Wynne School District
District Report Card 2022-2023
Superintendent
Kenneth Moore
P. Box 69 IWynne, AR 72396

870-238-5020

| District Characteristics |  |
| :--- | ---: |
| Enrollment | 2,484 |
| Avg. Class Size | 14 |
| Avg. years teaching Experience | 14 |
| Per pupil spending | $\$ 11,247$ |
| - District avg. | $\$ 12,267$ |
| - State avg. |  |



## The Purpose of the Report Card



 than relying solely on an annual statewide assessment. Stakeholders are encouraged to examine the Report Card and engage in communication with local school and district staff.

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

 cohort graduation rates, and school quality and student success. Arkansas system is known as the ESSA School Index (htips://dese.ade.arkansas.gov/Files/20201126143234_What_is_the_ESSA_School_Index.pdf)
 The full ESSA School Index report for each school can be accessed by going to My School Info (https://myschoolinfo.arkansas.gov/) and selecting the school, clicking Reports, then ESSA School Index

## Reporting the N-Size and Subgroup Membership



 be shown.

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

 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.



 essal-informational-documents) web page under the column Business Rules and Statistics.

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



 2022-2023 and every three years thereafter)


A Cycle II School Support and Improvement (https://docs.google.com/spreadsheets/u/0/d/1nbesYDRbMb5svoWZkjezOMhfjnfGGbTe96pTHk2rWj8/edit)

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


 Adjusted Cohort Graduation Rate is greater than 66.667 percent.

Arkansas schools that have been identified as additional targeted support schools can exit.
 demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students and meet or exceed the ESSA School Index score that initially led to identification (the 5\% cut score).

## School identified to receive Title I Grants (1003 funds)

 by district and school including: names of districts and schools receiving school improvement funds, amount of funds received by each school, and types of strategies implemented in each school are available at ESSA Cycle II 1003 Allocation \& Support (https://docs.google.com/spreadsheets/d/1saBpyvj11xh9g32HzKEOY4SbOM8P4vOLzOKs9Os4S-m8/edit?usp=sharing)
 ade.schmail@ade.arkansas.gov (mailto:ade.schmail@ade.arkansas.gov).

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Wynne School District - 1905000

MODULE: Achievement


|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | \% Not <br> Tested 20222023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Children with <br> Parent that is <br> Military <br> Connected | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 47.22 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 44.22 |
| Gifted and Talented | >95\% | <5\% | RV | RV | 27.27 | 72.73 | >95\% | RV | RV | 20.00 | 80.00 | >95\% | 86.77 | RV | RV | 18.75 | 81.25 | >95\% | 85.03 |
| Female Students | >95\% | <5\% | 36.08 | 18.56 | 24.74 | 20.62 | 45.36 | 34.95 | 21.36 | 19.42 | 24.27 | 43.69 | 38.13 | 38.37 | 22.09 | 24.42 | 15.12 | 39.53 | 37.53 |
| Male Students | >95\% | <5\% | 60.42 | 19.79 | RV | RV | 19.79 | 48.51 | 17.82 | 11.88 | 21.78 | 33.66 | 31.32 | 41.30 | 19.57 | 22.83 | 16.30 | 39.13 | 30.48 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | 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 | $>95 \%$ | < $5 \%$ | 22.28 | 27.98 | 37.31 | 12.44 | 49.74 | 18.63 | 30.88 | 38.24 | 12.25 | 50.49 | 51.97 | 15.73 | 25.28 | 38.76 | 20.22 | 58.99 | 54.04 |
| All Students Number of Students |  |  | 43 | 54 | 72 | 24 | 96 | 38 | 63 | 78 | 25 | 103 |  | 28 | 45 | 69 | 36 | 105 |  |
| African American | RV | RV | 35.19 | RV | 29.63 | RV | 35.19 | 31.82 | 43.94 | RV | RV | 24.24 | 27.86 | RV | 30.00 | 40.00 | RV | 44.00 | 32.55 |
| Hispanic | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.86 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 43.92 |
| Caucasian | >95\% | <5\% | 15.32 | 26.61 | 42.74 | 15.32 | 58.06 | 11.11 | 23.81 | 45.24 | 19.84 | 65.08 | 60.40 | 10.00 | 22.50 | 39.17 | 28.33 | 67.50 | 63.25 |
| Economically Disadvantaged | >95\% | <5\% | 28.68 | 27.91 | 34.11 | 9.30 | 43.41 | RV | 34.81 | 37.04 | RV | 43.70 | 43.15 | 19.13 | 33.04 | 33.91 | 13.91 | 47.83 | 44.92 |
| Non- <br> Economically Disadvantaged | $>95 \%$ | < $5 \%$ | RV | 28.13 | 43.75 | RV | 62.50 | RV | RV | 40.58 | 23.19 | 63.77 | 70.49 | RV | RV | 47.62 | 31.75 | 79.37 | 73.07 |
| Students with Disabilities | >95\% | < $5 \%$ | 72.22 | RV | RV | <5\% | 5.56 | 60.71 | RV | RV | <5\% | 7.14 | 20.77 | 66.67 | RV | RV | <5\% | 13.33 | 20.68 |
| Students without Disabilities | $>95 \%$ | < $5 \%$ | 10.83 | 29.30 | 45.22 | 14.65 | 59.87 | 11.93 | 30.68 | 43.75 | 13.64 | 57.39 | 58.06 | RV | 26.35 | 43.92 | RV | 68.24 | 60.83 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | N<10 | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 34.07 | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.97 |
| Non-English $>95 \%$ $<5 \%$ <br> Learners   <br> (includes   <br> Former EL   <br> Monitored $1-4$   <br> years)   |  |  | 22.28 | 27.98 | 37.31 | 12.44 | 49.74 | 19.10 | 30.15 | 38.19 | 12.56 | 50.75 | 52.42 | 15.61 | 24.28 | 39.31 | 20.81 | 60.12 | 55.72 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | -.. | --- | --- | --- | --- | --- | --- | N<10 | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | 86.64 | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 37.61 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 36.56 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 31.61 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 39.34 |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 65.43 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 66.30 |


|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 27.27 | 72.73 | >95\% | RV | RV | 20.00 | 80.00 | >95\% | 95.02 | RV | RV | 6.25 | 93.75 | >95\% | 96.17 |
| Female Students | >95\% | <5\% | 16.49 | 27.84 | 38.14 | 17.53 | 55.67 | 11.65 | 33.01 | 44.66 | 10.68 | 55.34 | 50.74 | 11.63 | 30.23 | 31.40 | 26.74 | 58.14 | 53.99 |
| Male Students | >95\% | <5\% | RV | 28.13 | 36.46 | RV | 43.75 | 25.74 | 28.71 | 31.68 | 13.86 | 45.54 | 53.14 | 19.57 | 20.65 | 45.65 | 14.13 | 59.78 | 54.09 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \% \text { Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding |
| 3rd Grade Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $>95 \%$ | <5\% | 54.40 | 19.17 | 15.03 | 11.40 | 26.42 | 47.06 | 18.14 | 19.61 | 15.20 | 34.80 | 31.05 | 44.38 | 22.47 | 15.73 | 17.42 | 33.15 | 34.94 |
| All Students Number of Students |  |  | 105 | 37 | 29 | 22 | 51 | 96 | 37 | 40 | 31 | 71 |  | 79 | 40 | 28 | 31 | 59 |  |
| African American | >95\% | < $5 \%$ | 74.07 | RV | RV | <5\% | 12.96 | 71.21 | RV | 15.15 | RV | 18.18 | 12.62 | 70.00 | RV | RV | <5\% | 12.00 | 14.75 |
| Hispanic | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 22.92 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.20 |
| Caucasian | >95\% | <5\% | 44.35 | 20.97 | 18.55 | 16.13 | 34.68 | 34.13 | 22.22 | 20.63 | 23.02 | 43.65 | 38.48 | 31.67 | 25.00 | 18.33 | 25.00 | 43.33 | 43.60 |
| Economically Disadvantaged | >95\% | <5\% | 62.02 | 18.60 | RV | RV | 19.38 | 54.07 | 19.26 | 18.52 | 8.15 | 26.67 | 23.07 | 55.65 | 22.61 | 10.43 | 11.30 | 21.74 | 26.03 |
| Non- <br> Economically Disadvantaged | >95\% | <5\% | 39.06 | 20.31 | 20.31 | 20.31 | 40.63 | 33.33 | 15.94 | 21.74 | 28.99 | 50.72 | 47.84 | 23.81 | 22.22 | 25.40 | 28.57 | 53.97 | 53.55 |
| Students with Disabilities | >95\% | < $5 \%$ | RV | RV | <5\% | <5\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 11.30 | RV | RV | < $5 \%$ | < $5 \%$ | < $5 \%$ | 13.37 |
| Students without Disabilities | >95\% | < $5 \%$ | 45.86 | 22.29 | 17.83 | 14.01 | 31.85 | 39.20 | 21.02 | 22.73 | 17.05 | 39.77 | 34.90 | 36.49 | 24.32 | 18.24 | 20.95 | 39.19 | 39.33 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 10.32 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 9.55 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 54.40 | 19.17 | 15.03 | 11.40 | 26.42 | 47.74 | 17.59 | 19.10 | 15.58 | 34.67 | 32.11 | 43.35 | 22.54 | 16.18 | 17.92 | 34.10 | 36.75 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | .-. | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 59.63 | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%)(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 19.05 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 19.28 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 15.61 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 22.95 |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 40.82 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 44.59 |


|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 18.18 | 81.82 | >95\% | RV | RV | 13.33 | 73.33 | 86.67 | 82.65 | RV | RV | 12.50 | 87.50 | >95\% | 86.37 |
| Female Students | >95\% | < $5 \%$ | 44.33 | 22.68 | 17.53 | 15.46 | 32.99 | 39.81 | 20.39 | 26.21 | 13.59 | 39.81 | 30.30 | 45.35 | 19.77 | 18.60 | 16.28 | 34.88 | 33.37 |
| Male Students | >95\% | < $5 \%$ | 64.58 | 15.63 | RV | RV | 19.79 | 54.46 | 15.84 | 12.87 | 16.83 | 29.70 | 31.78 | 43.48 | 25.00 | 13.04 | 18.48 | 31.52 | 36.45 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | 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\% | 34.48 | 25.62 | 23.15 | 16.75 | 39.90 | 47.15 | 20.73 | 13.99 | 18.13 | 32.12 | 37.74 | 45.69 | 21.83 | 19.29 | 13.20 | 32.49 | 35.27 |
| All Students Number of Students |  |  | 70 | 52 | 47 | 34 | 81 | 91 | 40 | 27 | 35 | 62 |  | 90 | 43 | 38 | 26 | 64 |  |
| African American | >95\% | <5\% | 57.14 | 30.36 | RV | RV | 12.50 | 54.39 | 22.81 | RV | RV | 22.81 | 18.66 | 60.94 | 21.88 | RV | RV | 17.19 | 16.36 |
| Hispanic | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 29.13 | N<10 | N<10 | N<10 | N<10 | N<10 | 28.19 |
| Caucasian | >95\% | <5\% | 25.00 | 22.86 | 30.71 | 21.43 | 52.14 | 42.15 | 19.83 | 14.88 | 23.14 | 38.02 | 45.55 | 35.83 | 22.50 | 25.00 | 16.67 | 41.67 | 42.39 |
| Economically Disadvantaged | >95\% | <5\% | 44.19 | 27.13 | 18.60 | 10.08 | 28.68 | 55.88 | 20.59 | 12.50 | 11.03 | 23.53 | 28.71 | 52.99 | 24.63 | RV | RV | 22.39 | 26.13 |
| Non- <br> Economically Disadvantaged | >95\% | < $5 \%$ | 17.57 | 22.97 | 31.08 | 28.38 | 59.46 | 26.32 | 21.05 | 17.54 | 35.09 | 52.63 | 56.22 | 30.16 | 15.87 | 23.81 | 30.16 | 53.97 | 53.87 |
| Students with Disabilities | >95\% | < $5 \%$ | RV | RV | 5.71 | <5\% | 5.71 | RV | RV | <5\% | <5\% | 7.32 | 10.34 | RV | RV | < $5 \%$ | 6.45 | 9.68 | 9.87 |
| Students without Disabilities | $>95 \%$ | <5\% | 25.00 | 27.98 | 26.79 | 20.24 | 47.02 | 36.18 | 25.00 | 17.11 | 21.71 | 38.82 | 42.91 | 39.16 | 24.10 | 22.29 | 14.46 | 36.75 | 40.25 |
| Students with the most significant cognitive disabilities who take an alternate assessment: |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 8.05 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | < $5 \%$ | 34.83 | 25.37 | 22.89 | 16.92 | 39.80 | 47.15 | 20.73 | 13.99 | 18.13 | 32.12 | 39.34 | 46.63 | 21.76 | 18.65 | 12.95 | 31.61 | 36.27 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $N<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 62.18 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%)(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 20.46 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 21.02 |
| Children in <br> Foster Care | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with <br> Parent that is Military Connected | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 51.53 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | 44.93 |


|  |  \% Not <br> Tested <br> \% Tested  <br> 2022-  <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 8.33 | 83.33 | 91.67 | RV | RV | 9.09 | 81.82 | 90.91 | 88.09 | RV | RV | 33.33 | 60.00 | 93.33 | 86.93 |
| Female Students | >95\% | <5\% | 30.39 | 19.61 | 27.45 | 22.55 | 50.00 | 38.30 | 27.66 | RV | RV | 34.04 | 42.00 | 39.81 | 24.27 | 20.39 | 15.53 | 35.92 | 38.32 |
| Male Students | >95\% | <5\% | 38.61 | 31.68 | 18.81 | 10.89 | 29.70 | 55.56 | 14.14 | 18.18 | 12.12 | 30.30 | 33.78 | 52.13 | 19.15 | 18.09 | 10.64 | 28.72 | 32.37 |
| Migrant | N<10 | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 18.60 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | 12.22 |

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MY SCHOOL INFO
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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested 20222023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 4th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $>95 \%$ | <5\% | 18.72 | 37.93 | 30.54 | 12.81 | 43.35 | 17.62 | 44.56 | 30.05 | 7.77 | 37.82 | 41.73 | 13.71 | 49.75 | 30.46 | 6.09 | 36.55 | 48.32 |
| All Students Number of Students |  |  | 38 | 77 | 62 | 26 | 88 | 34 | 86 | 58 | 15 | 73 |  | 27 | 98 | 60 | 12 | 72 |  |
| African American | >95\% | < $5 \%$ | 30.36 | 55.36 | RV | RV | 14.29 | 22.81 | 56.14 | RV | RV | 21.05 | 17.85 | 25.00 | 62.50 | RV | RV | 12.50 | 24.68 |
| Hispanic | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.17 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.48 |
| Caucasian | >95\% | <5\% | 12.86 | 32.14 | 37.86 | 17.14 | 55.00 | 14.05 | 38.84 | 36.36 | 10.74 | 47.11 | 50.51 | RV | 43.33 | 39.17 | RV | 49.17 | 56.27 |
| Economically Disadvantaged | RV | RV | RV | 41.09 | 28.68 | RV | 34.11 | RV | 49.26 | 24.26 | RV | 30.15 | 32.34 | RV | 54.48 | 25.37 | RV | 27.61 | 39.21 |
| Non- <br> Economically Disadvantaged | $>95 \%$ | < $5 \%$ | RV | 32.43 | 33.78 | RV | 59.46 | RV | 33.33 | 43.86 | RV | 56.14 | 60.96 | RV | 39.68 | 41.27 | RV | 55.56 | 66.84 |
| Students with Disabilities | >95\% | < $5 \%$ | 54.29 | 37.14 | RV | RV | 8.57 | 56.10 | 31.71 | RV | RV | 12.20 | 13.63 | 41.94 | 51.61 | RV | RV | 6.45 | 17.70 |
| Students without Disabilities | $>95 \%$ | <5\% | 11.31 | 38.10 | 35.12 | 15.48 | 50.60 | 7.24 | 48.03 | 35.53 | 9.21 | 44.74 | 47.04 | 8.43 | 49.40 | 34.94 | 7.23 | 42.17 | 54.32 |
| Students with the most significant cognitive disabilities who take an alternate assessment: <br> Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 27.19 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | $>95 \%$ | <5\% | 18.41 | 37.81 | 30.85 | 12.94 | 43.78 | 17.62 | 44.56 | 30.05 | 7.77 | 37.82 | 42.83 | 13.99 | 50.26 | 29.53 | 6.22 | 35.75 | 48.66 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 76.11 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 23.57 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 32.58 |
| Children in <br> Foster Care | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | $N<10$ | N<10 | $\mathrm{N}<10$ | 58.78 | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 57.79 |

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|  |  \% Not <br> Tested <br> \% Tested 2022- <br> $2022-2023$ 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 8.33 | 83.33 | 91.67 | RV | RV | 45.45 | 54.55 | >95\% | 88.39 | RV | RV | 40.00 | 53.33 | 93.33 | 91.86 |
| Female Students | >95\% | <5\% | 14.71 | 41.18 | 29.41 | 14.71 | 44.12 | 15.96 | 42.55 | 30.85 | 10.64 | 41.49 | 40.16 | RV | 52.43 | 29.13 | RV | 34.95 | 46.34 |
| Male Students | >95\% | <5\% | 22.77 | 34.65 | 31.68 | 10.89 | 42.57 | RV | 46.46 | 29.29 | RV | 34.34 | 43.18 | RV | 46.81 | 31.91 | RV | 38.30 | 50.20 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.05 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | 33.94 |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{gathered} \text { \% Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding |
| 4th Grade Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $>95 \%$ | < $5 \%$ | 40.39 | 19.70 | 24.63 | 15.27 | 39.90 | 42.49 | 19.69 | 23.83 | 13.99 | 37.82 | 40.53 | 45.69 | 20.81 | 23.86 | 9.64 | 33.50 | 38.32 |
| All Students Number of Students |  |  | 82 | 40 | 50 | 31 | 81 | 82 | 38 | 46 | 27 | 73 |  | 90 | 41 | 47 | 19 | 66 |  |
| African American | >95\% | <5\% | 67.86 | 21.43 | RV | RV | 10.71 | 57.89 | 24.56 | RV | RV | 17.54 | 18.91 | 68.75 | 20.31 | RV | RV | 10.94 | 17.20 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.75 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 29.99 |
| Caucasian | >95\% | <5\% | 29.29 | 19.29 | 30.00 | 21.43 | 51.43 | 33.88 | 18.18 | 31.40 | 16.53 | 47.93 | 49.25 | 32.50 | 19.17 | 33.33 | 15.00 | 48.33 | 46.89 |
| Economically Disadvantaged | RV | RV | 53.49 | 19.38 | 19.38 | 7.75 | 27.13 | 50.74 | 21.32 | 17.65 | 10.29 | 27.94 | 31.96 | 55.22 | 23.88 | RV | RV | 20.90 | 29.43 |
| NonEconomically Disadvantaged | $>95 \%$ | < $5 \%$ | 17.57 | 20.27 | 33.78 | 28.38 | 62.16 | RV | RV | 38.60 | 22.81 | 61.40 | 58.08 | 25.40 | RV | 38.10 | RV | 60.32 | 56.41 |
| Students with Disabilities | >95\% | < 5 \% | RV | RV | <5\% | <5\% | <5\% | RV | RV | <5\% | <5\% | 9.76 | 13.58 | RV | RV | < $5 \%$ | < $5 \%$ | 6.45 | 12.36 |
| Students without Disabilities | >95\% | <5\% | 30.95 | 21.43 | 29.17 | 18.45 | 47.62 | 32.24 | 22.37 | 28.95 | 16.45 | 45.39 | 45.61 | 37.95 | 23.49 | 27.71 | 10.84 | 38.55 | 43.41 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 10.53 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 40.30 | 19.40 | 24.88 | 15.42 | 40.30 | 42.49 | 19.69 | 23.83 | 13.99 | 37.82 | 42.04 | 46.11 | 20.21 | 24.35 | 9.33 | 33.68 | 39.61 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 61.34 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 24.49 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 22.91 |
| Children in <br> Foster Care | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with <br> Parent that is Military Connected | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 54.22 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 47.46 |

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|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 8.33 | 75.00 | 83.33 | RV | RV | 36.36 | 63.64 | >95\% | 89.11 | RV | RV | 40.00 | 53.33 | 93.33 | 87.97 |
| Female Students | >95\% | <5\% | 37.25 | 19.61 | 28.43 | 14.71 | 43.14 | 41.49 | 19.15 | 23.40 | 15.96 | 39.36 | 38.93 | 38.83 | 24.27 | 27.18 | 9.71 | 36.89 | 36.13 |
| Male Students | >95\% | <5\% | 43.56 | 19.80 | 20.79 | 15.84 | 36.63 | 43.43 | 20.20 | 24.24 | 12.12 | 36.36 | 42.01 | 53.19 | RV | 20.21 | RV | 29.79 | 40.41 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 21.90 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 20.36 |

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Wynne School District - 1905000

MODULE: Achievement


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|  |  \% Not <br> Tested <br> \% Tested  <br> 2022-  <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 15.38 | 84.62 | >95\% | RV | RV | 21.43 | 78.57 | >95\% | 87.02 | RV | RV | 15.38 | 69.23 | 84.62 | 88.57 |
| Female Students | >95\% | <5\% | 40.00 | 25.33 | 21.33 | 13.33 | 34.67 | 31.43 | 22.86 | 21.90 | 23.81 | 45.71 | 45.57 | 34.83 | 31.46 | 16.85 | 16.85 | 33.71 | 43.87 |
| Male Students | RV | RV | 44.14 | 23.42 | 23.42 | 9.01 | 32.43 | 39.78 | 26.88 | 16.13 | 17.20 | 33.33 | 34.26 | 56.00 | 23.00 | RV | RV | 21.00 | 33.77 |
| Migrant | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 17.60 |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| 5th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | RV | RV | RV | 52.15 | 31.72 | RV | 34.41 | 14.65 | 43.43 | 32.32 | 9.60 | 41.92 | 40.50 | RV | 59.79 | 20.11 | RV | 21.16 | 40.41 |
| All Students Number of Students |  |  | RV | 97 | 59 | RV | 64 | 29 | 86 | 64 | 19 | 83 |  | RV | 113 | 38 | RV | 40 |  |
| African American | >95\% | <5\% | 27.27 | 56.36 | RV | RV | 16.36 | 29.63 | 51.85 | RV | RV | 18.52 | 16.58 | 26.42 | 66.04 | RV | RV | 7.55 | 19.14 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | N<10 | 34.74 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 33.21 |
| Caucasian | RV | RV | RV | 50.43 | 39.13 | RV | 42.61 | 8.63 | 39.57 | 38.85 | 12.95 | 51.80 | 49.62 | RV | 55.00 | 27.50 | RV | 28.33 | 48.30 |
| Economically Disadvantaged | RV | RV | RV | 57.00 | 23.00 | RV | 24.00 | RV | 48.82 | 28.35 | RV | 33.07 | 30.31 | 19.72 | 62.68 | RV | RV | 17.61 | 31.09 |
| NonEconomically Disadvantaged | $>95 \%$ | <5\% | RV | 46.51 | 41.86 | RV | 46.51 | RV | 33.80 | 39.44 | RV | 57.75 | 60.73 | RV | 51.06 | 29.79 | RV | 31.91 | 59.43 |
| Students with Disabilities | >95\% | <5\% | 35.14 | 56.76 | RV | RV | 8.11 | 54.84 | 38.71 | RV | RV | 6.45 | 7.83 | 37.78 | 60.00 | RV | RV | < $5 \%$ | 9.25 |
| Students without Disabilities | RV | RV | RV | 51.01 | 37.58 | RV | 40.94 | 7.19 | 44.31 | 37.13 | 11.38 | 48.50 | 46.18 | RV | 59.72 | 25.69 | RV | 27.08 | 46.17 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | .-- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 10.81 | --- | --- | --- | --- | --- | --- |
| Learners (EL)   <br> Non-English $\quad$ RV RV  <br> Learners   <br> (includes   <br> Former EL   <br> Monitored 1-4   <br> years)   |  |  | RV | 52.49 | 32.04 | RV | 34.25 | 14.80 | 42.86 | 32.65 | 9.69 | 42.35 | 41.77 | RV | 59.79 | 20.11 | RV | 21.16 | 41.67 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | .-- | --- | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | $N<10$ | $N<10$ | N $<10$ | N<10 | $N<10$ | 62.49 | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N 10 | $\mathrm{N}<10$ | N<10 | 24.49 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.47 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.84 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 25.00 |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N < 10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 52.64 | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 55.34 |

Page 17

|  |  \% Not <br> Tested <br> \% Tested  <br> 2022-  <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | $\begin{aligned} & \text { In Need } \\ & \text { of Support } \end{aligned}$ | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 76.92 | 23.08 | >95\% | RV | RV | 50.00 | 50.00 | >95\% | 86.41 | RV | RV | 76.92 | 15.38 | 92.31 | 86.22 |
| Female Students | RV | RV | RV | 60.00 | 28.00 | RV | 30.67 | RV | 45.71 | 35.24 | RV | 41.90 | 39.71 | RV | 57.30 | 24.72 | RV | 26.97 | 40.08 |
| Male Students | RV | RV | RV | 46.85 | 34.23 | RV | 36.94 | 17.20 | 40.86 | 29.03 | 12.90 | 41.94 | 41.26 | 22.00 | 62.00 | RV | RV | 16.00 | 40.71 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 22.00 |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | 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 | $>95 \%$ | < $5 \%$ | 44.86 | 31.89 | 15.68 | 7.57 | 23.24 | 35.35 | 30.30 | 24.75 | 9.60 | 34.34 | 36.67 | 53.44 | 24.34 | 16.93 | 5.29 | 22.22 | 34.50 |
| All Students Number of Students |  |  | 83 | 59 | 29 | 14 | 43 | 70 | 60 | 49 | 19 | 68 |  | 101 | 46 | 32 | 10 | 42 |  |
| African American | >95\% | <5\% | 67.27 | 30.91 | RV | RV | <5\% | 70.37 | 20.37 | RV | RV | 9.26 | 14.14 | 75.47 | RV | RV | <5\% | 11.32 | 13.90 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 28.94 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 25.20 |
| Caucasian | >95\% | <5\% | 33.33 | 34.21 | 21.93 | 10.53 | 32.46 | 21.58 | 33.09 | 32.37 | 12.95 | 45.32 | 45.92 | 42.50 | 29.17 | RV | RV | 28.33 | 43.26 |
| Economically Disadvantaged | RV | RV | 53.00 | 35.00 | RV | RV | 12.00 | 43.31 | 30.71 | RV | RV | 25.98 | 27.56 | 59.15 | 23.94 | RV | RV | 16.90 | 25.69 |
| NonEconomically Disadvantaged | $>95 \%$ | <5\% | 35.29 | 28.24 | 22.35 | 14.12 | 36.47 | 21.13 | 29.58 | 33.80 | 15.49 | 49.30 | 54.74 | 36.17 | RV | 31.91 | RV | 38.30 | 52.47 |
| Students with Disabilities | >95\% | <5\% | 66.67 | 30.56 | RV | RV | <5\% | 67.74 | RV | RV | <5\% | 9.68 | 10.66 | 77.78 | RV | RV | < $5 \%$ | <5\% | 10.26 |
| Students without Disabilities | $>95 \%$ | <5\% | 39.60 | 32.21 | 18.79 | 9.40 | 28.19 | 29.34 | 31.74 | 28.14 | 10.78 | 38.92 | 41.18 | 45.83 | 26.39 | 20.83 | 6.94 | 27.78 | 38.98 |
| Students with the most significant cognitive disabilities who take an alternate assessment: <br> Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | .-- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 11.07 | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 45.00 | 31.67 | 16.11 | 7.22 | 23.33 | 35.20 | 30.10 | 25.00 | 9.69 | 34.69 | 38.21 | 53.44 | 24.34 | 16.93 | 5.29 | 22.22 | 36.40 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | --- | --- | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | 48.30 | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%)(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 24.98 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 20.85 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 24.50 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 18.60 |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 47.91 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 47.50 |

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|  |  \% Not <br> Tested <br> \% Tested  <br> 2022-  <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 38.46 | 46.15 | 84.62 | RV | RV | 28.57 | 57.14 | 85.71 | 84.08 | RV | RV | 53.85 | 38.46 | 92.31 | 84.53 |
| Female Students | >95\% | <5\% | 46.67 | 34.67 | RV | RV | 18.67 | 32.38 | 30.48 | RV | RV | 37.14 | 33.31 | 47.19 | 25.84 | RV | RV | 26.97 | 32.83 |
| Male Students | RV | RV | 43.64 | 30.00 | RV | RV | 26.36 | 38.71 | 30.11 | 19.35 | 11.83 | 31.18 | 39.87 | 59.00 | 23.00 | RV | RV | 18.00 | 36.04 |
| Migrant | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 17.60 |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | 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 <br> Percentage of Students | $>95 \%$ | <5\% | 36.00 | 30.00 | 19.50 | 14.50 | 34.00 | 36.69 | 27.81 | 19.53 | 15.98 | 35.50 | 40.88 | 42.11 | 23.68 | 21.05 | 13.16 | 34.21 | 38.94 |
| All Students Number of Students |  |  | 72 | 60 | 39 | 29 | 68 | 62 | 47 | 33 | 27 | 60 |  | 80 | 45 | 40 | 25 | 65 |  |
| African American | $89.66$ | 10.34 | 48.44 | 29.69 | RV | RV | 21.88 | 55.77 | 26.92 | RV | RV | 17.31 | 19.73 | 59.62 | 32.69 | RV | RV | 7.69 | 18.78 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 32.37 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 30.26 |
| Caucasian | >95\% | <5\% | 28.80 | 32.00 | 20.00 | 19.20 | 39.20 | 27.88 | 25.96 | 24.04 | 22.12 | 46.15 | 49.43 | 33.33 | 20.45 | 28.79 | 17.42 | 46.21 | 47.48 |
| Economically Disadvantaged | >95\% | <5\% | 46.72 | 30.33 | RV | RV | 22.95 | 45.63 | 30.10 | RV | RV | 24.27 | 31.80 | 52.54 | 27.12 | RV | RV | 20.34 | 29.34 |
| Non- <br> Economically <br> Disadvantaged | >95\% | < $5 \%$ | 19.23 | 29.49 | 23.08 | 28.21 | 51.28 | 22.73 | 24.24 | 25.76 | 27.27 | 53.03 | 58.86 | 25.00 | 18.06 | 30.56 | 26.39 | 56.94 | 57.40 |
| Students with Disabilities | 90.91 | 9.09 | 71.88 | RV | RV | <5\% | 12.50 | 66.67 | 33.33 | RV | RV | <5\% | 7.01 | RV | RV | < $5 \%$ | < $5 \%$ | < $5 \%$ | 6.80 |
| Students without Disabilities | >95\% | < $5 \%$ | 29.17 | 32.74 | 21.43 | 16.67 | 38.10 | 30.22 | 26.62 | 23.74 | 19.42 | 43.17 | 46.62 | 33.75 | 26.25 | 24.38 | 15.63 | 40.00 | 44.39 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.12 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 5.54 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | < 5 \% | 36.08 | 30.41 | 19.07 | 14.43 | 33.51 | 36.36 | 27.88 | 20.00 | 15.76 | 35.76 | 42.85 | 42.02 | 23.94 | 20.74 | 13.30 | 34.04 | 41.20 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 55.18 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 47.85 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 26.51 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 22.79 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.06 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.88 |
| Children with Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | 50.26 |

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|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 15.38 | 84.62 | >95\% | RV | RV | 25.00 | 66.67 | 91.67 | 88.84 | RV | RV | 26.67 | 73.33 | >95\% | 86.61 |
| Female Students | >95\% | <5\% | 28.44 | 29.36 | 22.94 | 19.27 | 42.20 | 32.88 | 26.03 | 16.44 | 24.66 | 41.10 | 46.33 | 31.68 | 22.77 | 28.71 | 16.83 | 45.54 | 44.12 |
| Male Students | >95\% | < $5 \%$ | 45.05 | 30.77 | RV | RV | 24.18 | 39.58 | 29.17 | RV | RV | 31.25 | 35.74 | 53.93 | 24.72 | RV | RV | 21.35 | 34.03 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 18.46 | --- | --- | --- | --- | --- | --- |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| 6th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | RV | RV | RV | 45.50 | 34.50 | RV | 38.00 | 16.57 | 49.11 | 26.63 | 7.69 | 34.32 | 45.29 | RV | 43.68 | 33.16 | RV | 36.84 | 46.64 |
| All Students Number of Students |  |  | RV | 91 | 69 | RV | 76 | 28 | 83 | 45 | 13 | 58 |  | RV | 83 | 63 | RV | 70 |  |
| African <br> American | 89.66 | 10.34 | 29.69 | 56.25 | RV | RV | 14.06 | 36.54 | 46.15 | RV | RV | 17.31 | 19.24 | 38.46 | 53.85 | RV | RV | 7.69 | 20.79 |
| Hispanic | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | 38.35 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 41.61 |
| Caucasian | >95\% | <5\% | RV | 38.40 | 44.80 | RV | 50.40 | RV | 51.92 | 30.77 | RV | 40.38 | 55.25 | RV | 40.15 | 43.18 | RV | 48.48 | 55.94 |
| Economically Disadvantaged | RV | RV | RV | 51.64 | 23.77 | RV | 24.59 | RV | 46.60 | 25.24 | RV | 28.16 | 36.16 | RV | 50.85 | 24.58 | RV | 25.42 | 36.93 |
| Non- <br> Economically Disadvantaged | $>95 \%$ | < $5 \%$ | RV | 35.90 | 51.28 | RV | 58.97 | RV | 53.03 | 28.79 | RV | 43.94 | 63.35 | RV | 31.94 | 47.22 | RV | 55.56 | 65.33 |
| Students with Disabilities | 90.91 | 9.09 | 50.00 | 37.50 | RV | RV | 12.50 | 33.33 | 56.67 | RV | RV | 10.00 | 11.76 | 60.00 | 33.33 | RV | RV | 6.67 | 11.11 |
| Students without Disabilities | RV | RV | RV | 47.02 | 39.29 | RV | 42.86 | 12.95 | 47.48 | 30.22 | 9.35 | 39.57 | 50.96 | RV | 45.63 | 38.13 | RV | 42.50 | 52.66 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 17.03 | $\mathrm{N}<10$ | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 18.61 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | RV | RV | RV | 44.85 | 34.54 | RV | 38.14 | 16.97 | 49.09 | 26.67 | 7.27 | 33.94 | 46.82 | RV | 43.09 | 33.51 | RV | 37.23 | 48.00 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> 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 | 59.28 | $\mathrm{N}<10$ | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 63.43 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N 10 | $\mathrm{N}<10$ | N<10 | 31.82 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 30.99 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.06 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 33.13 |
| Children with Parent that is Military Connected | $N<10$ | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 54.48 |


|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 76.92 | 23.08 | >95\% | RV | RV | 33.33 | 58.33 | 91.67 | 88.16 | RV | RV | 53.33 | 33.33 | 86.67 | 89.69 |
| Female Students | RV | RV | RV | 45.87 | 37.61 | RV | 43.12 | RV | 57.53 | 26.03 | RV | 31.51 | 45.04 | RV | 45.54 | 39.60 | RV | 41.58 | 46.83 |
| Male Students | >95\% | <5\% | RV | 45.05 | 30.77 | RV | 31.87 | RV | 42.71 | 27.08 | RV | 36.46 | 45.52 | 26.97 | 41.57 | RV | RV | 31.46 | 46.46 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 27.41 | --- | --- | --- | --- | --- | --- |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \text { \% Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 6th Grade Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $>95 \%$ | <5\% | 43.50 | 22.50 | 23.50 | 10.50 | 34.00 | 42.01 | 22.49 | 25.44 | 10.06 | 35.50 | 40.73 | 49.21 | 21.47 | 19.90 | 9.42 | 29.32 | 40.11 |
| All Students Number of Students |  |  | 87 | 45 | 47 | 21 | 68 | 71 | 38 | 43 | 17 | 60 |  | 94 | 41 | 38 | 18 | 56 |  |
| African American | 91.38 | 8.62 | 62.50 | 18.75 | RV | RV | 18.75 | 65.38 | 19.23 | RV | RV | 15.38 | 17.89 | 73.58 | 20.75 | RV | RV | 5.66 | 16.53 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 31.41 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 30.57 |
| Caucasian | >95\% | <5\% | 35.20 | 23.20 | 27.20 | 14.40 | 41.60 | 29.81 | 24.04 | 31.73 | 14.42 | 46.15 | 50.35 | 37.88 | 22.73 | 25.76 | 13.64 | 39.39 | 50.13 |
| Economically <br> Disadvantaged | RV | RV | 54.10 | 24.59 | RV | RV | 21.31 | 50.49 | 25.24 | RV | RV | 24.27 | 31.74 | 59.66 | 21.85 | RV | RV | 18.49 | 30.24 |
| Non- <br> Economically <br> Disadvantaged | >95\% | < $5 \%$ | 26.92 | 19.23 | 35.90 | 17.95 | 53.85 | 28.79 | 18.18 | 36.36 | 16.67 | 53.03 | 58.52 | 31.94 | 20.83 | 27.78 | 19.44 | 47.22 | 59.08 |
| Students with Disabilities | 93.94 | 6.06 | 68.75 | RV | RV | <5\% | 9.38 | 56.67 | RV | RV | <5\% | 13.33 | 9.51 | RV | RV | < $5 \%$ | < $5 \%$ | < $5 \%$ | 9.55 |
| Students <br> without <br> Disabilities | $>95 \%$ | < $5 \%$ | 38.69 | 22.62 | 26.79 | 11.90 | 38.69 | 38.85 | 20.86 | 28.06 | 12.23 | 40.29 | 46.01 | 41.88 | 23.13 | 23.75 | 11.25 | 35.00 | 45.28 |
| Students with the most significant cognitive disabilities who take an alternate assessment: $\quad$ RV (RV \%)Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV ( RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.76 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.54 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | $>95 \%$ | < $5 \%$ | 43.81 | 22.16 | 23.71 | 10.31 | 34.02 | 42.42 | 21.82 | 26.06 | 9.70 | 35.76 | 42.87 | 48.68 | 21.69 | 20.11 | 9.52 | 29.63 | 42.33 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 50.74 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 48.24 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 27.84 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.62 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.67 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 26.71 |
| Children with <br> Parent that is Military Connected | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 52.20 |

Page 25

|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 23.08 | 76.92 | >95\% | RV | RV | 25.00 | 66.67 | 91.67 | 88.84 | RV | RV | 26.67 | 53.33 | 80.00 | 88.01 |
| Female Students | >95\% | < $5 \%$ | 37.61 | 26.61 | 22.02 | 13.76 | 35.78 | 43.84 | RV | 21.92 | RV | 34.25 | 39.22 | 43.56 | RV | 28.71 | RV | 34.65 | 38.21 |
| Male Students | >95\% | < $5 \%$ | 50.55 | RV | 25.27 | RV | 31.87 | 40.63 | RV | 28.13 | RV | 36.46 | 42.16 | 55.56 | 21.11 | RV | RV | 23.33 | 41.91 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 21.15 | --- | --- | --- | --- | --- | --- |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \% \text { Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg Ready or Exceeding |
| 7th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students <br> Percentage of Students | $>95 \%$ | <5\% | 41.59 | 22.43 | 16.36 | 19.63 | 35.98 | 38.10 | 23.28 | 20.63 | 17.99 | 38.62 | 41.93 | 36.14 | 24.10 | 19.28 | 20.48 | 39.76 | 38.53 |
| All Students Number of Students |  |  | 89 | 48 | 35 | 42 | 77 | 72 | 44 | 39 | 34 | 73 |  | 60 | 40 | 32 | 34 | 66 |  |
| African American | >95\% | < $5 \%$ | 54.29 | 28.57 | RV | RV | 17.14 | 54.39 | 26.32 | RV | RV | 19.30 | 21.53 | 57.14 | 21.43 | RV | RV | 21.43 | 19.38 |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.15 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 31.08 |
| Caucasian | 93.40 | 6.60 | 37.31 | 20.15 | 16.42 | 26.12 | 42.54 | 29.84 | 22.58 | 25.81 | 21.77 | 47.58 | 49.38 | 26.26 | 24.24 | 23.23 | 26.26 | 49.49 | 46.03 |
| Economically Disadvantaged | >95\% | <5\% | 50.38 | 22.90 | 16.03 | 10.69 | 26.72 | 49.12 | 25.44 | 14.04 | 11.40 | 25.44 | 32.65 | 48.60 | 28.97 | 13.08 | 9.35 | 22.43 | 29.18 |
| Non- <br> Economically Disadvantaged | >95\% | <5\% | 27.71 | 21.69 | 16.87 | 33.73 | 50.60 | 21.33 | 20.00 | 30.67 | 28.00 | 58.67 | 59.47 | RV | RV | 30.51 | 40.68 | 71.19 | 56.41 |
| Students with Disabilities | >95\% | < $5 \%$ | RV | RV | <5\% | <5\% | <5\% | 71.88 | RV | RV | <5\% | 9.38 | 5.81 | 68.75 | RV | RV | < $5 \%$ | 6.25 | 5.49 |
| Students without Disabilities | $94.37$ | 5.63 | 30.81 | 24.42 | 20.35 | 24.42 | 44.77 | 31.21 | 24.20 | 23.57 | 21.02 | 44.59 | 47.90 | 28.36 | 23.88 | 23.13 | 24.63 | 47.76 | 43.87 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 8.35 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 5.35 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | < 5 \% | 42.18 | 22.27 | 16.11 | 19.43 | 35.55 | 37.63 | 23.66 | 20.43 | 18.28 | 38.71 | 43.79 | 35.98 | 24.39 | 19.51 | 20.12 | 39.63 | 40.74 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 56.60 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 47.12 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%)(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N $<10$ | N<10 | N<10 | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 24.57 |
| Children in <br> Foster Care | N<10 | N<10 | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 22.78 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 25.81 |
| Children with <br> Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 8.33 | 91.67 | >95\% | RV | RV | 13.33 | 86.67 | >95\% | 87.35 | RV | RV | 18.75 | 75.00 | 93.75 | 87.18 |
| Female Students | 94.67 | 5.33 | 30.77 | 29.81 | 15.38 | 24.04 | 39.42 | 29.17 | 21.88 | 21.88 | 27.08 | 48.96 | 49.83 | 35.21 | 22.54 | 21.13 | 21.13 | 42.25 | 44.77 |
| Male Students | >95\% | <5\% | 51.82 | 15.45 | 17.27 | 15.45 | 32.73 | 47.31 | 24.73 | RV | RV | 27.96 | 34.54 | 36.84 | 25.26 | 17.89 | 20.00 | 37.89 | 32.63 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 16.96 |

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MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \text { \% Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 7th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $>95 \%$ | <5\% | 35.05 | 30.37 | 20.56 | 14.02 | 34.58 | 29.10 | 34.39 | 23.81 | 12.70 | 36.51 | 35.99 | 35.54 | 30.12 | 22.29 | 12.05 | 34.34 | 39.40 |
| All Students Number of Students |  |  | 75 | 65 | 44 | 30 | 74 | 55 | 65 | 45 | 24 | 69 |  | 59 | 50 | 37 | 20 | 57 |  |
| African American | >95\% | < 5 | 44.29 | 40.00 | RV | RV | 15.71 | 45.61 | 36.84 | RV | RV | 17.54 | 14.30 | 66.07 | 21.43 | RV | RV | 12.50 | 16.08 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.03 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 32.41 |
| Caucasian | 93.40 | 6.60 | 31.34 | 26.12 | 23.13 | 19.40 | 42.54 | 23.39 | 31.45 | 29.03 | 16.13 | 45.16 | 44.00 | 19.19 | 33.33 | 29.29 | 18.18 | 47.47 | 48.38 |
| Economically Disadvantaged | RV | RV | 40.46 | 35.11 | RV | RV | 24.43 | 33.33 | 43.86 | RV | RV | 22.81 | 26.47 | 48.60 | 31.78 | RV | RV | 19.63 | 29.45 |
| Non- <br> Economically <br> Disadvantaged | >95\% | < 5 \% | 26.51 | 22.89 | 24.10 | 26.51 | 50.60 | 22.67 | 20.00 | 36.00 | 21.33 | 57.33 | 54.00 | RV | RV | 33.90 | 27.12 | 61.02 | 58.45 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 71.88 | RV | RV | <5\% | 6.25 | 5.02 | 62.50 | RV | RV | <5\% | 9.38 | 5.88 |
| Students without Disabilities | $94.37$ | 5.63 | 22.67 | 34.88 | 25.00 | 17.44 | 42.44 | 20.38 | 36.94 | 27.39 | 15.29 | 42.68 | 41.11 | 29.10 | 30.60 | 25.37 | 14.93 | 40.30 | 44.82 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 6.48 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 6.48 |
| Non-English $>95 \%$ $<5 \%$ <br> Learaners   <br> (includes   <br> Former EL   <br> Monitored 1-4   <br> years)   |  |  | 35.07 | 30.33 | 20.38 | 14.22 | 34.60 | 29.57 | 33.87 | 23.66 | 12.90 | 36.56 | 37.64 | 35.37 | 30.49 | 22.56 | 11.59 | 34.15 | 41.48 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 48.61 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.30 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number $\quad$ RV (RV \%) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 24.37 |
| Children in Foster Care | $\mathrm{N}<10$ | N<10 | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | 25.14 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 21.94 |
| Children with <br> Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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|  |  \% Not <br> Tested <br> \% Tested  <br> 2022-  <br> $2022-2023$ 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 16.67 | 83.33 | >95\% | RV | RV | 40.00 | 53.33 | 93.33 | 80.61 | RV | RV | 25.00 | 75.00 | >95\% | 85.37 |
| Female Students | 94.67 | 5.33 | 29.81 | 37.50 | 18.27 | 14.42 | 32.69 | 26.04 | 29.17 | 28.13 | 16.67 | 44.79 | 37.74 | 40.85 | 26.76 | 18.31 | 14.08 | 32.39 | 39.97 |
| Male Students | >95\% | <5\% | 40.00 | 23.64 | 22.73 | 13.64 | 36.36 | 32.26 | 39.78 | RV | RV | 27.96 | 34.36 | 31.58 | 32.63 | 25.26 | 10.53 | 35.79 | 38.86 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 21.30 |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| 7th Grade Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $>95 \%$ | < $5 \%$ | 46.01 | 20.66 | 21.60 | 11.74 | 33.33 | 52.38 | 22.22 | 11.64 | 13.76 | 25.40 | 35.91 | 43.37 | 25.30 | 19.88 | 11.45 | 31.33 | 38.34 |
| All Students Number of Students |  |  | 98 | 44 | 46 | 25 | 71 | 99 | 42 | 22 | 26 | 48 |  | 72 | 42 | 33 | 19 | 52 |  |
| African American | >95\% | <5\% | 62.86 | 18.57 | RV | RV | 18.57 | 68.42 | 21.05 | RV | RV | 10.53 | 15.22 | 73.21 | 19.64 | RV | RV | 7.14 | 16.03 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N 10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N 10 | N<10 | N<10 | 29.64 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 30.14 |
| Caucasian | 93.40 | 6.60 | 39.85 | 21.80 | 21.80 | 16.54 | 38.35 | 47.58 | 21.77 | 12.10 | 18.55 | 30.65 | 43.68 | 26.26 | 29.29 | 28.28 | 16.16 | 44.44 | 47.40 |
| Economically Disadvantaged | RV | RV | 54.20 | 22.14 | RV | RV | 23.66 | 62.28 | 23.68 | RV | RV | 14.04 | 27.29 | 57.01 | 27.10 | RV | RV | 15.89 | 29.15 |
| Non- <br> Economically <br> Disadvantaged | $>95 \%$ | <5\% | 32.93 | 18.29 | 25.61 | 23.17 | 48.78 | 37.33 | 20.00 | 20.00 | 22.67 | 42.67 | 52.23 | 18.64 | 22.03 | 32.20 | 27.12 | 59.32 | 55.90 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | RV | RV | <5\% | <5\% | 6.25 | 7.75 | 68.75 | RV | RV | < $5 \%$ | 9.38 | 8.20 |
| Students without Disabilities | $94.37$ | 5.63 | 37.43 | 21.64 | 26.32 | 14.62 | 40.94 | 46.50 | 24.20 | 13.38 | 15.92 | 29.30 | 40.56 | 37.31 | 26.12 | 22.39 | 14.18 | 36.57 | 43.21 |
| Students with the most significant cognitive disabilities who take an alternate assessment: <br> Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.71 | $\mathrm{N}<10$ | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 6.71 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | >95\% | <5\% | 46.67 | 20.48 | 20.95 | 11.90 | 32.86 | 52.69 | 22.58 | 10.75 | 13.98 | 24.73 | 37.58 | 43.29 | 25.61 | 20.12 | 10.98 | 31.10 | 40.51 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> 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 | 46.28 | $\mathrm{N}<10$ | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | 45.23 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%)(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 25.14 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | N<10 | N<10 | N 10 | N<10 | N<10 | 19.55 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 25.81 |
| Children with Parent that is Military Connected | .-- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 25.00 | 66.67 | 91.67 | RV | RV | 46.67 | 53.33 | >95\% | 81.27 | RV | RV | 31.25 | 68.75 | >95\% | 86.62 |
| Female Students | 94.67 | 5.33 | 45.19 | RV | 25.00 | RV | 32.69 | 46.88 | 22.92 | 12.50 | 17.71 | 30.21 | 36.15 | 49.30 | 23.94 | RV | RV | 26.76 | 37.69 |
| Male Students | >95\% | <5\% | 46.79 | 19.27 | 18.35 | 15.60 | 33.94 | 58.06 | 21.51 | RV | RV | 20.43 | 35.70 | 38.95 | 26.32 | 24.21 | 10.53 | 34.74 | 38.96 |
| Migrant | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 17.39 |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  |  |  | 2020-202 |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \% \text { Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 8th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students <br> Percentage of Students | $94.87$ | 5.13 | 28.64 | 20.87 | 17.96 | 32.52 | 50.49 | 34.76 | 20.48 | 20.00 | 24.76 | 44.76 | 46.27 | 36.22 | 27.57 | 18.92 | 17.30 | 36.22 | 43.17 |
| All Students Number of Students |  |  | 59 | 43 | 37 | 67 | 104 | 73 | 43 | 42 | 52 | 94 |  | 67 | 51 | 35 | 32 | 67 |  |
| African American |  | <5\% | 50.00 | 21.15 | RV | RV | 28.85 | 52.24 | 28.36 | RV | RV | 19.40 | 24.94 | 44.23 | 36.54 | RV | RV | 19.23 | 23.85 |
| Hispanic | $\mathrm{N}<10$ | N<10 | RV | RV | 30.77 | 38.46 | 69.23 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 40.96 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 35.21 |
| Caucasian | 93.94 | 6.06 | 22.46 | 21.01 | 17.39 | 39.13 | 56.52 | 28.36 | 17.16 | 22.39 | 32.09 | 54.48 | 54.30 | 33.87 | 23.39 | 21.77 | 20.97 | 42.74 | 51.08 |
| Economically Disadvantaged | 94.69 | 5.31 | 40.00 | 21.74 | 15.65 | 22.61 | 38.26 | 46.48 | 21.83 | 16.90 | 14.79 | 31.69 | 36.66 | 44.86 | 31.78 | 14.02 | 9.35 | 23.36 | 33.28 |
| Non- <br> Economically Disadvantaged | >95\% | <5\% | 14.29 | 19.78 | 20.88 | 45.05 | 65.93 | RV | RV | 26.47 | 45.59 | 72.06 | 63.50 | 24.36 | 21.79 | 25.64 | 28.21 | 53.85 | 61.24 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | RV | RV | 9.52 | <5\% | 9.52 | 6.06 | RV | RV | 6.25 | < 5 | 9.38 | 5.90 |
| Students without Disabilities | $94.44$ | 5.56 | 19.77 | 21.47 | 20.90 | 37.85 | 58.76 | 23.21 | 23.21 | 22.62 | 30.95 | 53.57 | 52.39 | 28.10 | 30.07 | 21.57 | 20.26 | 41.83 | 49.08 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 10.42 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 6.85 |
| Non-English <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | $94.79$ | 5.21 | 28.08 | 21.18 | 17.73 | 33.00 | 50.74 | 35.27 | 20.29 | 19.81 | 24.64 | 44.44 | 48.26 | 36.26 | 27.47 | 18.68 | 17.58 | 36.26 | 45.74 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 51.33 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 31.54 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 26.51 |
| Children in Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 29.65 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 22.75 |
| Children with <br> Parent that is <br> Military <br> Connected | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | <5\% | 95.00 | 95.00 | RV | RV | 8.33 | 91.67 | >95\% | 90.14 | RV | RV | 11.76 | 88.24 | >95\% | 88.99 |
| Female Students | >95\% | <5\% | 19.79 | 17.71 | 23.96 | 38.54 | 62.50 | 25.69 | 22.94 | 24.77 | 26.61 | 51.38 | 53.87 | 30.61 | 27.55 | 21.43 | 20.41 | 41.84 | 50.29 |
| Male Students | 92.55 | 7.45 | 36.36 | 23.64 | 12.73 | 27.27 | 40.00 | 44.55 | 17.82 | 14.85 | 22.77 | 37.62 | 38.96 | 42.53 | 27.59 | 16.09 | 13.79 | 29.89 | 36.51 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| 8th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students <br> Percentage of <br> Students | $>95 \%$ | < 5 \% | 27.18 | 28.64 | 25.73 | 18.45 | 44.17 | 33.65 | 30.33 | 15.17 | 20.85 | 36.02 | 38.35 | 37.37 | 31.58 | 22.11 | 8.95 | 31.05 | 37.71 |
| All Students Number of Students |  |  | 56 | 59 | 53 | 38 | 91 | 71 | 64 | 32 | 44 | 76 |  | 71 | 60 | 42 | 17 | 59 |  |
| African American | >95\% | <5\% | 46.15 | 38.46 | RV | RV | 15.38 | 41.79 | 41.79 | RV | RV | 16.42 | 14.87 | 61.54 | 30.77 | RV | RV | 7.69 | 15.17 |
| Hispanic | N<10 | N<10 | RV | RV | 38.46 | 23.08 | 61.54 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.24 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.59 |
| Caucasian | >95\% | <5\% | 20.29 | 26.81 | 28.26 | 24.64 | 52.90 | 31.85 | 25.19 | 15.56 | 27.41 | 42.96 | 47.19 | 29.46 | 29.46 | 30.23 | 10.85 | 41.09 | 46.67 |
| Economically Disadvantaged | RV | RV | 37.39 | 34.78 | 19.13 | 8.70 | 27.83 | 42.25 | 35.21 | 10.56 | 11.97 | 22.54 | 28.25 | 47.27 | 34.55 | RV | RV | 18.18 | 27.67 |
| Non- <br> Economically Disadvantaged | >95\% | < $5 \%$ | 14.29 | 20.88 | 34.07 | 30.77 | 64.84 | 15.94 | 20.29 | 24.64 | 39.13 | 63.77 | 56.49 | 23.75 | 27.50 | 33.75 | 15.00 | 48.75 | 56.04 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 4.78 | 71.88 | RV | RV | <5\% | < $5 \%$ | 4.46 |
| Students without Disabilities | $>95 \%$ | <5\% | 20.34 | 28.25 | 29.94 | 21.47 | 51.41 | 19.53 | 35.50 | 18.93 | 26.04 | 44.97 | 43.48 | 30.38 | 32.91 | 25.95 | 10.76 | 36.71 | 42.98 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 8.95 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 6.62 |
| Non-English $\quad>95 \% \quad<5 \%$   <br> Learners   <br> (includes   <br> Former EL   <br> Monitored 1-4   <br> years)   |  |  | 27.09 | 29.06 | 25.12 | 18.72 | 43.84 | 34.13 | 30.77 | 14.90 | 20.19 | 35.10 | 40.04 | 37.43 | 31.02 | 22.46 | 9.09 | 31.55 | 39.83 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> 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 | 46.45 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%)(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.18 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 20.02 |
| Children in Foster Care | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 19.40 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 16.67 |
| Children with <br> Parent that is Military Connected | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Page 35

|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 15.00 | 80.00 | 95.00 | RV | RV | 16.67 | 83.33 | >95\% | 81.57 | RV | RV | 52.94 | 41.18 | 94.12 | 81.79 |
| Female Students | >95\% | < $5 \%$ | 23.96 | 29.17 | 29.17 | 17.71 | 46.88 | 32.11 | 29.36 | 18.35 | 20.18 | 38.53 | 38.57 | 37.37 | 30.30 | 22.22 | 10.10 | 32.32 | 37.54 |
| Male Students | >95\% | < $5 \%$ | 30.00 | 28.18 | 22.73 | 19.09 | 41.82 | 35.29 | 31.37 | 11.76 | 21.57 | 33.33 | 38.14 | 37.36 | 32.97 | RV | RV | 29.67 | 37.87 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{aligned} & \text { \% Not } \\ & \text { Tested } \\ & \text { 2022- } \\ & 2023 \end{aligned}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | 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 | $94.87$ | 5.13 | 41.26 | 19.90 | 22.33 | 16.50 | 38.83 | 45.97 | 24.17 | 15.64 | 14.22 | 29.86 | 39.11 | 53.51 | 24.86 | 13.51 | 8.11 | 21.62 | 36.14 |
| All Students Number of Students |  |  | 85 | 41 | 46 | 34 | 80 | 97 | 51 | 33 | 30 | 63 |  | 99 | 46 | 25 | 15 | 40 |  |
| African American | >95\% | <5\% | 63.46 | 19.23 | RV | RV | 17.31 | 61.19 | 29.85 | RV | RV | 8.96 | 17.19 | 69.23 | 21.15 | RV | RV | 9.62 | 14.59 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | RV | RV | 30.77 | 15.38 | 46.15 | N<10 | N<10 | N 10 | N<10 | N<10 | 32.92 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 28.14 |
| Caucasian | 93.94 | 6.06 | 33.33 | 21.01 | 24.64 | 21.01 | 45.65 | 40.00 | 20.74 | 20.74 | 18.52 | 39.26 | 47.55 | 48.39 | 25.00 | 16.13 | 10.48 | 26.61 | 44.93 |
| Economically Disadvantaged | 94.69 | 5.31 | 53.91 | 20.87 | 14.78 | 10.43 | 25.22 | 57.75 | 26.06 | RV | RV | 16.20 | 29.76 | 64.49 | 23.36 | RV | RV | 12.15 | 26.73 |
| NonEconomically Disadvantaged | $>95 \%$ | < $5 \%$ | 25.27 | 18.68 | 31.87 | 24.18 | 56.04 | 21.74 | 20.29 | 26.09 | 31.88 | 57.97 | 55.87 | 38.46 | 26.92 | 20.51 | 14.10 | 34.62 | 53.32 |
| Students with Disabilities | >95\% | <5\% | RV | RV | <5\% | <5\% | <5\% | RV | RV | <5\% | <5\% | <5\% | 6.54 | RV | RV | < $5 \%$ | < $5 \%$ | 6.25 | 7.06 |
| Students without Disabilities | $94.44$ | 5.56 | 32.77 | 22.60 | 25.42 | 19.21 | 44.63 | 36.09 | 27.22 | 18.93 | 17.75 | 36.69 | 44.07 | 49.02 | 26.14 | 15.69 | 9.15 | 24.84 | 40.75 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | N $<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 8.23 | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 5.69 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | $94.79$ | 5.21 | 40.89 | 20.20 | 22.17 | 16.75 | 38.92 | 46.15 | 24.04 | 15.87 | 13.94 | 29.81 | 40.98 | 53.30 | 24.73 | 13.74 | 8.24 | 21.98 | 38.40 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | 40.09 |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N 10 | $\mathrm{N}<10$ | N<10 | 24.25 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 20.04 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 21.89 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 15.57 |
| Children with <br> Parent that is Military Connected | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 20.00 | 70.00 | 90.00 | RV | RV | 16.67 | 75.00 | 91.67 | 85.09 | RV | RV | 47.06 | 35.29 | 82.35 | 82.20 |
| Female Students | >95\% | <5\% | 35.42 | 21.88 | 21.88 | 20.83 | 42.71 | 43.12 | 26.61 | 18.35 | 11.93 | 30.28 | 40.48 | 50.00 | 25.51 | RV | RV | 24.49 | 36.37 |
| Male Students | 92.55 | 7.45 | 46.36 | 18.18 | 22.73 | 12.73 | 35.45 | 49.02 | 21.57 | 12.75 | 16.67 | 29.41 | 37.79 | 57.47 | 24.14 | RV | RV | 18.39 | 35.92 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO
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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 9th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students <br> Percentage of Students | $>95 \%$ | <5\% | 43.30 | 15.46 | 20.10 | 21.13 | 41.24 | 38.86 | 13.74 | 23.22 | 24.17 | 47.39 | 39.67 | 41.58 | 22.77 | 14.85 | 20.79 | 35.64 | 42.59 |
| All Students Number of Students |  |  | 84 | 30 | 39 | 41 | 80 | 82 | 29 | 49 | 51 | 100 |  | 84 | 46 | 30 | 42 | 72 |  |
| African American | 93.85 | 6.15 | 54.24 | 22.03 | RV | RV | 23.73 | 58.18 | 18.18 | RV | RV | 23.64 | 17.94 | 57.38 | 29.51 | RV | RV | 13.11 | 21.92 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | RV | RV | 27.27 | 45.45 | 72.73 | 29.78 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 34.54 |
| Caucasian | >95\% | <5\% | 37.30 | 13.49 | 24.60 | 24.60 | 49.21 | 32.39 | 12.68 | 25.35 | 29.58 | 54.93 | 49.07 | 36.64 | 19.85 | 17.56 | 25.95 | 43.51 | 51.26 |
| Economically Disadvantaged | 94.07 | 5.93 | 50.53 | 22.11 | 13.68 | 13.68 | 27.37 | 49.59 | 14.63 | 16.26 | 19.51 | 35.77 | 29.75 | 49.61 | 25.98 | 12.60 | 11.81 | 24.41 | 32.03 |
| Non- <br> Economically <br> Disadvantaged | >95\% | < $5 \%$ | 36.36 | RV | RV | 28.28 | 54.55 | 23.86 | 12.50 | 32.95 | 30.68 | 63.64 | 56.45 | 28.00 | 17.33 | 18.67 | 36.00 | 54.67 | 60.32 |
| Students with Disabilities | 93.02 | 6.98 | RV | RV | <5\% | <5\% | <5\% | RV | RV | 6.45 | <5\% | 6.45 | 4.34 | 82.50 | RV | RV | < 5 | 5.00 | 4.90 |
| Students without <br> Disabilities | >95\% | < $5 \%$ | 34.81 | 15.19 | 24.68 | 25.32 | 50.00 | 30.56 | 15.00 | 26.11 | 28.33 | 54.44 | 44.72 | 31.48 | 25.31 | 17.28 | 25.93 | 43.21 | 48.10 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 4.72 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 5.82 |
| Non-English <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | $>95 \%$ | <5\% | 43.01 | 15.54 | 20.21 | 21.24 | 41.45 | 38.57 | 13.81 | 23.33 | 24.29 | 47.62 | 42.31 | 41.92 | 22.73 | 15.15 | 20.20 | 35.35 | 45.27 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) |  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) (Percent) |  |  | Excluded from Accountability Indicators: Number |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N 10 | $\mathrm{N}<10$ | N<10 | 22.28 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 25.08 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 18.90 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 20.73 |
| Children with <br> Parent that is Military Connected | --- | --- | $\mathrm{N}<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N 10 | N<10 | $\mathrm{N}<10$ | 49.74 | --- | --- | --- | --- | --- | --- |

Page 39

|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 9.09 | 81.82 | 90.91 | RV | RV | 19.05 | 76.19 | >95\% | 85.58 | RV | RV | 16.67 | 75.00 | 91.67 | 88.54 |
| Female Students | >95\% | < $5 \%$ | 33.33 | 17.17 | 25.25 | 24.24 | 49.49 | 28.28 | 16.16 | 24.24 | 31.31 | 55.56 | 45.46 | 32.00 | 25.00 | 19.00 | 24.00 | 43.00 | 50.28 |
| Male Students | >95\% | <5\% | 53.68 | 13.68 | 14.74 | 17.89 | 32.63 | 48.21 | 11.61 | 22.32 | 17.86 | 40.18 | 34.16 | 50.98 | 20.59 | 10.78 | 17.65 | 28.43 | 35.23 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \text { \% Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 9th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $91.98$ | 8.02 | 55.38 | 20.00 | 16.41 | 8.21 | 24.62 | 48.82 | 20.85 | 17.06 | 13.27 | 30.33 | 27.43 | 55.90 | 21.03 | 15.38 | 7.69 | 23.08 | 26.51 |
| All Students Number of Students |  |  | 108 | 39 | 32 | 16 | 48 | 103 | 44 | 36 | 28 | 64 |  | 109 | 41 | 30 | 15 | 45 |  |
| African American | 89.23 | 10.77 | 69.49 | RV | 16.95 | RV | 18.64 | 74.55 | 20.00 | RV | RV | 5.45 | 8.98 | 70.69 | 24.14 | RV | RV | 5.17 | 7.82 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | RV | RV | 9.09 | 18.18 | 27.27 | 19.65 | N<10 | N<10 | N<10 | N<10 | N<10 | 20.26 |
| Caucasian | 93.43 | 6.57 | 48.03 | 25.20 | 16.54 | 10.24 | 26.77 | 38.73 | 21.13 | 23.24 | 16.90 | 40.14 | 35.15 | 52.34 | 18.75 | 17.97 | 10.94 | 28.91 | 33.92 |
| Economically Disadvantaged | 91.11 | 8.89 | 62.50 | 18.75 | RV | RV | 18.75 | 60.16 | 17.89 | 13.01 | 8.94 | 21.95 | 18.68 | 65.85 | 21.95 | RV | RV | 12.20 | 16.97 |
| Non- <br> Economically Disadvantaged | 93.51 | 6.49 | 48.48 | 21.21 | 17.17 | 13.13 | 30.30 | 32.95 | 25.00 | 22.73 | 19.32 | 42.05 | 42.28 | 38.89 | 19.44 | 23.61 | 18.06 | 41.67 | 42.52 |
| Students with Disabilities | 88.37 | 11.63 | RV | RV | 13.89 | <5\% | 13.89 | RV | RV | 6.45 | <5\% | 6.45 | 3.15 | 81.58 | RV | RV | <5\% | 5.26 | 3.66 |
| Students without Disabilities | $92.90$ | 7.10 | 49.06 | 23.90 | 16.98 | 10.06 | 27.04 | 42.22 | 23.33 | 18.89 | 15.56 | 34.44 | 30.91 | 49.68 | 22.93 | 18.47 | 8.92 | 27.39 | 29.85 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 3.61 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 3.36 |
| Non-English <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | $92.31$ | 7.69 | 55.15 | 20.10 | 16.49 | 8.25 | 24.74 | 48.57 | 20.95 | 17.14 | 13.33 | 30.48 | 29.17 | 56.77 | 20.83 | 14.58 | 7.81 | 22.40 | 28.25 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | -.- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 13.03 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 11.16 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.69 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 9.84 |
| Children with <br> Parent that is Military Connected | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 37.35 | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO

|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 36.36 | 45.45 | 81.82 | RV | RV | 14.29 | 71.43 | 85.71 | 71.62 | RV | RV | 33.33 | 58.33 | 91.67 | 69.82 |
| Female Students | >95\% | < $5 \%$ | 50.00 | 26.00 | RV | RV | 24.00 | 39.39 | 25.25 | 22.22 | 13.13 | 35.35 | 27.58 | 55.45 | 24.75 | RV | RV | 19.80 | 25.99 |
| Male Students | 87.85 | 12.15 | 61.05 | RV | 15.79 | RV | 25.26 | 57.14 | 16.96 | 12.50 | 13.39 | 25.89 | 27.29 | 56.38 | RV | 17.02 | RV | 26.60 | 27.00 |
| Migrant | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO
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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | \% Not <br> Tested <br> 2022- <br> 2023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| 9th Grade Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students <br> Percentage of Students | 92.92 | 7.08 | 52.58 | 17.53 | 20.62 | 9.28 | 29.90 | 45.02 | 26.54 | 17.54 | 10.90 | 28.44 | 30.53 | 60.91 | 16.24 | 16.75 | 6.09 | 22.84 | 31.82 |
| All Students Number of Students |  |  | 102 | 34 | 40 | 18 | 58 | 95 | 56 | 37 | 23 | 60 |  | 120 | 32 | 33 | 12 | 45 |  |
| African American | 90.77 | 9.23 | 64.41 | RV | 18.64 | RV | 18.64 | 60.00 | 29.09 | RV | RV | 10.91 | 10.98 | 84.75 | RV | RV | < \% | 6.78 | 11.37 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | RV | RV | 36.36 | 9.09 | 45.45 | 21.21 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.50 |
| Caucasian | 94.16 | 5.84 | 46.83 | 18.25 | 22.22 | 12.70 | 34.92 | 41.55 | 24.65 | 18.31 | 15.49 | 33.80 | 38.90 | 51.94 | 19.38 | 20.93 | 7.75 | 28.68 | 40.36 |
| Economically Disadvantaged | 91.85 | 8.15 | 67.37 | RV | 16.84 | RV | 18.95 | 50.41 | 25.20 | 16.26 | 8.13 | 24.39 | 21.89 | 72.58 | 13.71 | RV | RV | 13.71 | 22.33 |
| Non- <br> Economically Disadvantaged | 94.81 | 5.19 | 38.38 | 21.21 | 24.24 | 16.16 | 40.40 | 37.50 | 28.41 | 19.32 | 14.77 | 34.09 | 45.19 | 41.10 | 20.55 | 24.66 | 13.70 | 38.36 | 47.76 |
| Students with Disabilities | 88.37 | 11.63 | RV | RV | 5.56 | <5\% | 8.33 | RV | RV | <5\% | <5\% | <5\% | 4.26 | 84.21 | RV | RV | < $5 \%$ | 10.53 | 5.10 |
| Students without <br> Disabilities | $94.08$ | 5.92 | 46.84 | 18.35 | 24.05 | 10.76 | 34.81 | 37.22 | 29.44 | 20.56 | 12.78 | 33.33 | 34.29 | 55.35 | 18.87 | 18.87 | 6.92 | 25.79 | 35.73 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | 3.87 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 4.08 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | $93.27$ | 6.73 | 52.33 | 17.62 | 20.73 | 9.33 | 30.05 | 45.24 | 26.19 | 17.62 | 10.95 | 28.57 | 32.59 | 61.34 | 15.98 | 17.01 | 5.67 | 22.68 | 34.00 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) |  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) (Percent) |  |  | Excluded from Accountability Indicators: Number |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 15.15 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 17.37 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 11.18 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 15.38 |
| Children with <br> Parent that is Military Connected | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 37.35 | --- | --- | --- | --- | --- | --- |

Page 43

|  |  \% Not <br> Tested <br> \% Tested 2022- <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 18.18 | 72.73 | 90.91 | RV | RV | 23.81 | 57.14 | 80.95 | 74.83 | RV | RV | 33.33 | 41.67 | 75.00 | 77.11 |
| Female Students | >95\% | < $5 \%$ | 52.53 | 18.18 | 19.19 | 10.10 | 29.29 | 36.36 | 30.30 | RV | RV | 33.33 | 31.77 | 61.39 | RV | 16.83 | RV | 22.77 | 32.46 |
| Male Students | 89.72 | 10.28 | 52.63 | RV | 22.11 | RV | 30.53 | 52.68 | 23.21 | 11.61 | 12.50 | 24.11 | 29.35 | 60.42 | RV | 16.67 | RV | 22.92 | 31.22 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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MY SCHOOL INFO
SEARCH•COMPARE•INFORM

Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | $\begin{gathered} \text { \% Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| 10th Grade English Language Arts (ELA) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $93.40$ | 6.60 | 47.14 | 12.38 | 17.14 | 23.33 | 40.48 | 39.89 | 20.22 | 20.22 | 19.67 | 39.89 | 37.51 | 35.87 | 17.93 | 20.11 | 26.09 | 46.20 | 40.83 |
| All Students Number of Students |  |  | 99 | 26 | 36 | 49 | 85 | 73 | 37 | 37 | 36 | 73 |  | 66 | 33 | 37 | 48 | 85 |  |
| African American | >95\% | <5\% | 73.58 | RV | RV | 7.55 | 18.87 | 56.14 | 19.30 | RV | RV | 24.56 | 16.05 | 61.70 | 25.53 | RV | RV | 12.77 | 19.78 |
| Hispanic | 90.91 | 9.09 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 27.27 | RV | RV | 20.00 | 40.00 | 60.00 | 31.79 |
| Caucasian | 93.33 | 6.67 | 36.11 | 14.58 | 19.44 | 29.86 | 49.31 | 32.20 | 21.19 | 24.58 | 22.03 | 46.61 | 46.16 | 28.57 | 14.29 | 25.40 | 31.75 | 57.14 | 49.63 |
| Economically Disadvantaged | 92.44 | 7.56 | 56.67 | 12.22 | 13.33 | 17.78 | 31.11 | 44.44 | 26.26 | 17.17 | 12.12 | 29.29 | 27.34 | 46.36 | 18.18 | 20.00 | 15.45 | 35.45 | 30.55 |
| Non- <br> Economically Disadvantaged | 94.87 | 5.13 | 40.00 | 12.50 | 20.00 | 27.50 | 47.50 | 34.52 | 13.10 | 23.81 | 28.57 | 52.38 | 52.73 | 20.27 | 17.57 | 20.27 | 41.89 | 62.16 | 56.66 |
| Students with Disabilities | 81.48 | 18.52 | RV | RV | 9.38 | <5\% | 12.50 | 66.67 | RV | RV | <5\% | 21.21 | 4.44 | RV | RV | < $5 \%$ | <5\% | < $5 \%$ | 4.34 |
| Students without Disabilities | $>95 \%$ | < $5 \%$ | 39.89 | 14.61 | 18.54 | 26.97 | 45.51 | 34.00 | 22.00 | 20.67 | 23.33 | 44.00 | 42.37 | 28.40 | 19.14 | 22.84 | 29.63 | 52.47 | 45.87 |
| Students with the most significant cognitive disabilities who take an alternate assessment: |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $N<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 4.14 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 4.59 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | $93.37$ | 6.63 | 46.34 | 12.68 | 17.07 | 23.90 | 40.98 | 39.78 | 20.44 | 19.89 | 19.89 | 39.78 | 40.13 | 35.52 | 18.03 | 20.22 | 26.23 | 46.45 | 43.62 |
| Former <br> English <br> Learner <br> (Monitored 1-4 <br> years) |  |  | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number(Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 21.22 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 23.91 |
| Children in Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 14.72 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | 16.56 |
| Children with <br> Parent that is Military Connected | $N<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 50.23 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | 49.10 |

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|  |  \% Not <br> Tested <br> \% Tested  <br> 2022-  <br> 2022-2023 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | <5\% | >95\% | >95\% | RV | RV | 9.09 | 81.82 | 90.91 | 83.14 | RV | RV | 15.00 | 75.00 | 90.00 | 85.74 |
| Female Students | 91.67 | 8.33 | 42.42 | 15.15 | 17.17 | 25.25 | 42.42 | 35.35 | 20.20 | 23.23 | 21.21 | 44.44 | 43.40 | 25.00 | 21.59 | 23.86 | 29.55 | 53.41 | 48.02 |
| Male Students | >95\% | <5\% | 51.35 | 9.91 | 17.12 | 21.62 | 38.74 | 45.24 | 20.24 | 16.67 | 17.86 | 34.52 | 31.84 | 45.83 | 14.58 | 16.67 | 22.92 | 39.58 | 33.95 |
| Migrant | --- | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{gathered} \% \text { Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding |
| 10th Grade Mathematics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $93.91$ | 6.09 | 60.48 | 20.48 | 12.38 | 6.67 | 19.05 | 55.98 | 19.02 | 9.78 | 15.22 | 25.00 | 25.90 | 55.14 | 27.03 | 11.35 | 6.49 | 17.84 | 20.39 |
| All Students Number of Students |  |  | 127 | 43 | 26 | 14 | 40 | 103 | 35 | 18 | 28 | 46 |  | 102 | 50 | 21 | 12 | 33 |  |
| African American | 91.84 | 8.16 | RV | RV | <5\% | <5\% | <5\% | 78.95 | RV | RV | 10.53 | 15.79 | 7.92 | 86.67 | RV | RV | <5\% | <5\% | 5.07 |
| Hispanic | >95\% | <5\% | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 18.90 | RV | RV | 9.09 | 9.09 | 18.18 | 13.78 |
| Caucasian | 94.07 | 5.93 | 49.31 | 25.00 | 15.97 | 9.72 | 25.69 | 44.92 | 27.12 | 12.71 | 15.25 | 27.97 | 32.53 | 46.46 | 29.92 | 14.96 | 8.66 | 23.62 | 26.67 |
| Economically Disadvantaged | RV | RV | 65.56 | 18.89 | RV | RV | 15.56 | 67.00 | 15.00 | RV | RV | 18.00 | 16.50 | 65.77 | 20.72 | RV | RV | 13.51 | 12.15 |
| Non- <br> Economically Disadvantaged | $94.87$ | 5.13 | 56.67 | 21.67 | RV | RV | 21.67 | 42.86 | 23.81 | 11.90 | 21.43 | 33.33 | 39.99 | 39.19 | 36.49 | RV | RV | 24.32 | 33.12 |
| Students with Disabilities | 92.59 | 7.41 | RV | RV | 6.25 | 6.25 | 12.50 | RV | RV | 5.88 | 5.88 | 11.76 | 2.72 | RV | RV | < $5 \%$ | < $5 \%$ | <5\% | 3.00 |
| Students without Disabilities | $94.12$ | 5.88 | 57.87 | 21.91 | 13.48 | 6.74 | 20.22 | 49.33 | 22.67 | 10.67 | 17.33 | 28.00 | 29.30 | 48.75 | 31.25 | 13.13 | 6.88 | 20.00 | 22.81 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 3.21 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 2.17 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 93.88 | 6.12 | 59.51 | 20.98 | 12.68 | 6.83 | 19.51 | 56.04 | 19.23 | 9.89 | 14.84 | 24.73 | 27.69 | 54.89 | 27.17 | 11.41 | 6.52 | 17.93 | 21.86 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 12.56 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 8.58 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.93 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 7.23 |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 38.72 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 26.22 |

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|  |  \% Not <br> Tested <br> \% Tested 2022- <br> $2022-2023$ 2023 |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding |
| Gifted and <br> Talented | >95\% | <5\% | RV | RV | 25.00 | 50.00 | 75.00 | RV | RV | 9.09 | 81.82 | 90.91 | 69.13 | RV | RV | 35.00 | 25.00 | 60.00 | 59.73 |
| Female Students | 93.75 | 6.25 | 63.64 | 18.18 | RV | RV | 18.18 | 53.54 | 16.16 | 13.13 | 17.17 | 30.30 | 26.03 | 52.22 | 32.22 | RV | RV | 15.56 | 19.20 |
| Male Students | 94.06 | 5.94 | 57.66 | 22.52 | RV | RV | 19.82 | 58.82 | 22.35 | RV | RV | 18.82 | 25.76 | 57.89 | 22.11 | RV | RV | 20.00 | 21.53 |
| Migrant | --- | --- | $\mathrm{N}<10$ | N $<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

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Wynne School District - 1905000

MODULE: Achievement

|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { \% Tested } \\ & \text { 2022-2023 } \end{aligned}$ | $\begin{gathered} \% \text { Not } \\ \text { Tested } \\ \text { 2022- } \\ 2023 \end{gathered}$ | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or <br> Exceeding | State Avg <br> Ready or <br> Exceeding |
| 10th Grade Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students Percentage of Students | $94.42$ | 5.58 | 55.24 | 20.00 | 11.43 | 13.33 | 24.76 | 51.09 | 18.48 | 15.76 | 14.67 | 30.43 | 29.91 | 53.76 | 22.58 | 12.90 | 10.75 | 23.66 | 28.52 |
| All Students Number of Students |  |  | 116 | 42 | 24 | 28 | 52 | 94 | 34 | 29 | 27 | 56 |  | 100 | 42 | 24 | 20 | 44 |  |
| African American | 93.88 | 6.12 | RV | RV | <5\% | <5\% | 5.66 | 63.16 | 22.81 | RV | RV | 14.04 | 10.77 | 69.57 | 21.74 | RV | RV | 8.70 | 9.43 |
| Hispanic | >95\% | <5\% | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 19.73 | RV | RV | <5\% | 9.09 | 9.09 | 18.85 |
| Caucasian | 94.07 | 5.93 | 44.44 | 22.92 | 15.97 | 16.67 | 32.64 | 44.92 | 16.95 | 22.88 | 15.25 | 38.14 | 37.82 | 48.03 | 22.05 | 15.75 | 14.17 | 29.92 | 36.91 |
| Economically Disadvantaged | 94.12 | 5.88 | 64.44 | 15.56 | RV | RV | 20.00 | 60.00 | 16.00 | 12.00 | 12.00 | 24.00 | 21.06 | 63.39 | 20.54 | RV | RV | 16.07 | 19.42 |
| Non- <br> Economically Disadvantaged | 94.87 | 5.13 | 48.33 | 23.33 | 11.67 | 16.67 | 28.33 | 40.48 | 21.43 | 20.24 | 17.86 | 38.10 | 43.17 | 39.19 | 25.68 | 21.62 | 13.51 | 35.14 | 42.57 |
| Students with Disabilities | >95\% | < $5 \%$ | RV | RV | <5\% | 6.25 | 9.38 | RV | RV | 5.88 | 8.82 | 14.71 | 4.56 | RV | RV | < $5 \%$ | < $5 \%$ | <5\% | 4.77 |
| Students without Disabilities | $94.12$ | 5.88 | 50.56 | 21.91 | 12.92 | 14.61 | 27.53 | 45.33 | 20.67 | 18.00 | 16.00 | 34.00 | 33.63 | 47.50 | 25.63 | 15.00 | 11.88 | 26.88 | 31.82 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Current <br> English <br> Learners (EL) | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $N<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 3.26 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 3.45 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | $94.39$ | 5.61 | 54.63 | 20.00 | 11.71 | 13.66 | 25.37 | 51.10 | 18.13 | 15.93 | 14.84 | 30.77 | 32.10 | 54.05 | 22.16 | 12.97 | 10.81 | 23.78 | 30.58 |
| Former <br> English <br> Learner <br> (Monitored 1-4 years) | -.- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number RV (RV \%) (Percent) |  |  |  |  |  |  |  |  |  |  |  |  | RV (RV \%) |  |  |  |  |  | RV (RV \%) |
| Homeless | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 17.68 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 14.99 |
| Children in <br> Foster Care | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 12.05 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 9.64 |
| Children with <br> Parent that is Military Connected | $N<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 44.87 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | 38.16 |

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|  |  |  | 2020-2021 |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested 2022-2023 | \% Not <br> Tested 20222023 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg <br> Ready or <br> Exceeding | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | State Avg Ready or Exceeding |
| Gifted and Talented | >95\% | <5\% | RV | RV | 8.33 | 75.00 | 83.33 | RV | RV | 18.18 | 63.64 | 81.82 | 73.28 | RV | RV | 30.00 | 40.00 | 70.00 | 71.68 |
| Female Students | 93.75 | 6.25 | 58.59 | 25.25 | RV | RV | 16.16 | 50.51 | 18.18 | 14.14 | 17.17 | 31.31 | 31.56 | 48.89 | 25.56 | 14.44 | 11.11 | 25.56 | 28.63 |
| Male Students | >95\% | <5\% | 52.25 | 15.32 | 16.22 | 16.22 | 32.43 | 51.76 | 18.82 | 17.65 | 11.76 | 29.41 | 28.33 | 58.33 | 19.79 | 11.46 | 10.42 | 21.88 | 28.42 |
| Migrant | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

 (https://drive.google.com/file/d/15F860uHKBHCYKJ1ET4IZfS6fdnEV9h1//view)

Wynne School District - 1905000

MODULE: Growth

*ELP is English Learner Progress toward English hanguage proficiency from ELPA21. Content with ELP is the school growth scoro. ELP is proportionately weighted in school
growth depending on the percentage of studuents with ELP growth. Schools without a tested grade get growth from their paired school.
growth depending on the percentage of students with ELP growth. Schools without a tested grade get growt from their paired school.

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English <br> Language <br> Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English <br> Language <br> Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English <br> Language <br> Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP |
| 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 | -.- | -.- | --- | -.- | -.- | --- | --- | --- | --- | --- | --- | --- | -.- | -.. | -.- | -.- | --. | -.- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- |
| Current Engish 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\cdots$ | -- | --- | --- | --- | $\cdots$ |
| 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Wynne School District - 1905000

MODULE: Growth

|  | $2020-2021$ |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022 2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { English } \\ & \begin{array}{c} \text { Language } \\ \text { Arts (ELAA) } \end{array} \end{aligned}$ | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | $\begin{aligned} & \text { Content** } \\ & \text { with ELP } \end{aligned}$ |
| Grade 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 81.6018 | 78.4510 | 80.0264 | N<10 | N<10 | --- | 82.3899 | 78.7820 | 80.5859 | N<10 | N<10 | 80.8403 | 79.8189 | 78.5360 | 79.1774 | N<10 | N<10 | 79.2293 |
| African-American | 80.1877 | 75.6646 | 77.9262 | N<10 | N<10 | --- | 81.9726 | 78.8779 | 80.4253 | N<10 | N<10 | --- | 82.2365 | 79.4319 | 80.8342 | N<10 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 82.2717 | 79.9323 | 81.1020 | N<10 | $\mathrm{N}<10$ | --- | 82.6503 | 78.5764 | 80.6134 | N<10 | N<10 | --- | 78.8844 | 78.0645 | 78.4745 | N<10 | N<10 | .-- |
| Economically Disadvantaged | 80.5430 | 77.9842 | 79.2636 | N<10 | N<10 | --- | 81.4064 | 79.0165 | 80.2114 | N<10 | N<10 | 80.4569 | 79.8653 | 78.5844 | 79.2248 | N<10 | N<10 | 79.3036 |
| Non-Economically Disadvantaged | 83.6169 | 79.3393 | 81.4781 | N<10 | N<10 | --- | 84.3568 | 78.3130 | 81.3349 | N<10 | N<10 | 81.6072 | 79.7316 | 78.4451 | 79.0884 | $\mathrm{N}<10$ | N<10 | --- |
| Students with Disabilities | 74.2624 | 69.9399 | 72.1012 | N<10 | N<10 | --- | 78.7360 | 76.9681 | 77.8521 | N<10 | N<10 | --- | 74.4064 | 67.3919 | 70.8991 | N<10 | N<10 | --- |
| Students without Disabilities | 82.9538 | 80.0188 | 81.4863 | N<10 | N<10 | --- | 82.9520 | 79.0610 | 81.0065 | N<10 | N<10 | 81.2920 | 80.7718 | 80.4980 | 80.6349 | N<10 | N<10 | 80.6856 |
| Current English Leamers (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 Learmers (includes Former EL Monitored 1-4 years) | 81.6018 | 78.4510 | 80.0264 | N<10 | N<10 | --- | 82.0729 | 78.4318 | 80.2524 | $\mathrm{N}<10$ | N<10 | --- | 79.7935 | 78.4271 | 79.1103 | $\mathrm{N}<10$ | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 81.6018 | 78.4510 | 80.0264 | 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 | N<10 | N<10 | N<10 | --. |
| 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 | 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 | N<10 | N<10 | N<10 | -.- |
| Gifled and Talented | 88.7784 | 85.0646 | 86.9215 | N<10 | N<10 | --- | 90.7058 | 83.0150 | 86.8604 | N<10 | N<10 | --- | 91.2037 | 89.2287 | 90.2162 | N<10 | N<10 | --- |
| Female Students | 84.2303 | 79.6085 | 81.9194 | N<10 | N<10 | --- | 82.1849 | 79.1970 | 80.6910 | N<10 | N<10 | 80.8871 | 79.5464 | 81.2256 | 80.3860 | $\mathrm{N}<10$ | N<10 | 80.4764 |
| Male Students | 78.8538 | 77.2408 | 78.0473 | N<10 | N<10 | --- | 82.6146 | 78.3267 | 80.4707 | N<10 | N<10 | 80.7885 | 80.0817 | 75.9413 | 78.0115 | N<10 | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

-ELL is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP
growth depending on the percentage of students sith
ELP growth. Schools without $a$ tested grade get growth from their paired school.

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\quad \begin{gathered}\text { English } \\ \text { Language } \\ \text { Arts (ELA) }\end{gathered}$ | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content*» with ELP | English $\substack{\text { Language } \\ \text { Arts (ELA) }}$ | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP |
| Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 81.0963 | 78.9333 | 80.0578 | N<10 | N<10 | --- | 78.5677 | 79.3949 | 78.9813 | 80.0833 | N<10 | --. | 78.8638 | 74.6600 | 76.7619 | 74.8354 | N<10 | 76.9698 |
| African-American | 80.4609 | 75.6981 | 78.0589 | N<10 | N<10 | --- | 77.8195 | 78.7653 | 78.2924 | 78.6769 | N<10 | --- | 77.0444 | 73.1990 | 75.1217 | 72.0326 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 81.1389 | 80.3544 | 80.8213 | N<10 | N<10 | --- | 79.1604 | 79.7783 | 79.4694 | 80.6689 | N<10 | --- | 79.5194 | 74.7725 | 77.1460 | 76.5384 | N<10 | --- |
| Economically Disadvantaged | 81.0209 | 76.8475 | 78.9210 | N<10 | N<10 | --- | 77.5575 | 79.4579 | 78.5077 | 78.9917 | N<10 | --- | 78.1516 | 74.3215 | 76.2365 | 73.3596 | N<10 | 76.5596 |
| Non-Economically Disadvantaged | 81.2326 | 82.6579 | 82.0879 | N<10 | N<10 | --- | 81.0105 | 79.2426 | 80.1265 | 82.6834 | N<10 | --- | 80.3107 | 75.3478 | 77.8293 | ${ }^{77.8837}$ | N<10 | --- |
| Students with Disabilities | 77.8626 | 76.2702 | 77.0798 | N<10 | N<10 | -.- | 71.7929 | 78.7145 | 75.2537 | 75.0137 | N<10 | -.- | 77.5331 | 76.1680 | 76.8505 | ${ }^{72.4083}$ | N<10 | -.- |
| Students without Disabilities | 81.6752 | 79.4175 | 80.5993 | N<10 | N<10 | --- | 80.8840 | 79.5673 | 79.9256 | 81.3850 | N<10 | --- | 79.1020 | 74.3901 | 76.7460 | 75.2808 | N<10 | 76.9906 |
| Current Engish Leamers (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learmers (includes Former EL Monitored 1-4 years) | 81.0646 | 79.0418 | 80.0968 | N<10 | N<10 | --- | 78.5677 | 79.3949 | 78.9813 | 80.0833 | N<10 | --- | 78.5272 | 74.2310 | 76.3791 | 74.7404 | N<10 | -- |
| Former English Leamer (Monitored 1-4 years) | 81.0963 | 78.9333 | 80.0578 | 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 210 | --- | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | -- |
| Children in Foster Care | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\cdots$ |
| 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 | N<10 | N<10 | N<10 | --- |
| Gifted and Talented | 80.6889 | 95.6777 | 88.1833 | N<10 | N<10 | --- | 84.2379 | 85.7904 | 85.0141 | 86.8893 | N<10 | --- | 79.5492 | 78.1273 | 78.3382 | ${ }^{82} 3624$ | N<10 | --- |
| Female Students | 81.3777 | 78.4501 | 79.8952 | N<10 | N<10 | --- | 78.2288 | 78.7154 | 78.4721 | 78.6862 | N<10 | --- | 79.0648 | 73.6871 | 76.3759 | 75.1655 | N<10 | 76.5964 |
| Male Students | 80.8059 | 79.4315 | 80.2256 | N<10 | N<10 | $\cdots$ | 78.8856 | 80.0324 | 79.4590 | 81.3652 | N<10 | --- | 78.6429 | 75.7292 | 77.1860 | 74.4795 | N<10 | 77.3792 |
| Migrant | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | -- | --- |

Wynne School District - 1905000
MODULE: Growth

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English <br> Language <br> Arts (ELA) | Math | $\begin{gathered} \text { Average ELA } \\ \text { + Math } \\ \text { (Content) } \end{gathered}$ | Science | ELP* | Content** with ELP | English <br> Language <br> Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP |
| Grade 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 82.1697 | 84.4828 | 83.3262 | 77.8394 | N<10 | --- | 77.8509 | 80.7417 | 79.2963 | 77.7778 | N<10 | 79.2603 | 76.4566 | 73.7070 | 75.0818 | 75.4593 | N<10 | --- |
| African-American | 80.4092 | 82.1678 | 81.2885 | 74.7365 | N<10 | --- | 74.5605 | 79.8744 | 77.2175 | 73.5380 | N<10 | --- | 78.8956 | 76.0392 | 77.4674 | 76.4413 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Caucasian | 82.7486 | 86.2711 | 84.5098 | 79.2454 | N<10 | --- | 79.1555 | 80.9578 | 80.0567 | 79.2668 | N<10 | --- | 75.0549 | 72.3639 | ${ }^{73.7094}$ | 74.9634 | N<10 | --- |
| Economically Disadvantaged | 79.9890 | 83.5308 | 81.7599 | ${ }^{77.3257}$ | N<10 | --- | ${ }^{77.2163}$ | 80.2340 | 78.7251 | 77.1060 | N<10 | --- | 76.3699 | 75.2204 | 75.7951 | 75.6566 | N<10 | --- |
| Non-Economically Disadvantaged | 84.7592 | 85.6132 | 85.1862 | 78.4440 | N<10 | --- | 79.0431 | 81.6957 | 80.3694 | 79.0688 | N<10 | 80.2507 | 76.7245 | 69.0325 | ${ }^{72.8785}$ | 74.8589 | N<10 | --- |
| Students with Disabilities | ${ }^{79.7227}$ | 87.2502 | 83.4864 | 81.2950 | N<10 | --- | 74.0890 | 76.7143 | 75.4017 | ${ }^{77.5697}$ | N<10 | --- | 74.3120 | 78.7695 | 76.5407 | 75.4089 | N<10 | --- |
| Students without Disabilities | 82.7384 | 83.8396 | 83.2890 | 77.1093 | N<10 | --- | 78.5010 | 81.4378 | 79.9694 | 77.8145 | N<10 | 79.9231 | 77.0910 | 72.2097 | 74.6503 | 75.4740 | N<10 | --- |
| Current Engish Learners (EL) | 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) | 82.0264 | 84.5315 | 83.2789 | ${ }^{77.8943}$ | N<10 | -- | 77.9004 | 80.6877 | 79.2940 | ${ }^{77.8138}$ | N<10 | --- | 76.4566 | 73.7070 | 75.0818 | 75.4593 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 82.1697 | 84.4828 | 83.3262 | 77.8394 | 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 | N<10 | N<10 | N<10 | --- |
| 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 | 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 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Gified and Talented | 86.1721 | 92.1401 | 89.1561 | 85.4984 | N<10 | --- | 82.5315 | 85.3633 | 83.9474 | 83.7597 | N<10 | --- | 82.0511 | 74.8539 | 78.4525 | ${ }^{82.7237}$ | N<10 | --- |
| Female Students | 83.6469 | 84.2087 | 83.9278 | ${ }^{77.8036}$ | N<10 | --- | 79.2907 | 80.6349 | 79.9628 | 78.4529 | N<10 | 79.8888 | 76.3304 | 74.6930 | 75.6617 | 76.0482 | N<10 | --- |
| Male Students | 81.0874 | 84.6836 | 82.8855 | 77.8663 | N<10 | --- | 76.2169 | 80.8630 | 78.5399 | 77.0183 | N<10 | --- | 76.3041 | 72.8418 | 74.5730 | 74.9433 | N<10 | --- |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |

"ELP is English Learner Progress toward English hanguage proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school
growth depending on the percentage of students with ELP growth. Schools withouta tested grade get growth from their paired school.

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { English } \\ & \text { Language } \\ & \text { Arts (ELA) } \end{aligned}$ | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP | $\quad$ English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP |
| Grade 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 80.6653 | 80.0200 | 80.3427 | 78.8759 | N<10 | --- | 79.0204 | 76.3649 | ${ }^{77.6926}$ | 78.5169 | N<10 | 77.7598 | 75.4488 | 74.0977 | 74.7732 | 74.2079 | N<10 | --- |
| African-American | 81.5337 | 77.8214 | 79.6776 | 77.0415 | N<10 | --- | 77.3972 | 73.1924 | 75.2948 | 77.6667 | N<10 | --- | 76.1887 | 74.5705 | 75.3796 | 74.7222 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 79.6462 | 80.8932 | 80.2697 | 79.1859 | N<10 | --- | 79.8277 | 77.7645 | 78.7961 | 78.7198 | N<10 | --- | 75.2396 | 73.8506 | 74.5451 | 74.4254 | N<10 | --- |
| Economically Disadvantaged | 79.5087 | 79.2265 | 79.3676 | ${ }^{77.2655}$ | N<10 | --- | 78.6138 | 75.3411 | 76.9775 | 77.2311 | N<10 | --- | 75.3840 | 74.5242 | 74.9541 | ${ }^{73.4739}$ | N<10 | --- |
| Non-Economically Disadvantaged | 82.4003 | 81.2102 | 81.8052 | 81.2490 | N<10 | --- | 79.6488 | 77.9470 | 78.7979 | 80.5040 | N<10 | 78.9333 | 75.5470 | ${ }^{73.4520}$ | 74.4995 | 75.3293 | N<10 | --- |
| Students with Disabilities | 83.6466 | 79.3855 | 81.5160 | 76.4611 | N<10 | --- | ${ }^{78.3697}$ | 78.5080 | 78.4389 | 78.2393 | N<10 | --- | ${ }^{77.1565}$ | 76.8015 | 76.7990 | 74.7988 | N<10 | --- |
| Students without Disabilities | 80.1715 | 80.1251 | 80.1483 | 79.2808 | N<10 | --- | 79.1561 | 75.9177 | 77.5369 | 78.5748 | N<10 | 77.6201 | 75.1751 | 73.6643 | 74.4197 | 74.1094 | N<10 | --- |
| Current English Leamers (EL) | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | -.- |
| Non-EEnglish Leamers (includes Former EL Monitored 1-4 years) | 80.6653 | 80.0200 | 80.3427 | 78.8759 | N<10 | --- | 78.9269 | 76.4835 | 77.7052 | 78.4825 | N<10 | --- | 75.3174 | 74.0028 | 74.6601 | 74.2963 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 80.6653 | 80.0200 | 80.3427 | 78.8759 | 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 | --- | --- | $\cdots$ | --- | --- | --- | --- |
| 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 | N<10 | N<10 | N<10 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | -- | --- | --- | --- | --- | -- | --- | --- | -- | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Gifted and Talented | 84.6624 | 83.6029 | 84.1326 | 89.9633 | N<10 | --- | 75.8420 | 81.3297 | 78.5859 | 83.4300 | N<10 | --- | 80.4743 | 75.8556 | 78.1650 | 81.4102 | N<10 | --- |
| Female Students | 81.7752 | 81.8121 | 81.7936 | 81.1873 | N<10 | --- | 79.8209 | 75.3420 | ${ }^{77.5815}$ | 78.5829 | N<10 | 77.5022 | 77.1528 | 75.0475 | 76.1001 | ${ }^{75.3257}$ | N<10 | --- |
| Male Students | 79.2944 | 77.8062 | ${ }^{78.5503}$ | 76.0750 | N<10 | --- | 78.4053 | ${ }^{77.1508}$ | 77.7780 | 78.4661 | N<10 | 77.9584 | 73.4369 | 72.9762 | ${ }^{73.2066}$ | ${ }^{72.9037}$ | N<10 | --- |
| Migrant | -- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | -- | --- | --- | -- | --- |

Wynne School District - 1905000
MODULE: Growth

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { English } \\ \text { Language } \\ \text { Arts (ELA) } \end{gathered}$ | Math | $\begin{aligned} & \text { Average ELA } \\ & \text { + Math } \\ & \text { (Content) } \end{aligned}$ | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | $\begin{aligned} & \text { Content** } \\ & \text { with ELP } \end{aligned}$ |
| Grade 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 82.7468 | 81.7927 | 82.2698 | 79.8161 | N<10 | --- | 79.5869 | 80.9211 | 80.2540 | 77.2692 | N<10 | 80.2423 | 82.0244 | 78.7587 | 80.3915 | 79.5826 | N<10 | --- |
| African-American | 81.7798 | 80.2117 | 80.9958 | 78.2603 | N<10 | --- | 76.9953 | 80.0274 | 78.5114 | 77.2355 | N<10 | --- | 81.7216 | 76.4562 | 79.0889 | 76.7297 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 83.0925 | 82.5146 | 82.8035 | 80.3678 | N<10 | --- | 80.6010 | 81.2957 | 80.9483 | 76.9311 | N<10 | --- | 82.2811 | 8.5340 | 81.4075 | 81.4257 | N<10 | --- |
| Economically Disadvantaged | 82.6087 | 81.9844 | 82.2965 | 79.5821 | N<10 | --- | 78.8569 | 80.1129 | 79.8849 | 76.7941 | N<10 | 79.4725 | 81.1435 | 76.8708 | 79.0072 | 77.7436 | N<10 | --- |
| Non-Economically Disadvantaged | 82.9711 | 81.4814 | 82.2263 | 80.1930 | N<10 | --- | 80.6717 | 82.1223 | 81.3970 | 77.9753 | N<10 | --- | 83.5919 | 82.1184 | 82.8551 | 82.8554 | N<10 | --- |
| Students with Disabilities | 79.4933 | 77.4536 | 78.4734 | 78.0275 | N<10 | --- | 79.9364 | 78.1985 | 79.0675 | 75.5040 | N<10 | --- | 83.8114 | 78.6563 | 81.2339 | 76.3419 | N<10 | --- |
| Students without Disabilities | 83.5007 | 82.7981 | 83.1494 | 80.2196 | N<10 | --- | 79.5301 | 81.3631 | 80.4466 | ${ }^{77.5558}$ | N<10 | 80.4318 | 81.6243 | 78.7816 | 80.2029 | 80.3081 | N<10 | --- |
| Current English Leamers (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 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learmers (includes Former EL Monitored 1-4 years) | 82.7577 | 81.8727 | 82.3152 | 79.7797 | N<10 | --- | 79.6157 | 80.9494 | 80.2825 | 77.1430 | N<10 | --- | 82.0192 | 78.7180 | 80.3686 | 79.6117 | N<10 | -.- |
| Former English Leamer (Monitored 1-4 years) | 82.7468 | 81.7927 | 82.2698 | 79.8161 | 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 | $\mathrm{N}<10$ | N<10 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | $\cdots<10$ | N<10 | --- |
| Children with Parent that is military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 88.9360 | 87.4587 | 88.1974 | 79.8919 | N<10 | --- | 89.4074 | ${ }^{87.6066}$ | 88.5070 | 83.7582 | N<10 | --- | 83.1382 | 85.7617 | 84.4500 | 84.3657 | N<10 | --- |
| Female Students | 83.6231 | 82.0266 | 82.8248 | 79.8857 | N<10 | --- | 81.9579 | 82.2765 | 82.1172 | 79.3453 | N<10 | 82.0745 | 81.9610 | 79.0894 | 80.5252 | 79.7650 | N<10 | --- |
| Male Students | 81.8878 | 81.5633 | 81.7255 | 79.7472 | N<10 | --- | 77.0796 | 79.4878 | 78.2837 | 75.0738 | N<10 | --- | 82.0727 | 78.5062 | 80.2895 | 79.4433 | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | -.- |

'ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school
growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content ${ }^{\star \star}$ with ELP |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 80.6974 | 82.0636 | 81.3805 | 79.0893 | N 610 | -.- | 81.4300 | 80.7947 | 81.1229 | 80.3044 | N<10 | 81.1735 | 79.0120 | 77.6971 | 78.3990 | 76.1082 | N<10 | --- |
| African-American | 82.3680 | 81.1780 | 81.7730 | 79.8780 | N<10 | -.- | 81.0913 | 80.3248 | 80.7080 | 79.8101 | N<10 | --- | 79.7422 | 76.1061 | 77.9241 | 76.1417 | N<10 | -.. |
| Hispanic | 80.9199 | 84.1172 | 82.5186 | 80.3408 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | -.- |
| Caucasian | 79.8226 | 82.2077 | 81.0152 | 78.6816 | N<10 | --- | 81.2089 | 80.5548 | 80.8988 | 80.3213 | N<10 | --- | 78.4001 | 78.0898 | 78.3234 | 76.2246 | N<10 | -. |
| Economically Disadvantaged | 79.9059 | 81.0492 | 80.4776 | 78.2946 | N<10 | --- | 81.0451 | 80.5876 | 80.8164 | 79.5162 | N<10 | 80.8819 | 78.7430 | 76.5453 | 77.6800 | 75.7771 | N<10 | -.. |
| Non-Economically Disadvantaged | 81.6667 | 83.3059 | 82.4863 | 80.0626 | N<10 | --- | 82.2608 | 81.2349 | 81.7741 | 81.9793 | N<10 | 81.7880 | 79.3827 | 79.2885 | 79.3924 | 76.5646 | N<10 | --- |
| Students with Disabilities | 80.2177 | 80.2349 | 80.2263 | 76.3908 | N<10 | -.- | 80.9978 | 79.0683 | 80.0330 | 79.4521 | N<10 | -.- | 79.4050 | 79.8143 | 79.6096 | 78.5320 | N<10 | --- |
| Students without Disabilities | 80.7699 | 82.3400 | 81.5549 | 79.4972 | N<10 | --- | 81.5320 | 81.1997 | 81.3785 | 80.5043 | N<10 | 81.4377 | 78.9407 | 77.3259 | 78.1867 | 75.6689 | N<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 | N<10 | N<10 | N<10 | N<10 | -.- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 80.6942 | 81.9542 | 81.3242 | 79.0538 | N<10 | -- | 81.3413 | 80.6289 | 80.9959 | 80.2304 | N<10 | --- | 78.9752 | 77.7553 | 78.4110 | 76.2228 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 80.6974 | 82.0636 | 81.3805 | 79.0893 | 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 | -.- |
| Children in Foster Care | N<10 | N<10 | N<10 | N<10 | N 210 | --- | 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\cdots$ | --- |
| Gifted and Talented | 81.8878 | 85.2768 | 83.5823 | 82.8774 | N<10 | --- | 80.6716 | 83.5292 | 82.1004 | 81.9982 | N<10 | --- | 79.8642 | 78.2168 | 79.0405 | 77.4438 | N<10 | --- |
| Female Students | 82.9289 | 83.3286 | 83.1288 | 82.2937 | N<10 | --- | 81.6851 | 81.1189 | 81.4020 | 80.7261 | N<10 | 81.4142 | 79.8736 | 76.8805 | 78.2902 | 75.9474 | N<10 | -.- |
| Male Students | 78.7995 | 80.9877 | 79.8936 | 76.3641 | N<10 | --- | 81.1563 | 80.4505 | 80.8264 | 79.8566 | N<10 | 80.9180 | 78.0465 | 78.5795 | 78.5165 | 76.2883 | N<10 | --- |
| Migrant | --- | --- | --- | -.- | --- | --. | --- | --- | --- | --- | --- | --- | -.- | -.- | -.. | -.- | --. | .-. |

$*$ ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP
growth depending on the percentage of students with ELP growth. Schools withouta tested grade get growth from their paired school.

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MODULE: Growth

'ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school
growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | $\begin{aligned} & \text { Content** } \\ & \text { with ELP } \end{aligned}$ | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP |
| Grade 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 79.7508 | 79.9568 | 79.8538 | 79.8994 | N<10 | --- | 79.6173 | 81.7102 | 80.6497 | 80.8930 | N 10 | 80.6511 | 76.8659 | 78.3682 | 77.6274 | 76.3201 | N<10 | 77.6056 |
| African-American | 79.3388 | 79.8639 | 79.7514 | 78.7217 | N<10 | --- | 80.0440 | 80.8441 | 80.4441 | 80.0388 | N 10 | --- | 78.1567 | 78.5494 | 78.1430 | 78.7756 | N<10 | $\cdots$ |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | 79.8452 | 79.5163 | 79.1436 | 68.9998 | N<10 | 78.6770 |
| Caucasian | 79.8854 | 79.8014 | 79.6434 | 80.0705 | N<10 | --- | 79.7804 | 81.9315 | 80.8559 | 81.1301 | N<10 | --- | 76.1677 | 78.3025 | ${ }^{77.3743}$ | 76.0350 | N<10 | -.- |
| Economically Disadvantaged | 81.2217 | 81.4823 | 81.3520 | 81.9272 | N<10 | --- | 80.1626 | 81.3098 | 80.7071 | 80.5837 | N<10 | --- | 76.4230 | 78.8640 | 77.6389 | 76.7624 | N<10 | 77.6027 |
| Non-Economically Disadvantaged | 78.6172 | 78.7811 | 78.6992 | 78.3367 | N<10 | --- | 78.9923 | 82.1741 | 80.5832 | 81.2514 | N<10 | 80.5871 | 77.5150 | 77.6346 | 77.6100 | 75.6598 | N<10 | --- |
| Students with Disabilities | 80.9213 | 80.1780 | 80.5497 | 87.9241 | N<10 | --- | 83.6182 | 79.1561 | 81.2373 | 78.5230 | N<10 | --- | 78.1432 | 81.9841 | 80.4639 | 82.5745 | N<10 | $\cdots$ |
| Students without Disabilities | 79.5686 | 79.9223 | 79.7454 | 78.6501 | N<10 | --- | 78.8280 | 82.2315 | 80.5298 | 81.3767 | N<10 | 80.5323 | 76.6880 | 77.7887 | 77.1665 | 75.2777 | N<10 | 77.1440 |
| Current English Leamers (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 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 79.6670 | 79.9359 | 79.8015 | 79.8378 | N<10 | --- | 79.6305 | 81.6698 | 80.6359 | 80.8464 | N<10 | --- | 76.8544 | 78.4905 | 77.6814 | 76.2694 | N<10 | --- |
| Former English Leamer (Monitored 1-4 years) | 79.7508 | 79.9568 | 79.8538 | 79.8994 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | -.- | $\cdots$ | --- | -.- |
| Homeless | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| 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 | 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 | N<10 | N<10 | N<10 | --- |
| Gifited and Talented | 74.5462 | 77.5142 | 76.0302 | 80.9176 | N<10 | --- | 76.1563 | 86.0732 | 81.1148 | 82.6216 | N<10 | --- | 72.6707 | 74.4974 | 73.5840 | 74.5106 | N<10 | --- |
| Female Students | 81.0739 | 79.6372 | 80.3555 | 79.5101 | N<10 | --. | 78.9870 | 82.9672 | 80.9771 | 82.4288 | N<10 | -.- | 77.9722 | 79.0502 | 78.4202 | 76.2663 | N<10 | --- |
| Male Students | 78.5704 | 80.2419 | 79.4062 | 80.2467 | N<10 | --- | 80.3566 | 80.2539 | 80.2703 | 79.1137 | N<10 | 80.2780 | 75.8310 | 77.7084 | 76.8843 | 76.3717 | N<10 | 76.8498 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | -.- | --- | -.- | .-- | --- | --- |

Wynne School District - 1905000
MODULE: Growth

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | $\begin{aligned} & \text { Average ELA } \\ & \text { + Math } \\ & \text { (Content) } \end{aligned}$ | Science | ELP* | Content** with ELP | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP |
| Grade 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | $\cdots$ |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | 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 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | $\cdots$ |
| Current English Leamers (EL) | --- | --- | --- | --- | --- | --- | 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) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | -.- | --- | -.- | -.- | -.- | -.. |
| Children in Foster Care | -.- | -.- | -.- | -.- | -.- | -.- | -.- | -.- | --- | -.- | -.- | -.- | -.- | -.- | -.- | -.- | .-. | ..- |
| Children with Parent that is Military Connected | -.- | --- | --- | -.- | --- | --- | -.- | -.- | --- | -.- | -.- | -.- | -.- | -.- | -.- | -.- | -.- | -.- |
| Giffed and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | -.- |
| Male Students | --- | --- | -- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | -- | N<10 | N<10 | N<10 | N<10 | N<10 | -- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | -- | --- | -- | --- |

*ELP is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in school
growt depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { English } \\ & \text { Language } \\ & \text { Arts (ELA) } \end{aligned}$ | Math | $\begin{gathered} \text { Average ELA } \\ \text { + Math } \\ \text { (Content) } \end{gathered}$ | Science | ELP* | Content** with ELP | $\begin{aligned} & \text { English } \\ & \begin{array}{l} \text { Language } \\ \text { Arts (ELA) } \end{array} \end{aligned}$ | Math | $\begin{gathered} \text { Average ELA } \\ + \text { Math } \\ \text { (Content) } \end{gathered}$ | Science | ELP* | Content** with ELP | English <br> Language <br> Arts (ELA) | Math | $\begin{aligned} & \text { Average ELA } \\ & \text { + Math } \\ & \text { (Content) } \end{aligned}$ | Science | ELP* | Content** with ELP |
| Grade 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | $\cdots$ |
| African-American | --- | --- | --- | --- | --- | -.- | --- | --- | -.- | --. | --- | --- | --- | -.- | -.- | --- | -.. | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | --- | --. | --- | --- | --- | --- | --- | --- | --- | --- | --. | --- | -.- | --- | -.- | -.- | -.- | -.. |
| 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 Learmers (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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\cdots$ | --- | --- | --- | --- | --- |
| Gifited and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | --- | --- | --- | --- | --. | --- | -.- | -.- | -.- | -.- | -.- | -.- | N<10 | N<10 | N<10 | N<10 | N<10 | -.- |
| Male Students | --- | -.- | --- | --- | --. | --- | -.- | --- | --- | -.- | -.- | -.- | N<10 | N<10 | N<10 | N<10 | N<10 | -.- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Wynne School District - 1905000

|  | 2020-2021 |  |  |  |  |  | 2021-2022 |  |  |  |  |  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | English Language Arts (ELA) | Math | Average ELA <br> + Math <br> (Content) | Science | ELP* | Content** with ELP | $\begin{aligned} & \text { English } \\ & \text { Language } \\ & \text { Arts (ELA) } \end{aligned}$ | Math | $\begin{gathered} \text { Average ELA } \\ + \text { Math } \\ \text { (Content) } \end{gathered}$ | Science | ELP* | $\begin{aligned} & \text { Content** } \\ & \text { with ELP } \end{aligned}$ | English Language Arts (ELA) | Math | $\begin{aligned} & \text { Average ELA } \\ & \text { + Math } \\ & \text { (Content) } \end{aligned}$ | Science | ELP* | Content** with ELP |
| All Grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 81.1006 | 80.5608 | 80.8305 | 79.1975 | N<10 | --- | 79.6869 | 79.7425 | 79.7150 | 79.1640 | 84.4470 | 79.7710 | 78.3637 | 76.7343 | 77.5513 | 76.0119 | 86.3383 | 77.6589 |
| African-American | 80.7814 | 78.9195 | 79.8472 | 78.1912 | N<10 | --- | 78.8463 | 78.9475 | 78.8969 | 78.6283 | N<10 | --- | 79.2625 | 76.6922 | 77.9569 | 75.4939 | N<10 | --- |
| Hispanic | 83.7575 | 79.9236 | 81.8405 | 81.8492 | N<10 | --- | 78.0816 | 79.4847 | 78.7832 | 81.8191 | N<10 | 78.9331 | 78.2177 | 78.0752 | 78.0357 | 71.1867 | N<10 | 79.3377 |
| Caucasian | 81.0419 | 81.3688 | 81.2069 | 79.4673 | N<10 | --- | 80.1264 | 80.0410 | 80.0865 | 79.1916 | N<10 | --- | ${ }^{77.8367}$ | 76.5969 | 77.2400 | ${ }^{76.4045}$ | N<10 | --- |
| Economically Disadvantaged | 80.7357 | 80.0707 | 80.3917 | 78.7817 | N<10 | --- | 79.2545 | 79.4200 | 79.3348 | 78.6440 | N<10 | 79.4094 | 78.2280 | 76.6024 | 77.4125 | 75.3753 | 86.5999 | 77.5582 |
| Non-Economically Disadvantaged | 81.5753 | 81.1987 | 81.4016 | 79.6789 | N<10 | --- | 80.4266 | 80.2937 | 80.3649 | 80.0333 | N<10 | 80.3852 | 78.6057 | 76.9696 | 77.7991 | ${ }^{77.1414}$ | $\mathrm{N}<10$ | 77.8405 |
| Students with Disabilities | 79.3453 | 78.9082 | 79.1254 | 80.6968 | N<10 | --- | 78.3543 | 78.3113 | 78.3252 | 77.8751 | N<10 | --- | 78.0189 | 78.1129 | 78.1137 | ${ }^{77.5242}$ | N<10 | --- |
| Students without Disabilities | 81.4263 | 80.8678 | 81.1473 | 78.9229 | N<10 | --- | 79.9460 | 80.0217 | 79.9861 | 79.4249 | 84.4470 | 80.0491 | 78.4317 | 76.4611 | 77.4393 | 75.7040 | ${ }^{86.3383}$ | 77.5697 |
| Current English Learners (EL) | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- | 85.6783 | 87.3233 | 86.5008 | N<10 | 84.4470 | 85.2260 | 86.0210 | 83.6649 | 84.8430 | 77.7239 | ${ }^{86.3383}$ | 85.7112 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 81.0667 | 80.5687 | 80.8176 | 79.1673 | N<10 | --- | 79.6281 | 79.6903 | 79.6595 | 79.1255 | N<10 | --- | 78.2690 | 76.6489 | 77.4620 | 75.9965 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | 81.1006 | 80.5608 | 80.8305 | 79.1975 | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | 81.4837 | N<10 | N<10 | N<10 | N<10 | 90.9991 | 90.3897 |
| Homeless | 76.8121 | 84.1587 | 80.8854 | Nく10 | N<10 | -.- | 78.7504 | 80.3214 | 79.5359 | N 10 | N<10 | -.- | 78.4062 | 82.4812 | 80.4437 | 80.6500 | N<10 | -.- |
| Children in Foster Care | 84.6639 | 83.6661 | 84.1650 | 82.1337 | N<10 | --- | 80.8050 | ${ }^{80.0355}$ | 80.4202 | N<10 | N<10 | --- | 79.3853 | 77.1737 | 78.3433 | 84.1068 | N<10 | --- |
| Children with Parent that is military Connected | 88.3982 | 89.1093 | 88.7537 | N<10 | N<10 | --- | 79.6142 | 78.1082 | 78.8612 | N<10 | N<10 | --- | 76.5957 | N<10 | 72.8260 | N<10 | N<10 | -.- |
| Gifted and Talented | 83.0889 | 85.5858 | 84.3374 | 84.1635 | N<10 | --- | 82.7104 | 83.6561 | 83.1832 | ${ }^{83} 2906$ | N<10 | --- | 80.2965 | 79.3523 | 79.8244 | 79.5269 | N<10 | --- |
| Female Students | 82.3550 | 80.9653 | 81.6440 | 80.1255 | N<10 | --- | 80.1378 | 80.3481 | 80.2430 | 79.8445 | 80.7514 | 80.2496 | 78.8683 | 77.0635 | 77.9343 | 76.2199 | N<10 | 78.0269 |
| Male Students | 79.8821 | 80.1673 | 80.3392 | 78.3126 | N<10 | --- | 79.2341 | 79.1360 | 79.1863 | 78.4950 | N<10 | 79.2906 | 77.8654 | 76.4056 | 77.1735 | 75.8043 | N<10 | 77.2958 |
| Migrant | N<10 | N<10 | N<10 | N $<10$ | N<10 | --- | N<10 | N<10 | N<10 | N<10 | N k 10 | --- | N<10 | N<10 | N<10 | N<10 | N<10 | --- |

ELL is English Learner Progress toward English language proficiency from ELPA21. Content with ELP is the school growth score. ELP is proportionately weighted in
school growth depending on the percentage of students with ELP growth. Schools without a tested grade get growth from their paired school.

Wynne School District - 1905000

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

|  | Number ELs Tested | Number ELs Proficient | Percent ELs Proficient | Number ELs Tested | Number ELs Proficient | Percent ELs Proficient | Number ELs Tested | Number ELs Proficient | Percent ELs Proficient |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade All | RV | RV | <5\% | 25 | 3 | 12.00 \% | 23 | 4 | 17.39 \% |
| Grade K | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 01 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 02 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 03 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 04 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 05 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 06 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 07 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 08 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 09 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 11 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Grade 12 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

Wynne School District - 1905000

MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { CPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { on- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT Readiness Benchmark | $\underset{\text { Credit }}{\text { APIIB/Concurrent }}$ | Total | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \substack{\text { iPA } \\ >=2.8} \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Timedits } \end{gathered}$ | $\begin{gathered} \text { ACT } \\ \text { Readiness } \\ \text { Benchmark } \end{gathered}$ | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Kindergarten |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 55.56 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.56 | 59.27 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 59.27 |
| AfricanAmerican | 57.64 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.64 | 56.45 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.45 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 55.60 | N N 10 | N<10 | N<10 | N<10 | N L 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.60 | 60.61 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.61 |
| Economically Disadvantaged | 55.56 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.56 | 55.71 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.71 |
| Non- <br> Economically Disadvantaged | 55.56 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.56 | 66.92 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.92 |
| Students with Disabilities | 41.67 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.67 | 45.24 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.24 |
| Students without Disabilities | 56.41 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.41 | 60.87 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.87 |
| Current <br> English <br> 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 | 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 <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 55.42 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.42 | 59.07 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 59.07 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | -.- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | N<10 | N $\times 10$ | N<10 | N $\times 10$ | N<10 | N $\times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.24 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.24 |
| 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 | 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 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | 50.49 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.49 | 59.43 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 59.43 |
| Male Students | 60.48 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.48 | 59.09 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 59.09 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | N<10 | N<10 |
|  | $2021-2022$ |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | Student Engagement | Science Achievemen | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT Readiness Benchmark | $\underset{\text { APIIB/Concurrent }}{\text { Credit }}$ | Total | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | $\begin{aligned} & \text { Community } \\ & \text { Service } \\ & \text { Learning } \end{aligned}$ | Computer Science Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | $\begin{gathered} \text { ACT } \\ \text { Readiness } \\ \text { Benchmark } \end{gathered}$ | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Grade 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 63.99 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 63.99 | 63.03 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 63.03 |
| AfricanAmerican | 60.91 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.91 | 65.00 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 65.00 |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 66.17 | N $\times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.17 | 61.61 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 61.61 |

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| Economically Disadvantaged | 60.37 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.37 | 60.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.00 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically <br> Disadvantaged | 72.41 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 72.41 | 73.26 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 73.26 |
| Students with Disabilities | 54.55 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.55 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.00 |
| Students without Disabilities | 65.94 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 65.94 | 64.58 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.58 |
| Current <br> English <br> 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 | 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 <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 64.14 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.14 | 62.43 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 62.43 |
| 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 | 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 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | 63.79 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 63.79 | 58.24 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.24 |
| Male Students | 64.15 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.15 | 67.53 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 67.53 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $N \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |

Wynne School District - 1905000

MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Engagement | Science Achievemen | Reading <br> At <br> Grade <br> Level | Science Growth | $\underset{\substack{\text { Composite } \\>=19}}{\substack{\text { ACT }}}$ | $\begin{gathered} \substack{\text { Final } \\ \text { CPA } \\ >=2.8} \end{gathered}$ | $\begin{gathered} \text { Community } \\ \text { Service } \\ \text { Learning } \end{gathered}$ | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT <br> Readiness <br> Benchmark | AP/IB/Concurrent Credit | Total | Student Engagement | Science Achievemen | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & \lambda=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{aligned} & \text { On- } \\ & \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{aligned}$ | Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| Grade 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 66.49 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.49 | 70.29 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.29 |
| AfricanAmerican | 56.36 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.36 | 71.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 71.00 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 72.62 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 72.62 | 69.57 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 69.57 |
| Economically Disadvantaged | 62.08 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 62.08 | 64.63 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.63 |
| Non- <br> Economically <br> Disadvantaged | 74.26 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 74.26 | 85.11 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 85.11 |
| Students with Disabilities | 70.00 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.00 | 62.90 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 62.90 |
| Students without Disabilities | 65.95 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 65.95 | 71.94 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 71.94 |
| Current <br> English <br> 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) | 66.31 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.31 | 70.12 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.12 |
| Former English <br> Learner <br> (Monitored 1-4 <br> 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 | 46.15 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.15 |
| 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 | 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 <br> Connected | N<10 | N $\times 10$ | N 10 | N<10 | N 10 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | 66.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.67 | 70.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.00 |
| Male Students | 66.32 | N $\times 10$ | N<10 | N<10 | N<10 | N<10 | N N 10 | N<10 | N<10 | N<10 | N<10 | 66.32 | 70.53 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 70.53 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
|  | $2021-2022$ |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | $\begin{gathered} \text { ACT } \\ \text { Readiness } \\ \text { Benchmark } \end{gathered}$ | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite }}}{>=19}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT <br> $\begin{array}{c}\text { Readiness } \\ \text { Benchmark }\end{array}$ | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Grade 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 89.29 | 34.36 | 36.60 | N<10 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.34 | 77.30 | 34.32 | 41.57 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 51.92 |
| AfricanAmerican | 85.29 | 15.63 | 20.63 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.54 | 72.22 | 12.50 | 22.92 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.33 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 90.31 | 44.17 | 47.50 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.38 | 80.33 | 43.59 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.31 |

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| Economically Disadvantaged | 88.41 | 27.13 | 29.69 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | N<10 | N<10 | 49.37 | 71.90 | 22.94 | 31.13 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 43.15 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically <br> Disadvantaged | 90.97 | 48.48 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 63.97 | 87.50 | 55.00 | 60.00 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | 67.93 |
| Students with Disabilities | 85.71 | 3.70 | 3.85 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.10 | 72.22 | 3.70 | 4.17 | $\cdots<10$ | $\cdots<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 27.56 |
| Students without Disabilities | 89.84 | 39.29 | 41.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.82 | 78.16 | 40.14 | 47.89 | $\times 10$ | N<10 | N<10 | N<10 | N<10 | $N<10$ | N<10 | N<10 | 56.22 |
| Current <br> English <br> 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 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 89.02 | 34.03 | 36.84 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.18 | 77.09 | 34.52 | 41.82 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\sim \times 10$ | 51.76 |
| 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 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| 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 | 65.00 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 43.18 |
| 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 | 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 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Gifted and Talented | 100.00 | 86.67 | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 95.56 | 90.63 | 100.00 | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 96.74 |
| Female Students | 89.72 | 39.39 | 40.40 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.38 | 77.84 | 37.04 | 36.71 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 51.41 |
| Male Students | 88.83 | 29.17 | 32.63 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 51.19 | 76.80 | 31.82 | 45.98 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.39 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $N<10$ | N<10 |

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MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \substack{\text { GPA }} \end{aligned}$ | Community Service Learning | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT Readiness Benchmark <br> Benchmark | $\begin{aligned} & \text { APIB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite }}}{\text { C=19 }}$ | $\begin{aligned} & \text { Final } \\ & \text { CPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT Readiness Benchmark | $\begin{aligned} & \text { APIIB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Grade 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 86.99 | 38.04 | 43.09 | 51.40 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | 55.48 | 76.96 | 34.04 | 42.78 | 38.19 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.69 |
| African- <br> American | 87.50 | 17.86 | 34.55 | 49.07 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.00 | 72.39 | 9.84 | 25.00 | 29.31 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.16 |
| Hispanic | N<10 | N 410 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 86.36 | 49.12 | 49.56 | 53.15 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.02 | 79.03 | 49.14 | 52.59 | 43.81 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.61 |
| Economically Disadvantaged | 86.03 | 28.24 | 37.21 | 49.21 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.57 | 74.13 | 20.80 | 34.68 | 33.06 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.91 |
| Non- <br> Economically Disadvantaged | 89.17 | 62.26 | 57.69 | 56.86 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 67.36 | 83.61 | 60.32 | 58.73 | 48.36 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 62.70 |
| Students with Disabilities | 88.10 | 10.00 | 8.11 | 39.19 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.50 | 74.19 | 6.67 | 17.24 | 27.59 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 31.93 |
| Students without Disabilities | 86.69 | 45.83 | 52.08 | 54.61 | N<10 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | 60.29 | 77.46 | 39.24 | 47.47 | 40.20 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 51.79 |
| Current <br> English <br> 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 <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 86.99 | 38.04 | 43.09 | 51.40 | N<10 | N<10 | N<10 | N<10 | N<10 | N 10 | N<10 | 55.48 | 76.75 | 34.24 | 42.08 | 37.92 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.46 |
| 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 | 85.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.33 |
| 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 | 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 | 90.91 | 100.00 | 81.82 | 72.73 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 86.36 | 93.33 | 93.33 | 86.67 | 63.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 84.17 |
| Female Students | 85.05 | 39.56 | 47.78 | 47.70 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.62 | 80.29 | 37.37 | 43.43 | 40.53 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.88 |
| Male Students | 88.89 | 36.56 | 38.46 | 54.95 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.35 | 73.50 | 30.34 | 42.05 | 35.63 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.29 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | N<10 | N<10 |
|  | $2021-2022$ |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | Student Engagement | Science Achievemen | Reading At Grade Level | Science Growth | $\underset{\substack{\text { Composite } \\>=19}}{\substack{\text { AC1 } \\ \text { Con }}}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | $\begin{gathered} \text { Community } \\ \text { Service } \\ \text { Learning } \end{gathered}$ | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \substack{\text { Time } \\ \text { Credits }} \end{gathered}$ | ACT Readiness Benchmark | $\begin{aligned} & \text { APIB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | $\begin{aligned} & \text { Community } \\ & \text { Service } \\ & \text { Learning } \end{aligned}$ | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT Readiness Benchmark | $\begin{aligned} & \text { APIIB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Grade 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 87.56 | 35.05 | 33.51 | 44.35 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.77 | 78.54 | 21.79 | 23.86 | 37.07 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.40 |
| AfricanAmerican | 82.46 | 9.43 | 13.73 | 34.38 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.12 | 80.00 | 11.76 | 10.00 | 38.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.92 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N c 10 | N<10 | N<10 | N<10 | N<10 | N $\times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 89.16 | 46.32 | 42.22 | 48.12 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.95 | 79.20 | 27.43 | 31.25 | 36.36 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 44.57 |

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| Economically Disadvantaged | 84.23 | 26.40 | 26.83 | 43.03 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.60 | 75.50 | 16.54 | 19.85 | 36.54 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.44 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically <br> Disadvantaged | 93.33 | 50.72 | 45.59 | 46.88 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.14 | 88.30 | 36.96 | 35.56 | 38.64 | $\cdots<10$ | N<10 | N<10 | $\cdots<10$ | N<10 | N<10 | N<10 | 50.27 |
| Students with Disabilities | 83.33 | 10.00 | 14.81 | 46.30 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.04 | 82.98 | 4.65 | 5.00 | 37.18 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.02 |
| Students without Disabilities | 88.29 | 39.63 | 36.59 | 44.03 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.79 | 77.15 | 27.21 | 29.41 | 37.04 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.64 |
| Current <br> English <br> 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) | 87.44 | 35.42 | 33.86 | 44.57 | N<10 | $\cdots \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 50.98 | 78.93 | 21.79 | 23.86 | 37.07 | N<10 | N<10 | $N<10$ | N<10 | $N \times 10$ | N<10 | N<10 | 41.46 |
| 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 | 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 | 65.38 | 0.00 | 9.09 | 40.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.00 |
| 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 | 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 | 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 | 100.00 | 85.71 | 85.71 | 57.14 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 82.14 | 76.92 | 92.31 | 76.92 | 46.15 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 73.08 |
| Female Students | 89.81 | 38.24 | 38.24 | 44.44 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.28 | 82.45 | 25.58 | 31.76 | 37.95 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.40 |
| Male Students | 85.05 | 31.52 | 28.09 | 44.25 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.95 | 75.00 | 18.28 | 16.48 | 36.26 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.73 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |

Wynne School District - 1905000

MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { Student } \\ \text { Engagement } \end{gathered}$ | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \begin{array}{c} \text { Final } \\ \text { GPA } \end{array} . \end{aligned}$ | $\begin{aligned} & \text { Community } \\ & \text { Service } \\ & \text { Learning } \end{aligned}$ | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total | Student Engagement | Science Achievement | Reading <br> At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Oime } \\ \text { Credits } \end{array} \end{gathered}$ | ACT <br> Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| Grade 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 40.34 | 34.57 | 40.37 | 48.45 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.91 | 62.31 | 28.73 | 39.89 | 35.63 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.10 |
| AfricanAmerican | 42.59 | 14.00 | 22.45 | 40.82 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.20 | 63.39 | 4.17 | 10.87 | 35.23 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 29.90 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 37.04 | 45.45 | 50.51 | 51.52 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.93 | 62.50 | 38.76 | 51.56 | 36.90 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.57 |
| Economically Disadvantaged | 37.14 | 21.65 | 27.08 | 44.27 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.61 | 57.60 | 17.86 | 26.61 | 33.81 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.70 |
| Non- <br> Economically <br> Disadvantaged | 45.07 | 53.85 | 60.00 | 54.62 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.20 | 70.71 | 46.38 | 60.87 | 38.41 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.15 |
| Students with Disabilities | 35.00 | 14.29 | 14.81 | 46.30 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 27.68 | 65.15 | 0.00 | 12.00 | 35.42 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.00 |
| Students without Disabilities | 41.44 | 38.81 | 45.52 | 48.88 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.61 | 61.73 | 33.99 | 44.44 | 35.67 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.26 |
| 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 | 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 <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 39.53 | 34.81 | 40.76 | 48.41 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.84 | 62.18 | 29.05 | 39.77 | 35.76 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.15 |
| 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 | 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 | 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 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 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 | 45.83 | 91.67 | 83.33 | 58.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 69.79 | 71.43 | 78.57 | 85.71 | 50.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 71.43 |
| Female Students | 36.18 | 31.43 | 37.14 | 48.57 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.29 | 64.85 | 32.99 | 49.48 | 37.77 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.53 |
| Male Students | 43.50 | 36.96 | 42.86 | 48.35 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.91 | 59.57 | 23.81 | 28.40 | 33.13 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.02 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | Student Engagement | Science Achievement | Reading At Grade Level | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{\substack{\text { ancen }}}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT Readiness Benchmark | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{\substack{\text { and }}}$ | $\begin{aligned} & \text { Final } \\ & \text { Gia } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
| Grade 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 44.62 | 25.27 | 26.26 | 42.24 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.73 | 46.20 | 32.48 | 29.49 | 49.36 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.53 |
| AfricanAmerican | 50.00 | 10.71 | 18.18 | 44.12 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.86 | 52.94 | 7.69 | 11.76 | 39.22 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 27.80 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 40.87 | 30.51 | 30.17 | 40.43 | N<10 | N<10 | $N<10$ | N<10 | N<10 | N<10 | N<10 | 35.58 | 40.28 | 45.83 | 36.46 | 55.73 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.44 |

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| Economically Disadvantaged | 47.01 | 13.89 | 19.05 | 40.78 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.48 | 44.50 | 17.00 | 20.20 | 44.95 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 31.94 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically <br> Disadvantaged | 41.03 | 41.89 | 36.49 | 44.37 | N<10 | $\cdots \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 40.91 | 49.19 | 59.65 | 45.61 | 57.02 | $\cdots<10$ | N<10 | $N<10$ | $\cdots<10$ | $N<10$ | N<10 | N<10 | 52.79 |
| Students with Disabilities | 37.88 | 7.41 | 8.33 | 29.55 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 21.70 | 48.44 | 10.00 | 13.79 | 37.93 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 27.92 |
| Students without Disabilities | 45.99 | 28.39 | 29.03 | 44.08 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.94 | 45.68 | 37.80 | 33.07 | 51.97 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.21 |
| Current <br> English <br> 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 | 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) | 44.79 | 24.58 | 26.70 | 42.11 | N<10 | $\cdots \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 34.68 | 45.56 | 32.26 | 29.22 | 49.68 | N<10 | N<10 | $N<10$ | N<10 | $N \times 10$ | N<10 | N<10 | 39.32 |
| 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 | 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 | $\cdots \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | 53.33 | 100.00 | 86.67 | 60.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 75.00 | 65.63 | 100.00 | 87.50 | 53.13 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 76.56 |
| Female Students | 46.04 | 30.11 | 30.43 | 47.22 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.56 | 42.25 | 28.36 | 25.37 | 51.49 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.95 |
| Male Students | 43.09 | 20.22 | 21.84 | 36.90 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.65 | 49.00 | 35.56 | 32.58 | 47.75 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.44 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |

Wynne School District - 1905000
MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | $\begin{aligned} & \text { Final } \\ & \substack{\text { GPA }} \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT <br> Readiness <br> Benchmark | AP/IB/Concurrent Credit | Total | Student Engagement | Science Achievemen | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Arade } \\ \text { Level } \end{gathered}$ | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | $\begin{aligned} & \text { Final } \\ & \text { PAP } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT Readiness Benchmark Benchmark | AP/IB/Concurrent Credit | Total |
| Grade 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 46.76 | 28.79 | 41.03 | 52.09 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.19 | 46.78 | 21.91 | 47.13 | 38.82 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.88 |
| AfricanAmerican | 50.00 | 9.09 | 23.44 | 51.61 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.46 | 48.31 | 8.16 | 36.17 | 41.49 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | 34.16 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 43.07 | 38.40 | 47.58 | 52.05 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.18 | 47.41 | 27.27 | 50.42 | 38.26 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.02 |
| Economically Disadvantaged | 47.24 | 14.29 | 26.92 | 50.78 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.01 | 42.92 | 11.76 | 35.35 | 38.66 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 32.54 |
| Non- <br> Economically <br> Disadvantaged | 45.77 | 58.46 | 69.23 | 54.84 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.84 | 52.44 | 35.53 | 62.67 | 39.04 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.55 |
| Students with Disabilities | 41.67 | 2.56 | 11.11 | 44.29 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.00 | 43.06 | 6.90 | 16.00 | 43.75 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 28.07 |
| Students without Disabilities | 47.99 | 35.22 | 47.80 | 53.85 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.22 | 47.59 | 24.83 | 52.35 | 38.01 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | 40.90 |
| Current <br> English <br> 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 | 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 <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 46.24 | 29.08 | 40.93 | 51.85 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.04 | 46.98 | 22.29 | 46.78 | 39.22 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.04 |
| 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 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | 54.17 | 91.67 | 91.67 | 58.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 73.96 | 55.56 | 82.35 | 100.00 | 47.06 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 71.01 |
| Female Students | 45.54 | 28.16 | 41.18 | 53.54 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.07 | 44.61 | 24.73 | 51.65 | 39.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.13 |
| Male Students | 48.08 | 29.47 | 40.86 | 50.54 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.32 | 49.00 | 18.82 | 42.17 | 38.27 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.54 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | $2021-2022$ |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & \nu=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | $\begin{gathered} \text { ACT } \\ \text { Readiness } \\ \text { Benchmark } \end{gathered}$ | AP/IB/Concurrent Credit Credit | Total | Student Engagement | Science Achievement | $\begin{gathered} \text { Reading } \\ \text { At } \\ \text { Grade } \\ \text { Level } \end{gathered}$ | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite }}}{>=19}$ | $\begin{aligned} & \text { Final } \\ & \text { PPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ | ACT <br> $\begin{array}{c}\text { Readiness } \\ \text { Benchmark }\end{array}$ | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Grade 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 41.97 | 29.21 | 47.52 | 48.99 | N<10 | N<10 | N<10 | N<10 | 94.09 | N<10 | N<10 | 52.25 | 61.21 | 23.28 | 40.00 | 41.94 | N<10 | N<10 | N<10 | N<10 | 96.95 | N<10 | N<10 | 53.28 |
| AfricanAmerican | 46.55 | 11.32 | 18.87 | 59.00 | N<10 | N<10 | N<10 | N<10 | 90.57 | N<10 | N<10 | 45.13 | 65.22 | 7.14 | 25.00 | 37.96 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 93.44 | N<10 | N<10 | 47.47 |
| Hispanic | 45.45 | 45.45 | 72.73 | 63.64 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 65.45 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 40.07 | 34.56 | 56.62 | 44.44 | N<10 | N<10 | N<10 | N<10 | 94.89 | N<10 | N<10 | 53.99 | 58.15 | 29.60 | 44.44 | 42.68 | N<10 | N<10 | N<10 | N<10 | 98.43 | N<10 | N<10 | 54.87 |

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| Economically Disadvantaged | 38.49 | 24.58 | 36.44 | 52.56 | N<10 | N<10 | N<10 | N<10 | 91.53 | N<10 | N<10 | 48.58 | 60.36 | 13.45 | 29.41 | 38.79 | N<10 | N<10 | N<10 | N<10 | 96.06 | N<10 | N<10 | 48.71 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically <br> Disadvantaged | 46.74 | 35.71 | 63.10 | 43.83 | N<10 | N<10 | N<10 | N<10 | 97.65 | N<10 | N<10 | 57.39 | 62.84 | 40.00 | 57.75 | 47.14 | N<10 | N<10 | N<10 | $\cdots \times 10$ | 98.57 | $\sim<10$ | N<10 | 61.27 |
| Students with Disabilities | 43.55 | 0.00 | 10.34 | 51.72 | N<10 | N<10 | N<10 | N<10 | 89.66 | N<10 | N<10 | 39.12 | 53.66 | 11.11 | 8.57 | 60.61 | N<10 | N<10 | N<10 | N<10 | 94.87 | N<10 | N<10 | 46.74 |
| Students without Disabilities | 41.71 | 34.10 | 53.76 | 48.52 | N<10 | N<10 | N<10 | N<10 | 94.83 | N<10 | N<10 | 54.45 | 63.01 | 26.14 | 47.10 | 37.91 | N<10 | N<10 | $N<10$ | $\cdots \times 10$ | 97.47 | $\cdots \times 10$ | N<10 | 54.80 |
| Current <br> English <br> 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 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | $N<10$ | $N<10$ | N<10 | $\sim \times 10$ | N<10 | N<10 |
| Non-English <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 41.71 | 29.35 | 47.76 | 48.73 | N<10 | N<10 | N<10 | N<10 | 94.06 | N<10 | N<10 | 52.21 | 60.95 | 23.53 | 39.89 | 41.53 | N<10 | N<10 | $N<10$ | $N \times 10$ | 96.91 | $N<10$ | N<10 | 53.12 |
| 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 | 54.55 | 20.00 | 60.00 | 20.00 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 50.98 |
| 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 | 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 <br> Parent that is <br> Military <br> 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 | 57.14 | 80.95 | 95.24 | 61.90 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 79.05 | 79.17 | 75.00 | 91.67 | 41.67 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 77.50 |
| Female Students | 38.24 | 35.11 | 54.26 | 52.75 | N<10 | N<10 | N<10 | N<10 | 94.68 | N<10 | N<10 | 54.74 | 62.27 | 23.47 | 40.63 | 41.24 | N<10 | N<10 | $N<10$ | N<10 | 97.98 | $\cdots<10$ | N<10 | 53.50 |
| Male Students | 45.26 | 24.07 | 41.67 | 45.79 | N<10 | N<10 | N<10 | N<10 | 93.58 | N<10 | N<10 | 50.09 | 60.10 | 23.08 | 39.36 | 42.70 | N<10 | N<10 | N<10 | N<10 | 95.92 | N<10 | N<10 | 53.05 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Wynne School District - 1905000

MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Engagement | Science Achievemen | Reading <br> At Grade Level | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & \lambda=2.8 \end{aligned}$ | $\begin{aligned} & \text { Community } \\ & \text { Service } \\ & \text { Learning } \end{aligned}$ | Computer Science Credits | $\begin{gathered} \text { On- } \\ \substack{\text { Time } \\ \text { Credits }} \end{gathered}$ | ACT <br> Readiness Benchmark | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total | Student Engagement | Science Achievement | Reading <br> At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\ \lambda=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { cPA } \\ & >=2.8 \end{aligned}$ | $\begin{aligned} & \text { Community } \\ & \text { Service } \\ & \text { Learning } \end{aligned}$ | Computer Science Credits | $\begin{gathered} \text { On- } \\ \substack{\text { Time } \\ \text { Credits }} \end{gathered}$ | ACT <br> Readiness Benchmark | $\begin{aligned} & \text { AP/IB/Concurrent } \\ & \text { Credit } \end{aligned}$ | Total |
| Grade 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 41.53 | 31.28 | 33.71 | 54.91 | N<10 | N<10 | N<10 | N<10 | 92.74 | N<10 | N<10 | 50.78 | 55.15 | 24.44 | 42.54 | 45.81 | N<10 | N<10 | N<10 | N<10 | 98.94 | N<10 | N<10 | 53.86 |
| AfricanAmerican | 37.90 | 14.81 | 13.46 | 53.85 | N<10 | N<10 | N<10 | N<10 | 85.45 | N<10 | N<10 | 41.27 | 70.59 | 9.52 | 15.91 | 50.00 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 50.22 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 77.27 | 9.09 | 70.00 | 31.82 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 57.41 |
| Caucasian | 43.22 | 38.46 | 42.61 | 54.82 | N<10 | N<10 | N<10 | N<10 | 96.55 | N<10 | N<10 | 55.09 | 47.50 | 30.40 | 49.60 | 45.16 | N<10 | N<10 | N<10 | N<10 | 98.48 | N<10 | N<10 | 54.57 |
| Economically Disadvantaged | 39.22 | 25.00 | 25.00 | 53.80 | N<10 | N<10 | N<10 | N<10 | 89.58 | N<10 | N<10 | 46.55 | 52.73 | 16.67 | 34.26 | 46.73 | N<10 | N<10 | N<10 | N<10 | 98.28 | N<10 | N<10 | 50.53 |
| Non- <br> Economically Disadvantaged | 44.25 | 38.55 | 43.37 | 56.17 | N<10 | N<10 | N<10 | N<10 | 96.39 | N<10 | N<10 | 55.64 | 59.21 | 36.11 | 54.79 | 44.44 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 59.02 |
| Students with Disabilities | 37.14 | 15.15 | 10.34 | 43.10 | N<10 | N<10 | N<10 | N<10 | 97.06 | N<10 | N<10 | 41.56 | 62.96 | 4.00 | 4.35 | 58.00 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 47.64 |
| Students without Disabilities | 42.53 | 34.93 | 38.36 | 57.29 | N<10 | N<10 | N<10 | N<10 | 91.72 | N<10 | N<10 | 52.79 | 53.95 | 27.74 | 48.10 | 43.83 | N<10 | N<10 | N<10 | N<10 | 98.77 | N<10 | N<10 | 54.84 |
| Current <br> English <br> 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 | 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 <br> Learners <br> (includes <br> Former EL <br> Monitored 1-4 <br> years) | 41.18 | 31.64 | 34.10 | 54.65 | N<10 | N<10 | N<10 | N<10 | 92.66 | N<10 | N<10 | 50.79 | 54.93 | 24.58 | 42.78 | 45.79 | N<10 | N<10 | N<10 | N<10 | 98.94 | N<10 | N<10 | 53.88 |
| 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 | 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 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 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 $\times 10$ | N 10 | N<10 | N 10 | N<10 | N 10 | N<10 | N<10 | N<10 | 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 | 54.55 | 81.82 | 81.82 | 54.55 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 74.55 | 59.52 | 70.00 | 80.00 | 42.50 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 70.30 |
| Female Students | 36.14 | 32.29 | 37.23 | 59.14 | N<10 | N<10 | N<10 | N<10 | 92.63 | N<10 | N<10 | 51.25 | 49.48 | 25.84 | 49.43 | 44.89 | N<10 | N<10 | N<10 | N<10 | 98.91 | N<10 | N<10 | 53.97 |
| Male Students | 47.73 | 30.12 | 29.63 | 50.00 | N<10 | N<10 | N 10 | N<10 | 92.86 | N<10 | N<10 | 50.24 | 60.28 | 23.08 | 36.17 | 46.70 | N<10 | N<10 | N<10 | N<10 | 98.97 | N<10 | N<10 | 53.75 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
|  | $2021-2022$ |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{gathered} \text { Student } \\ \text { Engagement } \end{gathered}$ | Science Achievemen |  | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | $\begin{aligned} & \text { Community } \begin{array}{c} \text { Service } \\ \text { Learning } \end{array} \end{aligned}$ | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \begin{array}{c} \text { Time } \\ \text { Credits } \end{array} \end{gathered}$ |  | APIIB/Concurrent Credit | Total | Student Engagement | $\begin{gathered} \text { Science } \\ \text { Achievement } \end{gathered}$ | Reading At Grade Level | $\begin{aligned} & \text { Science } \\ & \text { Growth } \end{aligned}$ | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{gathered} \substack{\text { Final } \\ \text { GPA } \\ >=2.8} \end{gathered}$ | $\begin{gathered} \text { Community } \\ \text { Service } \\ \text { Learning } \end{gathered}$ | Computer <br> Science <br> Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ |  | APIIB/Concurrent Credit | Total |
| Grade 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 29.44 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 90.81 | N<10 | N<10 | 59.16 | 52.84 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 99.38 | N<10 | N<10 | 75.15 |
| AfricanAmerican | 25.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 82.61 | N<10 | N<10 | 53.19 | 53.64 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 74.75 |
| Hispanic | N 210 | N<10 | N $\times 10$ | N $\times 10$ | N c 10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 29.41 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 93.70 | N<10 | N<10 | 60.46 | 51.36 | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | 100.00 | N<10 | N<10 | 75.23 |

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| Economically Disadvantaged | 25.82 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 87.06 | N<10 | N<10 | 55.40 | 52.13 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 98.81 | N<10 | N<10 | 74.16 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically <br> Disadvantaged | 32.55 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 94.00 | N<10 | N<10 | 62.38 | 53.66 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 76.25 |
| Students with Disabilities | 35.71 | N $<10$ | N<10 | N<10 | N<10 | N 10 | N<10 | N<10 | 96.43 | N<10 | N<10 | 66.07 | 45.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 72.03 |
| Students without Disabilities | 28.40 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 89.81 | N<10 | N<10 | 57.98 | 54.45 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 99.25 | N<10 | N<10 | 75.81 |
| Current <br> English <br> Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | $N \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | 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) | 28.27 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 90.50 | N<10 | N<10 | 58.38 | 52.59 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 99.38 | N<10 | N<10 | 75.00 |
| 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 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 |
| 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 | 29.17 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 64.58 | 65.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 82.50 |
| Female Students | 28.95 | N<10 | N 10 | N<10 | N<10 | N<10 | N<10 | N<10 | 92.13 | N<10 | N<10 | 59.51 | 48.96 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 73.37 |
| Male Students | 29.90 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 89.58 | N<10 | N<10 | 58.84 | 57.50 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 98.65 | N<10 | N<10 | 77.27 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Wynne School District - 1905000
MODULE: SQSS

|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student Engagement | Science Achievement | Reading <br> At <br> Grade <br> Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{gathered} \text { Final } \\ \text { Gial } \\ \text { Ge2.8 } \end{gathered}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | act <br> Readiness <br> Benchmark | $\begin{gathered} \text { APIIB/Concurrent } \\ \text { Credit } \end{gathered}$ | Total | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\underset{\substack{\text { ACT } \\ \text { Composite } \\>=19}}{ }$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Tredits } \end{gathered}$ | ACT Readiness Benchmark <br> Benchmark | $\begin{gathered} \text { AP/IB/Concurrent } \\ \text { Credit } \end{gathered}$ | Total |
| Grade 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | N<10 | N<10 | N<10 | N<10 | 32.34 | 52.69 | 0.60 | 7.78 | N<10 | 26.35 | 38.32 | 26.35 | N<10 | N<10 | N<10 | N<10 | 41.05 | 56.84 | 0.00 | 3.16 | N<10 | 34.74 | 46.84 | 30.44 |
| AfricanAmerican | N<10 | N<10 | N<10 | N<10 | 20.00 | 47.69 | 0.00 | 3.08 | N<10 | 11.54 | 29.23 | 18.59 | N<10 | N<10 | N<10 | N<10 | 15.00 | 30.00 | 0.00 | 5.00 | N<10 | 8.75 | 22.50 | 13.54 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | 39.36 | 58.51 | 1.06 | 11.70 | N<10 | 35.64 | 44.68 | 31.83 | N<10 | N<10 | N<10 | N<10 | 49.28 | 63.04 | 0.00 | 2.17 | N<10 | 43.12 | 55.07 | 35.45 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | 22.09 | 41.86 | 0.00 | 4.65 | N<10 | 17.44 | 26.74 | 18.80 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | 28.74 | 45.98 | 0.00 | 3.45 | N<10 | 19.54 | 34.48 | 22.03 |
| Non- <br> Economically <br> Disadvantaged | N<10 | N<10 | N<10 | N<10 | 43.21 | 64.20 | 1.23 | 11.11 | N<10 | 35.80 | 50.62 | 34.36 | N<10 | N<10 | N<10 | N<10 | 51.46 | 66.02 | 0.00 | 2.91 | N<10 | 47.57 | 57.28 | 37.54 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | 0.00 | 33.33 | 0.00 | 0.00 | N<10 | 2.38 | 28.57 | 10.71 | N<10 | N<10 | N<10 | N<10 | 0.00 | 41.67 | 0.00 | 0.00 | N<10 | 0.00 | 20.83 | 10.42 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | 36.99 | 55.48 | 0.68 | 8.90 | N<10 | 29.79 | 39.73 | 28.60 | N<10 | N<10 | N<10 | N<10 | 46.99 | 59.04 | 0.00 | 3.61 | N<10 | 39.76 | 50.60 | 33.33 |
| Current <br> English <br> 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) | N<10 | N<10 | N<10 | N<10 | 32.53 | 53.01 | 0.60 | 7.83 | N<10 | 26.51 | 38.55 | 26.51 | N<10 | N<10 | N<10 | N<10 | 41.30 | 55.98 | 0.00 | 2.72 | N<10 | 35.05 | 47.28 | 30.39 |
| Former English Learner <br> (Monitored 1-4 <br> 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 | 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 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\cdots$ | $\cdots$ | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --. | --- | --- | --. | --- | --- | -.- | --- | --- | -.- | --- | --- | --- | --- |
| Children with 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 <br> Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 100.00 | 83.33 | 0.00 | 0.00 | N<10 | 141.67 | 91.67 | 69.44 |
| Female Students | N<10 | N<10 | N<10 | N<10 | 35.21 | 67.61 | 0.00 | 5.63 | N<10 | 30.28 | 47.89 | 31.10 | N<10 | N<10 | N<10 | N<10 | 41.94 | 66.67 | 0.00 | 2.15 | N<10 | 31.72 | 48.39 | 31.81 |
| Male Students | N<10 | N<10 | N<10 | N<10 | 30.21 | 41.67 | 1.04 | 9.38 | N<10 | 23.44 | 31.25 | 22.83 | N<10 | N<10 | N<10 | N<10 | 40.21 | 47.42 | 0.00 | 4.12 | N<10 | 37.63 | 45.36 | 29.12 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
|  | 2021-2022 |  |  |  |  |  |  |  |  |  |  |  | 2022-2023 |  |  |  |  |  |  |  |  |  |  |  |
|  | Student Engagement | Science Achievemen | Reading <br> At <br> Grade <br> Level | Science Growth |  | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{aligned} & \text { On- } \\ & \text { Time } \\ & \text { Credits } \end{aligned}$ | ACT <br> Readiness <br> Benchmark | AP/IB/Concurrent Credit | Total | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | $\begin{gathered} \text { ACT } \\ \text { Composite } \\ >=19 \end{gathered}$ | $\begin{aligned} & \text { Final } \\ & \text { GPA } \\ & >=2.8 \end{aligned}$ | Community Service Learning | Computer Science Credits | $\begin{gathered} \text { On- } \\ \text { Time } \\ \text { Credits } \end{gathered}$ | ACT <br> Readiness <br> Benchmark | AP/IB/Concurrent Credit | Total |
| All Grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students | 58.08 | 32.02 | 37.89 | 48.93 | 32.34 | 52.69 | 0.60 | 7.78 | 92.59 | 26.35 | 38.32 | 46.78 | 62.56 | 27.52 | 38.57 | 40.87 | 41.05 | 56.84 | 0.00 | 3.16 | 98.36 | 34.74 | 46.84 | 46.78 |
| African- <br> American | 57.60 | 12.83 | 20.81 | 47.81 | 20.00 | 47.69 | 0.00 | 3.08 | 86.36 | 11.54 | 29.23 | 37.43 | 64.22 | 8.85 | 19.90 | 38.29 | 15.00 | 30.00 | 0.00 | 5.00 | 97.35 | 8.75 | 22.50 | 38.95 |
| Hispanic | 64.75 | 39.53 | 42.86 | 51.43 | N<10 | N<10 | N<10 | N<10 | 93.75 | N<10 | N<10 | 51.44 | 68.94 | 20.93 | 46.34 | 31.25 | N<10 | N<10 | N<10 | N<10 | 94.74 | N<10 | N<10 | 47.14 |
| Caucasian | 57.99 | 40.73 | 45.93 | 49.03 | 39.36 | 58.51 | 1.06 | 11.70 | 95.00 | 35.64 | 44.68 | 51.05 | 61.44 | 36.20 | 46.16 | 42.38 | 49.28 | 63.04 | 0.00 | 2.17 | 98.90 | 43.12 | 55.07 | 50.02 |

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| Economically Disadvantaged | 57.72 | 22.73 | 28.88 | 47.84 | 22.09 | 41.86 | 0.00 | 4.65 | 89.63 | 17.44 | 26.74 | 41.97 | 60.07 | 17.18 | 28.83 | 38.71 | 28.74 | 45.98 | 0.00 | 3.45 | 97.55 | 19.54 | 34.48 | 41.73 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non- <br> Economically Disadvantaged | 58.65 | 47.58 | 52.78 | 50.74 | 43.21 | 64.20 | 1.23 | 11.11 | 95.90 | 35.80 | 50.62 | 54.04 | 67.53 | 45.81 | 55.56 | 44.62 | 51.46 | 66.02 | 0.00 | 2.91 | 99.55 | 47.57 | 57.28 | 54.90 |
| Students with Disabilities | 55.15 | 7.91 | 10.21 | 43.20 | 0.00 | 33.33 | 0.00 | 0.00 | 94.51 | 2.38 | 28.57 | 34.06 | 59.97 | 6.05 | 10.00 | 42.86 | 0.00 | 41.67 | 0.00 | 0.00 | 97.89 | 0.00 | 20.83 | 35.38 |
| Students without Disabilities | 58.61 | 36.93 | 43.12 | 50.05 | 36.99 | 55.48 | 0.68 | 8.90 | 92.23 | 29.79 | 39.73 | 49.13 | 63.07 | 32.05 | 44.14 | 40.47 | 46.99 | 59.04 | 0.00 | 3.61 | 98.45 | 39.76 | 50.60 | 48.96 |
| Current <br> English <br> Learners (EL) | 76.00 | ${ }^{8.33}$ | 8.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N $\times 10$ | N<10 | N<10 | 53.08 | 83.33 | $\mathrm{N}<10$ | N<10 | $N \times 10$ | N<10 | N<10 | $N<10$ | N<10 | N<10 | N<10 | N<10 | 45.51 |
| Non-English Learners (includes Monitored 1-4 years) | 57.85 | 32.07 | 38.15 | 48.84 | 32.53 | 53.01 | 0.60 | 7.83 | 92.47 | 26.51 | 38.55 | 46.73 | 62.36 | 27.67 | 38.41 | 40.88 | 41.30 | 55.98 | 0.00 | 2.72 | 98.34 | 35.05 | 47.28 | 46.75 |
| Former English Learner (Monitored 1-4 years) | $N<10$ | $\cdots \times 10$ | N<10 | N<10 | N<10 | 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 | N<10 | $N<10$ | N<10 | N<10 | N<10 | N<10 | 55.13 |
| Homeless | 37.50 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.42 | 57.84 | 18.18 | 40.91 | 38.89 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 48.58 |
| Children in Foster Care | 58.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.67 | 64.06 | 18.18 | 18.18 | $\cdots \times 10$ | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.21 |
| Children with Parent that is Military Connected | 61.76 | 50.00 | 58.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.11 | 76.92 | $\mathrm{N}<10$ | 70.00 | N<10 | N<10 | N<10 | N<10 | $\cdots \times 10$ | N<10 | N<10 | N<10 | 56.38 |
| Gifted and Talented | 65.45 | 89.19 | 89.19 | 60.42 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 77.86 | 72.22 | 86.07 | 88.52 | 49.07 | 100.00 | 83.33 | 0.00 | 0.00 | 100.00 | 141.67 | 91.67 | 75.83 |
| Female Students | 56.94 | 34.36 | 40.92 | 50.56 | 35.21 | 67.61 | 0.00 | 5.63 | 93.17 | 30.28 | 47.89 | 48.51 | 61.89 | 29.44 | 41.80 | 41.52 | 41.94 | 66.67 | 0.00 | 2.15 | 98.92 | 31.72 | 48.39 | 47.86 |
| Male Students | 59.18 | 29.68 | 34.83 | 47.31 | 30.21 | 41.67 | 1.04 | 9.38 | 92.04 | 23.44 | 31.25 | 45.12 | 63.21 | 25.60 | 35.36 | 40.21 | 40.21 | 47.42 | 0.00 | 4.12 | 97.77 | 37.63 | 45.36 | 45.71 |
| Migrant | 57.69 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.50 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 28.57 |

Wynne School District - 1905000

MODULE: Achievement - NAEP Results

|  | State NAEP Results |  |  |  |  | National Public NAEP Results |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2022-2023 |  |  |  |  | 2022-2023 |  |  |  |  |
|  | Below Basic | Basic | Proficient | Advanced | Proficient \& Advanced | Below Basic | Basic | Proficient | Advanced | Proficient \& 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\% |
| 4th Grade NAEP Participation Rates |  | Students with Disabilities (Literacy) $=91.02$ <br> English Learners (Literacy) $=94.79$ <br> Students with Disabilities (Mathematics) $=95.29$ <br> English Learners (Mathematics) $\mathbf{= 9 5 . 1 4}$ |  |  |  |  | Students with Disabilities (Literacy) $=89.31$ <br> English Learners (Literacy) $=94.64$ <br> Students with Disabilities (Mathematics) $=89.98$ <br> English Learners $($ Mathematics $)=95.12$ |  |  |  |

Wynne School District - 1905000

MODULE: Achievement - NAEP Results

|  | State NAEP Results |  |  |  |  | National Public NAEP Results |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2022-2023 |  |  |  |  | 2022-2023 |  |  |  |  |
|  | 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\% |
| 8th Grade NAEP Participation Rates |  | Students with Disabilities (Literacy) $=\mathbf{9 0 . 7 6}$ <br> English Learners (Literacy) = 92.94 <br> Students with Disabilities (Mathematics) $=\mathbf{9 3 . 5 4}$ <br> English Learners (Mathematics) $=\mathbf{9 6 . 5 8}$ |  |  |  |  | Students with Disabilities (Literacy) $=89.56$ English Learners (Literacy) $\mathbf{= 9 2 . 8 7}$ Students with Disabilities (Mathematics) $=\mathbf{9 0 . 9 6}$ <br> English Learners (Mathematics) $=\mathbf{9 3 . 9 3}$ |  |  |  |


|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| Four-Year Graduation Rate |  |  |  |  |  |  |
| Four-Year Graduation Rate All Students | 91.5\% | 88.5\% | 92.9\% | 88.2\% | 93.3\% | 89.0\% |
| Four-Year Graduation Rate African-American | 91.4\% | 84.5\% | 92.8\% | 84.7\% | 87.2\% | 85.2\% |
| Four-Year Graduation Rate Asian | $\mathrm{N}<10$ | 93.7\% | $\mathrm{N}<10$ | 95.1\% | N<10 | 96.2\% |
| Four-Year Graduation Rate Caucasian | 91.0\% | 90.1\% | 92.2\% | 89.9\% | >95\% | 90.4\% |
| Four-Year Graduation Rate Hawaiian/Pacific Islander | $\mathrm{N}<10$ | 77.8\% | $\mathrm{N}<10$ | 74.2\% | $\mathrm{N}<10$ | 72.6\% |
| Four-Year Graduation Rate Hispanic | $\mathrm{N}<10$ | 87.5\% | $\mathrm{N}<10$ | 86.8\% | $\mathrm{N}<10$ | 88.5\% |
| Four-Year Graduation Rate Native American | $\mathrm{N}<10$ | 85.4\% | N<10 | 83.9\% | $\mathrm{N}<10$ | 87.5\% |
| Four-Year Graduation Rate Two or More Races | $\mathrm{N}<10$ | 86.2\% | $\mathrm{N}<10$ | 85.9\% | $\mathrm{N}<10$ | 87.9\% |
| Four-Year Graduation Rate Economically Disadvantaged | 90.7\% | 85.8\% | 91.0\% | 85.4\% | 91.3\% | 86.5\% |
| Four-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Graduation Rate Students with Disabilities | 81.8\% | 83.0\% | 93.1\% | 83.0\% | 83.3\% | 85.1\% |
| Four-Year Graduation Rate Students without Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Graduation Rate Current English Learners (EL) | $\mathrm{N}<10$ | 84.0\% | $\mathrm{N}<10$ | 82.1\% | $\mathrm{N}<10$ | 83.2\% |
| Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Graduation Rate Homeless | N<10 | 76.3\% | $\mathrm{N}<10$ | 77.7\% | $\mathrm{N}<10$ | 80.0\% |
| Four-Year Graduation Rate Children in Foster Care | $\mathrm{N}<10$ | 64.5\% | $\mathrm{N}<10$ | 64.4\% | $\mathrm{N}<10$ | 69.6\% |
| Four-Year Graduation Rate Children with Parent that is Military Connected | $\mathrm{N}<10$ | 92.2\% | N<10 | 94.8\% | $\mathrm{N}<10$ | 92.4\% |
| Four-Year Graduation Rate Gifted and Talented | $\mathrm{N}<10$ | 97.2\% | $\mathrm{N}<10$ | 97.5\% | $\mathrm{N}<10$ | 97.2\% |
| Four-Year Graduation Rate Female Students | 93.9\% | 91.3\% | 92.3\% | 90.1\% | 97.9\% | 91.1\% |
| Four-Year Graduation Rate Male Students | 89.4\% | 85.8\% | 93.3\% | 86.4\% | 89.3\% | 86.9\% |
| Four-Year Graduation Rate Migrant | $\mathrm{N}<10$ | 77.4\% | $\mathrm{N}<10$ | 82.2\% | $\mathrm{N}<10$ | 82.9\% |
|  |  |  |  |  |  |  |
|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
|  | District | State | District | State | District | State |
| Five-Year Graduation Rate |  |  |  |  |  |  |
| Five-Year Graduation Rate All Students | 92.3\% | 90.2\% | 92.6\% | 89.9\% | 94.4\% | 89.6\% |
| Five-Year Graduation Rate African-American | 90.0\% | 86.7\% | 91.4\% | 86.5\% | 94.1\% | 86.6\% |
| Five-Year Graduation Rate Asian | $\mathrm{N}<10$ | 95.9\% | $\mathrm{N}<10$ | 95.8\% | $\mathrm{N}<10$ | 96.1\% |
| Five-Year Graduation Rate Caucasian | 93.0\% | 91.8\% | 92.7\% | 91.3\% | 94.1\% | 91.1\% |
| Five-Year Graduation Rate Hawaiian/Pacific Islander | N<10 | 73.8\% | N<10 | 80.4\% | $\mathrm{N}<10$ | 77.4\% |
| Five-Year Graduation Rate Hispanic | $\mathrm{N}<10$ | 88.7\% | $\mathrm{N}<10$ | 89.0\% | $\mathrm{N}<10$ | 88.2\% |
| Five-Year Graduation Rate Native American | $\mathrm{N}<10$ | 90.3\% | N<10 | 88.0\% | $\mathrm{N}<10$ | 85.5\% |
| Five-Year Graduation Rate Two or More Races | $\mathrm{N}<10$ | 86.3\% | N<10 | 88.6\% | $\mathrm{N}<10$ | 87.7\% |
| Five-Year Graduation Rate Economically Disadvantaged | 87.7\% | 87.7\% | 91.5\% | 87.4\% | 92.7\% | 87.0\% |
| Five-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A |
| Five-Year Graduation Rate Students with Disabilities | >95\% | 86.4\% | 81.8\% | 85.9\% | 93.1\% | 85.8\% |
| Five-Year Graduation Rate Students without Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| Five-Year Graduation Rate Current English Learners (EL) | $\mathrm{N}<10$ | 86.9\% | $\mathrm{N}<10$ | 86.3\% | N<10 | 83.8\% |

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| Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A | N/A | N/A | N/A |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Five-Year Graduation Rate Homeless | N<10 | 79.4\% | N<10 | 78.5\% | N<10 | 79.1\% |
| Five-Year Graduation Rate Children in Foster Care | N<10 | 67.1\% | $\mathrm{N}<10$ | 69.3\% | $\mathrm{N}<10$ | 68.8\% |
| Five-Year Graduation Rate Children with Parent that is Military Connected | N<10 | 95.6\% | $\mathrm{N}<10$ | 92.5\% | $\mathrm{N}<10$ | 95.6\% |
| Five-Year Graduation Rate Gifted and Talented | $\mathrm{N}<10$ | 98.5\% | $\mathrm{N}<10$ | 97.7\% | N<10 | 97.8\% |
| Five-Year Graduation Rate Female Students | 94.7\% | 92.5\% | 95.1\% | 92.4\% | 93.5\% | 91.6\% |
| Five-Year Graduation Rate Male Students | 90.0\% | 88.0\% | 90.4\% | 87.5\% | 95.1\% | 87.7\% |
| Five-Year Graduation Rate Migrant | N<10 | 83.2\% | $\mathrm{N}<10$ | 79.5\% | $\mathrm{N}<10$ | 83.6\% |


|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| American College Test (ACT) |  |  |  |  |  |  |
| Participation in Grade 11 Statewide ACT Administration | 153 | 27,779 | 171 | 28,962 | 107 | 28,866 |
| District Provided Remediation for Students Taking ACT | Y | 236 | Y | 236 | Y | 237 |
| Number of Students Taking ACT in Grades 9-11 | 184 | 34,243 | 203 | 35,209 | 162 | 36,845 |
| Number of Graduates that have taken ACT in High School | 151 | 28,543 | 152 | 26,985 | 172 | 27,783 |
| ACT Reading Average | 19.38 | 19.75 | 18.11 | 19.52 | 18.83 | 19.48 |
| ACT English Average | 19.03 | 18.82 | 17.71 | 18.42 | 18.65 | 18.23 |
| ACT Math Average | 18.14 | 18.48 | 17.11 | 18.18 | 17.52 | 18.00 |
| ACT Science Average | 19.30 | 19.64 | 17.76 | 19.41 | 19.30 | 19.31 |
| ACT Composite Average | 19.11 | 19.32 | 17.80 | 19.03 | 18.74 | 18.90 |
| The School Report Card Business Rules 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 | 1 | 680 |  | 525 |  | 532 |
| SAT Critical Reading Mean | 680 | 611 |  | 609 |  | 613 |
| SAT Math Mean | 580 | 586 |  | 583 |  | 586 |
| SAT Writing Mean |  |  |  |  |  |  |
| Advanced Placement Courses (AP) |  |  |  |  |  |  |
| Number of Students Taking Advanced Placement (AP) Courses | 43 | 27,806 | 43 | 27,061 | 44 | 27,457 |
| Number of AP Exams Taken | 78 | 40,443 | 63 | 41,280 | 51 | 42,965 |
| Number of AP Exams Scored 3, 4, or 5 | 18 | 14,527 | 13 | 17,425 | 12 | 18,601 |
| International Baccalaureate Courses |  |  |  |  |  |  |
| Number of Students Taking International Baccalaureate Courses | --- | 455 | --- | 411 | --- | 464 |
| College Going Rates In-State Only |  |  |  |  |  |  |
| All Students | 43.5\% | 41.2\% | 36.5\% | 41.3\% | 45.4\% | 41.2\% |
| African-American | 39.6\% | 34.7\% | 33.3\% | 33.6\% | 34.2\% | 34.0\% |
| Hispanic | 66.7\% | 33.0\% | 25.0\% | 34.5\% | 33.3\% | 34.5\% |
| Caucasian | 46.5\% | 45.2\% | 38.1\% | 45.4\% | 50.4\% | 45.3\% |
| Economically Disadvantaged | 38.9\% | 34.1\% | 29.4\% | 34.5\% | 37.1\% | 34.6\% |
| Students with Disabilities | 15.8\% | 20.2\% | 16.0\% | 15.0\% | 16.0\% | 15.8\% |
| Current English Learners (EL) | 0.0\% | 19.1\% | 0.0\% | 19.2\% | 20.0\% | 17.8\% |
| Homeless | 0.0\% | 25.9\% | 0.0\% | 25.0\% | 0.0\% | 24.0\% |
| Children in Foster Care | 100.0\% | 29.6\% | 0.0\% | 24.8\% | 0.0\% | 21.9\% |
| Children with Parent that is Military Connected | 0.0\% | 46.7\% | 0.0\% | 43.1\% | 100.0\% | 43.9\% |
| Gifted and Talented | 78.6\% | 63.6\% | 75.0\% | 65.3\% | 58.3\% | 66.4\% |
| College Credit Accumulation Rates |  |  |  |  |  |  |
| All Students | 56.7\% | 52.6\% | 50.7\% | 51.0\% | 56.5\% | 45.4\% |
| African-American | 42.1\% | 34.7\% | 52.4\% | 34.4\% | 28.6\% | 25.6\% |
| Hispanic | 100.0\% | 47.3\% | 100.0\% | 45.8\% | 0.0\% | 38.7\% |
| Caucasian | 59.2\% | 57.5\% | 47.9\% | 55.4\% | 70.3\% | 51.2\% |
| Economically Disadvantaged | 31.8\% | 42.1\% | 46.4\% | 43.9\% | 44.0\% | 38.7\% |

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| Students with Disabilities | 37.5\% | 32.1\% | 0.0\% | 22.5\% | 0.0\% | 22.1\% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Current English Learners (EL) | 0.0\% | 35.1\% | 0.0\% | 33.6\% | 0.0\% | 26.8\% |
| Homeless | 0.0\% | 29.1\% | 0.0\% | 25.6\% | 0.0\% | 25.6\% |
| Children in Foster Care | 0.0\% | 30.9\% | 100.0\% | 30.8\% | 0.0\% | 24.8\% |
| Children with Parent that is Military Connected | 0.0\% | 55.9\% | 0.0\% | 48.6\% | 0.0\% | 43.4\% |
| Gifted and Talented | 81.3\% | 69.4\% | 78.6\% | 65.1\% | 75.0\% | 65.6\% |


|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| School Performance Rating | CV | N/A | --- | N/A | --- | 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) (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance-and-monitoring/reporting) |  |  |  |  |  |  |
| Count of Schools with Rating $=$ A | cV | cV | 0 | 77 | 0 | 80 |
| Count of Schools with Rating $=$ B | CV | CV | 0 | 205 | 0 | 202 |
| Count of Schools with Rating $=\mathrm{C}$ | CV | CV | 4 | 415 | 2 | 419 |
| Count of Schools with Rating = D | cv | cV | 0 | 233 | 2 | 255 |
| Count of Schools with Rating $=$ F | CV | CV | 0 | 95 | 0 | 79 |
| CV is shown instead of a value for School Letter Grades. School Letter Grades were not calculated due to COVID-19. |  |  |  |  |  |  |
| Act 89 of 2021 suspended the School Letter Grades for 2020-2021. |  |  |  |  |  |  |
| District Provides Textbooks or Digital Resources for all Pupils |  |  |  |  |  |  |
| District Provides Textbooks or Digital Resources for all Pupils |  | $100 \%$ | Y | $100 \%$ | Y | $100 \%$ |
| Access to Technology Devices and High-Speed Internet |  |  |  |  |  |  |
| Student Primary Learning Device Away from School is a Desktop Computer |  |  | 0 | 10,975 | 1 | 12,857 |
| Student Primary Learning Device Away from School is a Laptop Computer |  |  | 0 | 61,516 | 0 | 64,669 |
| Student Primary Learning Device Away from School is a Tablet |  |  | 0 | 40,574 | 0 | 50,180 |
| Student Primary Learning Device Away from School is a Chromebook |  |  | 2,487 | 300,653 | 2,449 | 281,545 |
| Student Primary Learning Device Away from School is a Smartphone |  |  | 0 | 21,789 | 0 | 22,731 |
| Student Does not use a Learning Device Away from School |  |  | 0 | 28,217 | 0 | 31,515 |
| Student Primary Learning Device Away from School is Shared with Another Individual |  |  | 0 | 54,053 | 0 | 66,447 |
| Student Primary Learning Device Away from School is Not Shared |  |  | 2,487 | 363,542 | 2,450 | 345,261 |
| Student Primary Learning Device is a Personal Device |  |  | 0 | 91,048 | 0 | 108,765 |
| Student Primary Learning Device is Provided by the School |  |  | 2,487 | 340,684 | 2,449 | 317,349 |
| Student Internet Access is Available in Primary Residence |  |  | 2,487 | 412,336 | 2,450 | 420,035 |
| Student Internet Access is Not Available in Primary Residence |  |  | 0 | 9,298 | 0 | 11,125 |
| Student Internet Access is Not Affordable in Primary Residence |  |  | 0 | 17,339 | 0 | 15,827 |
| Student Internet Access in Residence is Residential Broadband |  |  | 0 | 223,900 | 0 | 242,239 |


| Student Internet Access in Residence is Cellular Network |  |  | 0 | 38,515 | 0 | 36,772 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Internet Access in Residence is Hot Spot |  |  | 0 | 20,315 | 0 | 20,734 |
| Student Internet Access in Residence is Community Provided Wi-Fi |  |  | 0 | 13,842 | 0 | 14,842 |
| Student Internet Access in Residence is Satellite |  |  | 0 | 10,822 | 0 | 10,896 |
| Student Internet Access in Residence is Dial-up |  |  | 0 | 1,003 | 0 | 920 |
| Student Experiences Very Few or No Learning Interruptions from Internet in Residence |  |  | 0 | 9,467 | 0 | 9,757 |
| Student Regularly Experiences Learning Interruptions from Internet in Residence |  |  | 0 | 81,416 | 0 | 80,712 |
| Student is Unable to Complete Learning Activities Due to Poor Internet in Residence |  |  | 2,487 | 321,360 | 2,450 | 329,695 |
| Annual Accreditation Status |  |  |  |  |  |  |
| Accredited | 4 | 1,041 | 4 | 1,041 | 4 | 1,054 |
| Accredited Cited | 0 | 1 | 0 | 1 | 0 | 13 |
| Accredited Probationary | 0 | 0 | 0 | 0 | 0 | 2 |
| Attendance Rate |  |  |  |  |  |  |
| Attendance Rate All Students | 94.41\% | 94.72\% | 91.74\% | 92.61\% | 91.94\% | 92.87\% |
| Attendance Rate African American | 93.82\% | 93.63\% | 91.66 \% | 91.47\% | 90.79\% | 92.04\% |
| Attendance Rate Hispanic | 94.11\% | 94.66 \% | 89.04 \% | 92.7 \% | 93.99 \% | 92.94\% |
| Attendance Rate Caucasian | 94.54 \% | 95.15\% | 92.05\% | 92.98 \% | 92.29 \% | 93.16\% |
| Attendance Rate Economically Disadvantaged | 94.18 \% | 94.24 \% | 91.34 \% | 92.05\% | 92.54\% | 92.36\% |
| Attendance Rate Non-Economically Disadvantaged | 94.82\% | 95.89 \% | 92.58 \% | 93.91\% | 90.5\% | 94.16\% |
| Attendance Rate Students with Disabilities | 94.03\% | 94.51\% | 92.37 \% | 92.56 \% | 92.31\% | 92.75\% |
| Attendance Rate Students without Disabilities | 94.51\% | 94.77\% | 91.57 \% | 92.62\% | 91.83\% | 92.9\% |
| Attendance Rate English Learners (EL) | 95.8\% | 94.01\% | 90.04\% | 92.3\% | 96\% | 92.5\% |
| Attendance Rate Non-EL (includes Former EL Monitored 1-4 years) | 97.14\% | 94.87 \% | 89.48 \% | 93.2 \% | 95.99\% | 93.43\% |
| Attendance Rate Former EL (Monitored 1-4 years) | 99.08\% | 96.15\% | 88.37 \% | 94.52 \% | 95.99 \% | 94.74\% |
| Attendance Rate Homeless | 92.08\% | 91.9 \% | 87.8 \% | 88.9 \% | 92.97 \% | 89.58 \% |
| Attendance Rate Children in Foster Care | 91.49 \% | 94.03\% | 92.16\% | 92.03\% | 92.49\% | 91.98\% |
| Attendance Rate Children with Parent on Active Military Duty | 96.13 \% | 95.56 \% | 91.53 \% | 93.76\% | 92.25\% | $94.09 \%$ |
| Attendance Rate Gifted and Talented | 95.41\% | 96.52 \% | 94.84\% | 94.98 \% | 95.23\% | 95.17\% |
| Attendance Rate Female Students | 94.53\% | 94.81\% | 91.45\% | 92.52 \% | 91.62\% | 92.8\% |
| Attendance Rate Male Students | 94.29 \% | 94.64 \% | 92.02 \% | 92.68 \% | 92.26\% | 92.93\% |
| Attendance Rate Migrant | $\mathrm{N}<10$ | 92.78\% | $\mathrm{N}<10$ | 90.34\% | 89.52 \% | 91.29 \% |
| Dropout Rate |  |  |  |  |  |  |
| Dropout Rate | 2.24 \% | 2.22 \% | 2.04 \% | 2.21 \% | 1.91 \% | 2.25 \% |
| College Remediation Rate |  |  |  |  |  |  |
| College Remediation Rate | 68.9 \% | 68.0 \% | 79.6 \% | 70.1 \% | 26.9 \% | 36.8 \% |
| Enrollment |  |  |  |  |  |  |
| October 1 Enrollment | 2,568 | 473,004 | 2,503 | 473,861 | 2,484 | 476,579 |


|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| Discipline Policies Distributed to Parents | 100 \% | 100 \% | 100 \% | $100 \%$ | 100 \% | 100 \% |
| Discipline Training Provided to Staff | $100 \%$ | $100 \%$ | 100 \% | $100 \%$ | 100 \% | $100 \%$ |
| Parental Involvement Plan Adopted | 100 \% | $100 \%$ | 100 \% | $100 \%$ | 100 \% | $100 \%$ |
| District Alternative Learning Environment Compliance | N |  | N |  | N |  |
| Expulsions | 5 | 212 | 5 | 844 | 11 | 1,049 |
| Weapons Incidents | 4 | 598 | 9 | 999 | 7 | 1,167 |
| Staff Assaults | 4 | 356 | 6 | 813 | 23 | 1,263 |
| Student Assaults | 3 | 1,498 | 24 | 4,551 | 24 | 6,374 |
| Referrals to Law Enforcement | 0 | 13 | 0 | 60 | 0 | 76 |
| School-related Arrests | 0 | 5 | 0 | 8 | 0 | 9 |

Civil Rights Data Collection (CRDC) 2020-2021

|  | Chronic <br> Absences | In-School Suspensions | Out-of- <br> School Suspensions | Expulsions | Incidents of Violence | Referrals to Law <br> Enforcement | SchoolRelated Arrests |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | 496 | 259 | 457 | RV | 48 | RV | RV |
| African-American | 177 | 127 | 256 | RV | --- | RV | RV |
| Hispanic | 15 | RV | RV | RV | --- | RV | RV |
| Caucasian | 289 | 125 | 188 | RV | --- | RV | RV |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | 85 | 36 | 327 | RV | --- | RV | RV |
| English Learner | RV | RV | RV | RV | --- | RV | RV |
| Male | 232 | 161 | 324 | RV | --- | RV | RV |
| Female | 264 | 98 | 133 | RV | --- | RV | RV |

Civil Rights Data Collection (CRDC) 2020-2021

|  | Pre-K Enrollment | Percentage in Pre-K | AP <br> Enrollment | IB Enrollment | Concurrent Enrollment | Percentage in AP/IB/Concurrent |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Students | RV | 0.00\% | RV | RV | RV | 0.00\% |
| African-American | RV | 0.00\% | RV | RV | RV | 0.00\% |
| Hispanic | RV | 0.00\% | RV | RV | RV | 0.00\% |
| Caucasian | RV | 0.00\% | RV | RV | RV | 0.00\% |
| Economically Disadvantaged | --- | --- | RV | --- | --- | --- |
| Students with Disabilities | RV | 0.00\% | RV | RV | RV | 0.00\% |
| English Learner | RV | 0.00\% | RV | RV | RV | 0.00\% |
| Male | RV | 0.00\% | RV | RV | RV | 0.00\% |
| Female | RV | 0.00\% | RV | RV | RV | 0.00\% |

Wynne School District - 1905000

## MODULE: Retention

|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| Number of Students Retained at Grade 1 | 23 | 1,018 | 10 | 662 | 14 | 662 |
| Percent of Students Retained at Grade 1 | 11.92\% | 2.86\% | 5.35\% | 1.87\% | 7.22\% | 1.79\% |
| Number of Students Retained at Grade 2 | 4 | 417 | 1 | 286 | 1 | 246 |
| Percent of Students Retained at Grade 2 | 1.94\% | 1.17\% | 0.56\% | 0.81\% | 0.57\% | 0.69\% |
| Number of Students Retained at Grade 3 | 1 | 167 | 0 | 107 | 2 | 93 |
| Percent of Students Retained at Grade 3 | 0.53\% | 0.47\% | 0.00\% | 0.30\% | 1.10\% | 0.26\% |
| Number of Students Retained at Grade 4 | 1 | 147 | 2 | 60 | 0 | 57 |
| Percent of Students Retained at Grade 4 | 0.49\% | 0.41\% | 1.05\% | 0.17\% | 0.00\% | 0.16\% |
| Number of Students Retained at Grade 5 | 1 | 141 | 3 | 61 | 0 | 33 |
| Percent of Students Retained at Grade 5 | 0.54\% | 0.39\% | 1.47\% | 0.17\% | 0.00\% | 0.09\% |
| Number of Students Retained at Grade 6 | 2 | 271 | 0 | 91 | 0 | 97 |
| Percent of Students Retained at Grade 6 | 0.99\% | 0.72\% | 0.00\% | 0.25\% | 0.00\% | 0.27\% |
| Number of Students Retained at Grade 7 | 3 | 439 | 0 | 195 | 0 | 185 |
| Percent of Students Retained at Grade 7 | 1.36\% | 1.13\% | 0.00\% | 0.51\% | 0.00\% | 0.50\% |
| Number of Students Retained at Grade 8 | 4 | 450 | 0 | 206 | 0 | 162 |
| Percent of Students Retained at Grade 8 | 1.90\% | 1.15\% | 0.00\% | 0.53\% | 0.00\% | 0.42\% |


|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| Percentage of Teachers Certified (Licensed) | 97.5\% | 92.9 \% | 98.1\% | 89.7 \% | 94.3\% | 94.5\% |
| Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded | 52.0 \% | 50.0 \% | 49.0\% | 48.0\% | 44.0 \% | 48.0\% |
| Percentage of Teachers having Master's Degree as Highest Degree Awarded | 43.0\% | 45.0 \% | 45.0\% | 45.0\% | 49.0\% | 44.0\% |
| Percentage of Teachers with Advanced Degree | 5.0 \% | 1.0 \% | $5.0 \%$ | 1.0 \% | 6.0\% | 1.0\% |
|  | District | State | District | State | District | State |
| All Economic Levels (All Quartiles All Schools) |  |  |  |  |  |  |
| Number of Teachers (Certified Teachers) | 193 | 45,402 | 200 | 36,007 | 175 | 32,666 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * | 37 | 5,105 | 34 | 8,140 | 37 | 7,522 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | 34 | 4,944 | 34 | 7,502 | 34 | 6,876 |
| Number Certified by National Board for Professional Teaching Standards | 2 | 2,179 | 2 | 1,412 | 2 | 1,146 |
| Number of Teachers Teaching with Provisional License | 2 | 393 | 6 | 821 | 9 | 1,138 |
| Percentage of Teachers Teaching with Provisional License | 1.0\% | 0.9\% | 3.0\% | 2.3\% | 5.1\% | 3.5\% |
| Number of Teachers Teaching with Emergency Teaching Permit | 5 | 792 | 2 | 513 | 1 | 668 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | 2.6\% | 1.7\% | 1.0\% | 1.4\% | 0.6\% | 2.0\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | 7 | 1,185 | 8 | 1,334 | 10 | 1,806 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | 3.6\% | 2.6\% | 4.0\% | 3.7\% | 5.7\% | 5.5\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 0 | 1,606 | 0 | 1,523 | 60 | 1,606 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | 0.0\% | 3.5\% | 0.0\% | 4.2\% | 34.3\% | 4.9\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | 0 | 2,115 | 2 | 1,073 | 7 | 1,544 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | 0.0\% | 4.7\% | 1.0\% | 3.0\% | 4.0\% | 4.7\% |
| Number of Inexperienced Teachers $\wedge \wedge$ | 35 | 15,008 | 46 | 9,104 | 23 | 6,068 |
| Percentage of Teachers who are Inexperienced $\wedge \wedge$ | 18.1\% | 33.1\% | 23.0\% | 25.3\% | 13.1\% | 18.6\% |
| Number of Teachers, Principals, and Assistant Principals | 208 | 47,904 | 211 | 37,645 | 183 | 34,409 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | 35 | 15,138 | 46 | 9,179 | 23 | 6,150 |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | 18.1\% | 31.6\% | 23.0\% | 24.4\% | 12.6\% | 17.9\% |
| *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. |  |  |  |  |  |  |
| ${ }^{\wedge}$ 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. |  |  |  |  |  |  |
| Note: Even though the data for licensure exceptions is pulled in multiple SIS Cycle submissions, these exceptions will flag in Standards For Accreditation (SFA) until Cycle 2. |  |  |  |  |  |  |
| A report providing information on all schools designated as high poverty and/or high minority and their WSI rating is available on the Educator Workforce Data webpage (https://dese.ade.arkansas.gov/Offices/educator-effectiveness/education-workforce-resources-data/education-workforce-data). High poverty schools are defined as schools that are in the highest $25 \%$ of all schools ranked by Free/Reduced Lunch percentages. High Minority schools are defined as schools that are in the highest $25 \%$ of all schools ranked by the percentage of non-white students. The HP/HM Report will be used to help determine whether these students are being disproportionately served by ineffective, out-of-field, or inexperienced teachers. |  |  |  |  |  |  |
|  | District | State | District | State | District | State |
| High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage) |  |  |  |  |  |  |
| Number of Teachers (Certified Teachers) | --- | 10,619 | --- | 8,055 | --- | 6,738 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * | --- | 898 | --- | 1,986 | --- | 1,443 |

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Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System *

Number Certified by National Board for Professional Teaching Standards
Number of Teachers Teaching with Provisional License
Percentage of Teachers Teaching with Provisional License
Number of Teachers Teaching with Emergency Teaching Permit
Percentage of Teachers Teaching with Emergency Teaching Permit
Number of Teachers Teaching with Emergency or Provisional Credential
Percentage of Teachers Teaching with Emergency or Provisional Credentials
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^
Number of Inexperienced Teachers ^^
Percentage of Teachers who are Inexperienced ^^

| --- | 840 |
| :---: | :---: |
| --- | 325 |
| -- | 185 |
| -- | $1.7 \%$ |
| -- | 382 |
| -- | $3.6 \%$ |
| -- | 567 |
| -- | $5.3 \%$ |
| -- | 745 |
| -- | $7.0 \%$ |
| -- | 497 |
| -- | $4.7 \%$ |
| -- | 4,631 |
| -- | $43.6 \%$ |
| -- | 11,239 |
| -- | 4,660 |
| -- | $41.5 \%$ |


| 1,743 | --- | 1,382 |
| :---: | :---: | :---: |
| 232 | --- | 211 |
| 265 | --- | 343 |
| 3.3\% | --- | 5.1\% |
| 159 | --- | 206 |
| 2.0\% | --- | 3.1\% |
| 424 | --- | 549 |
| 5.3\% | --- | 8.1\% |
| 607 | --- | 533 |
| 7.5\% | --- | 7.9\% |
| 242 | --- | 244 |
| 3.0\% | --- | 3.6\% |
| 2,426 | --- | 1,591 |
| 30.1\% | --- | 23.6\% |
| 8,496 | --- | 7,579 |
| 2,451 | --- | 1,615 |
| 28.8\% | --- | 21.3\% |

Percentage of Teachers, Principals, and Assistant Principals who are Inexperience
41.5\%
*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
A In order be placed on an ALP, a teacher must hold a standard license.
${ }^{\wedge}$ 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.
Note: Even though the data for licensure exceptions is pulled in multiple SIS Cycle submissions, these exceptions will flag in Standards For Accreditation (SFA) until Cycle 2.
A report providing information on all schools designated as high poverty and/or high minority and their WSI rating is available on the Educator Workforce Data webpage (https://dese.ade.arkansas.gov/Offices/educator-effectiveness/education-workforce-resources--data/education-workforce-data). High poverty schools are defined as schools that are in the highest $25 \%$ of all schools ranked by Free/Reduced Lunch percentages. High Minority schools are defined as schools that are in the highest $25 \%$ of all schools ranked by the percentage of non-white students. The HP/HM Report will be used to help determine whether these students are being disproportionately served by ineffective, out-of-field, or inexperienced teachers.

|  | District | State | District | State | District | State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage) |  |  |  |  |  |  |
| Number of Teachers (Certified Teachers) | --- | 12,940 | --- | 10,326 | --- | 10,119 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System * | --- | 1,432 | --- | 2,303 | --- | 2,366 |
| Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System * | --- | 1,355 | --- | 2,244 | --- | 2,030 |
| Number Certified by National Board for Professional Teaching Standards | --- | 742 | --- | 526 | --- | 402 |
| Number of Teachers Teaching with Provisional License | --- | 99 | --- | 159 | --- | 201 |
| Percentage of Teachers Teaching with Provisional License | --- | 0.8\% | --- | 1.5\% | --- | 2.0\% |
| Number of Teachers Teaching with Emergency Teaching Permit | --- | 136 | --- | 95 | --- | 158 |
| Percentage of Teachers Teaching with Emergency Teaching Permit | --- | 1.1\% | --- | 0.9\% | --- | 1.6\% |
| Number of Teachers Teaching with Emergency or Provisional Credentials | --- | 235 | --- | 254 | --- | 359 |
| Percentage of Teachers Teaching with Emergency or Provisional Credentials | --- | 1.8\% | --- | 2.5\% | --- | 3.5\% |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | --- | 254 | --- | 263 | --- | 335 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) ** | --- | 2.0\% | --- | 2.5\% | --- | 3.3\% |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | --- | 552 | --- | 277 | --- | 501 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)^ | --- | 4.3\% | --- | 2.7\% | --- | 5.0\% |
| Number of Inexperienced Teachers $\wedge \wedge$ | --- | 3,770 | --- | 2,394 | --- | 1,558 |
| Percentage of Teachers who are Inexperienced $\wedge \wedge$ | --- | 29.1\% | --- | 23.2\% | --- | 15.4\% |

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| Number of Teachers, Principals, and Assistant Principals | --- | 13,625 | --- | 10,677 | .-- | $\mathbf{1 1 , 1 9 6}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | --- | 3,793 | --- | 2,419 | --- | $\mathbf{1 , 5 8 8}$ |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | --- | $27.8 \%$ | -- | $22.7 \%$ | --- | $\mathbf{1 4 . 2 \%}$ |

*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
A In order be placed on an ALP, a teacher must hold a standard license.
${ }^{\wedge}$ 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
Note: Even though the data for licensure exceptions is pulled in multiple SIS Cycle submissions, these exceptions will flag in Standards For Accreditation (SFA) until Cycle 2.
report providing information on all schools designated as high poverty and/or high minority and their WSI rating is available on the Educator Workforce Data webpage https://dese.ade.arkansas.gov/Offices/educator-effectiveness/education-workforce-resources--data/education-workforce-data). High poverty schools are defined as schools that are in the highest $25 \%$ of all schools ranked by Free/Reduced Lunch percentages. High Minority schools are defined as schools that are in the highest $25 \%$ of all schools ranked by the percentage of non-white students. The HP/HM Report will be used to help determine whether these students are being disproportionately served by ineffective, out-of-field, or inexperienced teachers.

| $2020-2021$ | $2021-2022$ | 2022-2023 |
| :---: | :---: | :---: |
| District | District | District |

School Board Training

| School Board <br> Member | Hours of Training | School Board <br> Member | Hours of Training | School Board <br> Member | Hours of Training |
| :--- | ---: | :--- | ---: | ---: | ---: | ---: |
| Teresa Dallas | 28.50 | Teresa Dallas | 19.50 | Teresa Dallas | 19.50 |
| Shannon Hobbs | 9.25 | Shannon Hobbs | 5.75 | Shannon Hobbs | 5.75 |
| Neall Jackson | 9.75 | Neall Jackson | 11.25 | Neall Jackson | 11.25 |
| Spencer Parker | 14.00 | Spencer Parker | 18.00 | Spencer Parker | 18.00 |
| Stacie Schlenker | 16.00 | Stacie Schlenker | 11.00 | Stacie Schlenker | 11.00 |


|  | 2020-2021 |  | 2021-2022 |  | 2022-2023 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | District | State | District | State | District | State |
| State and Local Expenditures |  |  |  |  |  |  |
| State and Local Personnel Expenditures | \$17,487,848 | \$3,417,194,950 | \$17,921,253 | \$3,515,024,059 | \$18,422,965 | \$1,279,554,881 |
| State and Local Non-Personnel Expenditures | \$3,409,770 | \$974,156,345 | \$3,883,042 | \$1,142,707,978 | \$5,381,479 | \$848,011,293 |
| State and Local Grand Total Expenditures | \$20,897,618 | \$4,391,351,295 | \$21,804,295 | \$4,657,732,036 | \$23,804,443 | \$4,959,066,802 |
| State and Local Personnel Per-pupil Expenditures | \$6,873 | \$7,276 | \$7,180 | \$7,457 | \$7,419 | \$2,703 |
| State and Local Non-Personnel Per-pupil Expenditures | \$1,340 | \$2,074 | \$1,556 | \$2,424 | \$2,167 | \$1,791 |
| State and Local Per-pupil Expenditures | \$8,214 | \$9,350 | \$8,735 | \$9,882 | \$9,587 | \$10,476 |
|  | District | State | District | State | District | State |
| Federal Expenditures |  |  |  |  |  |  |
| Federal Personnel Expenditures | \$3,294,424 | \$415,314,714 | \$2,538,767 | \$486,740,584 | \$2,589,568 | \$566,390,373 |
| Federal Non-Personnel Expenditures | \$1,238,244 | \$274,984,145 | \$1,831,183 | \$332,536,167 | \$1,534,129 | \$281,620,920 |
| Federal Grand Total Expenditures | \$4,532,668 | \$690,298,859 | \$4,369,950 | \$819,276,750 | \$4,123,697 | \$3,679,511,921 |
| Federal Personnel Per-pupil Expenditures | \$1,295 | \$884 | \$1,017 | \$1,033 | \$1,043 | \$1,197 |
| Federal Non-Personnel Per-pupil Expenditures | \$487 | \$585 | \$734 | \$705 | \$618 | \$595 |
| Federal Per-pupil Expenditures | \$1,782 | \$1,470 | \$1,751 | \$1,738 | \$1,661 | \$7,773 |
|  | District | State | District | State | District | State |
| Total Expenditures |  |  |  |  |  |  |
| Total Personnel Expenditures | \$20,782,271 | \$3,832,509,664 | \$20,460,020 | \$4,001,764,642 | \$21,012,533 | \$4,245,902,294 |
| Total Non-Personnel Expenditures | \$4,648,014 | \$1,249,140,490 | \$5,714,225 | \$1,475,244,144 | \$6,915,608 | \$1,561,175,801 |
| Total Grand Total Expenditures | \$25,430,286 | \$5,081,650,154 | \$26,174,245 | \$5,477,008,786 | \$27,928,140 | \$5,807,078,095 |
| Total Personnel Per-pupil Expenditures | \$8,168 | \$8,160 | \$8,197 | \$8,490 | \$8,462 | \$8,969 |
| Total Non-Personnel Per-pupil Expenditures | \$1,827 | \$2,660 | \$2,289 | \$3,130 | \$2,785 | \$3,298 |
| Total Per-pupil Expenditures | \$9,995 | \$10,820 | \$10,486 | \$11,620 | \$11,247 | \$12,267 |



| Debt Service Expenditures | $\$ 238,530$ | $\$ 311,189,045$ | $\$ 528,337$ | $\$ 302,936,284$ | $\mathbf{\$ 5 0 6 , 8 5 0}$ | $\mathbf{\$ 3 3 5 , 0 6 9 , 2 1 0}$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Free and Reduced Meals |  |  |  |  |  |  |
| Percent of Students Eligible for <br> Free and Reduced Meals | $56.3 \%$ | $65.6 \%$ | $62.0 \%$ | $58.8 \%$ | $\mathbf{6 1 . 1 \%}$ | $\mathbf{5 8 . 6 \%}$ |
| State Free and Reduced-Price <br> Meal Rate†t | $60.1 \%$ | $59.3 \%$ |  | $\mathbf{5 8 . 7 \%}$ |  |  |
| National Free and Reduced-Price <br> Meal Rate $\dagger$ | $18.4 \%$ | $0.0 \%$ | $\mathbf{5 9 . 8} \%$ |  |  |  |

[^0]|  | 2020-2021 |  |  | 2021-2022 |  |  | 2022-2023 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ELA | Math | Science | ELA | Math | Science | ELA | Math | Science |
| $\begin{aligned} & \text { Grade } \\ & 3 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 4 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 5 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 6 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 7 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 8 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 9 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |
| $\begin{aligned} & \text { Grade } \\ & 10 \end{aligned}$ | RV | RV | RV | RV | RV | RV | RV | RV | RV |


|  |  |  |  | $2022-2023$ |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |  |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | 92.59 | 56 | RV | RV | <5\% |
| African-American Male | >95\% | RV | RV | 18.18 | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 33.33 | 8.33 |
| African-American Male Non-English Learner | >95\% | RV | RV | 18.18 | <5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 33.33 | 8.33 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | 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 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Male | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 26.67 | 25 | 26.67 | 21.67 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 23.08 | <5\% |
| Caucasian Students without Disabilities | >95\% | 20.56 | 28.04 | 27.1 | 24.3 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 26.67 | 25 | 26.67 | 21.67 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 23.08 | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 20.56 | 28.04 | 27.1 | 24.3 |
| Caucasian Female | >95\% | 20.75 | 26.42 | 30.19 | 22.64 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | RV | 29.79 | 29.79 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 20.75 | 26.42 | 30.19 | 22.64 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 29.79 | 29.79 | RV |
| Caucasian Male | >95\% | 31.34 | 23.88 | 23.88 | 20.9 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | 25 | 26.67 | 25 | 23.33 |
| Caucasian Male Non-English Learner | >95\% | 31.34 | 23.88 | 23.88 | 20.9 |
| 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\% | 25 | 26.67 | 25 | 23.33 |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 3 Mathematics |  |  |  |  |  |
| All | >95\% | 15.73 | 25.28 | 38.76 | 20.22 |
| Students with Disabilities | >95\% | 66.67 | RV | RV | <5\% |
| Students without Disabilities | >95\% | RV | 26.35 | 43.92 | RV |
| English Learner | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Non-English Learner | >95\% | 15.61 | 24.28 | 39.31 | 20.81 |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | 10.71 | 5\% |
| Non-English Learner Students without Disabilities | >95\% | RV | RV | 44.83 | 24.83 |
| Female | >95\% | 11.63 | 30.23 | 31.4 | 26.74 |
| Female Students with Disabilities | >95\% | RV | RV | 10 | 5\% |
| Female Students without Disabilities | >95\% | RV | RV | 34.21 | 30.26 |
| Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | >95\% | 12.05 | 27.71 | 32.53 | 27.71 |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N <10 | N $<10$ |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | 10 | 5\% |
| Female Non-English Learner without Disabilities | >95\% | RV | RV | 35.62 | 31.51 |
| Male | >95\% | 19.57 | 20.65 | 45.65 | 14.13 |
| Male Students with Disabilities | >95\% | RV | RV | 15 | 5\% |
| Male Students without Disabilities | >95\% | RV | 22.22 | 54.17 | RV |
| Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N $<10$ | N $<10$ |
| Male Non-English Learner | >95\% | 18.89 | 21.11 | 45.56 | 14.44 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | >95\% | RV | RV | 11.11 | 5\% |
| Male Non-English Learner without Disabilities | >95\% | RV | 22.22 | 54.17 | RV |
| African-American | RV | RV | 30 | 40 | RV |
| African-American Students with Disabilities | >95\% | RV | RV | <5\% | 5\% |
| African-American Students without Disabilities | 94.87 | RV | 35.14 | 54.05 | RV |
| African-American Non-English Learner | RV | RV | 30 | 40 | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | 5\% | 5\% |
| African-American Non-English Learner without Disabilities | 94.87 | RV | 35.14 | 54.05 | RV |
| African-American Female | 93.33 | RV | 35.71 | 42.86 | RV |
| 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 | 92.59 | RV | 40 | 48 | RV |
| African-American Female Non-English Learner | 93.33 | RV | 35.71 | 42.86 | RV |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ | $\mathrm{N}<10$ | N $<10$ |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | 92.59 | RV | 40 | 48 | RV |
| African-American Male | >95\% | RV | RV | 36.36 | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 66.67 | 8.33 |
| African-American Male Non-English Learner | >95\% | RV | RV | 36.36 | <5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 66.67 | 8.33 |
| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 10 | 22.5 | 39.17 | 28.33 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 23.08 | <5\% |
| Caucasian Students without Disabilities | >95\% | RV | RV | 41.12 | 31.78 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 10 | 22.5 | 39.17 | 28.33 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 23.08 | 5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | RV | 41.12 | 31.78 |
| Caucasian Female | >95\% | RV | RV | 26.42 | 41.51 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | RV | RV | RV | 27.66 | 46.81 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | RV | RV | 26.42 | 41.51 |
| 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 | RV | RV | RV | 27.66 | 46.81 |
| Caucasian Male | >95\% | RV | 20.9 | 49.25 | RV |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | RV | 21.67 | 51.67 | RV |
| Caucasian Male Non-English Learner | >95\% | RV | 20.9 | 49.25 | RV |
| 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 | 21.67 | 51.67 | RV |


|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 92.59 | 68 | RV | RV | <5\% |
| African-American Male | >95\% | RV | RV | 13.64 | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 25 | 8.33 |
| African-American Male Non-English Learner | >95\% | RV | RV | 13.64 | <5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 25 | 8.33 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| 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 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | -- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | -- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 31.67 | 25 | 18.33 | 25 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 7.69 | <5\% |
| Caucasian Students without Disabilities | >95\% | 27.1 | 25.23 | 19.63 | 28.04 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 31.67 | 25 | 18.33 | 25 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 7.69 | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 27.1 | 25.23 | 19.63 | 28.04 |
| Caucasian Female | >95\% | 28.3 | 20.75 | 24.53 | 26.42 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 23.4 | 21.28 | 25.53 | 29.79 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 28.3 | 20.75 | 24.53 | 26.42 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N $<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 23.4 | 21.28 | 25.53 | 29.79 |
| Caucasian Male | >95\% | 34.33 | 28.36 | RV | RV |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | 30 | 28.33 | RV | RV |
| Caucasian Male Non-English Learner | >95\% | 34.33 | 28.36 | RV | RV |
| 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\% | 30 | 28.33 | RV | RV |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


|  |  |  | 2022- |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | >95\% | 44.83 | RV | RV | 6.9 |
| African-American Male | >95\% | RV | RV | <5\% | 10 |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | 10 |
| African-American Male without Disabilities | >95\% | RV | RV | 5 | 10 |
| African-American Male Non-English Learner | >95\% | RV | RV | <5\% | 10 |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 10 |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 5 | 10 |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | $\cdots$ | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Caucasian | >95\% | 35.83 | 22.5 | 25 | 16.67 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 6.67 | 6.67 |
| Caucasian Students without Disabilities | >95\% | 30.48 | 23.81 | 27.62 | 18.1 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 35.83 | 22.5 | 25 | 16.67 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 6.67 | 6.67 |
| Caucasian Non-English Learner without Disabilities | >95\% | 30.48 | 23.81 | 27.62 | 18.1 |
| Caucasian Female | >95\% | 29.51 | 24.59 | 24.59 | 21.31 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 28.07 | 24.56 | 24.56 | 22.81 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 29.51 | 24.59 | 24.59 | 21.31 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 28.07 | 24.56 | 24.56 | 22.81 |
| Caucasian Male | >95\% | 42.37 | RV | 25.42 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | <5\% | 9.09 |
| Caucasian Male without Disabilities | >95\% | 33.33 | RV | 31.25 | RV |
| Caucasian Male Non-English Learner | >95\% | 42.37 | RV | 25.42 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 9.09 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 33.33 | RV | 31.25 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 4 Mathematics |  |  |  |  |  |
| All | >95\% | 13.71 | 49.75 | 30.46 | 6.09 |
| Students with Disabilities | >95\% | 41.94 | 51.61 | RV | RV |
| Students without Disabilities | >95\% | 8.43 | 49.4 | 34.94 | 7.23 |
| English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Non-English Learner | >95\% | 13.85 | 49.74 | 30.26 | 6.15 |
| 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 | >95\% | 41.94 | 51.61 | RV | RV |
| Non-English Learner Students without Disabilities | >95\% | 8.54 | 49.39 | 34.76 | 7.32 |
| Female | >95\% | RV | 52.43 | 29.13 | RV |
| Female Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Students without Disabilities | >95\% | RV | 53.19 | 30.85 | RV |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | >95\% | RV | 51.96 | 29.41 | RV |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner without Disabilities | >95\% | RV | 52.69 | 31.18 | RV |
| Male | >95\% | RV | 46.81 | 31.91 | RV |
| Male Students with Disabilities | >95\% | RV | 54.55 | RV | 5\% |
| Male Students without Disabilities | >95\% | RV | 44.44 | 40.28 | RV |
| Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | >95\% | RV | 47.31 | 31.18 | RV |
| 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 | >95\% | RV | 54.55 | RV | 5\% |
| Male Non-English Learner without Disabilities | >95\% | RV | 45.07 | 39.44 | RV |
| African-American | >95\% | 25 | 62.5 | RV | RV |
| African-American Students with Disabilities | >95\% | RV | RV | <5\% | 5\% |
| African-American Students without Disabilities | >95\% | RV | 69.39 | RV | 5\% |
| African-American Non-English Learner | >95\% | 25 | 62.5 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | >95\% | RV | 69.39 | RV | 5\% |
| African-American Female | >95\% | RV | 64.71 | RV | 5\% |
| African-American Female with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | >95\% | RV | RV | 13.79 | 5\% |
| African-American Female Non-English Learner | >95\% | RV | 64.71 | RV | 5\% |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | RV | 42.62 | 40.98 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 40.35 | 42.11 | RV |
| Caucasian Male | >95\% | RV | 44.07 | 37.29 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Caucasian Male without Disabilities | >95\% | RV | 39.58 | 43.75 | RV |
| Caucasian Male Non-English Learner | >95\% | RV | 44.07 | 37.29 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | 39.58 | 43.75 | RV |


|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | 51.72 | RV | RV | <5\% |
| African-American Male | >95\% | RV | RV | 6.67 | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 10 | <5\% |
| African-American Male Non-English Learner | >95\% | RV | RV | 6.67 | <5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 10 | <5\% |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | >95\% | 32.5 | 19.17 | 33.33 | 15 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 6.67 | 6.67 |
| Caucasian Students without Disabilities | >95\% | 25.71 | 20.95 | 37.14 | 16.19 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 32.5 | 19.17 | 33.33 | 15 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 6.67 | 6.67 |
| Caucasian Non-English Learner without Disabilities | >95\% | 25.71 | 20.95 | 37.14 | 16.19 |
| Caucasian Female | >95\% | 24.59 | RV | 37.7 | RV |
| Caucasian Female with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | RV | 22.81 | 38.6 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 24.59 | RV | 37.7 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 22.81 | 38.6 | RV |
| Caucasian Male | >95\% | 40.68 | RV | 28.81 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | <5\% | 9.09 |
| Caucasian Male without Disabilities | >95\% | 29.17 | RV | 35.42 | RV |
| Caucasian Male Non-English Learner | >95\% | 40.68 | RV | 28.81 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 9.09 |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 29.17 | RV | 35.42 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 5 English Language Arts (ELA) |  |  |  |  |  |
| All | >95\% | 46.03 | 26.98 | 16.93 | 10.05 |
| Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 34.03 | 31.94 | 21.53 | 12.5 |
| English Learner | --- | --- | --- | --- | --- |
| Non-English Learner | >95\% | 46.03 | 26.98 | 16.93 | 10.05 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 34.03 | 31.94 | 21.53 | 12.5 |
| Female | >95\% | 34.83 | 31.46 | 16.85 | 16.85 |
| Female Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | >95\% | 25.68 | 33.78 | 20.27 | 20.27 |
| Female English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner | >95\% | 34.83 | 31.46 | 16.85 | 16.85 |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Female Non-English Learner without Disabilities | >95\% | 25.68 | 33.78 | 20.27 | 20.27 |
| Male | RV | 56 | 23 | RV | RV |
| Male Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | RV | 42.86 | 30 | RV | RV |
| Male English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner | RV | 56 | 23 | RV | RV |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | >95\% | RV | RV | 5\% | 5\% |
| Male Non-English Learner without Disabilities | RV | 42.86 | 30 | RV | RV |
| African-American | >95\% | 56.6 | 28.3 | RV | RV |
| African-American Students with Disabilities | >95\% | RV | RV | 5.88 | 5\% |
| African-American Students without Disabilities | >95\% | 44.44 | 36.11 | RV | RV |
| African-American Non-English Learner | >95\% | 56.6 | 28.3 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | 5.88 | <5\% |
| African-American Non-English Learner without Disabilities | >95\% | 44.44 | 36.11 | RV | RV |
| African-American Female | 95 | 52.63 | RV | RV | 5.26 |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 93.33 | RV | RV | 14.29 | 7.14 |
| African-American Female Non-English Learner | 95 | 52.63 | RV | RV | 5.26 |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |


| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 93.33 | RV | RV | 14.29 | 7.14 |
| African-American Male | >95\% | 58.82 | RV | RV | 5.88 |
| African-American Male with Disabilities | >95\% | RV | RV | 8.33 | <5\% |
| African-American Male without Disabilities | >95\% | 45.45 | RV | RV | 9.09 |
| African-American Male Non-English Learner | >95\% | 58.82 | RV | RV | 5.88 |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | 8.33 | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | 45.45 | RV | RV | 9.09 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabililies | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 40.83 | 25 | 22.5 | 11.67 |
| Caucasian Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Students without Disabilities | >95\% | 30.61 | 28.57 | 27.55 | 13.27 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 40.83 | 25 | 22.5 | 11.67 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 30.61 | 28.57 | 27.55 | 13.27 |
| Caucasian Female | >95\% | 32.26 | 27.42 | 20.97 | 19.35 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 24.07 | 29.63 | 24.07 | 22.22 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 32.26 | 27.42 | 20.97 | 19.35 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 24.07 | 29.63 | 24.07 | 22.22 |
| Caucasian Male | RV | 50 | RV | 24.14 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | <5\% | 7.14 |
| Caucasian Male without Disabilities | RV | 38.64 | RV | 31.82 | RV |
| Caucasian Male Non-English Learner | RV | 50 | RV | 24.14 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 7.14 |
| Caucasian Male Non-English Learner without Disabilities | RV | 38.64 | RV | 31.82 | RV |



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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | 93.33 | RV | RV | 14.29 | <5\% |
| African-American Male | >95\% | 32.35 | 61.76 | RV | RV |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| African-American Male Non-English Learner | >95\% | 32.35 | 61.76 | RV | RV |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | RV | RV | 55 | 27.5 | RV |
| Caucasian Students with Disabilities | >95\% | RV | 54.55 | RV | <5\% |
| Caucasian Students without Disabilities | RV | RV | 55.1 | 32.65 | RV |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | RV | RV | 55 | 27.5 | RV |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | 54.55 | RV | <5\% |
| Caucasian Non-English Learner without Disabilities | RV | RV | 55.1 | 32.65 | RV |
| Caucasian Female | RV | RV | 51.61 | 30.65 | RV |
| Caucasian Female with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | RV | 50 | 35.19 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | RV | RV | 51.61 | 30.65 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 50 | 35.19 | RV |
| Caucasian Male | RV | RV | 58.62 | 24.14 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | 7.14 | <5\% |
| Caucasian Male without Disabilities | >95\% | RV | 61.36 | 29.55 | RV |
| Caucasian Male Non-English Learner | RV | RV | 58.62 | 24.14 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 7.14 | < \% |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | 61.36 | 29.55 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 5 Science |  |  |  |  |  |
| All | >95\% | 53.44 | 24.34 | 16.93 | 5.29 |
| Students with Disabilities | >95\% | 77.78 | RV | RV | <5\% |
| Students without Disabilities | >95\% | 45.83 | 26.39 | 20.83 | 6.94 |
| English Learner | --- | --- | --- | --- | --- |
| Non-English Learner | >95\% | 53.44 | 24.34 | 16.93 | 5.29 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | >95\% | 77.78 | RV | RV | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 45.83 | 26.39 | 20.83 | 6.94 |
| Female | >95\% | 47.19 | 25.84 | RV | RV |
| Female Students with Disabilities | >95\% | RV | RV | 6.67 | <5\% |
| Female Students without Disabilities | >95\% | 43.24 | 25.68 | RV | RV |
| Female English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner | >95\% | 47.19 | 25.84 | RV | RV |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | 6.67 | <5\% |
| Female Non-English Learner without Disabilities | >95\% | 43.24 | 25.68 | RV | RV |
| Male | RV | 59 | 23 | RV | RV |
| Male Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | RV | 48.57 | 27.14 | RV | RV |
| Male English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner | RV | 59 | 23 | RV | RV |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Male Non-English Learner without Disabilities | RV | 48.57 | 27.14 | RV | RV |
| African-American | >95\% | 75.47 | RV | RV | <5\% |
| African-American Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | >95\% | 72.22 | RV | RV | <5\% |
| African-American Non-English Learner | >95\% | 75.47 | RV | RV | <5\% |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 5\% |
| African-American Non-English Learner without Disabilities | >95\% | 72.22 | RV | RV | <5\% |
| African-American Female | 95 | RV | RV | 5.26 | <5\% |
| 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 | 93.33 | RV | RV | 7.14 | <5\% |
| African-American Female Non-English Learner | 95 | RV | RV | 5.26 | <5\% |
| 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 | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 93.33 | RV | RV | 7.14 | < $5 \%$ |
| African-American Male | >95\% | RV | RV | 11.76 | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 18.18 | 5\% |
| African-American Male Non-English Learner | >95\% | RV | RV | 11.76 | <5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 18.18 | <5\% |
| Hispanic | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | 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 | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 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 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 42.5 | 29.17 | RV | RV |
| Caucasian Students with Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Caucasian Students without Disabilities | >95\% | 36.73 | 30.61 | RV | RV |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 42.5 | 29.17 | RV | RV |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 36.73 | 30.61 | RV | RV |
| Caucasian Female | >95\% | 37.1 | 29.03 | RV | RV |
| Caucasian Female with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | 33.33 | 29.63 | RV | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 37.1 | 29.03 | RV | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 33.33 | 29.63 | RV | RV |
| Caucasian Male | RV | 48.28 | 29.31 | RV | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | 7.14 | <5\% |
| Caucasian Male without Disabilities | RV | 40.91 | 31.82 | RV | RV |
| Caucasian Male Non-English Learner | RV | 48.28 | 29.31 | RV | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 7.14 | <5\% |
| Caucasian Male Non-English Learner without Disabilities | RV | 40.91 | 31.82 | RV | RV |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 90 | RV | RV | 11.11 | 11.11 |
| African-American Male | 88.57 | 74.19 | RV | RV | <5\% |
| African-American Male with Disabilities | 78.57 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner | 88.57 | 74.19 | RV | RV | <5\% |
| African-American Male Non-English Learner with Disabilities | 78.57 | RV | RV | < 5 \% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 33.33 | 20.45 | 28.79 | 17.42 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 7.14 | <5\% |
| Caucasian Students without Disabilities | >95\% | 27.97 | 21.19 | 31.36 | 19.49 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 33.33 | 20.45 | 28.79 | 17.42 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 7.14 | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 27.97 | 21.19 | 31.36 | 19.49 |
| Caucasian Female | >95\% | 26.67 | 17.33 | 36 | 20 |
| Caucasian Female with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian Female without Disabilities | >95\% | 21.74 | 17.39 | 39.13 | 21.74 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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| Caucasian Female Non-English Learner | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | 26.67 | 17.33 | 36 | 20 |
| 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 | >95\% | 21.74 | 17.39 | 39.13 | 21.74 |
| Caucasian Male | >95\% | 42.11 | 24.56 | RV | RV |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | 36.73 | 26.53 | RV | RV |
| Caucasian Male Non-English Learner | >95\% | 42.11 | 24.56 | RV | RV |
| 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 | >95\% | 36.73 | 26.53 | RV | RV |



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| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 90 | RV | RV | 16.67 | <5\% |
| African-American Male | 88.57 | 51.61 | 45.16 | RV | RV |
| African-American Male with Disabilities | 78.57 | RV | RV | 9.09 | < $5 \%$ |
| African-American Male without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner | 88.57 | 51.61 | 45.16 | RV | RV |
| African-American Male Non-English Learner with Disabilities | 78.57 | RV | RV | 9.09 | < $5 \%$ |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | RV | 40.15 | 43.18 | RV |
| Caucasian Students with Disabilities | >95\% | RV | RV | 7.14 | < $5 \%$ |
| Caucasian Students without Disabilities | >95\% | RV | 38.98 | 47.46 | RV |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | RV | 40.15 | 43.18 | RV |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 7.14 | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | RV | 38.98 | 47.46 | RV |
| Caucasian Female | >95\% | RV | 40 | 46.67 | RV |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N $<10$ |
| Caucasian Female without Disabilities | >95\% | RV | 40.58 | 50.72 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | RV | 40 | 46.67 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 40.58 | 50.72 | RV |
| Caucasian Male | >95\% | RV | 40.35 | 38.6 | RV |
| Caucasian Male with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | RV | 36.73 | 42.86 | RV |
| Caucasian Male Non-English Learner | >95\% | RV | 40.35 | 38.6 | RV |
| 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 | >95\% | RV | 36.73 | 42.86 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 6 Science |  |  |  |  |  |
| All | >95\% | 49.21 | 21.47 | 19.9 | 9.42 |
| Students with Disabilities | 93.94 | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 41.88 | 23.13 | 23.75 | 11.25 |
| English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 48.95 | 21.58 | 20 | 9.47 |
| 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 | 93.94 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 41.51 | 23.27 | 23.9 | 11.32 |
| Female | >95\% | 43.56 | RV | 28.71 | RV |
| Female Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | >95\% | 36.67 | RV | 32.22 | RV |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | >95\% | 43 | RV | 29 | RV |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Female Non-English Learner without Disabilities | >95\% | 35.96 | RV | 32.58 | RV |
| Male | >95\% | 55.56 | 21.11 | RV | RV |
| Male Students with Disabilities | 90.91 | RV | RV | <5\% | <5\% |
| Male Students without Disabilities | >95\% | 48.57 | 21.43 | RV | RV |
| Male English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner | >95\% | 55.56 | 21.11 | RV | RV |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | 90.91 | RV | RV | <5\% | 5\% |
| Male Non-English Learner without Disabilities | >95\% | 48.57 | 21.43 | RV | RV |
| African-American | 91.38 | 73.58 | 20.75 | RV | RV |
| African-American Students with Disabilities | 88.24 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | 92.68 | 65.79 | 26.32 | RV | RV |
| African-American Non-English Learner | 91.38 | 73.58 | 20.75 | RV | RV |
| African-American Non-English Learner with Disabilities | 88.24 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | 92.68 | 65.79 | 26.32 | RV | RV |
| African-American Female | 91.3 | 61.9 | RV | RV | 5\% |
| 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 | 90 | 55.56 | RV | RV | <5\% |
| African-American Female Non-English Learner | 91.3 | 61.9 | RV | RV | 5\% |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | 90 | 55.56 | RV | RV | <5\% |
| African-American Male | 91.43 | RV | RV | <5\% | 5\% |
| African-American Male with Disabilities | 85.71 | RV | RV | <5\% | 5\% |
| African-American Male without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner | 91.43 | RV | RV | <5\% | 5\% |
| African-American Male Non-English Learner with Disabilities | 85.71 | RV | RV | <5\% | 5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 37.88 | 22.73 | 25.76 | 13.64 |
| Caucasian Students with Disabilities | >95\% | RV | RV | <5\% | 5\% |
| Caucasian Students without Disabilities | >95\% | 33.05 | 22.88 | 28.81 | 15.25 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 37.88 | 22.73 | 25.76 | 13.64 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 33.05 | 22.88 | 28.81 | 15.25 |
| Caucasian Female | >95\% | 36 | RV | 33.33 | RV |
| Caucasian Female with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% | 30.43 | RV | 36.23 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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| Caucasian Female Non-English Learner | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | 36 | RV | 33.33 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 30.43 | RV | 36.23 | RV |
| Caucasian Male | >95\% | 40.35 | 22.81 | RV | RV |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | 36.73 | RV | RV | 24.49 |
| Caucasian Male Non-English Learner | >95\% | 40.35 | 22.81 | RV | RV |
| 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\% | 36.73 | RV | RV | 24.49 |



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|  |  |  | 2022- |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | >95\% | 52.38 | RV | RV | 9.52 |
| African-American Male | >95\% | 53.33 | RV | RV | 13.33 |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | 10 |
| African-American Male without Disabilities | >95\% | RV | RV | 10 | 15 |
| African-American Male Non-English Learner | >95\% | 53.33 | RV | RV | 13.33 |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 10 |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 10 | 15 |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 93.4 | 26.26 | 24.24 | 23.23 | 26.26 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 6.25 | <5\% |
| Caucasian Students without Disabilities | 92.22 | 20.48 | 21.69 | 26.51 | 31.33 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.4 | 26.26 | 24.24 | 23.23 | 26.26 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 6.25 | 5\% |
| Caucasian Non-English Learner without Disabilities | 92.22 | 20.48 | 21.69 | 26.51 | 31.33 |
| Caucasian Female | 91.3 | RV | RV | 26.19 | 30.95 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | 90.24 | RV | RV | 29.73 | 35.14 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 91.3 | RV | RV | 26.19 | 30.95 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | 90.24 | RV | RV | 29.73 | 35.14 |
| Caucasian Male | 95 | 29.82 | 26.32 | 21.05 | 22.81 |
| Caucasian Male with Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Caucasian Male without Disabilities | 93.88 | 23.91 | 23.91 | 23.91 | 28.26 |
| Caucasian Male Non-English Learner | 95 | 29.82 | 26.32 | 21.05 | 22.81 |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 9.09 | <5\% |
| Caucasian Male Non-English Learner without Disabilities | 93.88 | 23.91 | 23.91 | 23.91 | 28.26 |



| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | RV | RV | 14.29 | <5\% |
| African-American Male | >95\% | 66.67 | RV | RV | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 15 | 5 |
| African-American Male Non-English Learner | >95\% | 66.67 | RV | RV | 5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 15 | 5 |
| Hispanic | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| 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 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 93.4 | 19.19 | 33.33 | 29.29 | 18.18 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 18.75 | 5\% |
| Caucasian Students without Disabilities | 92.22 | 15.66 | 31.33 | 31.33 | 21.69 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.4 | 19.19 | 33.33 | 29.29 | 18.18 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 18.75 | <5\% |
| Caucasian Non-English Learner without Disabilities | 92.22 | 15.66 | 31.33 | 31.33 | 21.69 |
| Caucasian Female | 91.3 | 23.81 | 28.57 | 23.81 | 23.81 |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 90.24 | RV | RV | 27.03 | 27.03 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 91.3 | 23.81 | 28.57 | 23.81 | 23.81 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | 90.24 | RV | RV | 27.03 | 27.03 |
| Caucasian Male | 95 | RV | 36.84 | 33.33 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | 27.27 | 5\% |
| Caucasian Male without Disabilities | 93.88 | RV | 34.78 | 34.78 | RV |
| Caucasian Male Non-English Learner | 95 | RV | 36.84 | 33.33 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 27.27 | 5\% |
| Caucasian Male Non-English Learner without Disabilities | 93.88 | RV | 34.78 | 34.78 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 7 Science |  |  |  |  |  |
| All | >95\% | 43.37 | 25.3 | 19.88 | 11.45 |
| Students with Disabilities | >95\% | 68.75 | RV | RV | < 5 \% |
| Students without Disabilities | 94.37 | 37.31 | 26.12 | 22.39 | 14.18 |
| English Learner | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner | >95\% | 43.03 | 25.45 | 20 | 11.52 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | >95\% | 68.75 | RV | RV | <5\% |
| Non-English Learner Students without Disabilities | 94.33 | 36.84 | 26.32 | 22.56 | 14.29 |
| Female | 94.67 | 49.3 | 23.94 | RV | RV |
| Female Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | 93.75 | 41.67 | 26.67 | RV | RV |
| Female English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner | 94.67 | 49.3 | 23.94 | RV | RV |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | < 5 \% |
| Female Non-English Learner without Disabilities | 93.75 | 41.67 | 26.67 | RV | RV |
| Male | >95\% | 38.95 | 26.32 | 24.21 | 10.53 |
| Male Students with Disabilities | >95\% | RV | RV | 14.29 | <5\% |
| Male Students without Disabilities | 94.87 | 33.78 | 25.68 | 27.03 | 13.51 |
| Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner | >95\% | 38.3 | 26.6 | 24.47 | 10.64 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| 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 | >95\% | RV | RV | 14.29 | <5\% |
| Male Non-English Learner without Disabilities | 94.81 | 32.88 | 26.03 | 27.4 | 13.7 |
| African-American | >95\% | 73.21 | 19.64 | RV | RV |
| African-American Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | >95\% | 68.29 | RV | RV | <5\% |
| African-American Non-English Learner | >95\% | 73.21 | 19.64 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | < 5 \% |
| African-American Non-English Learner without Disabilities | >95\% | 68.29 | RV | RV | <5\% |
| African-American Female | >95\% | RV | RV | 5\% | 5\% |
| 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 | >95\% | RV | RV | <5\% | < 5 |
| African-American Female Non-English Learner | >95\% | RV | RV | 5\% | <5\% |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | >95\% | RV | RV | < 5 \% | <5\% |
| African-American Male | >95\% | RV | RV | 10 | <5\% |
| African-American Male with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | >95\% | RV | RV | 15 | 5\% |
| African-American Male Non-English Learner | >95\% | RV | RV | 10 | 5\% |
| African-American Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 5\% |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 15 | <5\% |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | -- | --- |
| Hispanic Female without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 93.4 | 26.26 | 29.29 | 28.28 | 16.16 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 18.75 | <5\% |
| Caucasian Students without Disabilities | 92.22 | 21.69 | 28.92 | 30.12 | 19.28 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.4 | 26.26 | 29.29 | 28.28 | 16.16 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 18.75 | <5\% |
| Caucasian Non-English Learner without Disabilities | 92.22 | 21.69 | 28.92 | 30.12 | 19.28 |
| Caucasian Female | 91.3 | 28.57 | 28.57 | RV | RV |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 90.24 | RV | 29.73 | RV | 24.32 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 91.3 | 28.57 | 28.57 | RV | RV |
| 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 | 90.24 | RV | 29.73 | RV | 24.32 |
| Caucasian Male | 95 | RV | 29.82 | 33.33 | RV |
| Caucasian Male with Disabilities | >95\% | RV | RV | 27.27 | <5\% |
| Caucasian Male without Disabilities | 93.88 | RV | 28.26 | 34.78 | RV |
| Caucasian Male Non-English Learner | 95 | RV | 29.82 | 33.33 | RV |
| Caucasian Male Non-English Learner with Disabilities | >95\% | RV | RV | 27.27 | <5\% |
| Caucasian Male Non-English Learner without Disabilities | 93.88 | RV | 28.26 | 34.78 | RV |



| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | RV | RV | 15 | 10 |
| African-American Male | 93.1 | 51.85 | RV | RV | 7.41 |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male without Disabilities | 90.91 | RV | RV | 15 | 10 |
| African-American Male Non-English Learner | 93.1 | 51.85 | RV | RV | 7.41 |
| African-American Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male Non-English Learner without Disabilities | 90.91 | RV | RV | 15 | 10 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | 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 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | 93.94 | 33.87 | 23.39 | 21.77 | 20.97 |
| Caucasian Students with Disabilities | 94.74 | RV | RV | 5.56 | 5.56 |
| Caucasian Students without Disabilities | 93.81 | 27.36 | 24.53 | 24.53 | 23.58 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.94 | 33.87 | 23.39 | 21.77 | 20.97 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 94.74 | RV | RV | 5.56 | 5.56 |
| Caucasian Non-English Learner without Disabilities | 93.81 | 27.36 | 24.53 | 24.53 | 23.58 |
| Caucasian Female | >95\% | 29.23 | 20 | 26.15 | 24.62 |
| Caucasian Female with Disabilities | 91.67 | RV | RV | 9.09 | <5\% |
| Caucasian Female without Disabilities | >95\% | 22.22 | 18.52 | 29.63 | 29.63 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  |  |  | $2022-2023$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |



| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | RV | RV | 15 | <5\% |
| African-American Male | 93.1 | 59.26 | 37.04 | RV | RV |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | 90.91 | 50 | RV | RV | 5 |
| African-American Male Non-English Learner | 93.1 | 59.26 | 37.04 | RV | RV |
| African-American Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | 90.91 | 50 | RV | RV | 5 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | >95\% | 29.46 | 29.46 | 30.23 | 10.85 |
| Caucasian Students with Disabilities | 94.74 | RV | RV | 5.56 | 5\% |
| Caucasian Students without Disabilities | >95\% | 23.42 | 29.73 | 34.23 | 12.61 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 29.46 | 29.46 | 30.23 | 10.85 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 94.74 | RV | RV | 5.56 | 5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 23.42 | 29.73 | 34.23 | 12.61 |
| Caucasian Female | >95\% | 30.3 | RV | 28.79 | RV |
| Caucasian Female with Disabilities | 91.67 | RV | RV | <5\% | 5\% |
| Caucasian Female without Disabilities | >95\% | RV | 27.27 | 34.55 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 30.3 | RV | 28.79 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| Caucasian Female Non-English Learner without Disabilities | >95\% | RV | 27.27 | 34.55 | RV |
| Caucasian Male | >95\% | RV | 30.16 | 31.75 | RV |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | RV | 32.14 | 33.93 | RV |
| Caucasian Male Non-English Learner | >95\% | RV | 30.16 | 31.75 | RV |
| Caucasian Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | RV | 32.14 | 33.93 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 8 Science |  |  |  |  |  |
| All | 94.87 | 53.51 | 24.86 | 13.51 | 8.11 |
| Students with Disabilities | >95\% | RV | RV | 5\% | <5\% |
| Students without Disabilities | 94.44 | 49.02 | 26.14 | 15.69 | 9.15 |
| English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner | 94.85 | 53.26 | 25 | 13.59 | 8.15 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | 94.41 | 48.68 | 26.32 | 15.79 | 9.21 |
| Female | >95\% | 50 | 25.51 | RV | RV |
| Female Students with Disabilities | 94.44 | RV | RV | 5.88 | <5\% |
| Female Students without Disabilities | >95\% | 45.68 | 25.93 | RV | RV |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | >95\% | 49.48 | 25.77 | RV | RV |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | 94.44 | RV | RV | 5.88 | <5\% |
| Female Non-English Learner without Disabilities | >95\% | 45 | 26.25 | RV | RV |
| Male | 92.55 | 57.47 | 24.14 | RV | RV |
| Male Students with Disabilities | >95\% | RV | RV | 5\% | 6.67 |
| Male Students without Disabilities | 91.14 | 52.78 | 26.39 | RV | RV |
| Male English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner | 92.55 | 57.47 | 24.14 | RV | RV |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | 6.67 |
| Male Non-English Learner without Disabilities | 91.14 | 52.78 | 26.39 | RV | RV |
| African-American | >95\% | 69.23 | 21.15 | RV | RV |
| African-American Students with Disabilities | >95\% | RV | RV | 8.33 | 5\% |
| African-American Students without Disabilities | >95\% | 62.5 | 27.5 | RV | RV |
| African-American Non-English Learner | >95\% | 69.23 | 21.15 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | RV | RV | 8.33 | <5\% |
| African-American Non-English Learner without Disabilities | >95\% | 62.5 | 27.5 | RV | RV |
| African-American Female | >95\% | RV | RV | 12 | <5\% |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | >95\% | RV | RV | 10 | 5\% |
| African-American Female Non-English Learner | >95\% | RV | RV | 12 | <5\% |
| 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 | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | RV | RV | 10 | < $5 \%$ |
| African-American Male | 93.1 | 70.37 | RV | RV | <5\% |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| African-American Male without Disabilities | 90.91 | 60 | RV | RV | 5 |
| African-American Male Non-English Learner | 93.1 | 70.37 | RV | RV | <5\% |
| African-American Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner without Disabilities | 90.91 | 60 | RV | RV | 5 |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | 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 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $N<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | 93.94 | 48.39 | 25 | 16.13 | 10.48 |
| Caucasian Students with Disabilities | 94.74 | RV | RV | <5\% | 5.56 |
| Caucasian Students without Disabilities | 93.81 | 44.34 | 25.47 | 18.87 | 11.32 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.94 | 48.39 | 25 | 16.13 | 10.48 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 94.74 | RV | RV | <5\% | 5.56 |
| Caucasian Non-English Learner without Disabilities | 93.81 | 44.34 | 25.47 | 18.87 | 11.32 |
| Caucasian Female | >95\% | 44.62 | 26.15 | RV | RV |
| Caucasian Female with Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| Caucasian Female without Disabilities | >95\% | 38.89 | 25.93 | RV | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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| Caucasian Female Non-English Learner | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | 44.62 | 26.15 | RV | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | 91.67 | RV | RV | <5\% | < $5 \%$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% | 38.89 | 25.93 | RV | RV |
| Caucasian Male | 92.19 | 52.54 | 23.73 | RV | RV |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | 91.23 | 50 | 25 | RV | RV |
| Caucasian Male Non-English Learner | 92.19 | 52.54 | 23.73 | RV | RV |
| 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 | 91.23 | 50 | 25 | RV | RV |



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| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | RV | RV | 14.29 | 14.29 |
| African-American Male | 92.31 | 63.89 | 30.56 | RV | RV |
| African-American Male with Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 92.59 | 60 | RV | RV | <5\% |
| African-American Male Non-English Learner | 92.31 | 63.89 | 30.56 | RV | RV |
| African-American Male Non-English Learner with Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | 92.59 | 60 | RV | RV | 5\% |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | - |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | 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 | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 |
| Caucasian | >95\% | 36.64 | 19.85 | 17.56 | 25.95 |
| Caucasian Students with Disabilities | >95\% | RV | RV | 8 | 5\% |
| Caucasian Students without Disabilities | >95\% | 25.47 | 22.64 | 19.81 | 32.08 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | >95\% | 36.64 | 19.85 | 17.56 | 25.95 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | RV | RV | 8 | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 25.47 | 22.64 | 19.81 | 32.08 |
| Caucasian Female | 94.52 | 28.99 | 23.19 | 20.29 | 27.54 |
| Caucasian Female with Disabilities | >95\% | RV | RV | 15.38 | <5\% |
| Caucasian Female without Disabilities | 93.33 | 17.86 | 26.79 | 21.43 | 33.93 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 94.52 | 28.99 | 23.19 | 20.29 | 27.54 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | >95\% | RV | RV | 15.38 | 5\% |
| Caucasian Female Non-English Learner without Disabilities | 93.33 | 17.86 | 26.79 | 21.43 | 33.93 |
| Caucasian Male | >95\% | 45.16 | RV | RV | 24.19 |
| Caucasian Male with Disabilities | 92.31 | RV | RV | <5\% | <5\% |
| Caucasian Male without Disabilities | >95\% | 34 | RV | RV | 30 |
| Caucasian Male Non-English Learner | >95\% | 45.16 | RV | RV | 24.19 |
| Caucasian Male Non-English Learner with Disabilities | 92.31 | RV | RV | <5\% | <5\% |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 34 | RV | RV | 30 |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | >95\% | 52.38 | RV | RV | <5\% |
| African-American Male | 84.62 | 81.82 | RV | RV | < $5 \%$ |
| African-American Male with Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| African-American Male without Disabilities | 81.48 | RV | RV | 9.09 | <5\% |
| African-American Male Non-English Learner | 84.62 | 81.82 | RV | RV | <5\% |
| African-American Male Non-English Learner with Disabilities | 91.67 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner without Disabilities | 81.48 | RV | RV | 9.09 | <5\% |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N $<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 93.43 | 52.34 | 18.75 | 17.97 | 10.94 |
| Caucasian Students with Disabilities | 88.46 | RV | RV | <5\% | <5\% |
| Caucasian Students without Disabilities | 94.59 | 45.71 | 20.95 | 20.95 | 12.38 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.43 | 52.34 | 18.75 | 17.97 | 10.94 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 88.46 | RV | RV | <5\% | <5\% |
| Caucasian Non-English Learner without Disabilities | 94.59 | 45.71 | 20.95 | 20.95 | 12.38 |
| Caucasian Female | >95\% | 58.57 | 18.57 | RV | RV |
| Caucasian Female with Disabilities | >95\% | RV | RV | 7.69 | 7.69 |
| Caucasian Female without Disabilities | 95 | 52.63 | 22.81 | RV | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 58.57 | 18.57 | RV | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | >95\% | RV | RV | 7.69 | 7.69 |
| Caucasian Female Non-English Learner without Disabilities | 95 | 52.63 | 22.81 | RV | RV |
| Caucasian Male | 90.63 | 44.83 | RV | 22.41 | RV |
| Caucasian Male with Disabilities | 76.92 | RV | RV | <5\% | 5\% |
| Caucasian Male without Disabilities | 94.12 | 37.5 | RV | 27.08 | RV |
| Caucasian Male Non-English Learner | 90.63 | 44.83 | RV | 22.41 | RV |
| Caucasian Male Non-English Learner with Disabilities | 76.92 | RV | RV | <5\% | 5\% |
| Caucasian Male Non-English Learner without Disabilities | 94.12 | 37.5 | RV | 27.08 | RV |



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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | >95\% | RV | RV | < $5 \%$ | <5\% |
| African-American Male | 87.18 | 79.41 | RV | RV | <5\% |
| African-American Male with Disabilities | 91.67 | RV | RV | 9.09 | 5\% |
| African-American Male without Disabilities | 85.19 | RV | RV | 8.7 | <5\% |
| African-American Male Non-English Learner | 87.18 | 79.41 | RV | RV | <5\% |
| African-American Male Non-English Learner with Disabilities | 91.67 | RV | RV | 9.09 | 5\% |
| African-American Male Non-English Learner without Disabilities | 85.19 | RV | RV | 8.7 | <5\% |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- |
| 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 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabililies | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- | --- | -- | --- | --- |
| 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 | 94.16 | 51.94 | 19.38 | 20.93 | 7.75 |
| Caucasian Students with Disabilities | 88.46 | RV | RV | <5\% | <5\% |
| Caucasian Students without Disabilities | >95\% | 44.34 | RV | 24.53 | RV |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 94.16 | 51.94 | 19.38 | 20.93 | 7.75 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 88.46 | RV | RV | <5\% | <5\% |
| Caucasian Non-English Learner without Disabilities | >95\% | 44.34 | RV | 24.53 | RV |
| Caucasian Female | >95\% | 51.43 | RV | 21.43 | RV |
| Caucasian Female with Disabilities | >95\% | RV | RV | 7.69 | 7.69 |
| Caucasian Female without Disabilities | 95 | 43.86 | RV | 24.56 | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >95\% | 51.43 | RV | 21.43 | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | >95\% | RV | RV | 7.69 | 7.69 |
| Caucasian Female Non-English Learner without Disabilities | 95 | 43.86 | RV | 24.56 | RV |
| Caucasian Male | 92.19 | 52.54 | RV | 20.34 | RV |
| Caucasian Male with Disabilities | 76.92 | RV | RV | <5\% | <5\% |
| Caucasian Male without Disabilities | >95\% | 44.9 | RV | 24.49 | RV |
| Caucasian Male Non-English Learner | 92.19 | 52.54 | RV | 20.34 | RV |
| Caucasian Male Non-English Learner with Disabilities | 76.92 | RV | RV | <5\% | <5\% |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 44.9 | RV | 24.49 | RV |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| Grade 10 English Language Arts (ELA) |  |  |  |  |  |
| All | 93.4 | 35.87 | 17.93 | 20.11 | 26.09 |
| Students with Disabilities | 81.48 | RV | RV | <5\% | <5\% |
| Students without Disabilities | >95\% | 28.4 | 19.14 | 22.84 | 29.63 |
| English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner | 93.37 | 35.52 | 18.03 | 20.22 | 26.23 |
| English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| 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 | 81.48 | RV | RV | <5\% | <5\% |
| Non-English Learner Students without Disabilities | >95\% | 27.95 | 19.25 | 22.98 | 29.81 |
| Female | 91.67 | 25 | 21.59 | 23.86 | 29.55 |
| Female Students with Disabilities | 80 | RV | RV | <5\% | <5\% |
| Female Students without Disabilities | 93.02 | 18.75 | 22.5 | 26.25 | 32.5 |
| Female English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner | 91.67 | 25 | 21.59 | 23.86 | 29.55 |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner with Disabilities | 80 | RV | RV | <5\% | <5\% |
| Female Non-English Learner without Disabilities | 93.02 | 18.75 | 22.5 | 26.25 | 32.5 |
| Male | >95\% | 45.83 | 14.58 | 16.67 | 22.92 |
| Male Students with Disabilities | 82.35 | RV | RV | <5\% | 5\% |
| Male Students without Disabilities | >95\% | 37.8 | 15.85 | 19.51 | 26.83 |
| Male English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Male Non-English Learner | 95 | 45.26 | 14.74 | 16.84 | 23.16 |
| Male English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 82.35 | RV | RV | <5\% | 5\% |
| Male Non-English Learner without Disabilities | >95\% | 37.04 | 16.05 | 19.75 | 27.16 |
| African-American | >95\% | 61.7 | 25.53 | RV | RV |
| African-American Students with Disabilities | 90.91 | RV | RV | <5\% | <5\% |
| African-American Students without Disabilities | >95\% | 51.35 | 32.43 | RV | RV |
| African-American Non-English Learner | >95\% | 61.7 | 25.53 | RV | RV |
| African-American Non-English Learner with Disabilities | 90.91 | RV | RV | <5\% | <5\% |
| African-American Non-English Learner without Disabilities | >95\% | 51.35 | 32.43 | RV | RV |
| African-American Female | >95\% | 52.17 | RV | RV | <5\% |
| African-American Female with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Female without Disabilities | >95\% | RV | RV | 10 | 5 |
| African-American Female Non-English Learner | >95\% | 52.17 | RV | RV | <5\% |
| 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 | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | >95\% | RV | RV | 10 | 5 |
| African-American Male | >95\% | RV | RV | <5\% | 8.33 |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | >95\% | RV | RV | 5.88 | 11.76 |
| African-American Male Non-English Learner | >95\% | RV | RV | <5\% | 8.33 |
| African-American Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | >95\% | RV | RV | 5.88 | 11.76 |
| Hispanic | 90.91 | RV | RV | 20 | 40 |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | 90.91 | RV | RV | 20 | 40 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | 90 | RV | RV | 22.22 | 44.44 |
| 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 | 90 | RV | RV | 22.22 | 44.44 |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 93.33 | 28.57 | 14.29 | 25.4 | 31.75 |
| Caucasian Students with Disabilities | 80 | RV | RV | <5\% | <5\% |
| Caucasian Students without Disabilities | 95 | 22.81 | 14.04 | 28.07 | 35.09 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 93.33 | 28.57 | 14.29 | 25.4 | 31.75 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 80 | RV | RV | <5\% | <5\% |
| Caucasian Non-English Learner without Disabilities | 95 | 22.81 | 14.04 | 28.07 | 35.09 |
| Caucasian Female | 90.77 | 16.95 | 16.95 | 30.51 | 35.59 |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 93.1 | RV | RV | 33.33 | 38.89 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 90.77 | 16.95 | 16.95 | 30.51 | 35.59 |
| 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 | 93.1 | RV | RV | 33.33 | 38.89 |
| Caucasian Male | >95\% | 38.81 | RV | RV | 28.36 |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | >95\% | 33.33 | RV | RV | 31.67 |
| Caucasian Male Non-English Learner | >95\% | 38.81 | RV | RV | 28.36 |
| 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\% | 33.33 | RV | RV | 31.67 |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 90.48 | RV | RV | 5.26 | <5\% |
| African-American Male | 92 | RV | RV | <5\% | <5\% |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male without Disabilities | 94.12 | RV | RV | 5\% | <5\% |
| African-American Male Non-English Learner | 92 | RV | RV | 5\% | <5\% |
| African-American Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner without Disabilities | 94.12 | RV | RV | <5\% | <5\% |
| Hispanic | >95\% | RV | RV | 9.09 | 9.09 |
| Hispanic Students with Disabilities | --- | --- | -- | --- | --- |
| Hispanic Students without Disabilities | >95\% | RV | RV | 9.09 | 9.09 |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | >95\% | RV | RV | 10 | 10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | 10 | 10 |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 94.07 | 46.46 | 29.92 | 14.96 | 8.66 |
| Caucasian Students with Disabilities | 93.33 | RV | RV | <5\% | 7.14 |
| Caucasian Students without Disabilities | 94.17 | 40.71 | 33.63 | 16.81 | 8.85 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 94.07 | 46.46 | 29.92 | 14.96 | 8.66 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 93.33 | RV | RV | <5\% | 7.14 |
| Caucasian Non-English Learner without Disabilities | 94.17 | 40.71 | 33.63 | 16.81 | 8.85 |
| Caucasian Female | 93.85 | 44.26 | 37.7 | RV | RV |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 93.1 | 38.89 | 42.59 | RV | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 93.85 | 44.26 | 37.7 | RV | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | 93.1 | 38.89 | 42.59 | RV | RV |
| Caucasian Male | 94.29 | 48.48 | 22.73 | RV | RV |
| Caucasian Male with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | 42.37 | 25.42 | RV | RV |
| Caucasian Male Non-English Learner | 94.29 | 48.48 | 22.73 | RV | RV |
| 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 | >95\% | 42.37 | 25.42 | RV | RV |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 90.48 | 52.63 | RV | RV | <5\% |
| African-American Male | >95\% | RV | RV | <5\% | <5\% |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male without Disabilities | 94.12 | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner | >95\% | RV | RV | <5\% | <5\% |
| African-American Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| African-American Male Non-English Learner without Disabilities | 94.12 | RV | RV | <5\% | <5\% |
| Hispanic | >95\% | RV | RV | 5\% | 9.09 |
| Hispanic Students with Disabilities | --- | --- | -- | --- | --- |
| Hispanic Students without Disabilities | >95\% | RV | RV | 5\% | 9.09 |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | >95\% | RV | RV | 5\% | 10 |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | RV | <5\% | 10 |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 94.07 | 48.03 | 22.05 | 15.75 | 14.17 |
| Caucasian Students with Disabilities | 93.33 | RV | RV | <5\% | 7.14 |
| Caucasian Students without Disabilities | 94.17 | 42.48 | 24.78 | 17.7 | 15.04 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 94.07 | 48.03 | 22.05 | 15.75 | 14.17 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | 93.33 | RV | RV | 55\% | 7.14 |
| Caucasian Non-English Learner without Disabilities | 94.17 | 42.48 | 24.78 | 17.7 | 15.04 |
| Caucasian Female | 93.85 | 44.26 | 26.23 | RV | RV |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | 93.1 | 38.89 | 29.63 | RV | RV |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 93.85 | 44.26 | 26.23 | RV | RV |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| 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 | 93.1 | 38.89 | 29.63 | RV | RV |
| Caucasian Male | 94.29 | 51.52 | 18.18 | RV | RV |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male without Disabilities | >95\% | 45.76 | 20.34 | RV | RV |
| Caucasian Male Non-English Learner | 94.29 | 51.52 | 18.18 | RV | RV |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian Male Non-English Learner without Disabilities | >95\% | 45.76 | 20.34 | RV | RV |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | 96.62 | 26.13 | 22.02 | 26.95 | 24.9 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | >95\% | 72.41 | 17.24 | RV | RV |
| Caucasian Female Non-English Learner without Disabilities | 96.83 | 19.86 | 22.66 | 29.21 | 28.27 |
| Caucasian Male | >97\% | 39.71 | 21.4 | 20.78 | 18.11 |
| Caucasian Male with Disabilities | >95\% | 80.52 | RV | RV | <5\% |
| Caucasian Male without Disabilities | 96.92 | 32.03 | 23.23 | 23.96 | 20.78 |
| Caucasian Male Non-English Learner | >97\% | 39.71 | 21.4 | 20.78 | 18.11 |
| Caucasian Male Non-English Learner with Disabilities | >95\% | 80.52 | RV | RV | <5\% |
| Caucasian Male Non-English Learner without Disabilities | 96.92 | 32.03 | 23.23 | 23.96 | 20.78 |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| All Grades Mathematics |  |  |  |  |  |
| All | 96.57 | 31.48 | 36.24 | 24.16 | 8.12 |
| Students with Disabilities | RV | 63.12 | 30.8 | RV | RV |
| Students without Disabilities | 96.69 | 24.69 | 37.41 | 28.2 | 9.7 |
| English Learner | 93.33 | RV | RV | 28.57 | <5\% |
| Non-English Learner | 96.6 | 31.5 | 36.18 | 24.12 | 8.2 |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | 92.31 | RV | RV | 25 | < 5 \% |
| Non-English Learner Students with Disabilities | >95\% | 63.22 | 31.03 | RV | RV |
| Non-English Learner Students without Disabilities | 96.74 | 24.69 | 37.28 | 28.23 | 9.79 |
| Female | >97\% | 29.59 | 37.84 | 23.78 | 8.78 |
| Female Students with Disabilities | >95\% | 65 | 30 | RV | RV |
| Female Students without Disabilities | >97\% | 24.06 | 39.06 | 27.03 | 9.84 |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 |
| Female Non-English Learner | >97\% | 29.78 | 37.43 | 23.91 | 8.88 |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | >95\% | 65 | 30 | RV | RV |
| Female Non-English Learner without Disabilities | >97\% | 24.21 | 38.61 | 27.22 | 9.97 |
| Male | 95.91 | 33.33 | 34.67 | 24.53 | 7.47 |
| Male Students with Disabilities | RV | 61.96 | 31.29 | RV | RV |
| Male Students without Disabilities | 96.23 | 25.38 | 35.6 | 29.47 | 9.54 |
| Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner | 96 | 33.2 | 34.95 | 24.33 | 7.53 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| 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 | RV | 62.11 | 31.68 | RV | RV |
| Male Non-English Learner without Disabilities | 96.36 | 25.21 | 35.85 | 29.33 | 9.61 |
| African-American | 95.13 | 49.3 | 38.37 | RV | RV |
| African-American Students with Disabilities | 94.87 | 75.68 | 23.42 | RV | RV |
| African-American Students without Disabilities | RV | 40.13 | 43.57 | RV | RV |
| African-American Non-English Learner | 95.13 | 49.3 | 38.37 | RV | RV |
| African-American Non-English Learner with Disabilities | 94.87 | 75.68 | 23.42 | RV | RV |
| African-American Non-English Learner without Disabilities | RV | 40.13 | 43.57 | RV | RV |
| African-American Female | RV | 42.5 | 42.5 | RV | RV |
| African-American Female with Disabilities | >95\% | RV | RV | <5\% | <5\% |
| African-American Female without Disabilities | RV | 35.33 | 46.71 | RV | RV |
| African-American Female Non-English Learner | RV | 42.5 | 42.5 | RV | RV |
| African-American Female Non-English Learner with Disabilities | >95\% | RV | RV | <5\% | <5\% |

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| African-American Female Non-English Learner without Disabilities | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | RV | 35.33 | 46.71 | RV | RV |
| African-American Male | 94.26 | 55.22 | 34.78 | RV | RV |
| African-American Male with Disabilities | 93.98 | 74.36 | 24.36 | RV | RV |
| African-American Male without Disabilities | RV | 45.39 | 40.13 | RV | RV |
| African-American Male Non-English Learner | 94.26 | 55.22 | 34.78 | RV | RV |
| African-American Male Non-English Learner with Disabilities | 93.98 | 74.36 | 24.36 | RV | RV |
| African-American Male Non-English Learner without Disabilities | RV | 45.39 | 40.13 | RV | RV |
| Hispanic | >95\% | RV | 53.19 | 21.28 | RV |
| Hispanic Students with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | >95\% | RV | 51.22 | 24.39 | RV |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | >95\% | RV | 52.38 | 23.81 | RV |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner without Disabilities | >95\% | RV | 50 | 27.78 | RV |
| Hispanic Female | >95\% | RV | 51.43 | RV | 5.71 |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female without Disabilities | >95\% | RV | 51.61 | RV | 6.45 |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | >95\% | RV | 48.39 | RV | 6.45 |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner without Disabilities | >95\% | RV | 48.15 | RV | 7.41 |
| Hispanic Male | >95\% | RV | RV | 25 | 8.33 |
| Hispanic Male with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | >95\% | RV | RV | 30 | 10 |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | >95\% | RV | RV | 27.27 | 9.09 |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 97.11 | 24.51 | 33.95 | 30.15 | 11.38 |
| Caucasian Students with Disabilities | RV | 54.81 | 34.81 | RV | RV |
| Caucasian Students without Disabilities | >97\% | 19.64 | 33.81 | 33.57 | 12.98 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 97.11 | 24.51 | 33.95 | 30.15 | 11.38 |
| Caucasian English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | RV | 54.81 | 34.81 | RV | RV |
| Caucasian Non-English Learner without Disabilities | >97\% | 19.64 | 33.81 | 33.57 | 12.98 |
| Caucasian Female | >97\% | 25.31 | 34.29 | 28.16 | 12.24 |
| Caucasian Female with Disabilities | >95\% | 60 | 31.67 | RV | RV |
| Caucasian Female without Disabilities | >97\% | 20.47 | 34.65 | 31.4 | 13.49 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >97\% | 25.31 | 34.29 | 28.16 | 12.24 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | >95\% | 60 | 31.67 | RV | RV |
| Caucasian Female Non-English Learner without Disabilities | >97\% | 20.47 | 34.65 | 31.4 | 13.49 |
| Caucasian Male | 96.81 | 23.71 | 33.61 | 32.16 | 10.52 |
| Caucasian Male with Disabilities | 94.94 | 50.67 | 37.33 | RV | RV |
| Caucasian Male without Disabilities | >97\% | 18.78 | 32.93 | 35.85 | 12.44 |
| Caucasian Male Non-English Learner | 96.81 | 23.71 | 33.61 | 32.16 | 10.52 |
| Caucasian Male Non-English Learner with Disabilities | 94.94 | 50.67 | 37.33 | RV | RV |
| Caucasian Male Non-English Learner without Disabilities | >97\% | 18.78 | 32.93 | 35.85 | 12.44 |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | \% Tested | \% In Need of Support | \% Close | \% Ready | \% Exceeds |
| All Grades Science |  |  |  |  |  |
| All | 96.5 | 50.71 | 22.16 | 17.46 | 9.67 |
| Students with Disabilities | >95\% | 81.51 | 12.83 | RV | RV |
| Students without Disabilities | 96.45 | 44.04 | 24.18 | 20.34 | 11.44 |
| English Learner | 93.33 | RV | RV | <5\% | 7.14 |
| Non-English Learner | 96.53 | 50.58 | 22.1 | 17.63 | 9.69 |
| English Learner Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| English Learner Students without Disabilities | 92.31 | RV | RV | <5\% | 8.33 |
| Non-English Learner Students with Disabilities | >95\% | 81.75 | 12.55 | RV | RV |
| Non-English Learner Students without Disabilities | 96.5 | 43.81 | 24.17 | 20.54 | 11.47 |
| Female | >97\% | 48.04 | 22.73 | 19.49 | 9.74 |
| Female Students with Disabilities | >95\% | 80 | 12 | RV | RV |
| Female Students without Disabilities | 96.97 | 43.04 | 24.41 | 21.6 | 10.95 |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | >97\% | 47.61 | 22.85 | 19.7 | 9.85 |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | >95\% | 80 | 12 | RV | RV |
| Female Non-English Learner without Disabilities | 96.93 | 42.47 | 24.56 | 21.87 | 11.09 |
| Male | 95.91 | 53.33 | 21.6 | 15.47 | 9.6 |
| Male Students with Disabilities | >95\% | 82.42 | 13.33 | RV | RV |
| Male Students without Disabilities | 95.9 | 45.13 | 23.93 | 18.97 | 11.97 |
| Male English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | 96 | 53.49 | 21.37 | 15.59 | 9.54 |
| Male English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| 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 | >95\% | 82.82 | 12.88 | RV | RV |
| Male Non-English Learner without Disabilities | 96.03 | 45.27 | 23.75 | 19.1 | 11.88 |
| African-American | 95.8 | 73.21 | 17.78 | RV | RV |
| African-American Students with Disabilities | >95\% | 89.38 | RV | RV | <5\% |
| African-American Students without Disabilities | RV | 67.5 | 21.25 | RV | RV |
| African-American Non-English Learner | 95.8 | 73.21 | 17.78 | RV | RV |
| African-American Non-English Learner with Disabilities | >95\% | 89.38 | RV | RV | <5\% |
| African-American Non-English Learner without Disabilities | RV | 67.5 | 21.25 | RV | RV |
| African-American Female | RV | 69.5 | 20.5 | RV | RV |
| African-American Female with Disabilities | >95\% | RV | RV | 6.06 | <5\% |
| African-American Female without Disabilities | RV | 66.47 | 22.75 | RV | RV |
| African-American Female Non-English Learner | RV | 69.5 | 20.5 | RV | RV |
| African-American Female Non-English Learner with Disabilities | >95\% | RV | RV | 6.06 | <5\% |


|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Female Non-English Learner without Disabilities | RV | 66.47 | 22.75 | RV | RV |
| African-American Male | RV | 76.39 | 15.45 | RV | RV |
| African-American Male with Disabilities | >95\% | 91.25 | RV | RV | <5\% |
| African-American Male without Disabilities | RV | 68.63 | 19.61 | RV | RV |
| African-American Male Non-English Learner | RV | 76.39 | 15.45 | RV | RV |
| African-American Male Non-English Learner with Disabilities | >95\% | 91.25 | RV | RV | 5\% |
| African-American Male Non-English Learner without Disabilities | RV | 68.63 | 19.61 | RV | RV |
| Hispanic | >95\% | 57.45 | 21.28 | RV | RV |
| Hispanic Students with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Students without Disabilities | >95\% | 53.66 | RV | RV | 9.76 |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | >95\% | 54.76 | RV | RV | 9.52 |
| Hispanic English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Non-English Learner without Disabilities | >95\% | 50 | RV | RV | 11.11 |
| Hispanic Female | >95\% | 68.57 | RV | RV | 5.71 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female without Disabilities | >95\% | 64.52 | RV | RV | 6.45 |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic Female Non-English Learner | >95\% | 64.52 | RV | RV | 6.45 |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner without Disabilities | >95\% | 59.26 | RV | RV | 7.41 |
| Hispanic Male | >95\% | RV | RV | 16.67 | 16.67 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | >95\% | RV | RV | 20 | 20 |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner | >95\% | RV | RV | 18.18 | 18.18 |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Caucasian | 96.71 | 40.37 | 23.79 | 22.35 | 13.49 |
| Caucasian Students with Disabilities | >95\% | 74.81 | 16.3 | RV | RV |
| Caucasian Students without Disabilities | 96.76 | 34.81 | 25 | 25 | 15.19 |
| Caucasian English Learner | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | 96.71 | 40.37 | 23.79 | 22.35 | 13.49 |
| Caucasian English Learner without Disabilities | --- | --- | -- | --- | --- |
| Caucasian Non-English Learner with Disabilities | >95\% | 74.81 | 16.3 | RV | RV |
| Caucasian Non-English Learner without Disabilities | 96.76 | 34.81 | 25 | 25 | 15.19 |
| Caucasian Female | >97\% | 37.63 | 24.13 | 24.34 | 13.91 |
| Caucasian Female with Disabilities | >95\% | 76.67 | RV | RV | -5\% |
| Caucasian Female without Disabilities | >97\% | 32.17 | 25.64 | 26.81 | 15.38 |
| Caucasian Female English Learner | --- | --- | --- | --- | --- |

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|  | 2022-2023 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Female Non-English Learner | >97\% | 37.63 | 24.13 | 24.34 | 13.91 |
| Caucasian Female English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | >95\% | 76.67 | RV | RV | <5\% |
| Caucasian Female Non-English Learner without Disabilities | >97\% | 32.17 | 25.64 | 26.81 | 15.38 |
| Caucasian Male | 96.21 | 43.15 | 23.44 | 20.33 | 13.07 |
| Caucasian Male with Disabilities | 94.94 | 73.33 | 18.67 | RV | RV |
| Caucasian Male without Disabilities | 96.45 | 37.59 | 24.32 | 23.1 | 14.99 |
| Caucasian Male Non-English Learner | 96.21 | 43.15 | 23.44 | 20.33 | 13.07 |
| Caucasian Male Non-English Learner with Disabilities | 94.94 | 73.33 | 18.67 | RV | RV |
| Caucasian Male Non-English Learner without Disabilities | 96.45 | 37.59 | 24.32 | 23.1 | 14.99 |


|  | 2022-2023 |
| :---: | :---: |
| Four Year Graduation Rates |  |
| All | 93.27\% |
| Students with Disabilities | 83.33\% |
| Students without Disabilities | 94.94\% |
| English Learner | N<10 |
| Non-English Learner | 93.10\% |
| English Learner Students without Disabilities | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 83.33\% |
| Non-English Learner Students without Disabilities | 94.80\% |
| Female | >95\% |
| Female Students with Disabilities | 80.00\% |
| Female Students without Disabilities | >95\% |
| Female English Learner | $\mathrm{N}<10$ |
| Female Non-English Learner | >95\% |
| Female English Learner without Disabilities | N<10 |
| Female Non-English Learner with Disabilities | 80.00\% |
| Female Non-English Learner without Disabilities | >95\% |
| Male | 89.29\% |
| Male Students with Disabilities | 85.00\% |
| Male Students without Disabilities | 90.22\% |
| Male English Learner | $\mathrm{N}<10$ |
| Male Non-English Learner | 89.09\% |
| Male English Learner without Disabilities | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 85.00\% |
| Male Non-English Learner without Disabilities | 90.00\% |
| African-American | 87.23\% |
| African-American Students with Disabilities | 85.71\% |
| African-American Students without Disabilities | 87.88\% |
| African-American Non-English Learner | 87.23\% |
| African-American Non-English Learner with Disabilities | 85.71\% |
| African-American Non-English Learner without Disabilities | 87.88\% |
| African-American Female | >95\% |
| African-American Female with Disabilities | N<10 |
| African-American Female without Disabilities | >95\% |
| African-American Female Non-English Learner | >95\% |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| African-American Female Non-English Learner without Disabilities | >95\% |
| African-American Male | 78.57\% |
| African-American Male with Disabilities | 80.00\% |
| African-American Male without Disabilities | 77.78\% |
| African-American Male Non-English Learner | 78.57\% |


|  | 2022-2023 |
| :---: | :---: |
| African-American Male Non-English Learner with Disabilities | 80.00\% |
| African-American Male Non-English Learner without Disabilities | 77.78\% |
| Hispanic | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | N<10 |
| Hispanic Non-English Learner with Disabilities | --- |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- |
| 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 | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- |
| Hispanic Male without Disabilities | N<10 |
| Hispanic Male English Learner | --- |
| Hispanic Male Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Male English Learner without Disabilities | --- |
| Hispanic Male Non-English Learner with Disabilities | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Caucasian | >95\% |
| Caucasian Students with Disabilities | 81.25\% |
| Caucasian Students without Disabilities | >95\% |
| Caucasian Non-English Learner | >95\% |
| Caucasian Non-English Learner with Disabilities | 81.25\% |
| Caucasian Non-English Learner without Disabilities | >95\% |
| Caucasian Female | >95\% |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female without Disabilities | >95\% |
| Caucasian Female Non-English Learner | >95\% |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | >95\% |
| Caucasian Male | 93.67\% |
| Caucasian Male with Disabilities | 90.00\% |
| Caucasian Male without Disabilities | 94.20\% |
| Caucasian Male Non-English Learner | 93.67\% |
| Caucasian Male Non-English Learner with Disabilities | 90.00\% |


|  | $2022-2023$ |
| :--- | :---: |
| Caucasian Male Non-English Learner without Disabilities | $94.20 \%$ |


| Five Year Graduation Rates |  |
| :---: | :---: |
| All | 94.41\% |
| Students with Disabilities | 93.10\% |
| Students without Disabilities | 94.67\% |
| English Learner | --- |
| Non-English Learner | 94.41\% |
| English Learner Students without Disabilities | --- |
| Non-English Learner Students with Disabilities | 93.10\% |
| Non-English Learner Students without Disabilities | 94.67\% |
| Female | 93.51\% |
| Female Students with Disabilities | $\mathrm{N}<10$ |
| Female Students without Disabilities | 93.15\% |
| Female Non-English Learner | 93.51\% |
| Female Non-English Learner with Disabilities | N<10 |
| Female Non-English Learner without Disabilities | 93.15\% |
| Male | >95\% |
| Male Students with Disabilities | 92.00\% |
| Male Students without Disabilities | >95\% |
| Male English Learner | --- |
| Male Non-English Learner | >95\% |
| Male English Learner without Disabilities | --- |
| Male Non-English Learner with Disabilities | 92.00\% |
| Male Non-English Learner without Disabilities | >95\% |
| African-American | 94.12\% |
| African-American Students with Disabilities | 90.00\% |
| African-American Students without Disabilities | 94.83\% |
| African-American Non-English Learner | 94.12\% |
| African-American Non-English Learner with Disabilities | 90.00\% |
| African-American Non-English Learner without Disabilities | 94.83\% |
| African-American Female | 92.86\% |
| African-American Female with Disabilities | $\mathrm{N}<10$ |
| African-American Female without Disabilities | 92.00\% |
| African-American Female Non-English Learner | 92.86\% |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| African-American Female Non-English Learner without Disabilities | 92.00\% |
| African-American Male | 95.00\% |
| African-American Male with Disabilities | $\mathrm{N}<10$ |
| African-American Male without Disabilities | >95\% |
| African-American Male Non-English Learner | 95.00\% |
| African-American Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| African-American Male Non-English Learner without Disabilities | >95\% |


|  | 2022-2023 |
| :---: | :---: |
| Hispanic | N<10 |
| Hispanic Students with Disabilities | $\mathrm{N}<10$ |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ |
| Hispanic English Learner | --- |
| Hispanic Non-English Learner | $\mathrm{N}<10$ |
| Hispanic English Learner without Disabilities | --- |
| Hispanic Non-English Learner with Disabilities | N<10 |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ |
| Hispanic Male English Learner | --- |
| Hispanic Male Non-English Learner | N<10 |
| Hispanic Male English Learner without Disabilities | --- |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner without Disabilities | N<10 |
| Caucasian | 94.06\% |
| Caucasian Students with Disabilities | 94.44\% |
| Caucasian Students without Disabilities | 93.98\% |
| Caucasian Non-English Learner | 94.06\% |
| Caucasian Non-English Learner with Disabilities | 94.44\% |
| Caucasian Non-English Learner without Disabilities | 93.98\% |
| Caucasian Female | 93.33\% |
| Caucasian Female with Disabilities | N<10 |
| Caucasian Female without Disabilities | 93.18\% |
| Caucasian Female Non-English Learner | 93.33\% |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ |
| Caucasian Female Non-English Learner without Disabilities | 93.18\% |
| Caucasian Male | 94.64\% |
| Caucasian Male with Disabilities | 94.12\% |
| Caucasian Male without Disabilities | 94.87\% |
| Caucasian Male Non-English Learner | 94.64\% |
| Caucasian Male Non-English Learner with Disabilities | 94.12\% |
| Caucasian Male Non-English Learner without Disabilities | 94.87\% |

Wynne School District - 1905000

MODULE: Crosstab - Growth

|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

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|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\cdots$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | - |
| Caucasian | --- | --- | --- | --- | --- | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | -- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | - |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |


|  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | - |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | -- | --- | --- | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | --- | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | --- | --- | --- | --- | --- | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |


| African-American Male with Disabilities | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 68.96 | 78.28 | 73.62 | N<10 | N<10 | --- |
| African-American Male without Disabilities | 81.95 | 86.19 | 84.07 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 76.05 | 82.59 | 79.32 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | 68.96 | 78.28 | 73.62 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 81.95 | 86.19 | 84.07 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | N $<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male | --- | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | 78.06 | 78.88 | 78.47 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 66.7 | 68.82 | 67.76 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 79.4 | 80.07 | 79.74 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 78.06 | 78.88 | 78.47 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 66.7 | 68.82 | 67.76 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 79.4 | 80.07 | 79.74 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 80.73 | 78.49 | 79.61 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 81.75 | 79.7 | 80.73 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 80.73 | 78.49 | 79.61 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 81.75 | 79.7 | 80.73 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male | 75.9 | 79.2 | 77.55 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 77.47 | 80.37 | 78.92 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |

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| Caucasian Male Non-English Learner | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 75.9 | 79.2 | 77.55 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | -- |
| 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 | 77.47 | 80.37 | 78.92 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 4 |  |  |  |  |  |  |
| All | 74.66 | 78.86 | 76.76 | 74.84 | $\mathrm{N}<10$ | 76.97 |
| Students with Disabilities | 76.17 | 77.53 | 76.85 | 72.41 | $\mathrm{N}<10$ | --- |
| Students without Disabilities | 74.39 | 79.1 | 76.75 | 75.28 | $\mathrm{N}<10$ | 76.99 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | 74.28 | 78.52 | 76.4 | 74.86 | $\mathrm{N}<10$ | --- |
| English Learner Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Non-English Learner Students with Disabilities | 76.17 | 77.53 | 76.85 | 72.41 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 73.94 | 78.7 | 76.32 | 75.32 | $\mathrm{N}<10$ | --- |
| Female | 73.69 | 79.06 | 76.38 | 75.17 | $\mathrm{N}<10$ | 76.6 |
| Female Students with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 73.56 | 79.14 | 76.35 | 75.1 | $\mathrm{N}<10$ | 76.59 |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner | 73.5 | 78.76 | 76.13 | 75.17 | $\mathrm{N}<10$ | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 73.35 | 78.81 | 76.08 | 75.1 | $\mathrm{N}<10$ | --- |
| Male | 75.73 | 78.64 | 77.19 | 74.48 | $\mathrm{N}<10$ | 77.38 |
| Male Students with Disabilities | 76.73 | 77.17 | 76.95 | 70.87 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 75.45 | 79.06 | 77.25 | 75.51 | $\mathrm{N}<10$ | 77.5 |
| Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner | 75.15 | 78.25 | 76.7 | 74.52 | $\mathrm{N}<10$ | -- |
| Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Male Non-English Learner with Disabilities | 76.73 | 77.17 | 76.95 | 70.87 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 74.69 | 78.56 | 76.63 | 75.59 | $\mathrm{N}<10$ | --- |
| African-American | 73.2 | 77.04 | 75.12 | 72.03 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | 76.32 | 75.93 | 76.13 | 71.5 | $\mathrm{N}<10$ | --- |
| African-American Students without Disabilities | 72.25 | 77.38 | 74.82 | 72.2 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | 73.2 | 77.04 | 75.12 | 72.03 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | 76.32 | 75.93 | 76.13 | 71.5 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | 72.25 | 77.38 | 74.82 | 72.2 | $\mathrm{N}<10$ | --- |
| African-American Female | 71.69 | 77.89 | 74.79 | 71.5 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Female without Disabilities | 71.43 | 78.1 | 74.77 | 71.48 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | 71.69 | 77.89 | 74.79 | 71.5 | $\mathrm{N}<10$ | --- |
| 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 | 71.43 | 78.1 | 74.77 | 71.48 | $\mathrm{N}<10$ | --- |
| African-American Male | 74.93 | 76.08 | 75.5 | 72.63 | $\mathrm{N}<10$ | --- |

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|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male without Disabilities | 73.41 | 76.36 | 74.89 | 73.18 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 74.93 | 76.08 | 75.5 | 72.63 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | -- |
| African-American Male Non-English Learner without Disabilities | 73.41 | 76.36 | 74.89 | 73.18 | $\mathrm{N}<10$ | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | N<10 |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\cdots$ |
| Hispanic English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian | 74.77 | 79.52 | 77.15 | 76.54 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 76.03 | 79.03 | 77.53 | 73.25 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 74.59 | 79.59 | 77.09 | 77.03 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 74.77 | 79.52 | 77.15 | 76.54 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 76.03 | 79.03 | 77.53 | 73.25 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 74.59 | 79.59 | 77.09 | 77.03 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 74.58 | 79.5 | 77.04 | 77.42 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 74.39 | 79.44 | 76.92 | 77.15 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 74.58 | 79.5 | 77.04 | 77.42 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 74.39 | 79.44 | 76.92 | 77.15 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 74.96 | 79.54 | 77.25 | 75.65 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | 75.58 | 78.56 | 77.07 | 70.39 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 74.82 | 79.76 | 77.29 | 76.89 | $\mathrm{N}<10$ | --- |

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|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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| African-American Male with Disabilities | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 86.4 | 76.98 | 81.69 | 74.57 | $\mathrm{N}<10$ | --- |
| African-American Male without Disabilities | 69.61 | 79.78 | 74.69 | 76.6 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 75.2 | 78.84 | 77.02 | 75.91 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | 86.4 | 76.98 | 81.69 | 74.57 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 69.61 | 79.78 | 74.69 | 76.6 | $\mathrm{N}<10$ | --- |
| Hispanic | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Students with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| 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 | --- | --- | --- | --- | --- | --- |
| Caucasian | 72.36 | 75.05 | 73.71 | 74.96 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 73.5 | 71.7 | 72.6 | 75.65 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 72.12 | 75.79 | 73.95 | 74.82 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 72.36 | 75.05 | 73.71 | 74.96 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 73.5 | 71.7 | 72.6 | 75.65 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 72.12 | 75.79 | 73.95 | 74.82 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 73.16 | 75.24 | 74.2 | 75.98 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 71.96 | 75.46 | 73.71 | 75.39 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 73.16 | 75.24 | 74.2 | 75.98 | $\mathrm{N}<10$ | --- |
| 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 | 71.96 | 75.46 | 73.71 | 75.39 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 71.53 | 74.86 | 73.19 | 73.92 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | 68.9 | 70.41 | 69.65 | 73.12 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 72.31 | 76.18 | 74.24 | 74.15 | $\mathrm{N}<10$ | --- |

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| Caucasian Male Non-English Learner | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 71.53 | 74.86 | 73.19 | 73.92 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner with Disabilities | 68.9 | 70.41 | 69.65 | 73.12 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner without Disabilities | 72.31 | 76.18 | 74.24 | 74.15 | $\mathrm{N}<10$ | --- |
|  | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 6 |  |  |  |  |  |  |
| All | 74.1 | 75.45 | 74.77 | 74.21 | N<10 | --- |
| Students with Disabilities | 76.8 | 77.16 | 76.98 | 74.8 | $\mathrm{N}<10$ | --- |
| Students without Disabilities | 73.66 | 75.18 | 74.42 | 74.11 | $\mathrm{N}<10$ | --- |
| English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Non-English Learner | 74.06 | 75.44 | 74.75 | 74.36 | $\mathrm{N}<10$ | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Non-English Learner Students with Disabilities | 76.8 | 77.16 | 76.98 | 74.8 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 73.62 | 75.17 | 74.39 | 74.29 | $\mathrm{N}<10$ | --- |
| Female | 75.05 | 77.15 | 76.1 | 75.33 | $\mathrm{N}<10$ | --- |
| Female Students with Disabilities | 73.88 | 79.04 | 76.46 | 76.15 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 75.2 | 76.91 | 76.05 | 75.22 | $\mathrm{N}<10$ | --- |
| Female English Learner | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner | 74.99 | 77.16 | 76.07 | 75.62 | $\mathrm{N}<10$ | --- |
| Female English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner with Disabilities | 73.88 | 79.04 | 76.46 | 76.15 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 75.13 | 76.92 | 76.02 | 75.55 | $\mathrm{N}<10$ | --- |
| Male | 72.98 | 73.44 | 73.21 | 72.9 | $\mathrm{N}<10$ | --- |
| Male Students with Disabilities | 79.1 | 75.68 | 77.39 | 73.81 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 71.73 | 72.98 | 72.36 | 72.71 | $\mathrm{N}<10$ | --- |
| Male English Learner | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner | 72.98 | 73.44 | 73.21 | 72.9 | $\mathrm{N}<10$ | --- |
| Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | 79.1 | 75.68 | 77.39 | 73.81 | $\mathrm{N}<10$ | --- |
| Male Non-English Learner without Disabilities | 71.73 | 72.98 | 72.36 | 72.71 | $\mathrm{N}<10$ | --- |
| African-American | 74.57 | 76.19 | 75.38 | 74.72 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | 77.65 | 75.71 | 76.68 | 74.36 | $\mathrm{N}<10$ | --- |
| African-American Students without Disabilities | 73.74 | 76.32 | 75.03 | 74.83 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | 74.57 | 76.19 | 75.38 | 74.72 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | 77.65 | 75.71 | 76.68 | 74.36 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | 73.74 | 76.32 | 75.03 | 74.83 | $\mathrm{N}<10$ | --- |
| African-American Female | 75.2 | 80.21 | 77.7 | 77.53 | $\mathrm{N}<10$ | --- |
| 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 | 74.96 | 80.55 | 77.75 | 78.3 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | 75.2 | 80.21 | 77.7 | 77.53 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner without Disabilities | 74.96 | 80.55 | 77.75 | 78.3 | $\mathrm{N}<10$ | --- |
| African-American Male | 74.1 | 73.21 | 73.66 | 72.72 | $\mathrm{N}<10$ | --- |

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| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | 77.66 | 83.48 | 80.57 | 77.03 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 77.43 | 82.54 | 79.98 | 76.6 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 77.66 | 83.48 | 80.57 | 77.03 | $\mathrm{N}<10$ | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | -- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | -- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian | 80.53 | 82.28 | 81.41 | 81.43 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 81.17 | 86.62 | 83.9 | 78.08 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 80.41 | 81.45 | 80.93 | 82.07 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 80.53 | 82.28 | 81.41 | 81.43 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 81.17 | 86.62 | 83.9 | 78.08 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 80.41 | 81.45 | 80.93 | 82.07 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 81.83 | 82.64 | 82.24 | 81.94 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 82.06 | 81.62 | 81.84 | 82.88 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 81.83 | 82.64 | 82.24 | 81.94 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 82.06 | 81.62 | 81.84 | 82.88 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 79.58 | 82.02 | 80.8 | 81.05 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | 81.64 | 84.98 | 83.31 | 79.47 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 79.08 | 81.31 | 80.2 | 81.42 | $\mathrm{N}<10$ | --- |


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| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male without Disabilities | 76.09 | 78.98 | 77.53 | 74.06 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 78.37 | 79.08 | 78.61 | 76.76 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 76.09 | 78.98 | 77.53 | 74.06 | $\mathrm{N}<10$ | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabililies | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian | 77.49 | 78.17 | 77.77 | 76.23 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 82.17 | 80.18 | 80.96 | 83.78 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 76.5 | 77.72 | 77.05 | 74.64 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 77.49 | 78.17 | 77.77 | 76.23 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 82.17 | 80.18 | 80.96 | 83.78 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 76.5 | 77.72 | 77.05 | 74.64 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 76.19 | 78.73 | 77.37 | 77.35 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | 77.89 | 79.1 | 78.5 | 84.27 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 75.83 | 78.65 | 77.14 | 75.9 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 76.19 | 78.73 | 77.37 | 77.35 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner with Disabilities | 77.89 | 79.1 | 78.5 | 84.27 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 75.83 | 78.65 | 77.14 | 75.9 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 79.06 | 77.56 | 78.22 | 74.89 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | 87.31 | 81.27 | 83.43 | 83.2 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 77.31 | 76.65 | 76.94 | 73.16 | $\mathrm{N}<10$ | -- |


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| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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| African-American Male with Disabilities | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| African-American Male without Disabilities | 76.99 | 82.69 | 80.21 | 73.31 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner | 78.64 | 80.76 | 79.91 | 78.62 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 76.99 | 82.69 | 80.21 | 73.31 | $\mathrm{N}<10$ | --- |
| Hispanic | 79.52 | 79.85 | 79.14 | 69 | $\mathrm{N}<10$ | 78.68 |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | 79.52 | 79.85 | 79.14 | 69 | $\mathrm{N}<10$ | 78.68 |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner | 81.83 | $\mathrm{N}<10$ | 80.29 | 67.35 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | 81.83 | $\mathrm{N}<10$ | 80.29 | 67.35 | $\mathrm{N}<10$ | --- |
| Hispanic Female | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 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 | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| 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 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | N<10 | N<10 | N<10 | N<10 | 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 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| 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 | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian | 78.3 | 76.17 | 77.37 | 76.04 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 82.03 | 80.71 | 81.92 | 81.83 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 77.84 | 75.69 | 76.78 | 75.31 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 78.3 | 76.17 | 77.37 | 76.04 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 82.03 | 80.71 | 81.92 | 81.83 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 77.84 | 75.69 | 76.78 | 75.31 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 79.29 | 78.32 | 78.98 | 76.46 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 78.78 | 77.84 | 78.31 | 75.9 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 79.29 | 78.32 | 78.98 | 76.46 | $\mathrm{N}<10$ | --- |
| 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 | 78.78 | 77.84 | 78.31 | 75.9 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 77.4 | 74.31 | 75.98 | 75.64 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 76.99 | 73.78 | 75.45 | 74.78 | $\mathrm{N}<10$ | --- |

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|  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

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|  |  |  |  | 2023 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | -- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | $\cdots$ |
| African-American Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students with Disabilities | --- | --- | -- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | -- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | --- | --- | -- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | -- | $\cdots$ | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | --- | --- | --- | --- | --- | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | --- | --- | $\cdots$ | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |


|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| 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 <br> Content w/ELP VAS |
| Grade 12 |  |  |  |  |  |  |
| All | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| 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 without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| 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 without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 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 | --- | --- | --- | --- | --- | --- |


|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner | --- | --- | --- | --- | --- | --- |
| 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 | --- | --- | --- | --- | --- | --- |
| Hispanic Female | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | N<10 | N<10 | --- |
| Hispanic Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male | --- | --- | --- | --- | --- | --- |
| Hispanic Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Male English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | --- | --- | --- | --- | --- | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |


|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| 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 <br> Content w/ELP VAS |
| All Grades |  |  |  |  |  |  |
| All | 76.73 | 78.36 | 77.55 | 76.01 | 86.34 | 77.66 |
| Students with Disabilities | 78.11 | 78.02 | 78.11 | 77.52 | N<10 | --- |
| Students without Disabilities | 76.46 | 78.43 | 77.44 | 75.7 | 86.34 | 77.57 |
| English Learner | 83.66 | 86.02 | 84.84 | 77.72 | 86.34 | 85.71 |
| Non-English Learner | 76.67 | 78.29 | 77.49 | 76 | N<10 | --- |
| English Learner Students without Disabilities | 83.66 | 86.02 | 84.84 | 77.72 | 86.34 | 85.71 |
| Non-English Learner Students with Disabilities | 78.11 | 78.02 | 78.11 | 77.52 | $\mathrm{N}<10$ | --- |
| Non-English Learner Students without Disabilities | 76.38 | 78.35 | 77.36 | 75.68 | $\mathrm{N}<10$ | --- |
| Female | 77.06 | 78.87 | 77.93 | 76.22 | $\mathrm{N}<10$ | 78.03 |
| Female Students with Disabilities | 77.93 | 79.12 | 78.63 | 77.58 | $\mathrm{N}<10$ | --- |
| Female Students without Disabilities | 76.94 | 78.83 | 77.83 | 76.01 | $\mathrm{N}<10$ | 77.94 |
| Female English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 84.76 |
| Female Non-English Learner | 77.01 | 78.79 | 77.87 | 76.24 | $\mathrm{N}<10$ | --- |
| Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 84.76 |
| Female Non-English Learner with Disabilities | 77.93 | 79.12 | 78.63 | 77.58 | $\mathrm{N}<10$ | --- |
| Female Non-English Learner without Disabilities | 76.87 | 78.74 | 77.75 | 76.03 | $\mathrm{N}<10$ | --- |
| Male | 76.41 | 77.87 | 77.17 | 75.8 | $\mathrm{N}<10$ | 77.3 |
| Male Students with Disabilities | 78.23 | 77.33 | 77.79 | 77.49 | $\mathrm{N}<10$ | --- |
| Male Students without Disabilities | 75.95 | 78 | 77.02 | 75.37 | $\mathrm{N}<10$ | 77.17 |
| Male English Learner | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | 86.87 |
| Male Non-English Learner | 76.34 | 77.81 | 77.11 | 75.76 | $\mathrm{N}<10$ | --- |
| Male English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 86.87 |
| Male Non-English Learner with Disabilities | 78.23 | 77.33 | 77.79 | 77.49 | $\mathrm{N}<10$ | -- |
| Male Non-English Learner without Disabilities | 75.85 | 77.93 | 76.94 | 75.31 | $\mathrm{N}<10$ | --- |
| African-American | 76.69 | 79.26 | 77.96 | 75.49 | $\mathrm{N}<10$ | --- |
| African-American Students with Disabilities | 78.78 | 77.75 | 78.26 | 76.84 | $\mathrm{N}<10$ | --- |
| African-American Students without Disabilities | 76.03 | 79.74 | 77.86 | 75.06 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner | 76.69 | 79.26 | 77.96 | 75.49 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner with Disabilities | 78.78 | 77.75 | 78.26 | 76.84 | $\mathrm{N}<10$ | --- |
| African-American Non-English Learner without Disabilities | 76.03 | 79.74 | 77.86 | 75.06 | $\mathrm{N}<10$ | --- |
| African-American Female | 77.24 | 79.89 | 78.5 | 75.27 | $\mathrm{N}<10$ | --- |
| African-American Female with Disabilities | 78.03 | 79.15 | 78.59 | 74.64 | $\mathrm{N}<10$ | --- |
| African-American Female without Disabilities | 77.09 | 80.04 | 78.48 | 75.4 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner | 77.24 | 79.89 | 78.5 | 75.27 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner with Disabilities | 78.03 | 79.15 | 78.59 | 74.64 | $\mathrm{N}<10$ | --- |
| African-American Female Non-English Learner without Disabilities | 77.09 | 80.04 | 78.48 | 75.4 | $\mathrm{N}<10$ | --- |
| African-American Male | 76.19 | 78.7 | 77.47 | 75.69 | N<10 | --- |

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|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| African-American Male with Disabilities | 79.14 | 77.08 | 78.11 | 77.92 | N<10 | --- |
| African-American Male without Disabilities | 74.86 | 79.42 | 77.19 | 74.72 | N<10 | --- |
| African-American Male Non-English Learner | 76.19 | 78.7 | 77.47 | 75.69 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner with Disabilities | 79.14 | 77.08 | 78.11 | 77.92 | $\mathrm{N}<10$ | --- |
| African-American Male Non-English Learner without Disabilities | 74.86 | 79.42 | 77.19 | 74.72 | $\mathrm{N}<10$ | --- |
| Hispanic | 78.08 | 78.22 | 78.04 | 71.19 | $\mathrm{N}<10$ | 79.34 |
| Hispanic Students with Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Students without Disabilities | 77.7 | 78.04 | 77.75 | 71.3 | $\mathrm{N}<10$ | 79.23 |
| Hispanic English Learner | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | 83.63 |
| Hispanic Non-English Learner | 78.33 | 77.8 | 77.94 | 71.11 | $\mathrm{N}<10$ | --- |
| Hispanic English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | 83.63 |
| Hispanic Non-English Learner with Disabilities | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Non-English Learner without Disabilities | 77.92 | 77.53 | 77.59 | 71.22 | $\mathrm{N}<10$ | --- |
| Hispanic Female | 77.23 | 78.63 | 77.77 | 68.34 | $\mathrm{N}<10$ | 79.15 |
| Hispanic Female with Disabilities | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Female without Disabilities | 77.51 | 78.87 | 78.01 | 68.96 | $\mathrm{N}<10$ | 79.48 |
| Hispanic Female English Learner | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner | 76.68 | 78.15 | 77.24 | 68.44 | $\mathrm{N}<10$ | --- |
| Hispanic Female English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Female Non-English Learner with Disabilities | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Female Non-English Learner without Disabilities | 76.95 | 78.37 | 77.47 | 69.15 | $\mathrm{N}<10$ | --- |
| Hispanic Male | 80.48 | 77.08 | 78.78 | 78.53 | $\mathrm{N}<10$ | 79.82 |
| Hispanic Male with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | N<10 | $\mathrm{N}<10$ | --- |
| Hispanic Male without Disabilities | 78.29 | 75.56 | 76.93 | 77.83 | $\mathrm{N}<10$ | 78.55 |
| Hispanic Male English Learner | N<10 | N<10 | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner | 82.68 | 76.91 | 79.79 | 77.9 | $\mathrm{N}<10$ | --- |
| Hispanic Male English Learner without Disabilities | N<10 | $\mathrm{N}<10$ | N<10 | N<10 | $\mathrm{N}<10$ | $\mathrm{N}<10$ |
| Hispanic Male Non-English Learner with Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Hispanic Male Non-English Learner without Disabilities | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | $\mathrm{N}<10$ | --- |
| Caucasian | 76.6 | 77.84 | 77.24 | 76.4 | $\mathrm{N}<10$ | --- |
| Caucasian Students with Disabilities | 77.62 | 78.23 | 78.03 | 78.36 | $\mathrm{N}<10$ | --- |
| Caucasian Students without Disabilities | 76.44 | 77.77 | 77.11 | 76.09 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner | 76.6 | 77.84 | 77.24 | 76.4 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner with Disabilities | 77.62 | 78.23 | 78.03 | 78.36 | $\mathrm{N}<10$ | --- |
| Caucasian Non-English Learner without Disabilities | 76.44 | 77.77 | 77.11 | 76.09 | $\mathrm{N}<10$ | --- |
| Caucasian Female | 76.81 | 78.32 | 77.56 | 77.09 | $\mathrm{N}<10$ | --- |
| Caucasian Female with Disabilities | 77.85 | 79.21 | 78.7 | 80.1 | $\mathrm{N}<10$ | --- |
| Caucasian Female without Disabilities | 76.67 | 78.21 | 77.41 | 76.68 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner | 76.81 | 78.32 | 77.56 | 77.09 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner with Disabilities | 77.85 | 79.21 | 78.7 | 80.1 | $\mathrm{N}<10$ | --- |
| Caucasian Female Non-English Learner without Disabilities | 76.67 | 78.21 | 77.41 | 76.68 | $\mathrm{N}<10$ | --- |
| Caucasian Male | 76.38 | 77.35 | 76.92 | 75.7 | $\mathrm{N}<10$ | --- |
| Caucasian Male with Disabilities | 77.45 | 77.52 | 77.54 | 77.02 | $\mathrm{N}<10$ | --- |
| Caucasian Male without Disabilities | 76.19 | 77.32 | 76.81 | 75.45 | $\mathrm{N}<10$ | --- |

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|  | 2022-2023 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Caucasian Male Non-English Learner | 76.38 | 77.35 | 76.92 | 75.7 | $\mathrm{N}<10$ | --- |
| Caucasian Male Non-English Learner with Disabilities | 77.45 | 77.52 | 77.54 | 77.02 | $\mathrm{N}<10$ | - |
| Caucasian Male Non-English Learner without Disabilities | 76.19 | 77.32 | 76.81 | 75.45 | $\mathrm{N}<10$ | - |


[^0]:    † Source: FNS National databank.
    $\dagger$ State Free and Reduced Meal Rate includes preschool and adult education students.

