 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 47.78 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.18 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 45.17 |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 35.38 | 36.92 | RV | RV | 27.69 | 38.57 |
| Male Students | >95\% | <5\% | 44.74 | 31.58 | RV | RV | 23.68 | 38.14 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
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Arkansas Arts Academy - 0440700

| MODULE: Achievement | $\begin{aligned} & \text { \% Tested } \\ & \text { 2021-2022 } \end{aligned}$ | $\begin{gathered} \text { \% Not Tested } \\ \text { 2021-2022 } \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |
| 8th Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 30.10 | 23.30 | 24.27 | 22.33 | 46.60 | 39.11 |
| All Students Number of Students |  |  | 31 | 24 | 25 | 23 | 48 |  |
| African American | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 17.19 |
| Hispanic | >95\% | <5\% | 43.48 | RV | RV | 26.09 | 43.48 | 32.92 |
| Caucasian | >95\% | <5\% | 24.66 | 27.40 | 27.40 | 20.55 | 47.95 | 47.55 |
| Economically Disadvantaged | >95\% | <5\% | 41.18 | RV | RV | 14.71 | 35.29 | 29.76 |
| Non-Economically Disadvantaged | >95\% | <5\% | 24.64 | 23.19 | 26.09 | 26.09 | 52.17 | 55.87 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | 10.00 | 10.00 | 6.54 |
| Students without Disabilities | >95\% | <5\% | 24.73 | 24.73 | 26.88 | 23.66 | 50.54 | 44.07 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 8.23 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 27.66 | 24.47 | 24.47 | 23.40 | 47.87 | 40.98 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 46.85 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 24.25 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.44 |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 21.54 | 24.62 | 27.69 | 26.15 | 53.85 | 40.48 |
| Male Students | >95\% | <5\% | 44.74 | RV | RV | 15.79 | 34.21 | 37.79 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown
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Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | \% Not Tested 2021-2022 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 9th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | < $5 \%$ | 27.72 | 14.85 | 14.85 | 42.57 | 57.43 | 39.67 |
| All Students Number of Students |  |  | 28 | 15 | 15 | 43 | 58 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 17.94 |
| Hispanic | >95\% | <5\% | RV | RV | 10.00 | 30.00 | 40.00 | 29.78 |
| Caucasian | >95\% | <5\% | 24.66 | RV | RV | 46.58 | 63.01 | 49.07 |
| Economically Disadvantaged | >95\% | <5\% | 36.36 | RV | RV | 36.36 | 42.42 | 29.75 |
| Non-Economically Disadvantaged | >95\% | <5\% | 23.53 | RV | RV | 45.59 | 64.71 | 56.45 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 4.34 |
| Students without Disabilities | >95\% | <5\% | 15.12 | 17.44 | 17.44 | 50.00 | 67.44 | 44.72 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | 4.72 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 26.09 | 14.13 | 14.13 | 45.65 | 59.78 | 42.31 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 43.13 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 22.28 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 49.74 |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 22.58 | RV | RV | 46.77 | 61.29 | 45.46 |
| Male Students | >95\% | <5\% | 35.90 | RV | RV | 35.90 | 51.28 | 34.16 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO

Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2021-2022 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 9th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 44.55 | 21.78 | 11.88 | 21.78 | 33.66 | 27.43 |
| All Students Number of Students |  |  | 45 | 22 | 12 | 22 | 34 |  |
| African American | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 8.98 |
| Hispanic | >95\% | <5\% | RV | RV | 5.00 | 10.00 | 15.00 | 19.65 |
| Caucasian | >95\% | <5\% | 39.73 | 20.55 | 13.70 | 26.03 | 39.73 | 35.15 |
| Economically Disadvantaged | >95\% | <5\% | 57.58 | 30.30 | RV | RV | 12.12 | 18.68 |
| Non-Economically Disadvantaged | >95\% | <5\% | 38.24 | 17.65 | 14.71 | 29.41 | 44.12 | 42.28 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 3.15 |
| Students without Disabilities | >95\% | <5\% | 37.21 | 23.26 | 13.95 | 25.58 | 39.53 | 30.91 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 3.61 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 41.30 | 23.91 | 11.96 | 22.83 | 34.78 | 29.17 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 31.33 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 13.03 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.35 |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 50.00 | RV | RV | 22.58 | 33.87 | 27.58 |
| Male Students | >95\% | <5\% | 35.90 | 30.77 | RV | RV | 33.33 | 27.29 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO
2021-2022

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SEARCHOOL INFO

Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested <br> 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 9th Grade Science |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 34.65 | 17.82 | 18.81 | 28.71 | 47.52 | 30.53 |
| All Students Number of Students |  |  | 35 | 18 | 19 | 29 | 48 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 10.98 |
| Hispanic | >95\% | <5\% | RV | RV | 15.00 | 5.00 | 20.00 | 21.21 |
| Caucasian | >95\% | <5\% | 27.40 | 17.81 | 19.18 | 35.62 | 54.79 | 38.90 |
| Economically Disadvantaged | >95\% | <5\% | 42.42 | RV | RV | 21.21 | 36.36 | 21.89 |
| Non-Economically Disadvantaged | >95\% | <5\% | 30.88 | 16.18 | 20.59 | 32.35 | 52.94 | 45.19 |
| Students with Disabilities | >95\% | <5\% | RV | RV | 6.67 | <5\% | 6.67 | 4.26 |
| Students without Disabilities | >95\% | <5\% | 25.58 | 19.77 | 20.93 | 33.72 | 54.65 | 34.29 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 3.87 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 32.61 | 17.39 | 18.48 | 31.52 | 50.00 | 32.59 |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 32.09 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 15.15 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 37.35 |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 35.48 | 17.74 | 20.97 | 25.81 | 46.77 | 31.77 |
| Male Students | >95\% | <5\% | 33.33 | RV | RV | 33.33 | 48.72 | 29.35 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2021-2022 | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 10th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 23.30 | 11.65 | 18.45 | 46.60 | 65.05 | 37.51 |
| All Students Number of Students |  |  | 24 | 12 | 19 | 48 | 67 |  |
| African American | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 16.05 |
| Hispanic | >95\% | <5\% | RV | RV | 13.33 | 26.67 | 40.00 | 27.27 |
| Caucasian | >95\% | <5\% | RV | RV | 22.22 | 48.61 | 70.83 | 46.16 |
| Economically Disadvantaged | >95\% | <5\% | RV | RV | 16.00 | 52.00 | 68.00 | 27.34 |
| Non-Economically Disadvantaged | >95\% | <5\% | 24.36 | RV | RV | 44.87 | 64.10 | 52.73 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 4.44 |
| Students without Disabilities | >95\% | <5\% | 19.15 | 12.77 | 19.15 | 48.94 | 68.09 | 42.37 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 4.14 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 19.59 | 12.37 | 18.56 | 49.48 | 68.04 | 40.13 |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 37.55 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 21.22 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 25.00 | RV | RV | 53.33 | 68.33 | 43.40 |
| Male Students | >95\% | <5\% | RV | RV | 23.26 | 37.21 | 60.47 | 31.84 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO

Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2021-2022 } \end{aligned}$ | $\begin{aligned} & \text { \% Not Tested } \\ & \text { 2021-2022 } \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 10th Grade Mathematics |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | >95\% | <5\% | 53.40 | 13.59 | 12.62 | 20.39 | 33.01 | 25.90 |
| All Students Number of Students |  |  | 55 | 14 | 13 | 21 | 34 |  |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 7.92 |
| Hispanic | >95\% | <5\% | RV | RV | <5\% | 20.00 | 20.00 | 18.90 |
| Caucasian | >95\% | <5\% | 50.00 | RV | RV | 20.83 | 37.50 | 32.53 |
| Economically Disadvantaged | >95\% | <5\% | 60.00 | RV | RV | 24.00 | 32.00 | 16.50 |
| Non-Economically Disadvantaged | >95\% | <5\% | 51.28 | 15.38 | 14.10 | 19.23 | 33.33 | 39.99 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 2.72 |
| Students without Disabilities | >95\% | <5\% | 51.06 | 14.89 | 13.83 | 20.21 | 34.04 | 29.30 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 3.21 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 50.52 | 14.43 | 13.40 | 21.65 | 35.05 | 27.69 |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 25.99 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |
| Homeless | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 12.56 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | >95\% | <5\% | 46.67 | 16.67 | 18.33 | 18.33 | 36.67 | 26.03 |
| Male Students | >95\% | <5\% | 62.79 | RV | RV | 23.26 | 27.91 | 25.76 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.

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Arkansas Arts Academy - 0440700

| MODULE: Achievement |  |  |  |  |  |  | State Avg <br> Ready or <br> Exceeding |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% Tested <br> 2021-2022 | \% Not Tested 2021-2022 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding |  |
| 10th Grade Science |  |  |  |  |  |  |  |
| All Students Percentage of Students $>95 \%$ | <5\% | 40.78 | 15.53 | 25.24 | 18.45 | 43.69 | 29.91 |
| All Students Number of Students |  | 42 | 16 | 26 | 19 | 45 |  |
| African American $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 10.77 |
| Hispanic $>95 \%$ | <5\% | RV | RV | 13.33 | 20.00 | 33.33 | 19.73 |
| Caucasian $>95 \%$ | <5\% | 36.11 | 18.06 | 26.39 | 19.44 | 45.83 | 37.82 |
| Economically Disadvantaged $\quad>95 \%$ | <5\% | 44.00 | RV | RV | 24.00 | 44.00 | 21.06 |
| Non-Economically Disadvantaged >95\% | <5\% | 39.74 | 16.67 | 26.92 | 16.67 | 43.59 | 43.17 |
| Students with Disabilities $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 4.56 |
| Students without Disabilities >95\% | <5\% | 38.30 | 17.02 | 24.47 | 20.21 | 44.68 | 33.63 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  | RV (RV \%) |  |
| Current English Learners (EL) N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 3.26 |
| Non-English Learners (includes Former EL Monitored 1-4 years) >95\% | <5\% | 38.14 | 15.46 | 26.80 | 19.59 | 46.39 | 32.10 |
| Former English Learner (Monitored 1-4 years) N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 27.13 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  | RV (RV \%) |  |
| Homeless $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 17.68 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- |
| Female Students $>95 \%$ | <5\% | 41.67 | RV | 28.33 | RV | 45.00 | 31.56 |
| Male Students $\quad>95 \%$ | <5\% | 39.53 | RV | RV | 20.93 | 41.86 | 28.33 |
| Migrant | --- | --- | --- | --- | --- | --- | --- |

$\mathrm{N}<10$ is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.
CV is shown instead of a value because ACT Aspire and Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.

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Arkansas Arts Academy - 0440700
MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | $\begin{gathered} \text { Content }{ }^{* *} \text { with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 1 |  |  |  |  |  |  |
| All Students | N<10 | N<10 | N<10 | N<10 | 82.1517 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | 81.9998 | --- |
| Caucasian | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | 82.1115 | --- |
| Current English Learners (EL) | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 82.1517 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | 82.1517 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | 80.8794 | --- |
| Male Students | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- |
| CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the CoVID-19 outbreak. |  |  |  |  |  |  |
| *ELP is English Learner Progress toward English language proficie | the percentage of st | with EL | wth. Schools without | ed grade ge | fom their P | chool. |


|  | $\begin{aligned} & \text { English } \\ & \text { Language Arts } \\ & \text { (ELA) } \end{aligned}$ | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{gathered} \text { Content** } \text { with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 2 |  |  |  |  |  |  |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | -- |
| Caucasian | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Non-Economically Disadvantaged | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.


Arkansas Arts Academy - 0440700
MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 |  |  |  |  |  |  |
| All Students | 82.6637 | 83.4107 | 83.0436 | N<10 | N<10 | 83.2832 |
| African-American | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic | 83.0039 | 84.8546 | 83.9292 | N<10 | N<10 | 84.4806 |
| Caucasian | 81.6416 | 83.5896 | 82.6383 | N<10 | N<10 | --- |
| Economically Disadvantaged | 80.3888 | 85.1840 | 82.8542 | $\mathrm{N}<10$ | N<10 | 82.9823 |
| Non-Economically Disadvantaged | 83.6699 | 82.5922 | 83.1311 | N<10 | N<10 | 83.4393 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 82.6390 | 82.6781 | 82.6659 | N<10 | N<10 | 82.9912 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | 86.0354 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 82.1925 | 82.9838 | 82.5993 | $\mathrm{N}<10$ | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 84.6001 | 82.9750 | 83.7771 | N<10 | N<10 | 84.1027 |
| Male Students | 79.7592 | 84.0787 | 81.9190 | N<10 | N<10 | 82.0664 |
| Migrant | --- | --- | --- | --- | --- | --- |
| CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the Covid-19 outbreak. |  |  |  |  |  |  |
| *ELP is English Learner Progress toward English language proficien | the percentage of st | ts with ELP | wth. Schools without | ed grade ge | $m$ their $p$ | chool. |


|  | $\begin{aligned} & \text { English } \\ & \text { Language Arts } \\ & \text { (ELA) } \end{aligned}$ | Math | Average ELA + <br> Math (Content) | Science | ELP* | Content ${ }^{* *}$ with ELP |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 |  |  |  |  |  |  |
| All Students | 80.6430 | 79.9197 | 80.2814 | 79.3655 | N<10 | 80.4533 |
| African-American | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic | 79.8837 | 78.2047 | 79.0442 | 79.0423 | N<10 | 80.0670 |
| Caucasian | 81.0375 | 81.2885 | 81.1630 | 79.9697 | N<10 | --- |
| Economically Disadvantaged | 79.7002 | 80.3566 | 80.0284 | 80.3677 | N<10 | 80.6756 |
| Non-Economically Disadvantaged | 80.9466 | 79.7791 | 80.3629 | 79.0314 | N<10 | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 80.9691 | 80.4777 | 80.7234 | 79.5354 | N<10 | 80.8034 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | 80.9661 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 80.6818 | 79.9795 | 80.3307 | 79.6150 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 81.5530 | 78.9880 | 80.2705 | 78.7876 | N<10 | 80.1899 |
| Male Students | 79.4653 | 81.1255 | 80.2954 | 80.1745 | N<10 | 80.7807 |
| Migrant | --- | --- | --- | --- | --- | --- |

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Arkansas Arts Academy - 0440700
MODULE: Growth

|  | $\begin{gathered} \text { English } \\ \text { Language Arts } \\ \text { (ELA) } \end{gathered}$ | Math | Average ELA + Math (Content) | Science | ELP* | $\begin{gathered} \text { Content }{ }^{* *} \text { with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 |  |  |  |  |  |  |
| All Students | 79.5897 | 73.3728 | 76.4255 | 80.7200 | N<10 | 76.6789 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | 81.4727 | 81.8670 | 81.6699 | 80.6928 | N<10 | 80.8408 |
| Caucasian | 79.8278 | 72.8626 | 76.2710 | 81.0662 | N<10 | --- |
| Economically Disadvantaged | 79.5209 | 75.8769 | 77.5308 | 80.4824 | N<10 | 77.7214 |
| Non-Economically Disadvantaged | 79.6222 | 72.1444 | 75.8833 | 80.8320 | N<10 | 76.1204 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | 79.3365 | 72.6814 | 75.9503 | 80.4016 | N<10 | 76.2643 |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 81.1639 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 79.1069 | 72.2801 | 75.6323 | 80.9666 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 80.1950 | 73.1116 | 76.6533 | 79.7047 | N<10 | 76.6972 |
| Male Students | 78.8461 | 73.6848 | 76.1534 | 81.9673 | N<10 | 76.6577 |
| Migrant | --- | --- | --- | --- | --- | --- |
| CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the CoVID-19 outbreak. |  |  |  |  |  |  |
| *ELP is English Learner Progress toward English language proficiee | the percentage of | ts with ELP | wth. Schools without | ed grade ge | $m$ their | chool. |


|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 6 |  |  |  |  |  |  |
| All Students | 80.9519 | 81.6399 | 81.2959 | 82.6596 | N<10 | 80.6915 |
| African-American | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic | 85.1935 | 78.5726 | 81.8831 | 83.1696 | N<10 | 78.8336 |
| Caucasian | 78.9619 | 80.9574 | 79.9597 | 82.5323 | N<10 | --- |
| Economically Disadvantaged | 78.3937 | 81.2240 | 79.8088 | 81.0363 | N<10 | 79.1800 |
| Non-Economically Disadvantaged | 82.2802 | 81.8558 | 82.0680 | 83.5024 | N<10 | 81.5593 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 81.3457 | 82.0199 | 81.6828 | 82.9676 | N<10 | 81.3372 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 77.0045 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 80.3274 | 82.0540 | 81.1907 | 82.5168 | $\mathrm{N}<10$ | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 80.1422 | 79.7675 | 79.9548 | 84.4988 | N<10 | 79.5213 |
| Male Students | 81.9698 | 83.9937 | 82.9818 | 80.3474 | N<10 | 82.1389 |
| Migrant | --- | --- | --- | --- | --- | --- |

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Arkansas Arts Academy - 0440700
MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | $\begin{gathered} \text { Content }{ }^{* *} \text { with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 7 |  |  |  |  |  |  |
| All Students | 79.0130 | 75.0882 | 77.0506 | 75.8592 | N<10 | 77.9138 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | 82.2006 | 75.2185 | 78.7096 | 76.0490 | N<10 | 81.4724 |
| Caucasian | 79.0004 | 75.3873 | 77.1938 | 76.2480 | N<10 | --- |
| Economically Disadvantaged | 78.3483 | 75.1449 | 76.7466 | 75.9212 | N<10 | 78.2390 |
| Non-Economically Disadvantaged | 79.2966 | 75.0641 | 77.1803 | 75.8328 | N<10 | 77.7647 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 78.8917 | 74.8784 | 76.8851 | 76.4155 | N<10 | 77.6643 |
| Current English Learners (EL) | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | 85.5378 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 78.1554 | 74.7012 | 76.4283 | 75.2348 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 80.4483 | 75.5077 | 77.9780 | 77.5821 | N<10 | 78.6741 |
| Male Students | 76.9677 | 74.4905 | 75.7291 | 73.4041 | N<10 | 76.8597 |
| Migrant | --- | --- | --- | --- | --- | --- |

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.


|  | English Language Arts (ELA) | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{aligned} & \text { Content** } \text { with } \\ & \text { ELP } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 8 |  |  |  |  |  |  |
| All Students | 79.4605 | 76.9830 | 78.2217 | 80.5075 | N<10 | 78.2294 |
| African-American | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic | 80.5288 | 76.3414 | 78.4351 | 83.4107 | N<10 | 78.4181 |
| Caucasian | 78.6447 | 77.5284 | 78.0865 | 79.7576 | N<10 | --- |
| Economically Disadvantaged | 79.3104 | 79.3037 | 79.3070 | 80.4796 | N<10 | 78.9773 |
| Non-Economically Disadvantaged | 79.5367 | 75.8047 | 77.6707 | 80.5216 | N<10 | 77.7988 |
| Students with Disabilities | 78.4964 | 77.9824 | 78.2394 | 73.5775 | N<10 | 79.0046 |
| Students without Disabilities | 79.5700 | 76.8694 | 78.2197 | 81.2950 | N<10 | 78.1283 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | 77.9893 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 79.2808 | 77.3426 | 78.3117 | 79.9279 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 79.4199 | 74.8148 | 77.1173 | 81.8207 | N<10 | 77.0669 |
| Male Students | 79.5303 | 80.7171 | 80.1237 | 78.2458 | N<10 | 80.1670 |
| Migrant | --- | --- | --- | --- | --- | --- |

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Arkansas Arts Academy - 0440700
MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{gathered} \text { Content** with } \\ E L P \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 |  |  |  |  |  |  |
| All Students | 81.8198 | 78.5609 | 80.1903 | 79.4658 | N<10 | 80.4609 |
| African-American | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | 79.0857 | 77.1934 | 78.1396 | 75.6354 | N<10 | 79.6863 |
| Caucasian | 82.7464 | 78.7851 | 80.7657 | 80.8427 | N<10 | --- |
| Economically Disadvantaged | 84.4104 | 77.1351 | 80.7727 | 81.2132 | N<10 | 81.1912 |
| Non-Economically Disadvantaged | 80.5438 | 79.2632 | 79.9035 | 78.6052 | N<10 | 80.0636 |
| Students with Disabilities | 81.9306 | 78.6483 | 80.2894 | 80.1030 | N<10 | 80.9871 |
| Students without Disabilities | 81.8002 | 78.5455 | 80.1728 | 79.3534 | N<10 | 80.3521 |
| Current English Learners (EL) | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | 81.6523 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 82.0298 | 78.7084 | 80.3691 | 79.8109 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 80.1678 | 77.0539 | 78.6109 | 78.6671 | N<10 | 79.2211 |
| Male Students | 84.4035 | 80.9180 | 82.6608 | 80.7152 | N<10 | 82.4756 |
| Migrant | --- | --- | --- | --- | --- | --- |
| CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the CoVID-19 outbreak. |  |  |  |  |  |  |
| *ELP is English Learner Progress toward English language proficie | the percentage of | ts with ELP | wth. Schools without | ed grade ge | $m$ their $p$ | chool. |


|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | $\begin{gathered} \text { Content }{ }^{* *} \text { with } \\ \text { ELP } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 |  |  |  |  |  |  |
| All Students | 81.0270 | 78.9466 | 79.9868 | 76.3077 | N<10 | 80.3360 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | 79.8013 | 79.5259 | 79.6636 | 76.4676 | N<10 | 80.4538 |
| Caucasian | 81.8955 | 77.9192 | 79.9073 | 75.9803 | N<10 | --- |
| Economically Disadvantaged | 80.7973 | 75.2933 | 78.0453 | 73.0574 | N<10 | --- |
| Non-Economically Disadvantaged | 81.1005 | 80.1156 | 80.6080 | 77.3478 | N<10 | 81.0232 |
| Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 82.1349 |
| Students without Disabilities | 81.0628 | 78.3647 | 79.7138 | 75.7508 | N<10 | 80.1446 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | 84.0297 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 81.0952 | 78.8202 | 79.9577 | 76.4266 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 79.6758 | 80.0135 | 79.8447 | 75.6175 | N<10 | 80.4147 |
| Male Students | 82.7867 | 77.5570 | 80.1718 | 77.2065 | N<10 | 80.2328 |
| Migrant | --- | --- | --- | --- | --- | --- |

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.


Arkansas Arts Academy - 0440700
MODULE: Growth

|  | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 11 |  |  |  |  |  |  |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Students with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Students without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- |
| CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the CoVID-19 outbreak. |  |  |  |  |  |  |
| *ELP is English Learner Progress toward English language proficien | the percentage of s | with EL | wth. Schools without | ed grade ge | $m$ their | hool. |


|  | English Language Arts (ELA) | Math | Average ELA + <br> Math (Content) | Science | ELP* | $\begin{aligned} & \text { Content** } \text { with } \\ & \text { ELP } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades |  |  |  |  |  |  |
| All Students | 80.6082 | 78.3550 | 79.4768 | 79.1167 | 81.5580 | 79.6886 |
| African-American | 74.6858 | 74.4462 | 74.5660 | 84.3259 | N<10 | --- |
| Hispanic | 81.2684 | 78.7719 | 80.0202 | 79.0176 | 81.3869 | 80.5124 |
| Caucasian | 80.4526 | 78.2473 | 79.3434 | 79.3726 | N<10 | 79.3406 |
| Economically Disadvantaged | 80.1968 | 78.5384 | 79.3537 | 79.0350 | 81.3464 | 79.7112 |
| Non-Economically Disadvantaged | 80.7867 | 78.2747 | 79.5307 | 79.1523 | 81.8595 | 79.6773 |
| Students with Disabilities | 80.3292 | 80.2931 | 80.3112 | 78.1439 | 80.3023 | 80.3095 |
| Students without Disabilities | 80.6385 | 78.1451 | 79.3864 | 79.2223 | 81.8720 | 79.6133 |
| Current English Learners (EL) | 82.6040 | 79.6471 | 81.1255 | 80.1395 | 81.5580 | 81.3937 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 80.3408 | 78.2439 | 79.2874 | 79.0177 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 83.3153 | 78.6164 | 80.9659 | 79.6561 | 79.8468 | 80.3484 |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Children in Foster Care | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | 80.6593 | 77.6499 | 79.1582 | 79.4046 | 82.1130 | 79.4250 |
| Male Students | 80.5360 | 79.3490 | 79.9259 | 78.7094 | 80.9747 | 80.0491 |
| Migrant | --- | --- | --- | --- | --- | --- |

CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.


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Arkansas Arts Academy - 0440700
MODULE: English Language Proficiency of English Learners on English Language Proficiency Exam (ELPA21)

|  | Number ELs Tested | Number ELs Proficient | Percent ELs Proficient |
| :---: | :---: | :---: | :---: |
| Grade All | 98 | 13 | 13.27 \% |
| Grade K | RV | RV | <5\% |
| Grade 01 | 18 | 1 | 5.56 \% |
| Grade 02 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 03 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 04 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 05 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 06 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 07 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 08 | N<10 | $\mathrm{N}<10$ | N<10 |
| Grade 09 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 11 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 12 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

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Arkansas Arts Academy - 0440700
MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | Final GPA $>=2.8$ | Community <br> Service <br> Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Kindergarten |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 74.65 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 74.65 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | 40.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.00 |
| Caucasian | 82.69 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 82.69 |
| Economically Disadvantaged | 60.71 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.71 |
| Non-Economically Disadvantaged | 78.07 | N $<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 78.07 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 76.12 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 76.12 |
| Current English Learners (EL) | 45.45 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.45 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 80.00 | N<10 | N<10 | N<10 | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 80.00 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 68.42 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | 68.42 |
| Male Students | 81.82 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 81.82 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 77.63 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N<10 | 77.63 |
| African-American | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | 64.29 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.29 |
| Caucasian | 80.68 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | 80.68 |
| Economically Disadvantaged | 70.45 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.45 |
| Non-Economically Disadvantaged | 80.56 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | 80.56 |
| Students with Disabilities | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Students without Disabilities | 79.71 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 79.71 |
| Current English Learners (EL) | 63.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 63.33 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 81.15 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 81.15 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | N<10 | N $<10$ | N $<10$ | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 78.21 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | 78.21 |
| Male Students | 77.03 | $\mathrm{N}<10$ | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | 77.03 |

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Arkansas Arts Academy - 0440700
MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 83.80 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | 83.80 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | 86.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 86.67 |
| Caucasian | 83.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 83.67 |
| Economically Disadvantaged | 78.00 | N $<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | 78.00 |
| Non-Economically Disadvantaged | 86.96 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 86.96 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 83.08 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 83.08 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 83.59 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 83.59 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 88.10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 88.10 |
| Male Students | 77.59 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 77.59 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 87.86 | 51.32 | 56.58 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | 64.64 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | 78.95 | 40.00 | 25.00 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 47.46 |
| Caucasian | 91.03 | 52.27 | 65.91 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 68.90 |
| Economically Disadvantaged | 72.73 | 45.83 | 41.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.86 |
| Non-Economically Disadvantaged | 94.79 | 53.85 | 63.46 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.07 |
| Students with Disabilities | N $<10$ | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Students without Disabilities | 88.89 | 52.94 | 60.29 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.83 |
| Current English Learners (EL) | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 88.98 | 49.23 | 58.46 | N<10 | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 64.81 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N $<10$ | $N<10$ | N $<10$ | N<10 | N $<10$ |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 90.48 | 47.83 | 58.70 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.93 |
| Male Students | 83.93 | 56.67 | 53.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.20 |

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Arkansas Arts Academy - 0440700
MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 94.23 | 51.95 | 61.04 | 50.00 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | 64.88 |
| African-American | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Hispanic | 93.75 | 25.00 | 37.50 | 46.43 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.81 |
| Caucasian | 93.40 | 58.82 | 66.67 | 53.33 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 68.75 |
| Economically Disadvantaged | 89.47 | 35.00 | 35.00 | 58.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.90 |
| Non-Economically Disadvantaged | 95.76 | 57.89 | 70.18 | 46.94 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | 68.69 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 95.21 | 54.93 | 63.38 | 50.82 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.85 |
| Current English Learners (EL) | N $<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 94.20 | 55.22 | 64.18 | 49.14 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | 66.48 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 95.45 | 59.52 | 66.67 | 46.05 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 67.77 |
| Male Students | 92.65 | 42.86 | 54.29 | 55.17 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.28 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 82.35 | 54.43 | 50.63 | 50.65 | N $<10$ | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | 58.75 |
| African-American | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | 75.00 | 27.27 | 27.27 | 54.55 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.35 |
| Caucasian | 84.62 | 60.00 | 55.00 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.69 |
| Economically Disadvantaged | 71.43 | 40.00 | 36.00 | 50.00 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.42 |
| Non-Economically Disadvantaged | 87.23 | 61.11 | 57.41 | 50.94 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 63.46 |
| Students with Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Students without Disabilities | 84.92 | 56.16 | 52.05 | 50.00 | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | N<10 | 60.00 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 82.20 | 57.97 | 52.17 | 50.75 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | 60.04 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N $<10$ |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 82.43 | 55.81 | 51.16 | 51.16 | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | 59.34 |
| Male Students | 82.26 | 52.78 | 50.00 | 50.00 | N $<10$ | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | 58.03 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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Arkansas Arts Academy - 0440700
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|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 93.92 | 55.00 | 57.50 | 57.79 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | 65.59 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | 95.00 | 38.46 | 53.85 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.29 |
| Caucasian | 92.73 | 61.40 | 61.40 | 58.93 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 68.44 |
| Economically Disadvantaged | 96.00 | 51.85 | 44.44 | 53.85 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | 60.95 |
| Non-Economically Disadvantaged | 92.86 | 56.60 | 64.15 | 59.80 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 67.96 |
| Students with Disabilities | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 94.12 | 59.72 | 61.11 | 58.70 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 68.15 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 93.57 | 57.53 | 57.53 | 58.57 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.61 |
| Former English Learner (Monitored 1-4 years) | N $<10$ | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 95.12 | 60.47 | 58.14 | 64.29 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 69.23 |
| Male Students | 92.42 | 48.65 | 56.76 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.27 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 100.00 | 45.10 | 44.12 | 43.41 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | 57.49 |
| African-American | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Hispanic | 100.00 | 22.73 | 27.27 | 39.47 | N $<10$ | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 44.38 |
| Caucasian | 100.00 | 53.42 | 52.05 | 44.62 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.96 |
| Economically Disadvantaged | 100.00 | 32.26 | 35.48 | 35.19 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.13 |
| Non-Economically Disadvantaged | 100.00 | 50.70 | 47.89 | 46.88 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.03 |
| Students with Disabilities | N $<10$ | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.87 |
| Students without Disabilities | 100.00 | 48.39 | 46.24 | 45.24 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 59.55 |
| Current English Learners (EL) | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 100.00 | 50.00 | 48.89 | 41.88 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 59.80 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N $<10$ | N $<10$ | N $<10$ |
| Female Students | 100.00 | 50.85 | 42.37 | 44.23 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.74 |
| Male Students | 100.00 | 37.21 | 46.51 | 42.31 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.79 |

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|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | Final GPA $>=2.8$ | Community Service Learning | Computer <br> Science <br> Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 100.00 | 45.83 | 68.75 | 54.35 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | 67.96 |
| African-American | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Hispanic | 100.00 | 40.00 | 65.00 | 62.50 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 67.28 |
| Caucasian | 100.00 | 47.14 | 70.00 | 51.52 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 67.86 |
| Economically Disadvantaged | 100.00 | 33.33 | 53.33 | 53.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.98 |
| Non-Economically Disadvantaged | 100.00 | 51.52 | 75.76 | 54.84 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | 71.21 |
| Students with Disabilities | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 43.24 |
| Students without Disabilities | 100.00 | 49.43 | 73.56 | 56.63 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.57 |
| Current English Learners (EL) | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 100.00 | 47.73 | 70.45 | 53.01 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 68.73 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $N<10$ | N<10 |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 100.00 | 54.24 | 74.58 | 56.14 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 71.97 |
| Male Students | 100.00 | 32.43 | 59.46 | 51.43 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 61.49 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 100.00 | 48.42 | 56.84 | 47.87 | N $<10$ | N<10 | N<10 | N $<10$ | 3.66 | N<10 | N<10 | 53.02 |
| African-American | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Hispanic | 100.00 | 20.00 | 40.00 | 30.00 | N<10 | N<10 | N<10 | N<10 | 0.00 | N<10 | N<10 | 37.36 |
| Caucasian | 100.00 | 57.35 | 61.76 | 53.73 | N $<10$ | N<10 | N<10 | N<10 | 4.92 | N<10 | N<10 | 57.40 |
| Economically Disadvantaged | 100.00 | 36.36 | 51.52 | 51.52 | N<10 | N<10 | N<10 | N<10 | 3.57 | N<10 | N<10 | 48.72 |
| Non-Economically Disadvantaged | 100.00 | 54.84 | 59.68 | 45.90 | N<10 | N<10 | N<10 | N<10 | 3.70 | N<10 | N<10 | 55.19 |
| Students with Disabilities | 100.00 | 7.14 | 0.00 | 46.43 | N $<10$ | N<10 | N<10 | N<10 | 0.00 | N<10 | N<10 | 31.16 |
| Students without Disabilities | 100.00 | 55.56 | 66.67 | 48.13 | N<10 | N<10 | N<10 | N<10 | 4.35 | N<10 | N<10 | 56.84 |
| Current English Learners (EL) | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N $<10$ |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 100.00 | 51.16 | 59.30 | 50.00 | N<10 | N<10 | N<10 | N<10 | 3.95 | N<10 | N<10 | 54.71 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 100.00 | 49.15 | 57.63 | 47.41 | N<10 | N<10 | N<10 | N<10 | 6.25 | N<10 | N<10 | 53.72 |
| Male Students | 100.00 | 47.22 | 55.56 | 48.61 | N<10 | N<10 | N<10 | N<10 | 0.00 | N<10 | N<10 | 51.92 |

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|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | Final GPA $>=2.8$ | Community Service Learning | Computer <br> Science <br> Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 100.00 | 43.75 | 56.25 | 41.30 | N<10 | N<10 | N<10 | N<10 | 13.98 | N $<10$ | N<10 | 52.18 |
| African-American | N $<10$ | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ |
| Hispanic | 100.00 | 30.77 | 38.46 | 38.46 | N<10 | N<10 | N<10 | N<10 | 0.00 | N<10 | N<10 | 43.08 |
| Caucasian | 100.00 | 46.27 | 59.70 | 42.19 | N $<10$ | N<10 | N<10 | N<10 | 10.77 | N $<10$ | N<10 | 52.98 |
| Economically Disadvantaged | 100.00 | 41.67 | 58.33 | 34.78 | N<10 | N<10 | N<10 | N<10 | 18.18 | N<10 | N<10 | 50.86 |
| Non-Economically Disadvantaged | 100.00 | 44.44 | 55.56 | 43.48 | N<10 | N<10 | N<10 | N<10 | 12.68 | N<10 | $\mathrm{N}<10$ | 52.60 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 100.00 | 44.32 | 57.95 | 40.48 | N<10 | N<10 | N<10 | N<10 | 15.29 | N<10 | N<10 | 52.73 |
| Current English Learners (EL) | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 100.00 | 46.15 | 58.24 | 42.53 | N<10 | N<10 | N<10 | N<10 | 14.77 | N $<10$ | N<10 | 53.41 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Homeless | $N<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 100.00 | 45.45 | 61.82 | 40.20 | N $<10$ | N<10 | N<10 | N<10 | 18.87 | N<10 | N<10 | 54.73 |
| Male Students | 100.00 | 41.46 | 48.78 | 42.68 | N<10 | N<10 | N<10 | N<10 | 7.50 | N $<10$ | N<10 | 48.79 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 100.00 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | 22.92 | N<10 | N<10 | 62.44 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Hispanic | 100.00 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | 26.67 | N $<10$ | N<10 | 64.52 |
| Caucasian | 100.00 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 | 23.94 | N<10 | N<10 | 63.01 |
| Economically Disadvantaged | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 16.67 | N<10 | N<10 | 60.00 |
| Non-Economically Disadvantaged | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.00 | N<10 | N<10 | 63.27 |
| Students with Disabilities | 100.00 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | 14.29 | N<10 | N<10 | 58.62 |
| Students without Disabilities | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 24.39 | N<10 | N<10 | 63.10 |
| Current English Learners (EL) | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 100.00 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | 23.53 | N<10 | N<10 | 62.64 |
| Former English Learner (Monitored 1-4 years) | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N $<10$ |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.14 | N<10 | N<10 | 66.96 |
| Male Students | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 10.00 | N<10 | N<10 | 56.10 |

MY SCHOOL INFO
INFORM

Arkansas Arts Academy - 0440700
MODULE: SQSS

|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | N<10 | N<10 | N $<10$ | N $<10$ | 54.93 | 71.83 | 0.00 | 25.35 | N $<10$ | 47.89 | 46.48 | 41.08 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | 61.54 | 61.54 | 0.00 | 0.00 | N<10 | 53.85 | 61.54 | 39.74 |
| Caucasian | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 54.90 | 74.51 | 0.00 | 31.37 | $\mathrm{N}<10$ | 48.04 | 43.14 | 41.99 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | 31.25 | 43.75 | 0.00 | 37.50 | N<10 | 15.63 | 6.25 | 22.40 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | 61.82 | 80.00 | 0.00 | 21.82 | N<10 | 57.27 | 58.18 | 46.52 |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N 610 | N $<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ | N $<10$ | N<10 | N<10 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | 61.90 | 74.60 | 0.00 | 23.81 | N<10 | 53.97 | 52.38 | 44.44 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N $<10$ | N<10 | N $<10$ | N 610 | N $<10$ | N $<10$ | N $<10$ | N<10 | N $<10$ |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | 55.38 | 73.85 | 0.00 | 27.69 | N<10 | 47.69 | 47.69 | 42.05 |
| Former English Learner (Monitored 1-4 years) | N<10 | N $<10$ | N<10 | N $<10$ | N $<10$ | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ |
| Homeless | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N $<10$ | N<10 | N $<10$ | 61.90 | 73.81 | 0.00 | 19.05 | N $<10$ | 47.62 | 54.76 | 42.86 |
| Male Students | N<10 | N $<10$ | N<10 | N<10 | 44.83 | 68.97 | 0.00 | 34.48 | N<10 | 48.28 | 34.48 | 38.51 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |


|  | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | 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 | 92.45 | 49.07 | 56.35 | 49.07 | 54.93 | 71.83 | 0.00 | 25.35 | 14.02 | 47.89 | 46.48 | 58.77 |
| African-American | 100.00 | 25.00 | 33.33 | 70.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.65 |
| Hispanic | 86.05 | 30.37 | 39.26 | 45.41 | 61.54 | 61.54 | 0.00 | 0.00 | 9.52 | 53.85 | 61.54 | 49.64 |
| Caucasian | 93.69 | 54.29 | 61.22 | 50.36 | 54.90 | 74.51 | 0.00 | 31.37 | 13.71 | 48.04 | 43.14 | 61.09 |
| Economically Disadvantaged | 88.60 | 39.25 | 44.86 | 48.07 | 31.25 | 43.75 | 0.00 | 37.50 | 12.16 | 15.63 | 6.25 | 51.69 |
| Non-Economically Disadvantaged | 93.97 | 53.39 | 61.40 | 49.51 | 61.82 | 80.00 | 0.00 | 21.82 | 14.72 | 57.27 | 58.18 | 61.63 |
| Students with Disabilities | 88.30 | 19.12 | 22.06 | 43.10 | N<10 | N<10 | N<10 | N<10 | 5.71 | N<10 | N<10 | 39.08 |
| Students without Disabilities | 92.87 | 52.29 | 60.03 | 49.72 | 61.90 | 74.60 | 0.00 | 23.81 | 15.25 | 53.97 | 52.38 | 60.97 |
| Current English Learners (EL) | 80.38 | 4.35 | 13.04 | 48.72 | N $<10$ | N<10 | N<10 | N $<10$ | 7.69 | N $<10$ | N<10 | 40.83 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 93.38 | 51.51 | 58.66 | 49.15 | 55.38 | 73.85 | 0.00 | 27.69 | 14.46 | 47.69 | 47.69 | 59.92 |
| Former English Learner (Monitored 1-4 years) | 96.43 | 69.23 | 76.92 | 47.62 | N $<10$ | N<10 | N $<10$ | N $<10$ | N<10 | N $<10$ | N<10 | 60.71 |
| Homeless | 76.92 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.00 |
| Children in Foster Care | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ |
| Children with Parent that is Military Connected | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Gifted and Talented | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N $<10$ |
| Female Students | 93.08 | 52.46 | 58.87 | 49.71 | 61.90 | 73.81 | 0.00 | 19.05 | 19.75 | 47.62 | 54.76 | 60.68 |
| Male Students | 91.59 | 44.41 | 52.88 | 48.19 | 44.83 | 68.97 | 0.00 | 34.48 | 6.14 | 48.28 | 34.48 | 56.14 |

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MY SCHOOL INFO

Arkansas Arts Academy - 0440700
MODULE: Achievement - NAEP Results

|  | State NAEP Results |  |  |  |  | National Public NAEP Results |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Below Basic | Basic | Proficient | Advanced | Proficient \& Advanced | Below Basic | Basic | Proficient | Advanced |  <br> Advanced |
| 4th Grade Reading |  |  |  |  |  |  |  |  |  |  |
| All Students | 41.85\% | 28.49\% | 22.23\% | 7.43\% | 29.66\% | 38.80\% | 29.14\% | 23.70\% | 8.35\% | 32.05\% |
| African American | 69.88\% | 24.61\% | 5.16\% | 0.35\% | 5.51\% | 62.40\% | 28.78\% | 7.51\% | 1.31\% | 8.82\% |
| Hispanic | 51.15\% | 36.50\% | 10.71\% | 1.64\% | 12.35\% | 51.70\% | 34.39\% | 11.86\% | 2.05\% | 13.91\% |
| Caucasian | 36.24\% | 39.47\% | 20.75\% | 3.54\% | 24.29\% | 27.53\% | 38.30\% | 25.62\% | 8.55\% | 34.17\% |
| Economically Disadvantaged | 53.93\% | 27.10\% | 15.49\% | 3.48\% | 18.97\% | 52.34\% | 28.46\% | 15.89\% | 3.32\% | 19.21\% |
| Students with Disabilities | 84.72\% | 10.61\% | 3.78\% | 0.89\% | 4.67\% | 73.91\% | 16.89\% | 7.72\% | 1.47\% | 9.19\% |
| English Learners | 81.23\% | 13.55\% | 4.99\% | 0.23\% | 5.22\% | 66.90\% | 23.03\% | 8.87\% | 1.20\% | 10.07\% |
| 4th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |
| All Students | 30.98\% | 41.08\% | 24.27\% | 3.68\% | 27.95\% | 26.18\% | 38.72\% | 27.80\% | 7.30\% | 35.10\% |
| African American | 58.80\% | 33.45\% | 7.44\% | 0.31\% | 7.75\% | 45.84\% | 39.43\% | 13.49\% | 1.23\% | 14.72\% |
| Hispanic | 39.83\% | 43.76\% | 15.57\% | 0.83\% | 16.40\% | 37.03\% | 41.82\% | 18.69\% | 2.46\% | 21.15\% |
| Caucasian | 20.48\% | 43.89\% | 30.71\% | 4.92\% | 35.63\% | 15.12\% | 37.95\% | 36.88\% | 10.04\% | 46.92\% |
| Economically Disadvantaged | 39.13\% | 41.16\% | 18.03\% | 1.68\% | 19.71\% | 38.30\% | 41.42\% | 17.96\% | 2.32\% | 20.28\% |
| Students with Disabilities | 70.57\% | 22.71\% | 6.16\% | 0.55\% | 6.71\% | 57.15\% | 29.34\% | 11.26\% | 2.25\% | 13.51\% |
| English Learners | 61.70\% | 32.95\% | 5.35\% | 0.00\% | 5.35\% | 48.04\% | 38.05\% | 12.43\% | 1.47\% | 13.90\% |

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MY SCHOOL INFO

Arkansas Arts Academy - 0440700
MODULE: Achievement - NAEP Results

|  | State NAEP Results |  |  |  |  | National Public NAEP Results |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Below Basic | Basic | Proficient | Advanced | Proficient \& Advanced | Below Basic | Basic | Proficient | Advanced | Proficient \& Advanced |
| 8th Grade Reading |  |  |  |  |  |  |  |  |  |  |
| All Students | 35.83\% | 38.38\% | 23.55\% | 2.24\% | 25.79\% | 31.62\% | 38.94\% | 25.96\% | 3.48\% | 29.44\% |
| African American | 57.84\% | 32.68\% | 8.96\% | 0.52\% | 9.48\% | 48.12\% | 37.12\% | 13.94\% | 0.83\% | 14.77\% |
| Hispanic | 41.26\% | 35.03\% | 21.99\% | 1.72\% | 23.71\% | 40.09\% | 39.94\% | 18.55\% | 1.41\% | 19.96\% |
| Caucasian | 27.80\% | 40.67\% | 28.58\% | 2.95\% | 31.53\% | 23.23\% | 40.22\% | 32.15\% | 4.40\% | 36.55\% |
| Economically Disadvantaged | 42.36\% | 38.02\% | 18.40\% | 1.23\% | 19.63\% | 42.39\% | 39.15\% | 17.22\% | 1.24\% | 18.46\% |
| Students with Disabilities | 79.16\% | 18.71\% | 2.10\% | 0.03\% | 2.13\% | 70.35\% | 23.62\% | 5.72\% | 0.30\% | 6.02\% |
| English Learners | 66.67\% | 28.45\% | 4.81\% | 0.06\% | 4.87\% | 68.04\% | 26.19\% | 4.62\% | 0.15\% | 4.77\% |
| 8th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |
| All Students | 44.87\% | 36.20\% | 16.00\% | 2.93\% | 18.93\% | 39.53\% | 34.96\% | 18.95\% | 6.56\% | 25.51\% |
| African American | 69.88\% | 24.61\% | 5.16\% | 0.35\% | 5.51\% | 62.40\% | 28.78\% | 7.51\% | 1.31\% | 8.82\% |
| Hispanic | 51.15\% | 36.50\% | 10.71\% | 1.64\% | 12.35\% | 51.70\% | 34.39\% | 11.86\% | 2.05\% | 13.91\% |
| Caucasian | 36.24\% | 39.47\% | 20.75\% | 3.54\% | 24.29\% | 27.53\% | 38.30\% | 25.62\% | 8.55\% | 34.17\% |
| Economically Disadvantaged | 54.85\% | 33.32\% | 10.25\% | 1.58\% | 11.83\% | 53.58\% | 32.99\% | 11.31\% | 2.12\% | 13.43\% |
| Students with Disabilities | 84.36\% | 13.35\% | 1.88\% | 0.41\% | 2.29\% | 78.04\% | 17.33\% | 3.71\% | 0.92\% | 4.63\% |
| English Learners | 76.58\% | 20.94\% | 2.48\% | 0.00\% | 2.48\% | 76.05\% | 19.91\% | 3.60\% | 0.44\% | 4.04\% |


|  | District | State |
| :---: | :---: | :---: |
| Four-Year Graduation Rate |  |  |
| Four-Year Graduation Rate All Students | 76.4\% | 88.2\% |
| Four-Year Graduation Rate African-American | $\mathrm{N}<10$ | 84.7\% |
| Four-Year Graduation Rate Asian | $\mathrm{N}<10$ | 95.1\% |
| Four-Year Graduation Rate Caucasian | 75.4\% | 89.9\% |
| Four-Year Graduation Rate Hawaiian/Pacific Islander | N<10 | 74.2\% |
| Four-Year Graduation Rate Hispanic | 84.6\% | 86.8\% |
| Four-Year Graduation Rate Native American | N<10 | 83.9\% |
| Four-Year Graduation Rate Two or More Races | $\mathrm{N}<10$ | 85.9\% |
| Four-Year Graduation Rate Economically Disadvantaged | 75.0\% | 85.4\% |
| Four-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A |
| Four-Year Graduation Rate Students with Disabilities | $\mathrm{N}<10$ | 83.0\% |
| Four-Year Graduation Rate Students without Disabilities | N/A | N/A |
| Four-Year Graduation Rate Current English Learners (EL) | N<10 | 82.1\% |
| Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A |
| Four-Year Graduation Rate Homeless | $\mathrm{N}<10$ | 77.7\% |
| Four-Year Graduation Rate Children in Foster Care | $\mathrm{N}<10$ | 64.4\% |
| Four-Year Graduation Rate Children with Parent that is Military Connected | $\mathrm{N}<10$ | 94.8\% |
| Four-Year Graduation Rate Gifted and Talented | $\mathrm{N}<10$ | 97.5\% |
| Four-Year Graduation Rate Female Students | 74.1\% | 90.1\% |
| Four-Year Graduation Rate Male Students | 80.0\% | 86.4\% |
| Four-Year Graduation Rate Migrant | $\mathrm{N}<10$ | 82.2\% |


|  | District | State |
| :---: | :---: | :---: |
| Five-Year Graduation Rate |  |  |
| Five-Year Graduation Rate All Students | 86.8\% | 89.9\% |
| Five-Year Graduation Rate African-American | N<10 | 86.5\% |
| Five-Year Graduation Rate Asian | $\mathrm{N}<10$ | 95.8\% |
| Five-Year Graduation Rate Caucasian | 86.4\% | 91.3\% |
| Five-Year Graduation Rate Hawaiian/Pacific Islander | $\mathrm{N}<10$ | 80.4\% |
| Five-Year Graduation Rate Hispanic | 87.5\% | 89.0\% |
| Five-Year Graduation Rate Native American | $\mathrm{N}<10$ | 88.0\% |
| Five-Year Graduation Rate Two or More Races | $\mathrm{N}<10$ | 88.6\% |
| Five-Year Graduation Rate Economically Disadvantaged | 83.3\% | 87.4\% |
| Five-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A |
| Five-Year Graduation Rate Students with Disabilities | 84.6\% | 85.9\% |
| Five-Year Graduation Rate Students without Disabilities | N/A | N/A |
| Five-Year Graduation Rate Current English Learners (EL) | $\mathrm{N}<10$ | 86.3\% |
| Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A |
| Five-Year Graduation Rate Homeless | $\mathrm{N}<10$ | 78.5\% |
| Five-Year Graduation Rate Children in Foster Care | $\mathrm{N}<10$ | 69.3\% |
| Five-Year Graduation Rate Children with Parent that is Military Connected | $\mathrm{N}<10$ | 92.5\% |
| Five-Year Graduation Rate Gifted and Talented | N<10 | 97.7\% |
| Five-Year Graduation Rate Female Students | 84.6\% | 92.4\% |
| Five-Year Graduation Rate Male Students | 89.7\% | 87.5\% |
| Five-Year Graduation Rate Migrant | N<10 | 79.5\% |

A service provided by ADE

|  | District | State |
| :---: | :---: | :---: |
| American College Test (ACT) |  |  |
| Participation in Grade 11 Statewide ACT Administration | 93 | 28,962 |
| District Provided Remediation for Students Taking ACT | Y | 236 |
| Number of Students Taking ACT in Grades 9-11 | 103 | 35,209 |
| Number of Graduates that have taken ACT in High School | 58 | 26,985 |
| ACT Reading Average | 22.97 | 19.52 |
| ACT English Average | 20.97 | 18.42 |
| ACT Math Average | 19.26 | 18.18 |
| ACT Science Average | 20.62 | 19.41 |
| ACT Composite Average | 21.12 | 19.03 |
| The School Report Card Definitions document has a comparison of state and national ACT scores in the Module 8 College Readiness description. |  |  |
| SAT® by College Board |  |  |
| Number of Students Taking SAT College Admission Test | 2 | 525 |
| SAT Critical Reading Mean | 650 | 609 |
| SAT Math Mean | 535 | 583 |
| SAT Writing Mean |  |  |
| Advanced Placement Courses (AP) |  |  |
| Number of Students Taking Advanced Placement (AP) Courses | 126 | 27,061 |
| Number of AP Exams Taken | 115 | 41,280 |
| Number of AP Exams Scored 3, 4, or 5 | 58 | 17,425 |
| International Baccalaureate Courses |  |  |
| Number of Students Taking International Baccalaureate Courses | --- | 411 |
| College Going Rates |  |  |
| All Students | 33.3\% | 41.3\% |
| African-American | 0.0\% | 33.6\% |
| Hispanic | 45.5\% | 34.5\% |
| Caucasian | 32.7\% | 45.4\% |
| Economically Disadvantaged | 12.5\% | 34.5\% |
| Students with Disabilities | 0.0\% | 15.0\% |
| Current English Learners (EL) | 0.0\% | 19.2\% |
| Homeless | 50.0\% | 25.0\% |
| Children in Foster Care | 0.0\% | 24.8\% |
| Children with Parent that is Military Connected | 0.0\% | 43.1\% |
| Gifted and Talented | 100.0\% | 65.3\% |
| College Credit Accumulation Rates |  |  |
| All Students | 25.0\% | 51.0\% |
| African-American | 0.0\% | 34.4\% |
| Hispanic | 0.0\% | 45.8\% |
| Caucasian | 30.8\% | 55.4\% |
| Economically Disadvantaged | 20.0\% | 43.9\% |
| Students with Disabilities | 0.0\% | 22.5\% |
| Current English Learners (EL) | 0.0\% | 33.6\% |
| Homeless | 0.0\% | 25.6\% |
| Children in Foster Care | 0.0\% | 30.8\% |
| Children with Parent that is Military Connected | 100.0\% | 48.6\% |
| Gifted and Talented | 100.0\% | 65.1\% |

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|  | District | State |
| :---: | :---: | :---: |
| School Performance Rating | --- | N/A |
| The website at the following link has more information on the school rating: Division of Elementary and Secondary Education - Offices Public School Accountability - School Performance and Monitoring - Reporting (arkansas.gov) <br> (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance-and-monitoring/reporting) |  |  |
| Count of Schools with Rating = A | 0 | 77 |
| Count of Schools with Rating = B | 2 | 205 |
| Count of Schools with Rating = C | 0 | 415 |
| Count of Schools with Rating = D | 0 | 233 |
| Count of Schools with Rating $=\mathrm{F}$ | 0 | 95 |
| 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 | $100 \%$ |
| Access to Technology Devices and High-Speed Internet |  |  |
| Student Primary Learning Device Away from School is a Desktop Computer | 0 | 10,975 |
| Student Primary Learning Device Away from School is a Laptop Computer | 0 | 61,516 |
| Student Primary Learning Device Away from School is a Tablet | 79 | 40,574 |
| Student Primary Learning Device Away from School is a Chromebook | 1,075 | 300,653 |
| Student Primary Learning Device Away from School is a Smartphone | 0 | 21,789 |
| Student Does not use a Learning Device Away from School | 0 | 28,217 |
| Student Primary Learning Device Away from School is Shared with Another Individual | 0 | 54,053 |
| Student Primary Learning Device Away from School is Not Shared | 1,154 | 363,542 |
| Student Primary Learning Device is a Personal Device | 0 | 91,048 |
| Student Primary Learning Device is Provided by the School | 1,154 | 340,684 |
| Student Internet Access is Available in Primary Residence | 1,154 | 412,336 |
| Student Internet Access is Not Available in Primary Residence | 0 | 9,298 |
| Student Internet Access is Not Affordable in Primary Residence | 0 | 17,339 |
| Student Internet Access in Residence is Residential Broadband | 1,146 | 223,900 |
| Student Internet Access in Residence is Cellular Network | 0 | 38,515 |
| Student Internet Access in Residence is Hot Spot | 8 | 20,315 |
| Student Internet Access in Residence is Community Provided Wi-Fi | 0 | 13,842 |
| Student Internet Access in Residence is Satellite | 0 | 10,822 |
| Student Internet Access in Residence is Dial-up | 0 | 1,003 |
| Student Experiences Very Few or No Learning Interruptions from Internet in Residence | 0 | 9,467 |
| Student Regularly Experiences Learning Interruptions from Internet in Residence | 0 | 81,416 |
| Student is Unable to Complete Learning Activities Due to Poor Internet in Residence | 1,154 | 321,360 |
| Annual Accreditation Status |  |  |
| Accredited | 2 | 1,041 |
| Accredited Cited | 0 | 1 |
| Accredited Probationary | 0 | 0 |
| Attendance Rate |  |  |
| Attendance Rate All Students | 98.28\% | 92.61 \% |
| Attendance Rate African American | 99.5 \% | 91.47\% |
| Attendance Rate Hispanic | 97.61\% | 92.7 \% |
| Attendance Rate Caucasian | 98.45\% | 92.98 \% |
| Attendance Rate Economically Disadvantaged | 97.96 \% | 92.05\% |
| Attendance Rate Non-Economically Disadvantaged | 98.51 \% | 93.91 \% |
| Attendance Rate Students with Disabilities | 98.27 \% | 92.56 \% |
| Attendance Rate Students without Disabilities | 98.28 \% | 92.62 \% |
| Attendance Rate English Learners (EL) | 96.96\% | 92.3 \% |
| Attendance Rate Non-EL (includes Former EL Monitored 1-4 years) | 97.62 \% | 93.2 \% |
| Attendance Rate Former EL (Monitored 1-4 years) | 98.56 \% | 94.52 \% |
| Attendance Rate Homeless | 99.88 \% | 88.9 \% |
| Attendance Rate Children in Foster Care | $\mathrm{N}<10$ | 92.03\% |
| Attendance Rate Children with Parent on Active Military Duty | $\mathrm{N}<10$ | 93.76\% |
| Attendance Rate Gifted and Talented |  | 94.98\% |
| Attendance Rate Female Students | 98.16\% | 92.52 \% |
| Attendance Rate Male Students | 98.41 \% | 92.68 \% |
| Attendance Rate Migrant | $\mathrm{N}<10$ | 90.34\% |
| Dropout Rate |  |  |
| Dropout Rate | 1.78 \% | 2.21 \% |

College Remediation Rate
College Remediation Rate
60.3 \%
70.1 \%

Enrollment
October 1 Enrollment
1,191
473,861

MY SCHOOL INFO
SEARCH • COMPARE • INFORM

|  | District | State |
| :--- | :---: | :---: |
| Discipline Policies Distributed to Parents | $100 \%$ | $100 \%$ |
| Discipline Training Provided to Staff | $100 \%$ | $100 \%$ |
| Parental Involvement Plan Adopted | $100 \%$ | $100 \%$ |
| District Alternative Learning Environment Compliance | Y | $100 \%$ |
| Expulsions | 1 | 844 |
| Weapons Incidents | 1 | 999 |
| Staff Assaults | 1 | 813 |
| Student Assaults | 8 | 4,551 |
| Referrals to Law Enforcement | 0 | 60 |
| School-related Arrests | 0 | 8 |

Civil Rights Data Collection (CRDC) 2020-2021

|  | Chronic Absences | In-School Suspensions | Out-of- <br> School <br> Suspensions | Expulsions | Incidents of Violence | Referrals to Law <br> Enforcement |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 54 | 19 | 21 | RV | RV | RV | RV |
| African- <br> American | RV | RV | RV | RV | RV | RV | RV |
| Hispanic | 22 | RV | RV | RV | RV | RV | RV |
| Caucasian | 28 | 10 | 13 | RV | RV | RV | RV |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | RV | RV | RV | RV | RV | RV | RV |
| English <br> Learner | 12 | RV | RV | RV | RV | RV | RV |
| Male | 25 | 13 | 14 | RV | RV | RV | RV |
| Female | 29 | RV | RV | RV | RV | RV | RV |

Civil Rights Data Collection (CRDC) 2020-2021

|  | Pre-K <br> Enrollment | Percentage <br> in Pre-K | AP <br> Enrollment | IB <br> Enrollment | Concurrent <br> Enrollment | Percentage in <br> AP/IB/Concurrent |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | RV | $0.00 \%$ | 85 | RV | 32 | $9.82 \%$ |
| African-American | RV | $0.00 \%$ | RV | RV | RV | $0.00 \%$ |
| Hispanic | RV | $0.00 \%$ | 12 | RV | RV | $1.34 \%$ |
| Caucasian | RV | $0.00 \%$ | 63 | RV | 25 | $7.39 \%$ |
| Economically <br> Disadvantaged | --- | --- | --- | --- | --- | --- |
| Students with <br> Disabilities | RV | $0.00 \%$ | RV | RV | RV | $0.08 \%$ |
| English Learner | RV | $0.00 \%$ | RV | RV | RV | $0.25 \%$ |
| Male | RV | $0.00 \%$ | 59 | RV | 11 | $3.11 \%$ |
| Female | RV | $0.00 \%$ | 26 | RV | 21 | $6.72 \%$ |

Link for Civil Rights Data Collection: https://ocrdata.ed.gov/ (https://ocrdata.ed.gov/)
 disaggregated into the subgroups of race/ethnicity, sex, limited English proficiency, and disability. The latest CRDS data is from year 2018-2019.

A service provided by ADE
MY SCHOOL INFO
SEARCH • COMPARE•INFORM

|  | District | State |
| :--- | :---: | :---: |
| Number of Students Retained at Grade 1 | 0 | 662 |
| Percent of Students Retained at Grade 1 | $0.00 \%$ | $1.87 \%$ |
| Number of Students Retained at Grade 2 | 0 | 286 |
| Percent of Students Retained at Grade 2 | $0.00 \%$ | $0.81 \%$ |
| Number of Students Retained at Grade 3 | 0 | 107 |
| Percent of Students Retained at Grade 3 | $0.00 \%$ | $0.30 \%$ |
| Number of Students Retained at Grade 4 | 0 | 60 |
| Percent of Students Retained at Grade 4 | $0.00 \%$ | $0.17 \%$ |
| Number of Students Retained at Grade 5 | 0 | 61 |
| Percent of Students Retained at Grade 5 | $0.00 \%$ | $0.17 \%$ |
| Number of Students Retained at Grade 6 | 0 | 91 |
| Percent of Students Retained at Grade 6 | $0.00 \%$ | $0.25 \%$ |
| Number of Students Retained at Grade 7 | 0 | 195 |
| Percent of Students Retained at Grade 7 | $0.00 \%$ | $0.51 \%$ |
| Number of Students Retained at Grade 8 | 0 | 206 |
| Percent of Students Retained at Grade 8 | $0.00 \%$ | $0.53 \%$ |


|  | District | State |
| :---: | :---: | :---: |
| Percentage of Teachers Certified (Licensed) | 97.9 \% | 89.7 \% |
| Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded | 47.0 \% | 48.0 \% |
| Percentage of Teachers having Master's Degree as Highest Degree Awarded | 41.0 \% | 45.0 \% |
| Percentage of Teachers with Advanced Degree | 1.0 \% | 1.0 \% |
|  | District | State |
| All Economic Levels (All Quartiles All Schools) |  |  |
| Number of Teachers (Certified Teachers) | 90 | 36,007 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System | 36 | 8,140 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | 30 | 7,502 |
| Number Certified by National Board for Professional Teaching Standards | 0 | 1,412 |
| Number of Teachers Teaching with Provisional License | 0 | 821 |
| Percentage of Teachers Teaching with Provisional License | 0.0\% | 2.3\% |
| Number of Teachers Teaching with Emergency Teaching Permit | 0 | 513 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | 0.0\% | 1.4\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | 0 | 1,334 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | 0.0\% | 3.7\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 2 | 1,523 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 2.2\% | 4.2\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ | 0 | 1,073 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | 0.0\% | 3.0\% |
| Number of Inexperienced Teachers ${ }^{\wedge}$ | 26 | 9,104 |
| Percentage of Teachers who are Inexperienced ${ }^{\wedge}$ ^ | 28.9\% | 25.3\% |
| Number of Teachers, Principals, and Assistant Principals | 98 | 37,645 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | 26 | 9,179 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | 28.9\% | 24.4\% |
| *Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards |  |  |
| ** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation |  |  |
| $\wedge$ In order be placed on an ALP, a teacher must hold a standard license. |  |  |
| ${ }^{\wedge \wedge}$ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of exp years of experience. | e to les | hree (3) | years of experience.


|  | District | State |
| :---: | :---: | :---: |
| High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage) |  |  |
| Number of Teachers (Certified Teachers) | --- | 8,055 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System | --- | 1,986 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | -- | 1,743 |
| Number Certified by National Board for Professional Teaching Standards | --- | 232 |
| Number of Teachers Teaching with Provisional License | --- | 265 |
| Percentage of Teachers Teaching with Provisional License | --- | 3.3\% |
| Number of Teachers Teaching with Emergency Teaching Permit | --- | 159 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | --- | 2.0\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | --- | 424 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | --- | 5.3\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | --- | 607 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | --- | 7.5\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | --- | 242 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | --- | 3.0\% |
| Number of Inexperienced Teachers $\wedge \wedge$ | --- | 2,426 |
| Percentage of Teachers who are Inexperienced ${ }^{\wedge}$ | --- | 30.1\% |
| Number of Teachers, Principals, and Assistant Principals | --- | 8,496 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | --- | 2,451 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | --- | 28.8\% |
| *Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards |  |  |
| ** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation |  |  |
| $\wedge$ In order be placed on an ALP, a teacher must hold a standard license. |  |  |
| ${ }^{\wedge \wedge}$ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of exp years of experience. | nce to less | three (3) |

Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)

| Number of Teachers (Certified Teachers) | 90 | 10,326 |
| :---: | :---: | :---: |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System | 36 | 2,303 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | 30 | 2,244 |
| Number Certified by National Board for Professional Teaching Standards | 0 | 526 |
| Number of Teachers Teaching with Provisional License | 0 | 159 |
| Percentage of Teachers Teaching with Provisional License | 0.0\% | 1.5\% |
| Number of Teachers Teaching with Emergency Teaching Permit | 0 | 95 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | 0.0\% | 0.9\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | 0 | 254 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | 0.0\% | 2.5\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 2 | 263 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 2.2\% | 2.5\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | 0 | 277 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^ | 0.0\% | 2.7\% |
| Number of Inexperienced Teachers ${ }^{\wedge}$ | 26 | 2,394 |
| Percentage of Teachers who are Inexperienced $\wedge \wedge$ | 28.9\% | 23.2\% |
| Number of Teachers, Principals, and Assistant Principals | 98 | 10,677 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | 26 | 2,419 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | 28.9\% | 22.7\% |

*Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards
** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation
${ }^{\wedge}$ In order be placed on an ALP, a teacher must hold a standard license.
${ }^{\wedge \wedge}$ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience.

|  | District |  |
| :---: | :---: | :---: |
| School Board Training |  |  |
|  | School Board Member | Hours of Training |
|  | Cynthia (Cie) Cochran | 10.00 |
|  | Jenna Evans | 9.00 |
|  | Jeff Hunnicutt | 30.00 |
|  | Emily Kaiser | 21.00 |
|  | Adriene Mcginnis | 3.00 |
|  | Cara Riley | 16.00 |
|  | Keith Roberts | 27.00 |
|  | Maurissa Roberts | 24.00 |

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Arkansas Arts Academy - 0440700
MODULE: School Expenditures

|  | District |  |
| :--- | :---: | :---: |
| State and Local Expenditures | $\$ 4,117,763$ | $\$ 1,142,707,978$ |
| State and Local Personnel Expenditures | $\$ 1,300,615$ | $\$ 819,276,750$ |
| State and Local Non-Personnel Expenditures | $\$ 10,135,156$ | $\$ 4,657,732,036$ |
| State and Local Grand Total Expenditures | $\$ 3,483$ |  |
| State and Local Personnel Per-pupil Expenditures | $\$ 1,100$ |  |
| State and Local Non-Personnel Per-pupil Expenditures | $\$ 8,573$ |  |
| State and Local Per-pupil Expenditures | District | $\$ 1,738$ |


|  | District | State |
| :---: | :---: | :---: |
| Federal Expenditures |  |  |
| Federal Personnel Expenditures | \$502,202 | \$486,740,584 |
| Federal Non-Personnel Expenditures | \$798,412 | \$332,536,167 |
| Federal Grand Total Expenditures | \$6,017,393 | \$3,515,024,059 |
| Federal Personnel Per-pupil Expenditures | \$425 | \$1,033 |
| Federal Non-Personnel Per-pupil Expenditures | \$675 | \$705 |
| Federal Per-pupil Expenditures | \$5,090 | \$7,457 |
|  | District | State |
| Total Expenditures |  |  |
| Total Personnel Expenditures | \$6,519,595 | \$4,001,764,642 |
| Total Non-Personnel Expenditures | \$4,916,176 | \$1,475,244,144 |
| Total Grand Total Expenditures | \$11,435,771 | \$5,477,008,786 |
| Total Personnel Per-pupil Expenditures | \$5,515 | \$8,490 |
| Total Non-Personnel Per-pupil Expenditures | \$4,158 | \$3,130 |
| Total Per-pupil Expenditures | \$9,673 | \$11,620 |

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

|  | District | State |
| :--- | :---: | :---: |
| Mills Voted | 0.0 | 38.9 |
| Average Teacher Salary | $\$ 44,935$ | $\$ 53,416$ |
| Extracurricular Expenditures |  | $\$ 229,886,043$ |
| Capital Expenditures | $\$ 188,616$ | $\$ 685,229,336$ |
| Debt Service Expenditures | $\$ 0$ | $\$ 302,936,284$ |
| Free and Reduced Meals | $29.1 \%$ | $58.8 \%$ |
| Percent of Students Eligible for Free and Reduced Meals |  | $59.3 \%$ |
| State Free and Reduced-Price Meal Rate†† |  | $0.0 \%$ |
| National Free and Reduced-Price Meal Rate $\dagger$ |  |  |


|  | ELA |  | Math |  | Science |
| :--- | :--- | :--- | :--- | :---: | :---: |
| Grade 3 | RV | RV | RV |  |  |
| Grade 4 | RV | RV | RV |  |  |
| Grade 5 | RV | RV | RV |  |  |
| Grade 6 | RV | RV | RV |  |  |
| Grade 7 | RV | RV | RV |  |  |
| Grade 8 | RV | RV | RV |  |  |
| Grade 9 | RV | RV | RV |  |  |
| Grade 10 | RV | RV | RV |  |  |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 26.58 | 13.92 | 25.32 | 34.18 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | 21.43 | 14.29 | 27.14 | 37.14 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 24.66 | 15.07 | 26.03 | 34.25 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | 20 | 15.38 | 27.69 | 36.92 |
| Female | >95\% | 26.53 | RV | RV | 40.82 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | RV | 22.73 | 43.18 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 23.91 | RV | RV | 41.3 |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 23.81 | 42.86 |
| Male | >95\% | RV | RV | 33.33 | 23.33 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 34.62 | 26.92 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 33.33 | 22.22 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 34.78 | 26.09 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 25 | 15 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 25 | 18.75 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 28.57 | 7.14 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | N<10 | $N<10$ | $N<10$ | $N<10$ | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 27.27 | 9.09 |
| Hispanic Female | >95\% | RV | RV | 10 | 20 |
| Hispanic Female with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner with Disabilities | N<10 | $N<10$ | N<10 | $N<10$ | N<10 |
| Hispanic Female English Learner without Disabilities | N<10 | $N<10$ | N<10 | $N<10$ | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | $N<10$ | N<10 | $N<10$ | N<10 |
| Hispanic Male | >95\% | RV | RV | 40 | 10 |
| Hispanic Male with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | $N<10$ | $N<10$ |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $N<10$ | $N<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | $N<10$ | N<10 | $N<10$ | $N<10$ |
| Caucasian | >95\% | RV | RV | 28.26 | 36.96 |
| Caucasian Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Students without Disabilities | >95\% | RV | RV | 31.71 | 39.02 |
| Caucasian Non-English Learner | >95\% | RV | RV | 28.26 | 36.96 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 31.71 | 39.02 |
| Caucasian Female | >95\% | RV | RV | 26.67 | 40 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | RV | RV | 30.77 | 42.31 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 26.67 | 40 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | $N<10$ | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 30.77 | 42.31 |
| Caucasian Male | >95\% | RV | RV | 31.25 | 31.25 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | RV | RV | 33.33 | 33.33 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 31.25 | 31.25 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 33.33 | 33.33 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 Mathematics |  |  |  |  |  |
| All | >95\% | 12.5 | 22.5 | 36.25 | 28.75 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | RV | RV | 36.62 | 30.99 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | RV | RV | 36.49 | 31.08 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | RV | RV | 36.36 | 33.33 |
| Female | >95\% | RV | RV | 40 | 26 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | RV | 42.22 | 26.67 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | RV | 40.43 | 27.66 |
| Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 41.86 | 27.91 |
| Male | >95\% | RV | RV | 30 | 33.33 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 26.92 | 38.46 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 29.63 | 37.04 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 26.09 | 43.48 |
| African-American | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| African-American Female NonEnglish Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female Non- <br> English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 50 | 10 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 50 | 12.5 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | >95\% | RV | RV | 57.14 | 14.29 |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 54.55 | 18.18 |
| Hispanic Female | >95\% | RV | RV | 60 | <5\% |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | >95\% | RV | RV | 40 | 20 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | $N<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | >95\% | RV | RV | 27.66 | 34.04 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 28.57 | 35.71 |
| Caucasian Non-English Learner | >95\% | RV | RV | 27.66 | 34.04 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 28.57 | 35.71 |
| Caucasian Female | >95\% | RV | RV | 35.48 | 29.03 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 37.04 | 29.63 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 35.48 | 29.03 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 37.04 | 29.63 |
| Caucasian Male | >95\% | RV | RV | 12.5 | 43.75 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 13.33 | 46.67 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 12.5 | 43.75 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 13.33 | 46.67 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 Science |  |  |  |  |  |
| All | >95\% | 36.25 | 13.75 | 17.5 | 32.5 |
| Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Students without Disabilities | >95\% | 32.39 | 15.49 | 18.31 | 33.8 |
| English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Non-English Learner | >95\% | 33.78 | 14.86 | 17.57 | 33.78 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| English Learner Students without Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Non-English Learner Students without Disabilities | >95\% | 30.3 | 16.67 | 18.18 | 34.85 |
| Female | >95\% | 38 | RV | RV | 30 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 33.33 | RV | RV | 31.11 |
| Female English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Female Non-English Learner | >95\% | 36.17 | RV | RV | 31.91 |
| Female English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 32.56 | RV | RV | 32.56 |
| Male | >95\% | 33.33 | RV | RV | 36.67 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 19.23 | 38.46 |
| Male English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 22.22 | 37.04 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 21.74 | 39.13 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N $<10$ | N $<10$ | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N $<10$ | N $<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | 50 | RV | RV | 15 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 25 | 12.5 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 28.57 | 14.29 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 27.27 | 9.09 |
| Hispanic Female | >95\% | RV | RV | 10 | 10 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | $N<10$ | $N<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Male | >95\% | RV | RV | 40 | 20 |
| Hispanic Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $N<10$ | $N<10$ |
| Caucasian | >95\% | 36.17 | RV | RV | 34.04 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Students without Disabilities | >95\% | 30.95 | RV | RV | 35.71 |
| Caucasian Non-English Learner | >95\% | 36.17 | RV | RV | 34.04 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 30.95 | RV | RV | 35.71 |
| Caucasian Female | >95\% | 35.48 | RV | RV | 32.26 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 22.22 | 33.33 |
| Caucasian Female Non-English Learner | >95\% | 35.48 | RV | RV | 32.26 |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 22.22 | 33.33 |
| Caucasian Male | >95\% | RV | RV | 12.5 | 37.5 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | RV | RV | 13.33 | 40 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 12.5 | 37.5 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 13.33 | 40 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 23.17 | 14.63 | 30.49 | 31.71 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | 19.74 | 15.79 | 31.58 | 32.89 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 18.67 | 13.33 | 33.33 | 34.67 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Non-English Learner Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Non-English Learner Students without Disabilities | >95\% | 16.9 | 14.08 | 33.8 | 35.21 |
| Female | >95\% | RV | RV | 43.48 | 30.43 |
| Female Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | RV | 42.22 | 31.11 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | RV | 46.51 | 32.56 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 45.24 | 33.33 |
| Male | >95\% | 38.89 | RV | RV | 33.33 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | 32.26 | RV | RV | 35.48 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 34.38 | RV | RV | 37.5 |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 17.24 | 37.93 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N $<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 29.41 | 11.76 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 33.33 | 13.33 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 50 | 20 |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 50 | 20 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | RV | 29.09 | 36.36 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 30.77 | 36.54 |
| Caucasian Non-English Learner | >95\% | RV | RV | 29.09 | 36.36 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 30.77 | 36.54 |
| Caucasian Female | >95\% | RV | RV | 41.38 | 31.03 |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | >95\% | RV | RV | 41.38 | 31.03 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 41.38 | 31.03 |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 41.38 | 31.03 |
| Caucasian Male | >95\% | RV | RV | 15.38 | 42.31 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 17.39 | 43.48 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 15.38 | 42.31 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 17.39 | 43.48 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 Mathematics |  |  |  |  |  |
| All | >95\% | RV | 35.37 | 43.9 | RV |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | RV | 36.84 | 47.37 | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | RV | 33.33 | 46.67 | RV |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | RV | 33.8 | 49.3 | RV |
| Female | >95\% | RV | 41.3 | 45.65 | RV |
| Female Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 40 | 46.67 | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 37.21 | 48.84 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 35.71 | 50 | RV |
| Male | >95\% | RV | 27.78 | 41.67 | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 32.26 | 48.39 | RV |
| Male English Learner | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 43.75 | 18.75 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 48.28 | 17.24 |
| African-American | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 29.41 | <5\% |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 33.33 | <5\% |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 40 | <5\% |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 40 | <5\% |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | 29.09 | 49.09 | RV |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | 30.77 | 51.92 | RV |
| Caucasian Non-English Learner | >95\% | RV | 29.09 | 49.09 | RV |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | 30.77 | 51.92 | RV |
| Caucasian Female | >95\% | RV | RV | 51.72 | 10.34 |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | >95\% | RV | RV | 51.72 | 10.34 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 51.72 | 10.34 |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 51.72 | 10.34 |
| Caucasian Male | >95\% | RV | RV | 46.15 | 19.23 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 52.17 | 17.39 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 46.15 | 19.23 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 52.17 | 17.39 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 Science |  |  |  |  |  |
| All | >95\% | 18.29 | 30.49 | 30.49 | 20.73 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | 14.47 | 31.58 | 32.89 | 21.05 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 13.33 | 30.67 | 33.33 | 22.67 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | RV | 30.99 | 35.21 | RV |
| Female | >95\% | RV | 28.26 | 39.13 | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 26.67 | 40 | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 30.23 | 41.86 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 28.57 | 42.86 | RV |
| Male | >95\% | RV | 33.33 | RV | 25 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 38.71 | RV | 25.81 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | 31.25 | RV | 28.13 |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | 34.48 | RV | 27.59 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N $<10$ |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N $<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 29.41 | <5\% |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 33.33 | <5\% |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 50 | <5\% |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 50 | <5\% |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | 29.09 | 30.91 | RV |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | 30.77 | 32.69 | RV |
| Caucasian Non-English Learner | >95\% | RV | 29.09 | 30.91 | RV |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | 30.77 | 32.69 | RV |
| Caucasian Female | >95\% | RV | RV | 37.93 | 20.69 |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | >95\% | RV | RV | 37.93 | 20.69 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 37.93 | 20.69 |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 37.93 | 20.69 |
| Caucasian Male | >95\% | RV | RV | 23.08 | 30.77 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 26.09 | 30.43 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 23.08 | 30.77 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 26.09 | 30.43 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 22.78 | 24.05 | 21.52 | 31.65 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | 19.18 | 26.03 | 20.55 | 34.25 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 17.81 | 24.66 | 23.29 | 34.25 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | RV | 26.87 | RV | 37.31 |
| Female | >95\% | RV | 23.26 | RV | 37.21 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 25.64 | RV | 41.03 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 24.39 | RV | 39.02 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 27.03 | RV | 43.24 |
| Male | >95\% | RV | RV | 25 | 25 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 23.53 | 26.47 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 28.13 | 28.13 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 26.67 | 30 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | <5\% | 27.27 |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | >95\% | RV | RV | <5\% | 27.27 |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 18.33 | 21.67 | 25 | 35 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 24.07 | 38.89 |
| Caucasian Non-English Learner | >95\% | 18.33 | 21.67 | 25 | 35 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 24.07 | 38.89 |
| Caucasian Female | >95\% | RV | RV | 19.35 | 41.94 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 18.52 | 48.15 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 19.35 | 41.94 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 18.52 | 48.15 |
| Caucasian Male | >95\% | RV | RV | 31.03 | 27.59 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 29.63 | 29.63 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 31.03 | 27.59 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 29.63 | 29.63 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 Mathematics |  |  |  |  |  |
| All | >95\% | RV | 57.5 | 27.5 | RV |
| Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Students without Disabilities | >95\% | RV | 58.11 | 28.38 | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | RV | 54.05 | 29.73 | RV |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | RV | 54.41 | 30.88 | RV |
| Female | >95\% | RV | 58.14 | 25.58 | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 58.97 | 28.21 | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 56.1 | 26.83 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 56.76 | 29.73 | RV |
| Male | >95\% | RV | 56.76 | 29.73 | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Students without Disabilities | >95\% | RV | 57.14 | 28.57 | RV |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | 51.52 | 33.33 | RV |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | 51.61 | 32.26 | RV |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female Non- <br> English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 27.27 | <5\% |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | >95\% | RV | RV | 27.27 | <5\% |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | RV | 54.1 | 29.51 | RV |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | 54.55 | 30.91 | RV |
| Caucasian Non-English Learner | >95\% | RV | 54.1 | 29.51 | RV |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | 54.55 | 30.91 | RV |
| Caucasian Female | >95\% | RV | 58.06 | RV | 9.68 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | 59.26 | RV | 11.11 |
| Caucasian Female Non-English Learner | >95\% | RV | 58.06 | RV | 9.68 |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 59.26 | RV | 11.11 |
| Caucasian Male | >95\% | RV | 50 | 33.33 | RV |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | 50 | RV | 7.14 |
| Caucasian Male Non-English Learner | >95\% | RV | 50 | 33.33 | RV |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | 50 | RV | 7.14 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 5 Science |  |  |  |  |  |
| All | >95\% | 18.75 | 26.25 | 32.5 | 22.5 |
| Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Students without Disabilities | >95\% | 14.86 | 28.38 | 33.78 | 22.97 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 14.86 | 25.68 | 35.14 | 24.32 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | RV | 27.94 | 36.76 | RV |
| Female | >95\% | RV | 25.58 | 34.88 | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 28.21 | 35.9 | RV |
| Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner | >95\% | RV | 26.83 | 36.59 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 29.73 | 37.84 | RV |
| Male | >95\% | RV | 27.03 | 29.73 | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Students without Disabilities | >95\% | RV | 28.57 | 31.43 | RV |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 33.33 | 27.27 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 35.48 | 25.81 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 9.09 | 18.18 |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | >95\% | RV | RV | 9.09 | 18.18 |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | RV | RV | 34.43 | 26.23 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ |
| Caucasian Students without Disabilities | >95\% | RV | RV | 36.36 | 27.27 |
| Caucasian Non-English Learner | >95\% | RV | RV | 34.43 | 26.23 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 36.36 | 27.27 |
| Caucasian Female | >95\% | RV | RV | 38.71 | 22.58 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 40.74 | 25.93 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 38.71 | 22.58 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 40.74 | 25.93 |
| Caucasian Male | >95\% | RV | RV | 30 | 30 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 32.14 | 28.57 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 30 | 30 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 32.14 | 28.57 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 6 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 20.73 | 24.39 | 28.05 | 26.83 |
| Students with Disabilities | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Students without Disabilities | >95\% | 17.57 | 24.32 | 28.38 | 29.73 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 19.23 | 23.08 | 29.49 | 28.21 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | 15.71 | 22.86 | 30 | 31.43 |
| Female | >95\% | RV | 28.89 | RV | 26.67 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Female Students without Disabilities | >95\% | RV | 29.27 | RV | 29.27 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | RV | 26.19 | 28.57 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 26.32 | 31.58 |
| Male | >95\% | RV | RV | 32.43 | 27.03 |
| Male Students with Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 33.33 | 30.3 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 33.33 | 27.78 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 34.38 | 31.25 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female Non- <br> English Learner without Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 38.46 | 7.69 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 36.36 | 9.09 |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | RV | 27.12 | 30.51 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 28.3 | 33.96 |
| Caucasian Non-English Learner | >95\% | RV | RV | 27.12 | 30.51 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 28.3 | 33.96 |
| Caucasian Female | >95\% | RV | 31.25 | RV | 31.25 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 20.69 | 34.48 |
| Caucasian Female Non-English Learner | >95\% | RV | 31.25 | RV | 31.25 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 20.69 | 34.48 |
| Caucasian Male | >95\% | RV | RV | 37.04 | 29.63 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 37.5 | 33.33 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 37.04 | 29.63 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 37.5 | 33.33 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 6 Mathematics |  |  |  |  |  |
| All | >95\% | RV | 40.24 | 30.49 | RV |
| Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Students without Disabilities | >95\% | RV | 41.89 | 31.08 | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | RV | 38.46 | 32.05 | RV |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | RV | RV | 40 | 32.86 | RV |
| Female | >95\% | RV | 40 | 31.11 | RV |
| Female Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 43.9 | 29.27 | RV |
| Female English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 38.1 | 33.33 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner without Disabilities | >95\% | RV | 42.11 | 31.58 | RV |
| Male | >95\% | RV | 40.54 | 29.73 | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 39.39 | 33.33 | RV |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | 38.89 | 30.56 | RV |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner without Disabilities | >95\% | RV | 37.5 | 34.38 | RV |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 30.77 | 7.69 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 27.27 | 9.09 |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | 35.59 | 32.2 | RV |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | 35.85 | 33.96 | RV |
| Caucasian Non-English Learner | >95\% | RV | 35.59 | 32.2 | RV |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | 35.85 | 33.96 | RV |
| Caucasian Female | >95\% | RV | 34.38 | 31.25 | RV |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | 37.93 | RV | 24.14 |
| Caucasian Female Non-English Learner | >95\% | RV | 34.38 | 31.25 | RV |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 37.93 | RV | 24.14 |
| Caucasian Male | >95\% | RV | 37.04 | RV | 25.93 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 37.5 | 25 |
| Caucasian Male Non-English Learner | >95\% | RV | 37.04 | RV | 25.93 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 37.5 | 25 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 6 Science |  |  |  |  |  |
| All | >95\% | 17.07 | 28.05 | 34.15 | 20.73 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | RV | 28.38 | 37.84 | RV |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 15.38 | 26.92 | 35.9 | 21.79 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | RV | 27.14 | 40 | RV |
| Female | >95\% | RV | 28.89 | 46.67 | RV |
| Female Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Students without Disabilities | >95\% | RV | 26.83 | 51.22 | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 28.57 | 50 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 26.32 | 55.26 | RV |
| Male | >95\% | RV | 27.03 | RV | 29.73 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 30.3 | RV | 30.3 |
| Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | >95\% | RV | RV | 19.44 | 30.56 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 21.88 | 31.25 |
| African-American | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 38.46 | <5\% |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 45.45 | <5\% |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | RV | 35.59 | 25.42 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ |
| Caucasian Students without Disabilities | >95\% | RV | RV | 39.62 | 26.42 |
| Caucasian Non-English Learner | >95\% | RV | RV | 35.59 | 25.42 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 39.62 | 26.42 |
| Caucasian Female | >95\% | RV | RV | 46.88 | 18.75 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 51.72 | 20.69 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 46.88 | 18.75 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 51.72 | 20.69 |
| Caucasian Male | >95\% | RV | RV | 22.22 | 33.33 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 25 | 33.33 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 22.22 | 33.33 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 25 | 33.33 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 7 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 23.85 | 24.77 | 25.69 | 25.69 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | 21 | 24 | 27 | 28 |
| English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Non-English Learner | >95\% | 21 | 23 | 28 | 28 |
| English Learner Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| English Learner Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | 17.39 | 22.83 | 29.35 | 30.43 |
| Female | >95\% | 20 | 24.62 | 23.08 | 32.31 |
| Female Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 16.39 | 24.59 | 24.59 | 34.43 |
| Female English Learner | N $<10$ | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 16.67 | 23.33 | 25 | 35 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 26.79 | 37.5 |
| Male | >95\% | 29.55 | RV | 29.55 | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | 28.21 | RV | 30.77 | RV |
| Male English Learner | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 27.5 | RV | 32.5 | RV |
| Male English Learner with Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 33.33 | 19.44 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | <5\% | 21.74 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | <5\% | 23.81 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 7.14 | 35.71 |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 7.69 | 38.46 |
| Hispanic Female | >95\% | RV | RV | 6.25 | 31.25 |
| Hispanic Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | RV | RV | 6.67 | 33.33 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 9.09 | 45.45 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 10 | 50 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 18.42 | 23.68 | 30.26 | 27.63 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 14.49 | 23.19 | 31.88 | 30.43 |
| Caucasian Non-English Learner | >95\% | 18.42 | 23.68 | 30.26 | 27.63 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 14.49 | 23.19 | 31.88 | 30.43 |
| Caucasian Female | >95\% | RV | RV | 31.82 | 31.82 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 34.15 | 34.15 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 31.82 | 31.82 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 34.15 | 34.15 |
| Caucasian Male | >95\% | RV | RV | 28.13 | 21.88 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 28.57 | 25 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 28.13 | 21.88 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 28.57 | 25 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 7 Mathematics |  |  |  |  |  |
| All | >95\% | 23.85 | 39.45 | 24.77 | 11.93 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95\% | 21 | 40 | 27 | 12 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 22 | 39 | 26 | 13 |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | 18.48 | 40.22 | 28.26 | 13.04 |
| Female | >95\% | 29.23 | 33.85 | RV | RV |
| Female Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 36.07 | 29.51 | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | RV | 35 | 28.33 | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 37.5 | 30.36 | RV |
| Male | >95\% | RV | 47.73 | RV | 15.91 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 46.15 | RV | 15.38 |
| Male English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | >95\% | RV | 45 | RV | 17.5 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | 44.44 | RV | 16.67 |
| African-American | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | 47.83 | RV | <5\% |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | 47.62 | RV | <5\% |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 14.29 | <5\% |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 15.38 | <5\% |
| Hispanic Female | >95\% | RV | RV | 18.75 | <5\% |
| Hispanic Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | RV | RV | 20 | <5\% |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 18.18 | <5\% |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 20 | <5\% |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 21.05 | 35.53 | 27.63 | 15.79 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 17.39 | 36.23 | 30.43 | 15.94 |
| Caucasian Non-English Learner | >95\% | 21.05 | 35.53 | 27.63 | 15.79 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 17.39 | 36.23 | 30.43 | 15.94 |
| Caucasian Female | >95\% | RV | 29.55 | 31.82 | RV |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | 31.71 | 34.15 | RV |
| Caucasian Female Non-English Learner | >95\% | RV | 29.55 | 31.82 | RV |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 31.71 | 34.15 | RV |
| Caucasian Male | >95\% | RV | 43.75 | RV | 18.75 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | 42.86 | RV | 17.86 |
| Caucasian Male Non-English Learner | >95\% | RV | 43.75 | RV | 18.75 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | 42.86 | RV | 17.86 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 7 Science |  |  |  |  |  |
| All | >95\% | 39.45 | 16.51 | 16.51 | 27.52 |
| Students with Disabilities | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Students without Disabilities | >95\% | 37 | 16 | 18 | 29 |
| English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Non-English Learner | >95\% | 38 | 14 | 18 | 30 |
| English Learner Students with Disabilities | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | 34.78 | 14.13 | 19.57 | 31.52 |
| Female | >95\% | 41.54 | RV | RV | 27.69 |
| Female Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Female Students without Disabilities | >95\% | 37.7 | RV | RV | 29.51 |
| Female English Learner | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 38.33 | RV | RV | 30 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 33.93 | RV | RV | 32.14 |
| Male | >95\% | 36.36 | RV | RV | 27.27 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | 35.9 | RV | RV | 28.21 |
| Male English Learner | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | >95\% | 37.5 | RV | RV | 30 |
| Male English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | 36.11 | RV | RV | 30.56 |
| African-American | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 17.39 | < $5 \%$ |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | >95\% | RV | RV | 19.05 | <5\% |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | >95\% | RV | RV | 28.57 | 7.14 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 30.77 | 7.69 |
| Hispanic Female | >95\% | RV | RV | 18.75 | 6.25 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | RV | RV | 20 | 6.67 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 27.27 | 9.09 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | $N<10$ | N<10 | $N<10$ |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 30 | 10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | $N<10$ |
| Caucasian | >95\% | 32.89 | 15.79 | 17.11 | 34.21 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Students without Disabilities | >95\% | 28.99 | 15.94 | 18.84 | 36.23 |
| Caucasian Non-English Learner | >95\% | 32.89 | 15.79 | 17.11 | 34.21 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | 28.99 | 15.94 | 18.84 | 36.23 |
| Caucasian Female | >95\% | 29.55 | RV | RV | 36.36 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | RV | RV | 24.39 | 39.02 |
| Caucasian Female Non-English Learner | >95\% | 29.55 | RV | RV | 36.36 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | $N<10$ | $N<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 24.39 | 39.02 |
| Caucasian Male | >95\% | 37.5 | RV | RV | 31.25 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | 35.71 | RV | RV | 32.14 |
| Caucasian Male Non-English Learner | >95\% | 37.5 | RV | RV | 31.25 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 35.71 | RV | RV | 32.14 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 8 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 24.27 | 22.33 | 20.39 | 33.01 |
| Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 18.28 | 22.58 | 22.58 | 36.56 |
| English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Non-English Learner | >95\% | 21.65 | 21.65 | 21.65 | 35.05 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| English Learner Students without Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | 15.73 | 22.47 | 23.6 | 38.2 |
| Female | >95\% | 18.46 | 16.92 | 18.46 | 46.15 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 15.87 | 17.46 | 19.05 | 47.62 |
| Female English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Female Non-English Learner | >95\% | 16.13 | 16.13 | 19.35 | 48.39 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 50 |
| Male | >95\% | 34.21 | 31.58 | RV | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 33.33 | RV | 13.33 |
| Male English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | >95\% | 31.43 | 31.43 | RV | RV |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | 34.48 | RV | 13.79 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| African-American Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner | N<10 | $\mathrm{N}<10$ | N $<10$ | N $<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 21.74 | 26.09 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 25 | 30 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 29.41 | 35.29 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 31.25 | 37.5 |
| Hispanic Female | >95\% | RV | RV | 15.38 | 38.46 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | >95\% | RV | RV | 15.38 | 38.46 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 20 | 50 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 50 |
| Hispanic Male | >95\% | RV | RV | 30 | 10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ |
| Hispanic Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 23.29 | 21.92 | 19.18 | 35.62 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | N $<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 17.65 | 23.53 | 20.59 | 38.24 |
| Caucasian Non-English Learner | >95\% | 23.29 | 21.92 | 19.18 | 35.62 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 17.65 | 23.53 | 20.59 | 38.24 |
| Caucasian Female | >95\% | RV | RV | 16.67 | 50 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 17.02 | 51.06 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 16.67 | 50 |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 17.02 | 51.06 |
| Caucasian Male | >95\% | 40 | RV | RV | 8 |
| Caucasian Male with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 28.57 | 9.52 |
| Caucasian Male Non-English Learner | >95\% | 40 | RV | RV | 8 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 28.57 | 9.52 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 8 Mathematics |  |  |  |  |  |
| All | >95\% | 38.83 | 34.95 | 13.59 | 12.62 |
| Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 32.26 | 38.71 | 15.05 | 13.98 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 35.05 | 37.11 | 14.43 | 13.4 |
| English Learner Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | 29.21 | 40.45 | 15.73 | 14.61 |
| Female | >95\% | 35.38 | 36.92 | RV | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 33.33 | 38.1 | RV | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 32.26 | 38.71 | RV | RV |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | >95\% | 30 | 40 | RV | RV |
| Male | >95\% | 44.74 | 31.58 | RV | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 40 | RV | 13.33 |
| Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Male Non-English Learner | >95\% | 40 | 34.29 | RV | RV |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | 41.38 | RV | 13.79 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Female | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female without Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| African-American Female Non- <br> English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | 52.17 | RV | RV | 8.7 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 10 | 10 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 11.76 | 11.76 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 12.5 | 12.5 |
| Hispanic Female | >95\% | RV | RV | 15.38 | 7.69 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | >95\% | RV | RV | 15.38 | 7.69 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 20 | 10 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 10 |
| Hispanic Male | >95\% | RV | RV | <5\% | 10 |
| Hispanic Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 32.88 | 38.36 | RV | RV |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 27.94 | 41.18 | RV | RV |
| Caucasian Non-English Learner | >95\% | 32.88 | 38.36 | RV | RV |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | 27.94 | 41.18 | RV | RV |
| Caucasian Female | >95\% | 29.17 | 41.67 | RV | RV |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | 27.66 | 42.55 | RV | RV |
| Caucasian Female Non-English Learner | >95\% | 29.17 | 41.67 | RV | RV |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 27.66 | 42.55 | RV | RV |
| Caucasian Male | >95\% | 40 | RV | RV | 8 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 23.81 | 9.52 |
| Caucasian Male Non-English Learner | >95\% | 40 | RV | RV | 8 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 23.81 | 9.52 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 8 Science |  |  |  |  |  |
| All | >95\% | 30.1 | 23.3 | 24.27 | 22.33 |
| Students with Disabilities | >95\% | RV | RV | <5\% | 10 |
| Students without Disabilities | >95\% | 24.73 | 24.73 | 26.88 | 23.66 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 26.8 | 24.74 | 24.74 | 23.71 |
| English Learner Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N $<10$ | N<10 | N<10 | N $<10$ |
| Non-English Learner Students without Disabilities | >95\% | 22.47 | 25.84 | 26.97 | 24.72 |
| Female | >95\% | 21.54 | 24.62 | 27.69 | 26.15 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 19.05 | 25.4 | 28.57 | 26.98 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 19.35 | 25.81 | 27.42 | 27.42 |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | >95\% | 16.67 | 26.67 | 28.33 | 28.33 |
| Male | >95\% | 44.74 | RV | RV | 15.79 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | 36.67 | RV | RV | 16.67 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 40 | RV | RV | 17.14 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | 34.48 | RV | RV | 17.24 |
| African-American | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| African-American Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Female | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female without Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| African-American Female Non- <br> English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | 43.48 | RV | RV | 26.09 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 20 | 25 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 17.65 | 35.29 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 18.75 | 31.25 |
| Hispanic Female | >95\% | RV | RV | 23.08 | 23.08 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | >95\% | RV | RV | 23.08 | 23.08 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 20 | 30 |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 30 |
| Hispanic Male | >95\% | RV | RV | 10 | 30 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 24.66 | 27.4 | 27.4 | 20.55 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 19.12 | 29.41 | 29.41 | 22.06 |
| Caucasian Non-English Learner | >95\% | 24.66 | 27.4 | 27.4 | 20.55 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 19.12 | 29.41 | 29.41 | 22.06 |
| Caucasian Female | >95\% | RV | RV | 29.17 | 27.08 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 29.79 | 27.66 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 29.17 | 27.08 |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 29.79 | 27.66 |
| Caucasian Male | >95\% | 40 | RV | RV | 8 |
| Caucasian Male with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 28.57 | 9.52 |
| Caucasian Male Non-English Learner | >95\% | 40 | RV | RV | 8 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 28.57 | 9.52 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 27.72 | 14.85 | 14.85 | 42.57 |
| Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 15.12 | 17.44 | 17.44 | 50 |
| English Learner | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 25 | 14.58 | 15.63 | 44.79 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 14.29 | 16.67 | 17.86 | 51.19 |
| Female | >95\% | 22.58 | RV | RV | 46.77 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | RV | 18.18 | RV | 52.73 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 18.97 | RV | RV | 50 |
| Female English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 16.98 | 54.72 |
| Male | >95\% | 35.9 | RV | RV | 35.9 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 19.35 | 45.16 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 34.21 | RV | RV | 36.84 |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 19.35 | 45.16 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N $<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 10 | 30 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 14.29 | 42.86 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 13.33 | 40 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 16.67 | 50 |
| Hispanic Female | >95\% | RV | RV | 14.29 | 28.57 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | RV | RV | 18.18 | 36.36 |
| Hispanic Female English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 20 | 40 |
| Hispanic Female English Learner with Disabilities | $N<10$ | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | $N<10$ | N<10 | $N<10$ |
| Hispanic Female Non-English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | $N<10$ |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | $N<10$ |
| Caucasian | >95\% | 24.66 | RV | RV | 46.58 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 18.75 | 53.13 |
| Caucasian Non-English Learner | >95\% | 24.66 | RV | RV | 46.58 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 18.75 | 53.13 |
| Caucasian Female | >95\% | RV | RV | 16.28 | 53.49 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | RV | RV | 17.95 | 58.97 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 16.28 | 53.49 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | $N<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 17.95 | 58.97 |
| Caucasian Male | >95\% | 33.33 | RV | RV | 36.67 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 20 | 44 |
| Caucasian Male Non-English Learner | >95\% | 33.33 | RV | RV | 36.67 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 44 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 Mathematics |  |  |  |  |  |
| All | >95\% | 44.55 | 21.78 | 11.88 | 21.78 |
| Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 37.21 | 23.26 | 13.95 | 25.58 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 41.67 | 22.92 | 12.5 | 22.92 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 35.71 | 23.81 | 14.29 | 26.19 |
| Female | >95\% | 50 | RV | RV | 22.58 |
| Female Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 43.64 | RV | RV | 25.45 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 46.55 | RV | RV | 24.14 |
| Female English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner without Disabilities | >95\% | 41.51 | RV | RV | 26.42 |
| Male | >95\% | 35.9 | 30.77 | RV | RV |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | 32.26 | RV | 25.81 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 34.21 | 31.58 | RV | RV |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | 32.26 | RV | 25.81 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N $<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N $<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 5 | 10 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 7.14 | 14.29 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 6.67 | 13.33 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 8.33 | 16.67 |
| Hispanic Female | >95\% | RV | RV | 7.14 | 7.14 |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | RV | RV | 9.09 | 9.09 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 10 | 10 |
| Hispanic Female English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 39.73 | 20.55 | 13.7 | 26.03 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 34.38 | 20.31 | 15.63 | 29.69 |
| Caucasian Non-English Learner | >95\% | 39.73 | 20.55 | 13.7 | 26.03 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 34.38 | 20.31 | 15.63 | 29.69 |
| Caucasian Female | >95\% | 48.84 | RV | RV | 30.23 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 43.59 | RV | RV | 33.33 |
| Caucasian Female Non-English Learner | >95\% | 48.84 | RV | RV | 30.23 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 43.59 | RV | RV | 33.33 |
| Caucasian Male | >95\% | RV | 36.67 | RV | 20 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 20 | 24 |
| Caucasian Male Non-English Learner | >95\% | RV | 36.67 | RV | 20 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 24 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 9 Science |  |  |  |  |  |
| All | >95\% | 34.65 | 17.82 | 18.81 | 28.71 |
| Students with Disabilities | >95\% | RV | RV | 6.67 | <5\% |
| Students without Disabilities | >95\% | 25.58 | 19.77 | 20.93 | 33.72 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 31.25 | 18.75 | 19.79 | 30.21 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | 8.33 | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 23.81 | 20.24 | 21.43 | 34.52 |
| Female | >95\% | 35.48 | 17.74 | 20.97 | 25.81 |
| Female Students with Disabilities | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 29.09 | 18.18 | 23.64 | 29.09 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 31.03 | 18.97 | 22.41 | 27.59 |
| Female English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Female Non-English Learner without Disabilities | >95\% | 26.42 | 18.87 | 24.53 | 30.19 |
| Male | >95\% | 33.33 | RV | RV | 33.33 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 16.13 | 41.94 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 31.58 | RV | RV | 34.21 |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 16.13 | 41.94 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N $<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 15 | 5 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 21.43 | 7.14 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 20 | 6.67 |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 25 | 8.33 |
| Hispanic Female | >95\% | RV | RV | 21.43 | <5\% |
| Hispanic Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N 610 | N<10 |
| Hispanic Female without Disabilities | >95\% | RV | RV | 27.27 | <5\% |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | RV | RV | 30 | <5\% |
| Hispanic Female English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 27.4 | 17.81 | 19.18 | 35.62 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 20.31 | 18.75 | 20.31 | 40.63 |
| Caucasian Non-English Learner | >95\% | 27.4 | 17.81 | 19.18 | 35.62 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 20.31 | 18.75 | 20.31 | 40.63 |
| Caucasian Female | >95\% | 27.91 | RV | RV | 34.88 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 23.08 | 38.46 |
| Caucasian Female Non-English Learner | >95\% | 27.91 | RV | RV | 34.88 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 23.08 | 38.46 |
| Caucasian Male | >95\% | RV | RV | 16.67 | 36.67 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 16 | 44 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 16.67 | 36.67 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 16 | 44 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 23.3 | 11.65 | 18.45 | 46.6 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabililies | >95\% | 19.15 | 12.77 | 19.15 | 48.94 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 19.39 | 12.24 | 19.39 | 48.98 |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | 15.56 | 13.33 | 20 | 51.11 |
| Female | >95\% | 25 | RV | RV | 53.33 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 18.52 | RV | RV | 57.41 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 21.05 | RV | RV | 56.14 |
| Female English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 17.31 | 59.62 |
| Male | >95\% | RV | RV | 23.26 | 37.21 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | RV | RV | 22.5 | 37.5 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | RV | RV | 24.39 | 39.02 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ |
| Male Non-English Learner without Disabilities | >95\% | RV | RV | 23.68 | 39.47 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 13.33 | 26.67 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 15.38 | 30.77 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 18.18 | 36.36 |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 40 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | $N<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male | >95\% | RV | RV | 20 | 30 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | >95\% | RV | RV | 20 | 30 |
| Hispanic Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian | >95\% | RV | RV | 22.22 | 48.61 |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| Caucasian Students without Disabilities | >95\% | RV | RV | 22.39 | 50.75 |
| Caucasian Non-English Learner | >95\% | RV | RV | 22.22 | 48.61 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 22.39 | 50.75 |
| Caucasian Female | >95\% | RV | RV | 19.51 | 58.54 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | RV | RV | 20.51 | 61.54 |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 19.51 | 58.54 |
| Caucasian Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | RV | 20.51 | 61.54 |
| Caucasian Male | >95\% | RV | RV | 25.81 | 35.48 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | RV | 25 | 35.71 |
| Caucasian Male Non-English Learner | >95\% | RV | RV | 25.81 | 35.48 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | RV | 25 | 35.71 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 Mathematics |  |  |  |  |  |
| All | >95\% | 53.4 | 13.59 | 12.62 | 20.39 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Students without Disabilities | >95\% | 51.06 | 14.89 | 13.83 | 20.21 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 51.02 | 14.29 | 13.27 | 21.43 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | >95\% | 48.89 | 15.56 | 14.44 | 21.11 |
| Female | >95\% | 46.67 | 16.67 | 18.33 | 18.33 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 42.59 | 18.52 | 20.37 | 18.52 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 43.86 | 17.54 | 19.3 | 19.3 |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 40.38 | 19.23 | 21.15 | 19.23 |
| Male | >95\% | 62.79 | RV | RV | 23.26 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | 62.5 | RV | RV | 22.5 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | >95\% | 60.98 | RV | RV | 24.39 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | 60.53 | RV | RV | 23.68 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female NonEnglish Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | <5\% | 20 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | <5\% | 23.08 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | <5\% | 27.27 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | 30 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Male | >95\% | RV | RV | < $5 \%$ | 20 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | >95\% | RV | RV | <5\% | 20 |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 50 | RV | RV | 20.83 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 47.76 | RV | RV | 20.9 |
| Caucasian Non-English Learner | >95\% | 50 | RV | RV | 20.83 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95\% | 47.76 | RV | RV | 20.9 |
| Caucasian Female | >95\% | 39.02 | RV | 24.39 | RV |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 35.9 | RV | 25.64 | RV |
| Caucasian Female Non-English Learner | >95\% | 39.02 | RV | 24.39 | RV |
| Caucasian Female Non-English Learner with Disabilities | N<10 | $N<10$ | $\mathrm{N}<10$ | $N<10$ | $N<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 35.9 | RV | 25.64 | RV |
| Caucasian Male | >95\% | 64.52 | RV | RV | 22.58 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | 64.29 | RV | RV | 21.43 |
| Caucasian Male Non-English Learner | >95\% | 64.52 | RV | RV | 22.58 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 64.29 | RV | RV | 21.43 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 10 Science |  |  |  |  |  |
| All | >95\% | 40.78 | 15.53 | 25.24 | 18.45 |
| Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Students without Disabilities | >95\% | 38.3 | 17.02 | 24.47 | 20.21 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 37.76 | 16.33 | 26.53 | 19.39 |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95\% | 35.56 | 17.78 | 25.56 | 21.11 |
| Female | >95\% | 41.67 | RV | 28.33 | RV |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | >95\% | 37.04 | RV | 29.63 | RV |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 38.6 | RV | 29.82 | RV |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | 34.62 | RV | 30.77 | RV |
| Male | >95\% | 39.53 | RV | RV | 20.93 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95\% | 40 | RV | RV | 22.5 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | >95\% | 36.59 | RV | RV | 21.95 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | >95\% | 36.84 | RV | RV | 23.68 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students with Disabilities | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | --- | --- | --- | --- | --- |
| African-American Female Non- <br> English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |


| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | RV | RV | 13.33 | 20 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | >95\% | RV | RV | 15.38 | 23.08 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner | >95\% | RV | RV | 18.18 | 27.27 |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 20 | 30 |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ |
| Hispanic Male | >95\% | RV | RV | 20 | 20 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | >95\% | RV | RV | 20 | 20 |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95\% | 36.11 | 18.06 | 26.39 | 19.44 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95\% | 34.33 | 19.4 | 25.37 | 20.9 |
| Caucasian Non-English Learner | >95\% | 36.11 | 18.06 | 26.39 | 19.44 |
| Caucasian Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Non-English Learner without Disabilities | >95\% | 34.33 | 19.4 | 25.37 | 20.9 |
| Caucasian Female | >95\% | 34.15 | RV | 31.71 | RV |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 30.77 | RV | 33.33 | RV |
| Caucasian Female Non-English Learner | >95\% | 34.15 | RV | 31.71 | RV |
| Caucasian Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $N<10$ | $N<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 30.77 | RV | 33.33 | RV |
| Caucasian Male | >95\% | 38.71 | RV | RV | 19.35 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | 39.29 | RV | RV | 21.43 |
| Caucasian Male Non-English Learner | >95\% | 38.71 | RV | RV | 19.35 |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 39.29 | RV | RV | 21.43 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades English Language Arts (ELA) |  |  |  |  |  |
| All | >97\% | 24.12 | 18.83 | 22.76 | 34.28 |
| Students with Disabilities | >95\% | 72.22 | RV | RV | 5.56 |
| Students without Disabilities | >97\% | 18.92 | 19.67 | 24.02 | 37.39 |
| English Learner | >95\% | 68.75 | 25 | RV | RV |
| Non-English Learner | >97\% | 21.01 | 18.41 | 24.2 | 36.38 |
| English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| English Learner Students without Disabilities | >95\% | 65.79 | 26.32 | RV | RV |
| Non-English Learner Students with Disabilities | >95\% | 70.97 | RV | RV | 6.45 |
| Non-English Learner Students without Disabilities | >97\% | 16.08 | 19.27 | 25.32 | 39.33 |
| Female | >97\% | 20.69 | 17.7 | 21.61 | 40 |
| Female Students with Disabilities | >95\% | RV | RV | 9.09 | 6.06 |
| Female Students without Disabilities | >97\% | 15.92 | 18.66 | 22.64 | 42.79 |
| Female English Learner | >95\% | RV | RV | <5\% | <5\% |
| Female Non-English Learner | >97\% | 17.6 | 17.11 | 22.98 | 42.3 |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | 10.34 | 6.9 |
| Female Non-English Learner without Disabilities | >95\% | 13.16 | 17.89 | 23.95 | 45 |
| Male | >95\% | 29.04 | 20.46 | 24.42 | 26.07 |
| Male Students with Disabilities | >95\% | 66.67 | RV | RV | 5.13 |
| Male Students without Disabilities | >95\% | 23.48 | 21.21 | 26.14 | 29.17 |
| Male English Learner | >95\% | RV | RV | <5\% | <5\% |
| Male Non-English Learner | >95\% | 25.98 | 20.28 | 25.98 | 27.76 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Male English Learner without Disabilities | >95\% | RV | RV | 6.25 | 6.25 |
| Male Non-English Learner with Disabilities | >95\% | 66.67 | RV | RV | 6.06 |
| Male Non-English Learner without Disabilities | >95\% | 20.56 | 21.37 | 27.42 | 30.65 |
| African-American | >95\% | RV | RV | 15.38 | 23.08 |
| African-American Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Students without Disabilities | >95\% | RV | RV | 16.67 | 25 |
| African-American Non-English Learner | >95\% | RV | RV | 15.38 | 23.08 |
| African-American Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | >95\% | RV | RV | 16.67 | 25 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | N $<10$ | N $<10$ | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | 38.73 | 22.54 | 17.61 | 21.13 |
| Hispanic Students with Disabilities | >95\% | RV | RV | 9.52 | <5\% |
| Hispanic Students without Disabilities | >95\% | 33.06 | 23.14 | 19.01 | 24.79 |
| Hispanic English Learner | >95\% | 68.09 | 25.53 | RV | RV |
| Hispanic Non-English Learner | >95\% | 24.21 | 21.05 | 25.26 | 29.47 |
| Hispanic English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic English Learner without Disabilities | >95\% | 64.86 | 27.03 | RV | RV |
| Hispanic Non-English Learner with Disabilities | >95\% | RV | RV | 18.18 | <5\% |
| Hispanic Non-English Learner without Disabilities | >95\% | 19.05 | 21.43 | 26.19 | 33.33 |
| Hispanic Female | >95\% | 33.73 | 21.69 | 16.87 | 27.71 |
| Hispanic Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ |
| Hispanic Female without Disabilities | >95\% | 28 | 24 | 17.33 | 30.67 |
| Hispanic Female English Learner | >95\% | RV | RV | <5\% | <5\% |
| Hispanic Female Non-English Learner | >95\% | 18.97 | 18.97 | 24.14 | 37.93 |
| Hispanic Female English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | RV | 24.07 | 40.74 |
| Hispanic Male | >95\% | 45.76 | 23.73 | RV | RV |
| Hispanic Male with Disabilities | >95\% | RV | RV | 7.69 | <5\% |
| Hispanic Male without Disabilities | >95\% | 41.3 | RV | 21.74 | RV |
| Hispanic Male English Learner | >95\% | RV | RV | <5\% | <5\% |
| Hispanic Male Non-English Learner | >95\% | 32.43 | RV | 27.03 | RV |
| Hispanic Male English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male English Learner without Disabilities | >95\% | RV | RV | 6.25 | 6.25 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | >95\% | RV | RV | 30 | 20 |
| Caucasian | >97\% | 20.04 | 18.29 | 24.32 | 37.35 |
| Caucasian Students with Disabilities | >95\% | 73.91 | RV | RV | 6.52 |
| Caucasian Students without Disabilities | >97\% | 14.74 | 19.23 | 25.64 | 40.38 |
| Caucasian Non-English Learner | >97\% | 20.04 | 18.29 | 24.32 | 37.35 |
| Caucasian Non-English Learner with Disabilities | >95\% | 73.91 | RV | RV | 6.52 |
| Caucasian Non-English Learner without Disabilities | >97\% | 14.74 | 19.23 | 25.64 | 40.38 |
| Caucasian Female | >95\% | 16.78 | 16.78 | 23.15 | 43.29 |
| Caucasian Female with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female without Disabilities | >95\% | 11.91 | 17.33 | 24.55 | 46.21 |
| Caucasian Female Non-English Learner | >95\% | 16.78 | 16.78 | 23.15 | 43.29 |
| Caucasian Female Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 11.91 | 17.33 | 24.55 | 46.21 |
| Caucasian Male | >95\% | 24.54 | 20.37 | 25.93 | 29.17 |
| Caucasian Male with Disabilities | >95\% | RV | RV | 16 | 8 |
| Caucasian Male without Disabilities | >95\% | 18.85 | 21.99 | 27.23 | 31.94 |
| Caucasian Male Non-English Learner | >95\% | 24.54 | 20.37 | 25.93 | 29.17 |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 16 | 8 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 18.85 | 21.99 | 27.23 | 31.94 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades Mathematics |  |  |  |  |  |
| All | >97\% | 26.62 | 32.57 | 24.05 | 16.76 |
| Students with Disabilities | >95\% | 65.28 | 18.06 | RV | RV |
| Students without Disabilities | >97\% | 22.46 | 34.13 | 25.75 | 17.66 |
| English Learner | >95\% | 50 | 41.67 | RV | RV |
| Non-English Learner | >97\% | 25 | 31.94 | 25.14 | 17.92 |
| English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| English Learner Students without Disabilities | >95\% | 42.11 | 47.37 | RV | RV |
| Non-English Learner Students with Disabilities | >95\% | 62.9 | 17.74 | RV | RV |
| Non-English Learner Students without Disabilities | >97\% | 21.27 | 33.33 | 26.67 | 18.73 |
| Female | >97\% | 27.06 | 31.88 | 25.46 | 15.6 |
| Female Students with Disabilities | >95\% | RV | RV | 9.09 | 6.06 |
| Female Students without Disabilities | >97\% | 23.33 | 33.5 | 26.8 | 16.38 |
| Female English Learner | >95\% | 53.85 | 38.46 | RV | RV |
| Female Non-English Learner | >97\% | 25.37 | 31.46 | 26.59 | 16.59 |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | >95\% | 50 | RV | RV | <5\% |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | 10.34 | 6.9 |
| Female Non-English Learner without Disabilities | >95\% | 21.78 | 33.07 | 27.82 | 17.32 |
| Male | >95\% | 25.99 | 33.55 | 22.04 | 18.42 |
| Male Students with Disabilities | >95\% | 58.97 | RV | RV | 10.26 |
| Male Students without Disabilities | >95\% | 21.13 | 35.09 | 24.15 | 19.62 |
| Male English Learner | >95\% | 45.45 | 45.45 | RV | RV |
| Male Non-English Learner | >95\% | 24.47 | 32.62 | 23.05 | 19.86 |
| Male English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Male English Learner without Disabilities | >95\% | RV | RV | 12.5 | <5\% |
| Male Non-English Learner with Disabilities | >95\% | 54.55 | RV | RV | 12.12 |
| Male Non-English Learner without Disabilities | >95\% | 20.48 | 33.73 | 24.9 | 20.88 |
| African-American | >95\% | RV | RV | <5\% | 15.38 |
| African-American Students with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Students without Disabilities | >95\% | RV | RV | <5\% | 16.67 |
| African-American Non-English Learner | >95\% | RV | RV | <5\% | 15.38 |
| African-American Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | 16.67 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | $\mathrm{N}<10$ | N $<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $N<10$ |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | 35.21 | 38.03 | 19.72 | 7.04 |
| Hispanic Students with Disabilities | >95\% | RV | RV | 14.29 | <5\% |
| Hispanic Students without Disabilities | >95\% | 28.1 | 42.98 | 20.66 | 8.26 |
| Hispanic English Learner | >95\% | 48.94 | 42.55 | RV | RV |
| Hispanic Non-English Learner | >95\% | 28.42 | 35.79 | 25.26 | 10.53 |
| Hispanic English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic English Learner without Disabilities | >95\% | 40.54 | 48.65 | RV | RV |
| Hispanic Non-English Learner with Disabilities | >95\% | RV | RV | 27.27 | <5\% |
| Hispanic Non-English Learner without Disabilities | >95\% | 22.62 | 40.48 | 25 | 11.9 |
| Hispanic Female | RV | 32.53 | 38.55 | RV | RV |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | 28 | 41.33 | RV | RV |
| Hispanic Female English Learner | >95\% | 52 | 40 | RV | RV |
| Hispanic Female Non-English Learner | >95\% | RV | 37.93 | 31.03 | RV |
| Hispanic Female English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | >95\% | 47.62 | RV | RV | <5\% |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | 40.74 | 31.48 | RV |
| Hispanic Male | >95\% | 38.98 | 37.29 | RV | RV |
| Hispanic Male with Disabilities | >95\% | RV | RV | 15.38 | <5\% |
| Hispanic Male without Disabilities | >95\% | 28.26 | 45.65 | RV | RV |
| Hispanic Male English Learner | >95\% | 45.45 | 45.45 | RV | RV |
| Hispanic Male Non-English Learner | >95\% | 35.14 | 32.43 | RV | RV |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male English Learner without Disabilities | >95\% | RV | RV | 12.5 | <5\% |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | >95\% | RV | 40 | RV | 20 |
| Caucasian | >97\% | 24.42 | 31.01 | 25.58 | 18.99 |
| Caucasian Students with Disabilities | >95\% | 60.87 | 21.74 | RV | RV |
| Caucasian Students without Disabilities | >97\% | 20.85 | 31.91 | 27.45 | 19.79 |
| Caucasian Non-English Learner | >97\% | 24.42 | 31.01 | 25.58 | 18.99 |
| Caucasian Non-English Learner with Disabilities | >95\% | 60.87 | 21.74 | RV | RV |
| Caucasian Non-English Learner without Disabilities | >97\% | 20.85 | 31.91 | 27.45 | 19.79 |
| Caucasian Female | >95\% | 25.08 | 29.43 | 26.76 | 18.73 |
| Caucasian Female with Disabilities | >95\% | RV | RV | 9.52 | <5\% |
| Caucasian Female without Disabilities | >95\% | 21.22 | 30.94 | 28.06 | 19.78 |
| Caucasian Female Non-English Learner | >95\% | 25.08 | 29.43 | 26.76 | 18.73 |
| Caucasian Female Non-English Learner with Disabilities | >95\% | RV | RV | 9.52 | <5\% |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 21.22 | 30.94 | 28.06 | 19.78 |
| Caucasian Male | >95\% | 23.5 | 33.18 | 23.96 | 19.35 |
| Caucasian Male with Disabilities | >95\% | 48 | RV | RV | 16 |
| Caucasian Male without Disabilities | >95\% | 20.31 | 33.33 | 26.56 | 19.79 |
| Caucasian Male Non-English Learner | >95\% | 23.5 | 33.18 | 23.96 | 19.35 |
| Caucasian Male Non-English Learner with Disabilities | >95\% | 48 | RV | RV | 16 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 20.31 | 33.33 | 26.56 | 19.79 |


|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| :---: | :---: | :---: | :---: | :---: | :---: |
| All Grades Science |  |  |  |  |  |
| All | >97\% | 30.27 | 21.08 | 24.46 | 24.19 |
| Students with Disabilities | >95\% | 72.22 | RV | RV | 9.72 |
| Students without Disabilities | >97\% | 25.75 | 22.31 | 26.2 | 25.75 |
| English Learner | >95\% | 72.92 | 20.83 | RV | RV |
| Non-English Learner | >97\% | 27.31 | 21.1 | 25.87 | 25.72 |
| English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| English Learner Students without Disabilities | >95\% | 68.42 | RV | RV | <5\% |
| Non-English Learner Students with Disabilities | >95\% | 69.35 | RV | RV | 11.29 |
| Non-English Learner Students without Disabilities | >97\% | 23.17 | 22.22 | 27.46 | 27.14 |
| Female | >97\% | 29.13 | 19.95 | 28.21 | 22.71 |
| Female Students with Disabilities | >95\% | RV | RV | 6.06 | <5\% |
| Female Students without Disabilities | >97\% | 25.06 | 20.6 | 30.02 | 24.32 |
| Female English Learner | >95\% | RV | RV | 7.69 | <5\% |
| Female Non-English Learner | >97\% | 25.61 | 20.73 | 29.51 | 24.15 |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | 6.9 | <5\% |
| Female Non-English Learner without Disabilities | >95\% | 21.78 | 21.26 | 31.23 | 25.72 |
| Male | >95\% | 31.91 | 22.7 | 19.08 | 26.32 |
| Male Students with Disabilities | >95\% | 66.67 | RV | RV | 15.38 |
| Male Students without Disabilities | >95\% | 26.79 | 24.91 | 20.38 | 27.92 |
| Male English Learner | >95\% | RV | RV | <5\% | <5\% |
| Male Non-English Learner | >95\% | 29.79 | 21.63 | 20.57 | 28.01 |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | >95\% | RV | RV | <5\% | 6.25 |
| Male Non-English Learner with Disabilities | >95\% | 63.64 | RV | RV | 18.18 |
| Male Non-English Learner without Disabilities | >95\% | 25.3 | 23.69 | 21.69 | 29.32 |
| African-American | >95\% | RV | RV | 7.69 | 15.38 |
| African-American Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Students without Disabilities | >95\% | RV | RV | 8.33 | 16.67 |
| African-American Non-English Learner | >95\% | RV | RV | 7.69 | 15.38 |
| African-American Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Non-English Learner without Disabilities | >95\% | RV | RV | 8.33 | 16.67 |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| African-American Female NonEnglish Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Female NonEnglish Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Female Non- <br> English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Male Non-English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | >95\% | 47.18 | 21.13 | 20.42 | 11.27 |
| Hispanic Students with Disabilities | >95\% | RV | RV | <5\% | 9.52 |
| Hispanic Students without Disabilities | >95\% | 42.15 | 23.14 | 23.14 | 11.57 |
| Hispanic English Learner | >95\% | 72.34 | 21.28 | RV | RV |
| Hispanic Non-English Learner | >95\% | 34.74 | 21.05 | 28.42 | 15.79 |
| Hispanic English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic English Learner without Disabilities | >95\% | 67.57 | RV | RV | <5\% |
| Hispanic Non-English Learner with Disabilities | >95\% | RV | RV | 9.09 | 18.18 |
| Hispanic Non-English Learner without Disabilities | >95\% | 30.95 | 22.62 | 30.95 | 15.48 |
| Hispanic Female | >95\% | 46.99 | RV | 22.89 | RV |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | 42.67 | RV | 25.33 | RV |
| Hispanic Female English Learner | >95\% | RV | RV | 8 | <5\% |
| Hispanic Female Non-English Learner | >95\% | 31.03 | RV | 29.31 | RV |
| Hispanic Female English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | >95\% | RV | RV | 9.52 | <5\% |
| Hispanic Female Non-English Learner with Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner without Disabilities | >95\% | 27.78 | RV | 31.48 | RV |
| Hispanic Male | >95\% | 47.46 | 22.03 | RV | RV |
| Hispanic Male with Disabilities | >95\% | RV | RV | 7.69 | 15.38 |
| Hispanic Male without Disabilities | >95\% | 41.3 | 26.09 | RV | RV |
| Hispanic Male English Learner | >95\% | RV | RV | <5\% | <5\% |
| Hispanic Male Non-English Learner | >95\% | 40.54 | RV | 27.03 | RV |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male English Learner without Disabilities | >95\% | RV | RV | <5\% | 6.25 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | >95\% | 36.67 | RV | RV | 16.67 |
| Caucasian | >97\% | 25.39 | 21.32 | 25.78 | 27.52 |
| Caucasian Students with Disabilities | >95\% | 73.91 | RV | RV | 10.87 |
| Caucasian Students without Disabilities | >97\% | 20.64 | 22.77 | 27.45 | 29.15 |
| Caucasian Non-English Learner | >97\% | 25.39 | 21.32 | 25.78 | 27.52 |
| Caucasian Non-English Learner with Disabilities | >95\% | 73.91 | RV | RV | 10.87 |
| Caucasian Non-English Learner without Disabilities | >97\% | 20.64 | 22.77 | 27.45 | 29.15 |
| Caucasian Female | >95\% | 23.08 | 19.73 | 30.1 | 27.09 |
| Caucasian Female with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female without Disabilities | >95\% | 18.71 | 20.5 | 32.01 | 28.78 |
| Caucasian Female Non-English Learner | >95\% | 23.08 | 19.73 | 30.1 | 27.09 |
| Caucasian Female Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 18.71 | 20.5 | 32.01 | 28.78 |
| Caucasian Male | >95\% | 28.57 | 23.5 | 19.82 | 28.11 |
| Caucasian Male with Disabilities | >95\% | RV | RV | 12 | 16 |
| Caucasian Male without Disabilities | >95\% | 23.44 | 26.04 | 20.83 | 29.69 |
| Caucasian Male Non-English Learner | >95\% | 28.57 | 23.5 | 19.82 | 28.11 |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 12 | 16 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 23.44 | 26.04 | 20.83 | 29.69 |


| Four Year Graduation Rates |  |
| :---: | :---: |
| All | 76.40\% |
| Students with Disabilities | N<10 |
| Students without Disabilities | 75.00\% |
| English Learner | $\mathrm{N}<10$ |
| Non-English Learner | 77.27\% |
| English Learner Students without Disabilities | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ |
| Non-English Learner Students without Disabilities | 75.95\% |
| Female | 74.07\% |
| Female Students with Disabilities | $\mathrm{N}<10$ |
| Female Students without Disabilities | 72.55\% |
| Female English Learner | $\mathrm{N}<10$ |
| Female Non-English Learner | 75.47\% |
| Female English Learner without Disabilities | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | 74.00\% |
| Male | 80.00\% |
| Male Students with Disabilities | $\mathrm{N}<10$ |
| Male Students without Disabilities | 79.31\% |
| Male Non-English Learner | 80.00\% |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | 79.31\% |
| African-American | $\mathrm{N}<10$ |
| African-American Students without Disabilities | $\mathrm{N}<10$ |
| African-American Non-English Learner | $\mathrm{N}<10$ |
| African-American Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| African-American Female | $\mathrm{N}<10$ |
| African-American Female without Disabilities | $\mathrm{N}<10$ |
| African-American Female Non-English Learner | $\mathrm{N}<10$ |
| African-American Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| African-American Male | $\mathrm{N}<10$ |
| African-American Male without Disabilities | N<10 |
| African-American Male Non-English Learner | $\mathrm{N}<10$ |
| African-American Male Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic | 84.62\% |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | 83.33\% |
| Hispanic Non-English Learner | 84.62\% |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | 83.33\% |
| Hispanic Female | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian | 75.38\% |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ |
| Caucasian Students without Disabilities | 73.68\% |
| Caucasian English Learner | $\mathrm{N}<10$ |
| Caucasian Non-English Learner | 76.56\% |
| Caucasian English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian Non-English Learner with Disabilities | N<10 |
| Caucasian Non-English Learner without Disabilities | 75.00\% |
| Caucasian Female | 72.50\% |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 71.05\% |
| Caucasian Female English Learner | $\mathrm{N}<10$ |

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| Caucasian Female Non-English Learner | $74.36 \%$ |
| :--- | ---: |
| Caucasian Female English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | $72.97 \%$ |
| Caucasian Male | $80.00 \%$ |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | $\mathbf{7 8 . 9 5 \%}$ |
| Caucasian Male Non-English Learner | $80.00 \%$ |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | $\mathbf{7 8 . 9 5 \%}$ |


| Five Year Graduation Rates |  |
| :---: | :---: |
| All | 86.81\% |
| Students with Disabilities | 84.62\% |
| Students without Disabilities | 87.18\% |
| English Learner | N<10 |
| Non-English Learner | 85.54\% |
| English Learner Students with Disabilities | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 83.33\% |
| Non-English Learner Students without Disabilities | 85.92\% |
| Female | 84.62\% |
| Female Students with Disabilities | N<10 |
| Female Students without Disabilities | 85.42\% |
| Female English Learner | $\mathrm{N}<10$ |
| Female Non-English Learner | 84.31\% |
| Female English Learner without Disabilities | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | 85.11\% |
| Male | 89.74\% |
| Male Students with Disabilities | $\mathrm{N}<10$ |
| Male Students without Disabilities | 90.00\% |
| Male English Learner | $\mathrm{N}<10$ |
| Male Non-English Learner | 87.50\% |
| Male English Learner with Disabilities | $\mathrm{N}<10$ |
| Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Male Non-English Learner without Disabilities | 87.50\% |
| Hispanic | 87.50\% |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | 85.71\% |
| Hispanic English Learner | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | 80.00\% |
| Hispanic English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male | 90.00\% |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian | 86.36\% |
| Caucasian Students with Disabilities | 80.00\% |
| Caucasian Students without Disabilities | 87.50\% |
| Caucasian English Learner | $\mathrm{N}<10$ |
| Caucasian Non-English Learner | 86.15\% |
| Caucasian English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian Non-English Learner with Disabilities | 80.00\% |
| Caucasian Non-English Learner without Disabilities | 87.27\% |
| Caucasian Female | 83.33\% |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 84.62\% |

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| Caucasian Female Non-English Learner | $83.33 \%$ |
| :--- | ---: |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | $84.62 \%$ |
| Caucasian Male | $91.67 \%$ |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | $94.12 \%$ |
| Caucasian Male English Learner | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner | $91.30 \%$ |
| Caucasian Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | $93.75 \%$ |

MODULE: Crosstab - Growth

|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 1 |  |  |  |  |  |  |
| All | N<10 | N<10 | N<10 | N<10 | 82.15 | --- |
| Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 82.11 | --- |
| English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 82.15 | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 82.11 | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | N<10 | N<10 | N<10 | N<10 | 80.88 | --- |
| Female Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | 80.88 | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Female English Learner with Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | N<10 | --- |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male | N<10 | N<10 | N < 10 | N < 10 | N<10 | --- |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female | --- | --- | --- | --- | --- | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | - |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | -- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | N $<10$ | N<10 | N<10 | N<10 | 82 | -- |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | 81.94 | --- |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | 82 | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner with Disabilities | N < 10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | 81.94 | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner | N $<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |


| Hispanic Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- |  | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 2 |  |  |  |  |  |  |
| All | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |


| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female | --- | --- | --- | --- | --- | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | N $<10$ | N $<10$ | N<10 | N<10 | --- |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | N<10 | $N<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | $N<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | $N<10$ | $N<10$ | N<10 | N<10 | $N<10$ | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | $N<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |


| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | -- |
| Caucasian Male English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean <br> Content VAS | Mean <br> Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 3 |  |  |  |  |  |  |
| All | 83.41 | 82.66 | 83.04 | N $<10$ | $\mathrm{N}<10$ | 83.28 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Students without Disabilities | 82.68 | 82.64 | 82.67 | N<10 | N<10 | 82.99 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | 86.04 |
| Non-English Learner | 83.3 | 82.31 | 82.81 | N<10 | N<10 | --- |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 85.71 |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students without Disabilities | 82.79 | 82.31 | 82.56 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female | 82.98 | 84.6 | 83.78 | N<10 | $\mathrm{N}<10$ | 84.1 |
| Female Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | 82.2 | 84.8 | 83.48 | N<10 | $\mathrm{N}<10$ | 83.93 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner | 82.7 | 84.4 | 83.54 | $\mathrm{N}<10$ | N<10 | --- |
| Female English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | 82.33 | 84.66 | 83.48 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Male | 84.08 | 79.76 | 81.92 | $\mathrm{N}<10$ | N<10 | 82.07 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 83.46 | 79.23 | 81.34 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 81.57 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | 84.25 | 79.05 | 81.65 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner without Disabilities | 83.57 | 78.33 | 80.95 | N<10 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | -- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | 84.85 | 83 | 83.93 | N<10 | N<10 | 84.48 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | 83.26 | 83 | 83.13 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 84.15 |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 86.04 |
| Hispanic Non-English Learner | 84.9 | 81.39 | 83.15 | N<10 | $\mathrm{N}<10$ | --- |


| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | 85.71 |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | 84.14 | 81.32 | 82.73 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female | 84.57 | 85.48 | 85.03 | N<10 | $\mathrm{N}<10$ | 85.97 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 85.66 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male | 85.13 | 80.53 | 82.83 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 82.99 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 82.49 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 83.59 | 81.64 | 82.64 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 83.14 | 81.53 | 82.37 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 83.59 | 81.64 | 82.64 | N<10 | N<10 | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 83.14 | 81.53 | 82.37 | N<10 | N<10 | --- |
| Caucasian Female | 83.29 | 82.79 | 83.05 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 82.77 | 83.01 | 82.9 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 83.29 | 82.79 | 83.05 | N<10 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | 82.77 | 83.01 | 82.9 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male | 84.12 | 79.71 | 81.92 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian Male without Disabilities | 83.77 | 79.17 | 81.47 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 84.12 | 79.71 | 81.92 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner without Disabilities | 83.77 | 79.17 | 81.47 | N<10 | N<10 | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 4 |  |  |  |  |  |  |
| All | 79.92 | 80.64 | 80.28 | 79.37 | N<10 | 80.45 |
| Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Students without Disabilities | 80.48 | 80.97 | 80.72 | 79.54 | N<10 | 80.8 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 80.97 |
| Non-English Learner | 79.93 | 80.82 | 80.38 | 79.63 | $\mathrm{N}<10$ | --- |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 80.43 | 80.96 | 80.7 | 79.73 | $\mathrm{N}<10$ | --- |
| Female | 78.99 | 81.55 | 80.27 | 78.79 | $\mathrm{N}<10$ | 80.19 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 79.41 | 81.54 | 80.47 | 79.03 | $\mathrm{N}<10$ | 80.38 |
| Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |


| Female Non-English Learner | 78.72 | 81.3 | 80.01 | 78.83 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 79.16 | 81.28 | 80.22 | 79.09 | $\mathrm{N}<10$ | --- |
| Male | 81.13 | 79.47 | 80.3 | 80.17 | $\mathrm{N}<10$ | 80.78 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Students without Disabilities | 82.07 | 80.13 | 81.1 | 80.37 | $\mathrm{N}<10$ | 81.42 |
| Male English Learner | N 10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | 81.63 | 80.14 | 80.88 | 80.87 | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 82.36 | 80.49 | 81.43 | 80.81 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic | 78.2 | 79.88 | 79.04 | 79.04 | $\mathrm{N}<10$ | 80.07 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | 78.46 | 80.85 | 79.65 | 79.5 | $\mathrm{N}<10$ | 80.26 |
| Hispanic English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 80.97 |
| Hispanic Non-English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 80.85 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 80.85 |
| Hispanic Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | 79.28 |
| Hispanic Male with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian | 81.29 | 81.04 | 81.16 | 79.97 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 81.65 | 81.28 | 81.47 | 79.88 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 81.29 | 81.04 | 81.16 | 79.97 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |


| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 81.65 | 81.28 | 81.47 | 79.88 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 80.24 | 80.73 | 80.49 | 78.51 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | 80.24 | 80.73 | 80.49 | 78.51 | N<10 | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 80.24 | 80.73 | 80.49 | 78.51 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | 80.24 | 80.73 | 80.49 | 78.51 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 82.42 | 81.37 | 81.89 | 81.62 | N<10 | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 83.37 | 81.94 | 82.66 | 81.66 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 82.42 | 81.37 | 81.89 | 81.62 | N<10 | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | 83.37 | 81.94 | 82.66 | 81.66 | N<10 | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean <br> Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 5 |  |  |  |  |  |  |
| All | 73.37 | 79.59 | 76.43 | 80.72 | N<10 | 76.68 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | 72.68 | 79.34 | 75.95 | 80.4 | $\mathrm{N}<10$ | 76.26 |
| English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | 81.16 |
| Non-English Learner | 72.14 | 79.6 | 75.81 | 80.91 | N<10 | --- |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 81.16 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 71.26 | 79.32 | 75.23 | 80.57 | $\mathrm{N}<10$ | --- |
| Female | 73.11 | 80.2 | 76.65 | 79.7 | $\mathrm{N}<10$ | 76.7 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | 72.58 | 79.86 | 76.22 | 79.46 | $\mathrm{N}<10$ | 76.3 |
| Female English Learner | N<10 | N<10 | N<10 | N <10 | N<10 | N $<10$ |
| Female Non-English Learner | 72.3 | 80.55 | 76.43 | 79.94 | $\mathrm{N}<10$ | --- |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N < 10 | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 71.64 | 80.23 | 75.93 | 79.7 | $\mathrm{N}<10$ | --- |
| Male | 73.68 | 78.85 | 76.15 | 81.97 | $\mathrm{N}<10$ | 76.66 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 72.79 | 78.71 | 75.64 | 81.51 | $\mathrm{N}<10$ | 76.22 |
| Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner | 71.93 | 78.37 | 75.03 | 82.16 | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Male Non-English Learner without Disabilities | 70.8 | 78.19 | 74.37 | 81.65 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |



| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 79.65 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 82.34 | 80.84 | 81.59 | 82.4 | N<10 | --- |
| Female | 79.77 | 80.14 | 79.95 | 84.5 | N<10 | 79.52 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | 79.87 | 80.72 | 80.29 | 84.49 | N<10 | 79.79 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | 80.28 | 79.51 | 79.9 | 84.33 | N<10 | --- |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | 80.45 | 80.07 | 80.26 | 84.31 | N<10 | --- |
| Male | 83.99 | 81.97 | 82.98 | 80.35 | N<10 | 82.14 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Students without Disabilities | 84.8 | 82.16 | 83.48 | 81 | $\mathrm{N}<10$ | 83.35 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | 84.41 | 81.76 | 83.09 | 79.84 | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 84.76 | 81.84 | 83.3 | 79.98 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | 78.57 | 85.19 | 81.88 | 83.17 | N<10 | 78.83 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | 79.46 | 85.98 | 82.72 | 85.29 | $\mathrm{N}<10$ | 80.63 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | 77 |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 79.65 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | 79.22 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 78.94 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |


| Hispanic Male Non-English Learner with Disabilities | --- | --- | -- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 80.96 | 78.96 | 79.96 | 82.53 | N<10 | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 81.11 | 79.28 | 80.19 | 82.55 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 80.96 | 78.96 | 79.96 | 82.53 | N<10 | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 81.11 | 79.28 | 80.19 | 82.55 | N<10 | --- |
| Caucasian Female | 80.02 | 77.75 | 78.89 | 85.48 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 80.21 | 78.42 | 79.31 | 85.4 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 80.02 | 77.75 | 78.89 | 85.48 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 80.21 | 78.42 | 79.31 | 85.4 | N<10 | --- |
| Caucasian Male | 82.11 | 80.45 | 81.28 | 78.91 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 82.24 | 80.37 | 81.31 | 78.96 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 82.11 | 80.45 | 81.28 | 78.91 | N<10 | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | 82.24 | 80.37 | 81.31 | 78.96 | N<10 | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 7 |  |  |  |  |  |  |
| All | 75.09 | 79.01 | 77.05 | 75.86 | N<10 | 77.91 |
| Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Students without Disabilities | 74.88 | 78.89 | 76.89 | 76.42 | $\mathrm{N}<10$ | 77.66 |
| English Learner | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | 85.54 |
| Non-English Learner | 74.73 | 78.36 | 76.54 | 75.28 | N<10 | --- |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 84.65 |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 74.53 | 78.45 | 76.49 | 75.89 | $\mathrm{N}<10$ | --- |
| Female | 75.51 | 80.45 | 77.98 | 77.58 | N<10 | 78.67 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 75.72 | 80.51 | 78.12 | 77.92 | $\mathrm{N}<10$ | 78.83 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | 75.11 | 80.1 | 77.61 | 77.21 | $\mathrm{N}<10$ | --- |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 75.33 | 80.16 | 77.74 | 77.57 | $\mathrm{N}<10$ | --- |
| Male | 74.49 | 76.97 | 75.73 | 73.4 | $\mathrm{N}<10$ | 76.86 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Students without Disabilities | 73.55 | 76.35 | 74.95 | 74.05 | $\mathrm{N}<10$ | 75.86 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner | 74.17 | 75.78 | 74.98 | 72.42 | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 73.24 | 75.72 | 74.48 | 73.22 | N<10 | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |


| African-American Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic | 75.22 | 82.2 | 78.71 | 76.05 | N<10 | 81.47 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | 74.87 | 82.34 | 78.61 | 76.43 | $\mathrm{N}<10$ | 81.15 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | 85.54 |
| Hispanic Non-English Learner | 72.66 | 79.45 | 76.05 | 71.86 | N<10 | --- |
| Hispanic English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 84.65 |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | 72.21 | 81.17 | 76.69 | 72.47 | N<10 | --- |
| Hispanic Female | 75.58 | 83.23 | 79.4 | 76.7 | $\mathrm{N}<10$ | 81.44 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female without Disabilities | 75.42 | 84.97 | 80.19 | 77.6 | N<10 | 82.17 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Hispanic Female Non-English Learner | 73.51 | 82.51 | 78.01 | 74.41 | N<10 | --- |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 81.53 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian | 75.39 | 79 | 77.19 | 76.25 | N<10 | --- |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 | N<10 | --- |
| Caucasian Students without Disabilities | 75.21 | 78.89 | 77.05 | 76.97 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 75.39 | 79 | 77.19 | 76.25 | N<10 | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 75.21 | 78.89 | 77.05 | 76.97 | N<10 | --- |
| Caucasian Female | 75.88 | 79.83 | 77.86 | 77.55 | N<10 | --- |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N 170 | N<10 | --- |
| Caucasian Female without Disabilities | 76.26 | 79.39 | 77.82 | 77.71 | N<10 | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 75.88 | 79.83 | 77.86 | 77.55 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | 76.26 | 79.39 | 77.82 | 77.71 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 74.72 | 77.88 | 76.3 | 74.5 | N<10 | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $N<10$ | --- |
| Caucasian Male without Disabilities | 73.62 | 78.13 | 75.87 | 75.85 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 74.72 | 77.88 | 76.3 | 74.5 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner without Disabilities | 73.62 | 78.13 | 75.87 | 75.85 | $\mathrm{N}<10$ | --- |


|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean <br> Content w/ELP VAS |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 8 |  |  |  |  |  |  |
| All | 76.98 | 79.46 | 78.22 | 80.51 | N<10 | 78.23 |
| Students with Disabilities | 77.98 | 78.5 | 78.24 | 73.58 | N<10 | 79 |
| Students without Disabilities | 76.87 | 79.57 | 78.22 | 81.3 | N<10 | 78.13 |
| English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 | 77.99 |
| Non-English Learner | 77.18 | 79.34 | 78.26 | 80.12 | $\mathrm{N}<10$ | --- |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students without Disabilities | 77.09 | 79.54 | 78.32 | 81 | $\mathrm{N}<10$ | --- |
| Female | 74.81 | 79.42 | 77.12 | 81.82 | $\mathrm{N}<10$ | 77.07 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | -- |
| Female Students without Disabilities | 74.87 | 79.57 | 77.22 | 82.29 | $\mathrm{N}<10$ | 77.16 |
| Female English Learner | N<10 | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner | 75.03 | 79.32 | 77.18 | 81.61 | $\mathrm{N}<10$ | --- |
| Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 75.1 | 79.47 | 77.28 | 82.09 | $\mathrm{N}<10$ | --- |
| Male | 80.72 | 79.53 | 80.12 | 78.25 | $\mathrm{N}<10$ | 80.17 |
| Male Students with Disabilities | N<10 | N<10 | N $<10$ | N $<10$ | $\mathrm{N}<10$ | 79.98 |
| Male Students without Disabilities | 81.16 | 79.58 | 80.37 | 79.16 | $\mathrm{N}<10$ | 80.23 |
| Male English Learner | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | 81.02 | 79.38 | 80.2 | 77.47 | N<10 | --- |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N < 10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 81.29 | 79.7 | 80.5 | 78.7 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| African-American Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | N<10 | $N<10$ | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| African-American Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N < 10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female | N<10 | $\mathrm{N}<10$ | N $<10$ | N $<10$ | N<10 | --- |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| African-American Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | 76.34 | 80.53 | 78.44 | 83.41 | N<10 | 78.42 |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | 77.16 | 81 | 79.08 | 83.43 | $\mathrm{N}<10$ | 78.57 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | 77.99 |
| Hispanic Non-English Learner | 77.23 | 80.25 | 78.74 | 82.29 | N<10 | --- |
| Hispanic English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $N<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | 78.46 | 81.24 | 79.85 | 82.37 | $\mathrm{N}<10$ | --- |
| Hispanic Female | 76.29 | 82.37 | 79.33 | 84.83 | $\mathrm{N}<10$ | 78.67 |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | 76.29 | 82.37 | 79.33 | 84.83 | N<10 | 78.67 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | N $<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |

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| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male | 76.4 | 78.32 | 77.36 | 81.71 | N<10 | 78.13 |
| Hispanic Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian | 77.53 | 78.64 | 78.09 | 79.76 | N<10 | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian Students without Disabilities | 77.24 | 78.85 | 78.04 | 80.71 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 77.53 | 78.64 | 78.09 | 79.76 | N<10 | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 77.24 | 78.85 | 78.04 | 80.71 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 75.2 | 78.54 | 76.87 | 81.08 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 75.14 | 78.67 | 76.91 | 81.47 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 75.2 | 78.54 | 76.87 | 81.08 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | 75.14 | 78.67 | 76.91 | 81.47 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 82.19 | 78.84 | 80.52 | 77.11 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 82.19 | 79.28 | 80.74 | 78.91 | N<10 | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 82.19 | 78.84 | 80.52 | 77.11 | N<10 | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | 82.19 | 79.28 | 80.74 | 78.91 | $\mathrm{N}<10$ | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 9 |  |  |  |  |  |  |
| All | 78.56 | 81.82 | 80.19 | 79.47 | $\mathrm{N}<10$ | 80.46 |
| Students with Disabilities | 78.65 | 81.93 | 80.29 | 80.1 | $\mathrm{N}<10$ | 80.99 |
| Students without Disabilities | 78.55 | 81.8 | 80.17 | 79.35 | $\mathrm{N}<10$ | 80.35 |
| English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 81.65 |
| Non-English Learner | 78.77 | 81.9 | 80.34 | 79.74 | N<10 | --- |
| English Learner Students with Disabilities | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 79.38 | 81.79 | 80.59 | 82.12 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 78.69 | 81.91 | 80.3 | 79.39 | $\mathrm{N}<10$ | --- |
| Female | 77.05 | 80.17 | 78.61 | 78.67 | $\mathrm{N}<10$ | 79.22 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Female Students without Disabilities | 77.39 | 80.14 | 78.76 | 78.03 | $\mathrm{N}<10$ | 79.09 |
| Female English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | 77.36 | 80.21 | 78.78 | 78.92 | N<10 | --- |
| Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 77.57 | 80.25 | 78.91 | 78.04 | $\mathrm{N}<10$ | --- |
| Male | 80.92 | 84.4 | 82.66 | 80.72 | N<10 | 82.48 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Students without Disabilities | 80.55 | 84.7 | 82.63 | 81.67 | $\mathrm{N}<10$ | --- |
| Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner | 80.89 | 84.43 | 82.66 | 80.96 | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

MY SCHOOL INFO

| Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N $<10$ | N<10 | N<10 | --- |
| Male Non-English Learner without Disabilities | 80.55 | 84.7 | 82.63 | 81.67 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | --- |
| African-American Male | N $<10$ | N<10 | N $<10$ | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | -- |
| African-American Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic | 77.19 | 79.09 | 78.14 | 75.64 | N<10 | 79.69 |
| Hispanic Students with Disabilities | N<10 | N<10 | N 170 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | 77.27 | 77.7 | 77.49 | 74.37 | $\mathrm{N}<10$ | 78.8 |
| Hispanic English Learner | N<10 | N<10 | N 10 | N<10 | $\mathrm{N}<10$ | 81.65 |
| Hispanic Non-English Learner | 78.09 | 78.66 | 78.38 | 76.09 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner with Disabilities | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | 78.03 | 77.79 | 77.91 | 73.82 | $\mathrm{N}<10$ | --- |
| Hispanic Female | 76.31 | 76.95 | 76.63 | 74.49 | $\mathrm{N}<10$ | 79.27 |
| Hispanic Female with Disabilities | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female without Disabilities | 76.78 | 75.67 | 76.22 | 73.64 | $\mathrm{N}<10$ | 78.03 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner | 77.77 | 75.88 | 76.82 | 74.26 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N 10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | -- |
| Caucasian | 78.79 | 82.75 | 80.77 | 80.84 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 78.65 | 82.9 | 80.77 | 80.8 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 78.79 | 82.75 | 80.77 | 80.84 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N $<10$ | N<10 | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 78.65 | 82.9 | 80.77 | 80.8 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 76.47 | 81.34 | 78.91 | 80.61 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 76.7 | 81.54 | 79.12 | 79.82 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 76.47 | 81.34 | 78.91 | 80.61 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | -- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 76.7 | 81.54 | 79.12 | 79.82 | $\mathrm{N}<10$ | --- |


| Caucasian Male | 82.02 | 84.71 | 83.37 | 81.16 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male without Disabilities | 81.61 | 84.97 | 83.29 | 82.3 | N<10 | -- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 82.02 | 84.71 | 83.37 | 81.16 | N<10 | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner without Disabilities | 81.61 | 84.97 | 83.29 | 82.3 | N<10 | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 10 |  |  |  |  |  |  |
| All | 78.95 | 81.03 | 79.99 | 76.31 | N<10 | 80.34 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 82.13 |
| Students without Disabilities | 78.36 | 81.06 | 79.71 | 75.75 | N<10 | 80.14 |
| English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | 84.03 |
| Non-English Learner | 78.81 | 81.08 | 79.94 | 76.44 | N<10 | --- |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students without Disabilities | 78.24 | 81.08 | 79.66 | 75.99 | $\mathrm{N}<10$ | --- |
| Female | 80.01 | 79.68 | 79.84 | 75.62 | N<10 | 80.41 |
| Female Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | 79.24 | 79.57 | 79.4 | 74.77 | N<10 | 80.12 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | 79.77 | 79.8 | 79.79 | 75.54 | $\mathrm{N}<10$ | --- |
| Female English Learner with Disabilities | N $<10$ | $\mathrm{N}<10$ | N $<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | 79.02 | 79.65 | 79.33 | 74.87 | N<10 | --- |
| Male | 77.56 | 82.79 | 80.17 | 77.21 | N<10 | 80.23 |
| Male Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Male Students without Disabilities | 77.27 | 82.93 | 80.1 | 76.98 | $\mathrm{N}<10$ | 80.17 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Male Non-English Learner | 77.56 | 82.73 | 80.15 | 77.6 | N<10 | --- |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 77.26 | 82.88 | 80.07 | 77.39 | $\mathrm{N}<10$ | --- |
| African-American | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N $<10$ | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | 79.53 | 79.8 | 79.66 | 76.47 | N<10 | 80.45 |
| Hispanic Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students without Disabilities | 79.05 | 80.26 | 79.66 | 75.29 | N<10 | 80.77 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner | 79.1 | 79.73 | 79.41 | 78.43 | N<10 | --- |
| Hispanic English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

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| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic Non-English Learner without Disabilities | 78.86 | 80.07 | 79.46 | 78.12 | N<10 | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female with Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male | 77.8 | 79.93 | 78.87 | 75.96 | N<10 | 79.31 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | 77.8 | 79.93 | 78.87 | 75.96 | N<10 | 79.31 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | N<10 | N $<10$ | N < 10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian | 77.92 | 81.9 | 79.91 | 75.98 | N<10 | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian Students without Disabilities | 77.6 | 81.95 | 79.77 | 75.62 | N<10 | --- |
| Caucasian English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 77.92 | 81.9 | 79.91 | 75.98 | N<10 | --- |
| Caucasian English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 77.6 | 81.95 | 79.77 | 75.62 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 78.36 | 80.44 | 79.4 | 75.02 | $\mathrm{N}<10$ | -- |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian Female without Disabilities | 78.1 | 80.36 | 79.23 | 74.68 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | 78.36 | 80.44 | 79.4 | 75.02 | N<10 | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | 78.1 | 80.36 | 79.23 | 74.68 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 77.38 | 83.68 | 80.53 | 77.15 | N<10 | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N $<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 76.95 | 83.99 | 80.47 | 76.82 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | 77.38 | 83.68 | 80.53 | 77.15 | N<10 | --- |
| Caucasian Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | -- |
| Caucasian Male Non-English Learner without Disabilities | 76.95 | 83.99 | 80.47 | 76.82 | N<10 | -- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 11 |  |  |  |  |  |  |
| All | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students with Disabilities | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Female Students with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Female English Learner with Disabilities | N<10 | N $<10$ | N<10 | N<10 | N<10 | --- |


| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | -- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female | --- | --- | --- | --- | --- | --- |
| African-American Female with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Students without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | -- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | N<10 | N<10 | N<10 | N<10 | N $<10$ | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |


| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner | N $<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male English Learner with Disabilities | N<10 | N<10 | N $<10$ | N<10 | N<10 | --- |
| Caucasian Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| All Grades |  |  |  |  |  |  |
| All | 78.36 | 80.61 | 79.48 | 79.12 | 81.56 | 79.69 |
| Students with Disabilities | 80.29 | 80.33 | 80.31 | 78.14 | 80.3 | 80.31 |
| Students without Disabilities | 78.15 | 80.64 | 79.39 | 79.22 | 81.87 | 79.61 |
| English Learner | 79.65 | 82.6 | 81.13 | 80.14 | 81.56 | 81.39 |
| Non-English Learner | 78.26 | 80.46 | 79.35 | 79.04 | N<10 | --- |
| English Learner Students with Disabilities | 78.86 | 82.41 | 80.63 | 76.97 | 80.3 | 80.44 |
| English Learner Students without Disabilities | 79.88 | 82.66 | 81.27 | 81.1 | 81.87 | 81.65 |
| Non-English Learner Students with Disabilities | 80.57 | 79.94 | 80.25 | 78.37 | N<10 | --- |
| Non-English Learner Students without Disabilities | 78.04 | 80.51 | 79.27 | 79.11 | $\mathrm{N}<10$ | --- |
| Female | 77.65 | 80.66 | 79.16 | 79.4 | 82.11 | 79.43 |
| Female Students with Disabilities | 79.31 | 79.93 | 79.62 | 80.34 | N<10 | 80.19 |
| Female Students without Disabilities | 77.52 | 80.72 | 79.12 | 79.33 | 82.05 | 79.35 |
| Female English Learner | 79.1 | 82.55 | 80.83 | 80.23 | 82.11 | 81.63 |
| Female Non-English Learner | 77.56 | 80.54 | 79.05 | 79.35 | $\mathrm{N}<10$ | --- |
| Female English Learner with Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 | 82.38 |
| Female English Learner without Disabilities | 78.42 | 82.62 | 80.52 | 80.71 | 82.05 | 81.46 |
| Female Non-English Learner with Disabilities | 78.79 | 79.58 | 79.19 | 80.75 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 77.47 | 80.61 | 79.04 | 79.25 | N<10 | --- |
| Male | 79.35 | 80.54 | 79.93 | 78.71 | 80.97 | 80.05 |
| Male Students with Disabilities | 81.05 | 80.64 | 80.84 | 76.51 | $\mathrm{N}<10$ | 80.4 |
| Male Students without Disabilities | 79.09 | 80.52 | 79.78 | 79.05 | 81.68 | 79.99 |
| Male English Learner | 80.21 | 82.66 | 81.44 | 80.04 | 80.97 | 81.15 |
| Male Non-English Learner | 79.27 | 80.35 | 79.79 | 78.59 | $\mathrm{N}<10$ | --- |
| Male English Learner with Disabilities | N $<10$ | N<10 | N<10 | N<10 | N<10 | 78.88 |
| Male English Learner without Disabilities | 81.67 | 82.71 | 82.19 | 81.62 | 81.68 | 81.86 |
| Male Non-English Learner with Disabilities | 82.01 | 80.22 | 81.11 | 76.42 | N<10 | --- |
| Male Non-English Learner without Disabilities | 78.9 | 80.36 | 79.61 | 78.88 | N<10 | --- |
| African-American | 74.45 | 74.69 | 74.57 | 84.33 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | N $<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Students without Disabilities | 74.92 | 74.47 | 74.69 | 85.58 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | 74.45 | 74.69 | 74.57 | 84.33 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | 74.92 | 74.47 | 74.69 | 85.58 | $\mathrm{N}<10$ | --- |
| African-American Female | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | N $<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female without Disabilities | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | N $<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male | N $<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |


| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic | 78.77 | 81.27 | 80.02 | 79.02 | 81.39 | 80.51 |
| Hispanic Students with Disabilities | 79.22 | 80.19 | 79.7 | 78.37 | 81.14 | 80.3 |
| Hispanic Students without Disabilities | 78.69 | 81.47 | 80.08 | 79.13 | 81.45 | 80.56 |
| Hispanic English Learner | 79.54 | 82.65 | 81.09 | 80.02 | 81.39 | 81.27 |
| Hispanic Non-English Learner | 78.35 | 80.51 | 79.43 | 78.44 | N<10 | --- |
| Hispanic English Learner with Disabilities | 78.86 | 82.41 | 80.63 | 76.97 | 81.14 | 80.93 |
| Hispanic English Learner without Disabilities | 79.74 | 82.72 | 81.23 | 80.97 | 81.45 | 81.37 |
| Hispanic Non-English Learner with Disabilities | 79.63 | 77.74 | 78.68 | N<10 | N<10 | --- |
| Hispanic Non-English Learner without Disabilities | 78.18 | 80.87 | 79.52 | 78.24 | N<10 | --- |
| Hispanic Female | 78.2 | 82.17 | 80.18 | 79.69 | 81.52 | 80.63 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 81.14 |
| Hispanic Female without Disabilities | 77.87 | 82.56 | 80.21 | 79.89 | 81.31 | 80.55 |
| Hispanic Female English Learner | 78.87 | 82.63 | 80.75 | 80 | 81.52 | 81.23 |
| Hispanic Female Non-English Learner | 77.9 | 81.96 | 79.93 | 79.55 | N<10 | --- |
| Hispanic Female English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 82.38 |
| Hispanic Female English Learner without Disabilities | 78.1 | 82.73 | 80.42 | 80.47 | 81.31 | 80.96 |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female Non-English Learner without Disabilities | 77.77 | 82.5 | 80.13 | 79.65 | N<10 | --- |
| Hispanic Male | 79.56 | 80.03 | 79.79 | 78.04 | 81.24 | 80.36 |
| Hispanic Male with Disabilities | 78.06 | 81.08 | 79.57 | 78.68 | N<10 | 79.64 |
| Hispanic Male without Disabilities | 80 | 79.73 | 79.86 | 77.87 | 81.59 | 80.56 |
| Hispanic Male English Learner | 80.21 | 82.66 | 81.44 | 80.04 | 81.24 | 81.32 |
| Hispanic Male Non-English Learner | 79.08 | 78.12 | 78.6 | 76.43 | N<10 | --- |
| Hispanic Male English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | 79.68 |
| Hispanic Male English Learner without Disabilities | 81.67 | 82.71 | 82.19 | 81.62 | 81.59 | 81.81 |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male Non-English Learner without Disabilities | 78.94 | 77.85 | 78.39 | 75.59 | N<10 | --- |
| Caucasian | 78.25 | 80.45 | 79.34 | 79.37 | $\mathrm{N}<10$ | 79.34 |
| Caucasian Students with Disabilities | 80.66 | 79.95 | 80.3 | 78.25 | N<10 | 80.02 |
| Caucasian Students without Disabilities | 78.02 | 80.5 | 79.25 | 79.48 | N<10 | 79.28 |
| Caucasian English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | 78.25 | 80.45 | 79.34 | 79.37 | N<10 | --- |
| Caucasian English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | 80.66 | 79.95 | 80.3 | 78.25 | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 78.02 | 80.5 | 79.25 | 79.48 | N<10 | --- |
| Caucasian Female | 77.64 | 80.14 | 78.9 | 79.66 | $\mathrm{N}<10$ | 78.92 |
| Caucasian Female with Disabilities | 78.51 | 80.11 | 79.31 | 82.46 | N<10 | --- |
| Caucasian Female without Disabilities | 77.58 | 80.15 | 78.87 | 79.49 | N<10 | 78.89 |
| Caucasian Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | 77.64 | 80.14 | 78.9 | 79.66 | $\mathrm{N}<10$ | --- |
| Caucasian Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner with Disabilities | 78.51 | 80.11 | 79.31 | 82.46 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 77.58 | 80.15 | 78.87 | 79.49 | N<10 | --- |
| Caucasian Male | 79.07 | 80.87 | 79.95 | 78.99 | N<10 | 79.91 |
| Caucasian Male with Disabilities | 82.2 | 79.83 | 81.01 | 75.62 | $\mathrm{N}<10$ | 80.5 |
| Caucasian Male without Disabilities | 78.65 | 81.01 | 79.8 | 79.47 | N<10 | 79.83 |
| Caucasian Male English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner | 79.07 | 80.87 | 79.95 | 78.99 | N<10 | --- |
| Caucasian Male English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | 82.2 | 79.83 | 81.01 | 75.62 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | 78.65 | 81.01 | 79.8 | 79.47 | N<10 | --- |

