

Assessment Results 2023


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## World-Class Talent

We will strive to attract, recruit and retain a highly-skilled
workforce, grow and diversify the educator pipeline and put professional learning at the center


## Excellence in Learning

We will close equity gaps and increase academic achievement for all by setting high expectations, high standards, and a quality curriculum

## Engaged Communities

We will elevate student and community voice by forging partnerships with the community and industry, inviting feedback, and creating responsive policies

## Teaching and Learning: Lingering Effects of the Pandemic



- Despite schools being fully open the past two years, educators continue to address learning gaps developed because of the interruptions to teaching and learning in the pandemic.
- Meeting the increased student need for additional academic and social-emotional supports continues to be a challenge for schools.
- While student attendance improved last year, many schools continued to see high rates of chronic absenteeism.
- The RI COVID-19 Academic Impact Report, released in 2022, found significant impacts across the state, concluding that recovering to pre-pandemic levels of student achievement will require 3-5 years of accelerated learning strategies. Our progress is consistent with meeting this timeline for recovery.


## LEAP Task Force Priorities

The LEAP Task Force identified the following priorities to accelerate student learning and move our PK-12 system forward. This work continues to elevate and center the needs of Rhode Island students who are multilingual, differently-abled, and who live in the urban core through explicitly anti-racist, equity-focused lens.

Energize our school communities— students and educators—by launching a back-to-school campaign and statewide toolkit, with attention to students who are chronically absent and opportunity youth.

Ensure all students have access to high-quality and personalized support from adults, both during the school day and through extended learning, partnerships for before/after school, or summer learning opportunities.

Universally screen all students and align resources to need.
Improve and supportstudent transitions, across grades and systems.
Close the digital divide.

## 2030 Performance Metrics-Learn365RI

The Governor has identified the following key performance metrics to help focus and galvanize stakeholders to support schools in improving student outcomes by 2030.

RICAS
ELA


Providing students foundational reading and writing skills (Grades 3-8)

RICAS Math


Providing students foundational mathematical skills (Grades 3-8)

Student Chronic Absentecism


Ensuring students are in-school leaming 180 days a year (Grades K-12)

## Completion



Removing critical financial barriers for students to go to College (Grade 12)

## Rhode Island State Assessments



The PSAT and SAT assessments are administered to all 10th and 11th grade students respectively in Rhode Island to ensure our students are ready for college and career.

## Mathematics

The Rhode Island Comprehensive Assessment System (RICAS) assessments are administered in grades 3-8

The Dynamic Learning Maps (DLM)
assessments are administered to students with significant cognitive disabilities in mathematics in grades 3-8 and 11.

English Language Proficiency

The PSAT and SAT assessments are administered to all 10th and 11th grade students respectively in Rhode Island to ensure our students are ready for college and career.

The ACCESS Assessments are administered in grades K-12 to all multilingual learners, in order to assess students' social and academic proficiency in English across the four language domains of speaking, listening, reading, and writing.

The Next Generation Science Assessment is administered to all students in grades 5, 8 and 11 to assess proficiency in science.

The Dynamic Learning Maps (DLM) assessments are administered to students with significant cognitive disabilities in mathematics in grades 3-8 and 11.

## By the Numbers: 2023 Rhode Island Assessments




| Number of Students Tested in RI: |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| RICAS |  | NGSA | SAT |  |
| ELA | Math | Science | Math | ELA |
| 58,624 | 59,272 | 29,108 | 9,430 | 9,384 |

58,624
59,272
29,108
9,430 9,384


RICAS Subgroup Performance
of economically disadvantagedstudents are proficient in math 6.1\% students are proficient in math
of multilingual learners are proficient in math
of recently exited multilingual learners are proficient in math

## RICAS <br> Summary

2023

## RICAS Statewide Percent Meeting and Exceeding Expectations

- Performance in ELA increased by 2\% points overall indicating a significant increase from 2022.

One third of RIstudents are proficient in ELA in grades 3-8.

- Performance in mathematics increased by $2.7 \%$ points from 2022.

Nearly one in three RI students is proficient in mathematics in grades 3-8.

Number of Students Tested

| Year | ELA | Math |
| :---: | :---: | :---: | :---: |
| $\mathbf{2 0 1 9}$ | 63,155 | 63,856 |
| $\mathbf{2 0 2 1}$ | 55,005 | 54,711 |
| $\mathbf{2 0 2 2}$ | 59,399 | 59,741 |
| $\mathbf{2 0 2 3}$ | 58,624 | 59,272 |

RICAS ELA


RICAS Math


## RICAS <br> English Language Arts

2023

## RICAS ELA: Statewide Performance Levels

- Overall performance levels across the state have increased as compared to 2022 with a 2\% increase.
- Over one third of students in Rhode Island meet or exceed expectations in ELA.

| Year | ELA Number Tested |
| :---: | :---: |
| $\mathbf{2 0 1 9}$ | 63,155 |
| 2021 | 55,005 |
| 2022 | 59,399 |
| 2023 | 58,624 |



## RICAS ELA By Strand

- Although writing continues to be the ELA strand where the average percent of points earned is the lowest of the three, there was a noticeable increase the average percent of points earned across all grades as compared to 2022.
- The average percent of points earned in the reading strand remains relatively unchanged.
- The average percent of points earned in the language strand remains relatively unchanged.


Average Percent of Points Earned on Writing Items


Students consistently struggle with idea development:

- Development of central idea
- Selection and explanation of evidence and/or details
- Organization
- Expression of ideas
- Awareness of task

|  | 3rd | 4th | 5 th | 6 th | 7th | 8th |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| Reading | 56 | 60 | 64 | 56 | 54 | 61 |
| Writing | 23 | 27 | 30 | 26 | 24 | 33 |
| Language | 51 | 49 | 51 | 52 | 52 | 56 |

## RICAS ELA: Percent of Students Meeting and Exceeding Expectations by Grade Level



- Grades 4, ( $4.3 \%$ points) 5 ( $3.4 \%$ points) and $8(3.2 \%)$ demonstrated the highest increases in performance in comparison to performance in 2022.
- RI saw positive trend across all grade levels, apart from grade 7 in terms of growth toward recovery from the pandemic.
- Although performance across all grades is still lower than in 2019, pre-pandemic, gaps have begun to close.


## RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Race/Ethnicity

In ELA, there was a positive trend in the percent of students who met or exceeded proficiency across all race/ethnicity groups as compared to 2022.

Number of Students Tested

| Subgroup | $\mathbf{2 0 2 3}$ |
| :--- | :---: |
| All Students | 58,624 |
| American Indian or Alaska | 451 |
| Native |  |
| Asian | 1,938 |
| Black or African American | 5,178 |
| Hispanic or Latino | 17,137 |
| Native Hawaiian or Other | 93 |
| Pacific Islander |  |
| Two or More Races | 3,104 |
| White | 30,723 |

2023
,137
93

3,104
30,723

RICAS ELA


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## RICAS ELA: Percent of Students Meeting/Exceeding Expectations by Subgroup

- In ELA, data indicates a positive trend across most subgroups as compared to 2022, with the largest increase in the Recently Exited MLLs subgroup (4.9\%).
- Differently Abled students and Current Multilingual Learners continue to have the largest achievement gaps of all subgroups.

Number of Students Tested

## Subgroup

All Students
Differently Abled
Students
Economically
Disadvantaged
Female
Male
Homeless
Multilingual Learners 2023 58,624 9,669 27,664 28,558 30,041 719 Recently Exited MLLs 1,509 Yr1-3


## RICAS ELA: Meeting/Exceeding Expectations by Multilingual Learner Status

- In ELA, proficiency scores in all MLL
subgroups indicate increases in comparisonto 2022.
- The Differently Abled MLL

Student subgroup continues to demonstrate proficiency below $5 \%$.

| Number of Students Tested |  |
| :--- | :---: |
| Subgroup | $\mathbf{2 0 2 3}$ |
| Current MLLs | 7,492 |
| Never MLL | 48,912 |
| Recently (3 yrs) Exited MLLs | 1,509 |
| Differently Abled Students (DAS) | 1,484 |
| +MLL |  |
| DAS + MLL Recently (3yrs) Exited | 74 |

RICAS ELA


## 2023 RICAS ELA with English Language Proficiency Levels



The Blueprint for

## Multilingual Learner

Success outlines systemic actions needed to improve outcomes.


## RICAS Mathematics

2023

## RICAS Math: StatewidePerformance Levels

- 29.6\%of students (about 1 in 3) are proficient in math in grades 3-8 for 2023.
- Overall math performance levels across the state increase 2.7\% points as compared to 2022.
- In math, the percent of students who partially met expectations decreased by $\mathbf{2 . 3}$ \% points in comparison to 2022.

| Year | Math Number Tested |
| :---: | :---: |
| 2019 | 63,856 |
| 2021 | 54,711 |
| 2022 | 59,741 |
| 2023 | 59,272 |



## RICAS Math: Percent of Students Meeting and Exceeding Expectations by Grade Level



- Most grade levels demonstrated higher performance in comparison to 2022.
- Grades 4,5 and $\mathbf{6}$ proficiency levels are the same as or higher than pre-pandemic scores.
- The most significant increases were in $\mathbf{4}^{\text {th }}, 5^{\text {th }}$ and $7^{\text {th }}$ grades.
- Increases ranged from $\mathbf{1 . 3} \%$ points in $6^{\text {th }}$ grade to $\mathbf{5 . 8} \%$ points in $4^{\text {th }}$ grade.


## RICAS Math By Item Type

Compared to the previous year, students scored better on the Mathematics RICAS across all response types-selected response, short answer, and constructed response. The increase was particularly notable in selected response (the average score increased by 7\%) and short answer (11\%).

Constructed response items, in which students answer multi-part questions, showing calculations and work or explanations, continued to be the most difficult questions for students. An example of this type of problem is shown to the right.


Students can benefit from being provided with regular opportunities to solve multi-part problems and show their work and explain their reasoning.


## RICAS Math: Meeting/Exceeding Expectations by Race/Ethnicity

In math, most subgroups
demonstrated
higher performanceon
average by approximately $\mathbf{3} \%$.

## Number of Students Tested

## Subgroup

All Students
American Indian or Alaska Native Asian

Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Two or More Races White

RICAS Math


## RICAS Math: Meeting/Exceeding Expectations by Subgroup

- In math, data indicates a positive trend in most subgroups as compared to 2022 with the largest increase in the Recently Exited MLLs (6.3\% points).
- Differently Abled students and Current Multilingual Learners continue to have the largest achievement gaps of all subgroups.

| Number of Students Tested |  |
| :--- | :---: |
| Subgroup | $\mathbf{2 0 2 3}$ |
| All Students | 59,272 |
| Differently Abled Students | 9,651 |
| Economically Disadvantaged | 28,051 |
| Female | 28,907 |
| Male | 30,337 |
| Homeless | 750 |
| Multilingual Learners | 8,205 |
| Recently Exited MLLs Yr1-Yr3 | 1,505 |



## RICAS Math: Meeting/Exceeding Expectations by Multilingual Learner Status

- In Math, all subgroups including MLLs, demonstrated increases in proficiency, with the most significant increase in the Recently Exited MLLs (3 yrs) subgroup (6.4\%).
- Differently Abled + MLL

Students continue to maintain the largest achievement gap with $\mathbf{2 \%}$ of students meeting or exceeding expectations.

## Number of Students Tested

| Subgroup | $\mathbf{2 0 2 3}$ |
| :--- | :---: |
| Current MLLs | 8,205 |
| Never MLL | 48,850 |
| Recently (3yrs) Exited MLLs | 1,505 |
| Differently Abled Students (DAS) | 1,495 |
| MLL |  |
| DAS + MLL Recently (3yrs) Exited | 73 |

## RICAS Mathematics



## PSAT

## English Language Arts and Mathematics

2023

## PSAT ELA and Math Percent of Students Tested

PSAT ELA



PSAT Math
Data shows an increase in participationacross both ELA and math. ELA participation increased 1\% from 2022 and math increased 2\% from 2022.

| Number of Students Tested |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 |
| ELA | 10,164 | 9,111 | 9,460 | 10,259 |
| Math | 10,167 | 9,089 | 9,465 | 10,312 |

## PSAT: Percent of Students Meeting or Exceeding Expectations/ College and Career Ready (CCR) Benchmark in ELA and Math

- The percent of students who met or exceeded expectations/CCR Benchmark in 2023, decreased in both ELA and math from 2022.
- Over half of RI students meet expectations for high school ELA, however only just over 25\% of students meet expectations in math.

| Number of Students Tested |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 |
| ELA | 10,164 | 9,111 | 9,460 | 10,259 |
| Math | 10,167 | 9,089 | 9,465 | 10,312 |

PSAT ELA


PSAT Math



## PSAT ELA: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

- In ELA, the percent of students who met or exceeded the CCR Benchmark, was relatively unchanged in most subgroups.
- A significant decrease is seen in proficiency levels for white students with a $4.6 \%$ change as compared to 2022.

Number of Students Tested

| Subgroups | 2023 |
| :--- | :---: |
| All Students | 10259 |
| American Indian | 106 |
| Asian | 309 |
| Black or African American | 930 |
| Hispanic or Latino | 3016 |
| Pacific Islander | 14 |
| Two or More Races | 505 |
| White | 5379 |

PSAT ELA


Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant

## PSAT ELA: Percent of Students by Subgroup Meeting or Exceeding Expectations

- The percent of students who met or exceeded the expectations $k$ in 2023 decreased across most subgroups from 2022.
- Increases in percent of students who met or exceeded the expectations in 2023 for Recently Exited MLLssignificantly increased from $\mathbf{3 9 . 5 \%}$ to 57.3 \% with a $17.8 \%$ increase. There was a slight increase of $\mathbf{1 \%}$ for
Current MLLs from 2022.

Number of Students Tested

| Subgroups | $\mathbf{2 0 2 3}$ |
| :--- | :---: |
| All Students | 10,259 |
| Differently Abled Students | 1,341 |
| Economically Disadvantaged | 4,334 |
| Female | 4,995 |
| Male | 5,247 |
| Homeless | 93 |
| Current Multilingual Learners | 1,154 |
| MLL Exited yr1-yr3 | 89 |



Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant.

## PSAT Math: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark



## PSAT Math: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

The percent of students meeting or exceeding the College and Career Ready benchmark continues a negative trend across subgroups as compared to 2022.

Number of Students Tested

| Subgroup | 2023 |
| :--- | :---: |
| All Students | 10,312 |
| Differently Abled Students | 1,323 |
| Economically Disadvantaged | 4,370 |
| Female | 5,023 |
| Male | 5,272 |
| Homeless | 99 |
| Current Multilingual Learners | 1,243 |
| Recently Exited MLLs 3Yrs | 88 |

PSAT Math


Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant

## SAT <br> English Language Arts and Mathematics

2023

## SAT ELA and Math Percent of Students Tested

SAT ELA

SAT Math

- The increase in participation across both ELA and math was approximately $\mathbf{2 \%}$ from 2022 to 2023.
- Participation is slightly below the federal 95\% requirement.

Number of Students Tested

| Number of Students Tested |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 |
| ELA | 9,893 | 9,085 | 9,442 | 9,384 |
| Math | 9,880 | 9,049 | 9,467 | 9,430 |







## SAT: Percent of Students Meeting or Exceeding Expectations/ College and Career Ready (CCR) Benchmark in ELA and Math

- The percent of students who met or exceeded expectations/ CCR in 2023 increased in ELA, however there was no change for mathematics.
- Almost half of RI students meet expectations for high school ELA, but only just over $\mathbf{2 5 \%}$ meet expectations in math.

| Number of Students Tested |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 |
| ELA | 9,893 | 9,085 | 9,442 | 9,384 |
| Math | 9,880 | 9,049 | 9,467 | 9,430 |

SAT ELA


SAT Math


## SAT ELA: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark

SAT ELA


Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant.

## SAT ELA: Percent of Students by Subgroup Meeting or Exceeding Expectations

- The percent of students who met or exceeded the expectations on the College and Career Ready benchmark remains relatively unchanged across all subgroups.
- The most significant equity gaps continue to be differently abled students and current multilingual learners.

| Number of Students Tested |  |
| :--- | :---: |
| Subgroups | 2023 |
| All Students | 9,384 |
| Female | 4,592 |
| Male | 4,781 |
| Differently Abled Students | 1,110 |
| Economically Disadvantaged | 3,503 |
| Homeless | 68 |
| Multilingual Learners | 885 |
| Recently Exited MLLs 3yrs | 79 |
|  |  |

SAT ELA


Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant.

## SAT Math: Percent of Students by Race/Ethnicity Meeting the College and Career Ready (CCR) Benchmark



## SAT Math: Percent of Students by Subgroup Meeting the College and Career Ready (CCR) Benchmark

- The percent of students who met or exceeded the expectations is relatively unchanged from 2022 and continue to demonstrate equity gaps.
- Less than 10 students who are MLL or differently abled demonstrate proficiency.

| Number of Students Tested |  |
| :--- | :---: |
| Subgroups | 2022 |
| All Students | 9,467 |
| Differently Abled Students | 1,130 |
| Economically Disadvantaged | 3,534 |
| Female | 4,776 |
| Male | 4,682 |
| Homeless | 79 |
| Multilingual Learners | 851 |
| Recently Exited MLLs 3 yrs | 86 |



## NGSA

Science

2023

## NGSA Participation

NGSA Science

- The increase in participation of students taking the NGSA was approximately $2 \%$ from 2022 to 2023.
- Overall state participation rates meet the $95 \%$ participation requirement.

| Number of Students Tested |  |  |  |
| :---: | :---: | :---: | :---: |
| 2019 | 2021 | 2022 | 2023 |
| 31,072 | 26,113 | 29,347 | 29,108 |



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## NGSA: Statewide Participation by Grade Level

NGSA Science

- In science, participation rates increased at every level in comparison to 2022.
- Participation rates continue to be lower at the high school level than at the elementary and middle school levels.

| Number of Students Tested |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Grade | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ |
| $\mathbf{5}$ | 10,798 | 9,229 | 9,954 | 9,811 |
| $\mathbf{8}$ | 10,544 | 8,714 | 10,299 | 10,089 |
| $\mathbf{1 1}$ | 9,730 | 8,170 | 9,094 | 9,208 |



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## NGSA: Statewide Performance Levels

- The overall percentage of students who met and exceeded expectations remained relatively unchanged as compared to 2022.
- $\mathbf{3 0 \%}$ (or less than 1 in 3 students) of students are proficient in science in grades 5, 8 and 11 for 2023.

| Year | Number of Students <br> Tested |
| :---: | :---: |
| $\mathbf{2 0 1 9}$ | 31,072 |
| $\mathbf{2 0 2 1}$ | 26,113 |
| $\mathbf{2 0 2 2}$ | 29,347 |
| $\mathbf{2 0 2 3}$ | 29,108 |



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## NGSA: Percent of Students Meeting and Exceeding Expectations by Grade Level

- The percent of students at each grade level who met and exceeded expectations remained relatively unchanged in comparison to 2022.

| Number of Students Tested |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Grade | $\mathbf{2 0 1 9}$ | $\mathbf{2 0 2 1}$ | $\mathbf{2 0 2 2}$ | $\mathbf{2 0 2 3}$ |
| $\mathbf{5}$ | 10,798 | 9,229 | 9,954 | 9,811 |
| $\mathbf{8}$ | 10,544 | 8,714 | 10,299 | 10,089 |
| 11 | 9,730 | 8,170 | 9,094 | 9,208 |

NGSA Science


## NGSA: Meeting/Exceeding Expectations by Race/Ethnicity

The percent of students who met and exceeded
expectations remains relatively
unchanged for most
subgroups from 2022.

| Number of Students Tested |  |
| :--- | :---: |
| Subgroup | $\mathbf{2 0 2 3}$ |
| All Students | 29,108 |
| American Indian or Alaska Native | 241 |
| Asian | 966 |
| Black or African American | 2,538 |
| Hispanic or Latino | 8,445 |
| Native Hawaiian or Other Pacific |  |
| Islander | 38 |
| Two or More Races | 1,356 |
| White | 15,524 |

NGSA Science


Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant.

## NGSA: Meeting/Exceeding Expectations by Subgroup



Despite what appears to be large changes in performance from 2022 to 2023, no changes were statistically significant.

## Dynamic Learning Maps (DLM)

2023

## DLM Percent of Students Tested

- The DLM alternate assessments are given to students with the most significant needs in grades 3-8 and 11 in ELA, math, and science.
- For 2023, the percent of students who participated in DLM increased to $\mathbf{9 8 \%}$ in each content area.

| Number of Students Tested |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 |
| ELA | 933 | 817 | 905 | 900 |
| Math | 933 | 815 | 904 | 899 |
| Science | 414 | 356 | 407 | 403 |



## DLM ELA: Percent of All Students by Achievement Level

| The percentage of students at <br> all achievement <br> levels remains relatively <br> unchanged from 2022. |  |  |
| :--- | :--- | :--- |
| Number of Students Tested |  |  |
| ELA | 933 | 8019 |
| 2021 | 2022 | 2023 |
|  | 905 | 900 |



## DLM Math: Percent of All Students by Achievement Level

The percentage of students at all achievement levels remains relatively unchanged from 2022.

| Number of Students Tested |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 |
| Math | 933 | 815 | 904 | 899 |



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## DLM Science: Percent of All Students by Achievement Level



## ACCESS

2023

## Summary of 2022-23 ACCESS Participation

- Overall, ACCESS participation in 2223 increased from 21-22 both in terms of number of students tested and participation rates.
- The increase in ACCESS test takers corresponds with the rise in MLL enrollment. However, 22-23 ACCESS participation rates did not fully return to pre-pandemic levels of over 98\% of eligible students being tested.
- In the last six years, the number of MLLs increased by $36 \%$, accounting for an increase of 4,658 students.

| School <br> Year | Students <br> Tested | Participation <br> Rates |
| :---: | :---: | :---: |
| $\mathbf{2 0 2 2 - 2 3}$ | $\mathbf{1 7 , 3 6 4}$ | $\mathbf{9 6 . 7 \%}$ |
| $2021-22$ | 15,943 | $96.2 \%$ |
| $2020-21$ | 13,517 | $88.7 \%$ |
| $2019-20$ | 15,555 | $98.9 \%$ |
| $2018-19$ | 13,882 | $98.5 \%$ |
| $2017-18$ | 12,706 | $98.4 \%$ |

## MLL Student Groups

|  |  |  |
| :--- | :--- | :--- |
|  |  | Newcomer MLL <br> An MLL in RI public schools for less than 3 years (0-2 years of service) |
|  | A student with an active <br> MLL service line, including <br> those eligible but not <br> enrolled | Developing MLL <br> A student who has completed 6 years of MLL services or less in a RI public school (3-6 <br> years of service) |
| Ever MLL <br> Any student <br> ever classified | Long-Term MLL <br> as MLL | A student who has completed more than 6 years of MLL services in a RI public school <br> (7+ years of service) |
| Former MLL | Monitored MLL <br> A student who exited MLL <br> services | Reclassified MLL <br> A student who exited MLL services and is no longer being monitored |
| Never MLL | A student never classified as an MLL |  |

## Demographic Shifts in MLL Population

- Demographics have shifted in Rhode Island's MLL population over time.
- There has been a statewide increase of Developing MLLs (3-6 years of service), whereas the percentage of Newcomers (0-2 years of service) decreased from $56 \%$ in 2018-19 to $46 \%$ in 202223.

MLL Counts by Subgroup


Breakdown of MLLs in 2018-19


Breakdown of MLLs in 2022-23


## Five-Year Comparison on ACCESS

- Generally, there has been little change in ACCESS performance in the past three years.
- Between 2021-22 to 2022-23, there has been an increase in the percentage of students at the Expanding and Bridging levels, which is promising.


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## 2022-23 ACCESS Results by Grade

- In Rhode Island, we consistently see the highest ELP levels in grades 4-5.
MLLs typically exit MLL programming in those grades.
- In the secondary grades, statewide ACCESS performance drops significantly, with over a third of MLLs in grades 6-8 and over half of MLLs in grades 9-12 at the Entering and Emerging levels in 2022-23.


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## Newcomer MLLs: ACCESS Results Over Time

- Statewide more Newcomers entered the state leading to an increase of students performing at entering and emerging levels.
- The percentage of Newcomers with Entering levels of proficiency increased from $35 \%$ in 18-19 to $40.4 \%$ in 2223. During this same time, the percentage of Newcomers at the Developing and Expanding levels decreased from 39\% to $34 \%$.


## Long-Term MLLs: ACCESS Results Over Time

- Statewide Long-Term MLL performance was higher in 22-23 than it was in the past four years. $20 \%$ of LongTerm MLLsscored at the Expanding and Bridging levels.
- What has remained consistent is that half of this populationscored at the Developing levels of proficiency.


## Six-Year Comparison on Alternate ACCESS

- Statewide performance on Alternate ACCESS has changed in proportion with the increase in the number of students taking the assessment.
- In 22-23, the percentage of students scoring at P1 and P2 was down to $39 \%$, from $42 \%$ in 2122. The percentage of students scoring at the A1 and A2 levels of proficiency remained relatively the same as 21-22.


## Takeaways

2023

## Major Takeaways

1. Participation increased across all state assessments

- Math • SAT
- ELA - PSAT
- Science

2. Performance increased RICAS ELA and mathematics

- The state focus on High Quality Instructional Materials and strong instruction in foundational skills is beginning to pay off
- This is the second consecutive year of significant growth in RICAS math statewide.

3. NGSA Science performance showed no significant change across grades.
4. While SAT performance in NH and CT declined, RI performance is trending in a positive direction
5. RI has closed performance gaps with MA by close to $50 \%$
6. Suburban and urban districts have made improvements overall, although significant differences in the levels of
 proficiency by students in urban districts versus those in suburban districts continue.
7. Significant performance gaps exist for students who are chronically absent.

## Takeaway 1: Participation Rates Increased

Across all state assessments in mathematics, ELA and science, participation rates have increased from 2022.


## Takeaway 2: Student Performance in ELA and Math Improving

## What the data tellsus:

- RICAS data indicates an increase in student performance overall across the state for both ELA and math. Performance in mathematics is beginning to show similar proficiency levels as those before the pandemic.
- SAT Mathematics performance remains relatively unchanged, ELA shows an increase.


## How Rl is addressing this:

- RIDE, along with schools and districts, have been providing educators with professional learning on the Science of Reading and Structured Literacy in support of the Right to Read Act
- RIDE continues to provide technical assistance using assessment and accountability data to refocus strategic plans on areas of greatest need.
- LEAs have adopted high quality curriculum materials and have now shifted their focus to the multiyear process of supporting educators to teach new materials effectively.



## Takeaway 3: Science Performance Relatively Unchanged



## What the data tells us:

NGSA proficiency scores overall indicate no significant change from 2022.

## How RI is addressing this:

## Curriculum Frameworks

Published fall 2022, support NGSS instructional practices, and assessments.

Interim will use the Science Interim Assessments as a formative screener to support improvement and inform instruction.

## Supports to LEAs and Educators

To date 70 Science content leads are engaging in a professional learning series with coaching support.

Recommended Strategic Plan goal in science.

## High Quality Curriculum Instructional Materials

13 districts and 72 teachers will pilot an Ed Reports approved curriculum fall 2023.

## Takeaway 4: Cross-State Comparisons- SAT

RI ELA SAT

## What the data tells us:

- ELA is trending in a positive direction. Mathematics scores remain the same.
- While RI continues a positive trend, NH and CT continue to see decreases in both content areas.
- RI remains behind CT and NH in its overall percent of students achieving proficiency.




## How RI is addressing this:

- Support curriculum adoption and implementation.
- Expand dual and concurrent enrollment opportunities as well as AP courses.
- Revised secondary regulations to ensure students are prepared for post-secondary opportunities.


## Takeaway 5: Cross-State Comparisons - RICAS/MCAS

What the data tells us
RI has closed performance gaps with MA by close to 50\% and is on track to meet MA's performance by 2030. Compared to 2018 RICAS Results:

- The ELA performance gap has closed from $17 \%$ to $9 \%$
- The Math performance gap has closed from $21 \%$ to $11 \%$

ELA: RI vs. MA Performance with 2023 Actual Performance


Math: RI vs. MA Performance with 2023 Actual Performance


To Meet MA Performance by 2030, RI is continuing to focus on:

- Support curriculum adoption and implementation.
- Support LEA writing instruction with AIM Pathways Writing Cohorts.
- Establish partnerships with municipal leaders for out-of-school learning opportunities and social-emotional learning.
- Support LEA implementation of the Right to Read Act.


## Takeaway 6: Performance by Urbanicity

## What the data tells us:

- RICAS ELA and Math performance has begun to show a positive trend in overall proficiency regardless of urbanicity.
- A wide gap continues to persist in both ELA and math between the performance of suburban districts and urban districts.


## How RI is addressing this:

- Providing Algebra 1 supports.
- Addressing high school course taking patterns in mathematics.
- Continuing the District Support Program (DSP) and strategic plan assistance.

RICAS ELA


RICAS Math

SAT Math


Urban: Central Falls, Pawtucket, Providence, Woonsocket
Charter schools are grouped by their geographical location.
Urban Ring: Cranston, East Providence, Johnston, Newport, North Providence, Warwick, West Warwick

SLAND

## Takeaway 7: Performance by Chronic Absenteeism

## What the data tells us:

Significant performance gaps exist for students who are chronically absent. Chronically absents students, on average, performed lower than their not chronically absent peers by:

- RICAS: 18.8\% performance gap for ELA and 20.0\% for Math
- PSAT: 21.5\% performance gap for ELA and 22.4\% for Math
- SAT: 24.1\% performance gap for ELA and 20.3\% for Math


## How RI is addressing this:

- Supporting LEAs to address student chronic absenteeism through RIDE's attendance nudge tool.
- Publishing interactive data-visualizations - including the realtime attendance leaderboard - leaders and stakeholders can see chronic absenteeism data and trends.
- Establishing partnerships with municipal leaders, LEAs, and community partners that have addressing student chronic absenteeism as a key focus.


## What the Data Tell Us and Why It Matters

 are meeting grade-level expectations in NGSA

An increase in RICAS ELA supports a
continued need for High Quality Instructional Materials to provide strong instruction with an emphasis on foundational skills as well as a focus on multi-tiered systems of support (MTSS) for all students.

An increase in RICAS Math scores supports the continued use of High Quality Instructional Materials with a focus on improving core instruction.

With relatively no change in Science NGSA, educators must begin to think about High Quality Instructional Materials for Science and support teachers in providing strong core instruction aligned to the science curriculum and standards.


Students who do not possess the necessary foundational skills in reading by third grade will not be successful in reading and comprehending grade level material; these students are four times more likely to drop out of high school.

Students that do well in math tend to do better in school; math requires mastering problem-solving and boosts critical thinking.

Students who have strong science instruction can think critically, are able to analyze information, solve complex problems and possess the tools necessary to succeed throughout their educational and professional lives.

## science.

## Next Steps

## District

## School

Communicate data with schools
$\checkmark$ Communicate with schools around family data reporting events
$\checkmark$ Communicate district wide data with families
$\checkmark$ Review detailed results and revise strategic plans to align actions with needs
$\checkmark$ Review Personal Literacy Plans and math plans for students
$\checkmark$ Share data with staff
$\checkmark$ Develop plans for communicating and supporting families in interpreting student data
$\checkmark$ Communicate with families around school wide data reporting events

- Send Individual Score Reports to families and share and spotlight Individual Score Report Videos
$\checkmark$ Review strategic plans and school improvement plans to align with areas of greatest need
$\checkmark$ Ensure structures and systems exist for students requiring additional support


## Appendix A

## District and School Profiles 2023

## Achievement First Rhode Island District Profile

Proficiency with change from 2022

| RICAS - ELA | 29.9 -2.6 | RICAS-ELA |
| :---: | :---: | :---: |
| RICAS - Math | $26.4 \triangle 4.3$ | RICAS - Math |
| NGSA - Science | 33.0 -5.5 | NGSA - Science |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 13.0 | 13.7 | 8.0 |
| Differently Abled |  | 5.4 | $<5$ |
| Economically Disadvantaged | 27.3 | 23.8 | 30.6 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 41.2 | 64.7 | $*$ |
| Black or African American | 33.8 | 29.2 | 35.4 |
| Hispanic or Latino | 27.8 | 24.1 | 30.0 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | 25.0 | 16.2 | 33.3 |
| White | 55.6 | 53.3 | 62.5 |

## Proficiency Over Time



## Achievement First Rhode Island School Profiles



Middle

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| AF Iluminar Mayoral Academy Middle School |  | 45.3 | 38.8 | 38.3 |  | 17.8 | 19.3 | 26.1 |  | 26.4 | 18.8 | 34.0 |
| AF Providence Mayoral Academy Middle | 50.0 | 29.1 | 20.5 | 23.6 | 47.2 | 12.1 | 18.0 | 23.9 | 20.2 | 27.6 | 32.1 | 32.5 |

High

## Barrington District Profile

Proficiency with change from 2022

| RICAS-ELA | $69.1 \triangle 2.1$ | RICAS-ELA | 99.3 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $62.0 \boxed{\nabla-0.5}$ | RICAS-Math | 99.3 |
| SAT-ELA | $84.4 \triangle 0.9$ | SAT-ELA | 99.6 |
| SAT-Math | $69.3 \triangle 0.9$ | SAT-Math | 99.6 |
| NGSA - Science | $64.3 \triangle 1.3$ | NGSA-Science | 99.0 |

## Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 9.1 | 38.7 | $*$ | $*$ | $*$ |  |
| Differently Abled | 16.1 | 17.1 | 33.3 | 28.6 | 24.7 |  |
| Economically Disadvantaged | 38.8 | 29.4 | 58.3 | 50.0 | 46.9 |  |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Asian | 78.4 | 82.4 | $>95$ | 90.0 | 81.8 |  |
| Black or African American | 37.5 | 37.5 | $*$ | $*$ | 18.2 |  |
| Hispanic or Latino | 52.2 | 46.8 | 55.6 | 50.0 | 40.5 |  |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 75.0 | 64.8 | $*$ | 69.8 | 67.7 |  |
| White | 69.7 | 61.6 | 87.3 |  | 65.5 |  |

Proficiency Over Time


## Barrington School Profiles



Middle

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Barrington Middle School | 80.5 | 70.1 | 72.2 | 73.6 | 69.8 | 53.7 | 61.7 | 63.5 | 61.3 | 63.9 | 65.3 | 68.7 |

High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Barrington High School | 88.5 | 84.4 | 83.5 | 84.4 | 77.2 | 65.0 | 68.4 | 69.3 | 54.6 | 63.9 | 61.7 | 62.3 |

## Beacon Charter School District Profile

Proficiency with change from 2022

| RICAS-ELA | 13.8 --3.2 | RICAS - ELA | 97.6 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | < 5 | RICAS - Math | 94.5 |
| SAT-ELA | $56.9 \triangle 8.0$ | SAT-ELA | 87.9 |
| SAT-Math | $11.8 \pm 2.9$ | SAT-Math | 87.9 |
| NGSA - Science | 25.2 v-4.0 | NGSA - Science | 91.2 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | < 5 | < 5 | * | * | * |
| Differently Abled | 5.3 | < 5 | * | * | 12.0 |
| Economically Disadvantaged | 7.7 | < 5 | 33.3 | < 5 | 11.1 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | * | * | * | * | * |
| Black or African American | 11.1 | < 5 | * | * | * |
| Hispanic or Latino | 11.5 | < 5 | 43.5 | 8.7 | 10.8 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | 20.0 | < 5 | * | * | * |
| White | 16.1 | < 5 | 75.0 | 15.0 | 40.4 |

Proficiency Over Time


## Beacon Charter School School Profiles

Elementary


High


## Blackstone Academy District Profile

Proficiency with change from 2022

| SAT-ELA | $31.7 \triangle 8.0$ | SAT-ELA | 97.6 |
| :--- | :--- | :--- | :--- |
| SAT-Math | $12.0 \triangle 4.1$ | SAT-Math | 97.6 |
| NGSA-Science | $6.3 \nabla-5.5$ | NGSA-Science | 94.1 |

Proficiency by Subgroups

|  | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ |
| Differently Abled | $<5$ | $<5$ | $*$ |
| Economically Disadvantaged | 30.5 | 10.2 | 5.4 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 33.3 | $<5$ | $*$ |
| Black or African American | 27.8 | 12.7 | 5.8 |
| Hispanic or Latino | $*$ | $*$ | $*$ |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | $*$ |  | $*$ |
| White |  |  |  |

Proficiency Over Time


## Blackstone Academy School Profiles



Blackstone Valley Prep, A RI Mayoral Academy District Profile

Proficiency with change from 2022

| RICAS - ELA | $29.5 \triangle 1.3$ | RICAS-ELA | 99.4 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $31.2 \triangle 3.1$ | RICAS-Math | 99.4 |
| SAT-ELA | $50.5 \triangle 1.2$ | SAT-ELA | 97.2 |
| SAT-Math | $34.3 \triangle 9.3$ | SAT-Math | 97.2 |
| NGSA - Science | $27.7 \triangle 1.1$ | NGSA - Science | 98.9 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | 9.0 | 11.2 | * | * | < 5 |
| Differently Abled | 5.6 | 7.9 | * | * | < 5 |
| Economically Disadvantaged | 22.5 | 23.7 | 42.6 | 29.4 | 21.0 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | 78.1 | 81.3 | * | * | * |
| Black or African American | 22.0 | 22.4 | * | * | 21.1 |
| Hispanic or Latino | 23.9 | 26.6 | 39.3 | 26.2 | 22.8 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | 23.5 | 31.4 | * | * | 25.9 |
| White | 41.6 | 41.2 | 71.4 | 53.6 | 40.2 |

Proficiency Over Time


Blackstone Valley Prep, A RI Mayoral Academy School Profiles

| Elementary |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | RICAS - ELA |  |  |  | RICAS - Math |  |  |  |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Blackstone Valley Prep Elementary 2 School | 45.5 | 39.0 | 34.2 | 32.3 | 44.8 | 24.5 | 34.2 | 37.6 |
| Blackstone Valley Prep Elementary 3 School | 69.6 | 39.6 | 25.5 | 24.5 | 55.4 | 21.8 | 30.3 | 26.7 |
| Blackstone Valley Prep Elementary School | 40.3 | 28.7 | 27.1 | 29.5 | 36.1 | 20.1 | 27.6 | 22.3 |

 High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Blackstone Valley Prep High School | 51.8 | 52.1 | 49.3 | 50.5 | 34.9 | 37.5 | 25.0 | 34.3 | 21.0 | 27.6 | 16.7 | 32.7 |

## Bristol Warren District Profile

Proficiency with change from 2022

| RICAS-ELA | 48.0 -3.9 | RICAS-ELA | 99.1 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 46.3 -5.6 | RICAS - Math | 98.8 |
| SAT-ELA | 76.9 -5.3 | SAT-ELA | 94.5 |
| SAT-Math | 35.7 A 7.7 | SAT-Math | 94.1 |
| NGSA - Science | 52.1^6.4 | NGSA - Science | 97.0 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 10.7 | 18.2 | $*$ | $*$ | $*$ |
| Differently Abled | 14.7 | 14.4 | 43.8 | 6.7 | 16.3 |
| Economically Disadvantaged | 29.8 | 28.8 | 56.3 | 25.0 | 30.5 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 61.5 | 69.2 | $*$ | $*$ | 60.0 |
| Black or African American | 6.7 | 6.7 | $*$ | $*$ | $*$ |
| Hispanic or Latino | 35.5 | 35.8 | $*$ | $*$ | 45.9 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | 75.0 | 16.7 | 47.2 |
| Two or More Races | 49.4 | 51.2 | 76.4 | 36.4 | 53.3 |
| White | 49.4 | 47.2 |  |  | $*$ |

Proficiency Over Time


## Bristol Warren School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Mt. Hope High School | 68.8 | 47.7 | 72.3 | 77.4 | 40.7 | 23.4 | 28.3 | 35.7 | 51.8 | 36.4 | 45.4 | 58.0 |

## Burrillville District Profile

Proficiency with change from 2022

| RICAS - ELA | $30.2 \triangle 5.1$ | RICAS - ELA | 99.0 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $23.3 \triangle 5.9$ | RICAS - Math | 99.0 |
| SAT- ELA | $52.8 \triangle 4.2$ | SAT- ELA | 97.0 |
| SAT-Math | $33.3 \triangle 6.3$ | SAT-Math | 97.0 |
| NGSA - Science | $31.7 \Delta 3.2$ | NGSA - Science | 97.9 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | * | * | * | * | * |
| Differently Abled | < 5 | < 5 | 17.6 | < 5 | 5.6 |
| Economically Disadvantaged | 15.9 | 10.7 | 35.0 | 17.5 | 17.5 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | * | * | * | * | * |
| Black or African American | 6.7 | 6.7 | * | * | * |
| Hispanic or Latino | 18.5 | 13.2 | * | * | 16.7 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | 29.2 | 20.8 | * | * | 25.0 |
| White | 31.3 | 24.3 | 52.8 | 32.4 | 33.0 |

Proficiency Over Time


## Burrillville School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Burrillville High School | 57.1 | 47.6 | 48.6 | 52.8 | 36.8 | 30.2 | 27.0 | 33.3 | 23.8 | 29.5 | 26.7 | 32.5 |

## Central Falls District Profile

Proficiency with change from 2022

| RICAS-ELA | $7.1 \triangle 1.9$ | RICAS-ELA | 98.6 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $<5$ | RICAS-Math | 99.0 |
| SAT-ELA | $10.0 \triangle 0.3$ | SAT-ELA | 87.7 |
| SAT-Math | $<5$ | SAT-Math | 88.6 |
| NGSA - Science | $6.4 \triangle 0.2$ | NGSA-Science | 94.6 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | < 5 | < 5 | < 5 | < 5 | < 5 |
| Differently Abled | < 5 | < 5 | < 5 | < 5 | < 5 |
| Economically Disadvantaged | 7.0 | $<5$ | 10.3 | < 5 | 6.4 |
| American Indian or Alaska Native | < 5 | < 5 | 20.0 | 8.3 | 7.1 |
| Asian | * | * | * | * | * |
| Black or African American | 6.6 | < 5 | < 5 | < 5 | < 5 |
| Hispanic or Latino | 8.0 | 5.3 | 12.8 | < 5 | 7.8 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | 10.7 | < 5 | * | * | < 5 |
| White | 6.4 | < 5 | 5.7 | < 5 | 7.6 |

Proficiency Over Time


ISLAND

## Central Falls School Profiles

## Elementary



Middle


High


## Charette Charter District Profile

Proficiency with change from 2022

| SAT - ELA | $11.1 \wedge 3.0$ |
| :--- | :--- |
| SAT-Math | $<5$ |
| NGSA - Science | 8.1 |

Participation

| SAT-ELA | 97.3 |
| :--- | :--- |
| SAT-Math | 97.3 |

NGSA-Science 100.0

Proficiency by Subgroups

|  | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: |
| Current Multilingual Learner | * | * | * |
| Differently Abled | * | * | * |
| Economically Disadvantaged | 10.0 | < 5 | 9.7 |
| American Indian or Alaska Native | * | * | * |
| Asian | * | * | * |
| Black or African American | * | * | * |
| Hispanic or Latino | 15.4 | < 5 | 11.1 |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Two or More Races | * | * | * |
| White | * | * | * |

Proficiency Over Time


ISLAND

## Charette Charter School Profiles

High


SLAND

## Chariho District Profile

Proficiency with change from 2022

| RICAS - ELA | $46.1 \triangle 4.4$ | RICAS- ELA | 99.8 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $46.9 \triangle 5.9$ | RICAS - Math | 99.4 |
| SAT-ELA | $66.2 \triangle 3.0$ | SAT-ELA | 95.9 |
| SAT- Math | $39.7 \triangle 3.6$ | SAT-Math | 95.9 |
| NGSA - Science | $49.1 \boxed{\nabla-2.8}$ | NGSA-Science | 97.4 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT - ELA | SAT-Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Differently Abled | 6.7 | 11.8 | 25.0 | $<5$ | 17.1 |  |
| Economically Disadvantaged | 25.2 | 22.6 | 64.3 | 25.0 | 33.0 |  |
| American Indian or Alaska Native | 33.3 | 33.3 | $*$ | $*$ | 30.0 |  |
| Asian | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ | 30.0 | 38.1 |  |
| Hispanic or Latino | 34.3 | 25.7 | 70.0 | $*$ | $*$ | 21.1 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ | 41.6 | 51.4 |  |
| Two or More Races | 27.1 | 32.1 | 67.3 |  |  |  |
| White | 47.9 | 48.7 |  |  |  |  |

Proficiency Over Time


## Chariho School Profiles

Elementary


Middle

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Chariho Regional Middle School | 54.6 | 43.4 | 38.9 | 39.5 | 40.0 | 23.3 | 35.4 | 39.3 | 57.2 | 46.9 | 53.5 | 48.8 |

High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Chariho Regional High School | 70.6 | 63.6 | 63.3 | 67.8 | 53.6 | 39.5 | 36.4 | 41.0 | 51.5 | 55.8 | 52.4 | 53.2 |

Other


## Coventry District Profile

Proficiency with change from 2022

| RICAS-ELA | 39.2 -5.2 | RICAS-ELA | 98.4 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 37.1 1.8 | RICAS - Math | 99.0 |
| SAT-ELA | 52.6 ¢5.2 | SAT-ELA | 96.6 |
| SAT-Math | $27.2 \pm 0.9$ | SAT-Math | 95.9 |
| NGSA - Science | 36.0 -7.6 | NGSA - Science | 96.8 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 18.2 | 23.1 | $*$ | $*$ | $*$ |  |
| Differently Abled | $<5$ | 8.7 | 22.2 | $<5$ | 13.6 |  |
| Economically Disadvantaged | 25.8 | 22.7 | 36.2 | 15.3 | 22.2 |  |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Asian | 68.2 | 63.0 | $*$ | $*$ | $*$ | 43.5 |
| Black or African American | 27.6 | 37.9 | $*$ | 35.7 | 37.5 |  |
| Hispanic or Latino | 32.5 | 30.4 | 53.3 | $*$ | $* 8.0$ |  |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ | 25.0 |
| Two or More Races | 37.5 | 41.7 | 51.0 | 25.6 | 35.9 |  |
| White | 39.2 | 36.7 |  |  |  |  |

Proficiency Over Time


## Coventry School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Coventry High School | 59.1 | 47.8 | 47.3 | 53.4 | 38.4 | 24.5 | 26.4 | 27.4 | 42.1 | 33.4 | 39.5 | 32.5 |

## Cranston District Profile

Proficiency with change from 2022

| RICAS - ELA | $32.5 \triangle 0.5$ | RICAS - ELA | 99.4 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $25.8 \triangle 4.1$ | RICAS - Math | 99.2 |
| SAT-ELA | $48.5 \triangle 5.0$ | SAT-ELA | 97.2 |
| SAT- Math | $20.2 \triangle 1.3$ | SAT- Math | 96.9 |
| NGSA - Science | $29.6 \triangle 1.0$ | NGSA - Science | 98.4 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 5.1 | $<5$ | $<5$ | $<5$ | $<5$ |
| Differently Abled | $<5$ | $<5$ | 13.3 | $<5$ | 5.4 |
| Economically Disadvantaged | 21.0 | 15.1 | 35.4 | 13.0 | 18.4 |
| American Indian or Alaska Native | 20.5 | 17.9 | $*$ | $*$ | $*$ |
| Asian | 39.7 | 41.6 | 61.7 | 38.3 | 42.3 |
| Black or African American | 22.1 | 14.2 | 27.5 | 5.9 | 10.7 |
| Hispanic or Latino | 22.0 | 14.5 | 31.9 | 9.8 | 17.4 |
| Native Hawaiian or Other Pacific Islander | 38.5 | 23.1 | $*$ | $*$ | $*$ |
| Two or More Races | 31.7 | 25.3 | 40.0 | 16.7 | 24.8 |
| White | 40.4 | 32.9 | 61.3 | 26.4 | 39.4 |

## Proficiency Over Time



## Cranston School Profiles

## Elementary

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Arlington School | 17.4 | 11.2 | 13.5 | 17.6 | 14.7 | < 5 | -7.7 | 10.0 | 16.7 | \| 7.4 | 21.2 | \| 7.4 |
| Daniel D. Waterman School | 55.0 | 41.2 | 45.0 | 28.1 | 36.7 | 21.9 | 42.5 | 24.2 | 34.3 | 36.6 | 40.0 | 31.7 |
| Eden Park School | 37.5 | 29.3 | 27.7 | 29.8 | 30.8 | 20.0 | 26.2 | 18.5 | 43.1 | 34.5 | 26.8 | 35.7 |
| Edgewood Highland School | 51.6 | 22.1 | 22.9 | 28.1 | 21.5 | \| 5.8 | 12.3 | 11.0 | 19.2 | 14.0 | 13.0 | 21.4 |
| Edward S. Rhodes School | 55.8 | 48.2 | 44.0 | 41.4 | 46.8 | 19.1 | 30.2 | 35.2 | 55.6 | 39.5 | 47.4 | 39.6 |
| Garden City School | 67.7 | 49.6 | 54.2 | 56.8 | 45.9 | 16.3 | 45.4 | 52.7 | 48.8 | 36.8 | 34.0 | 29.3 |
| George J. Peters School | 38.3 | 31.3 | 25.7 | 29.9 | 22.7 | 10.7 | 14.0 | 22.6 | 32.1 | 20.4 | 22.0 | 20.4 |
| Gladstone Street School | 25.5 | 17.1 | \| 8.8 | 11.8 | 19.3 | < 5 | \| 7.5 | \| 5.9 | 19.4 | 11.4 | 12.2 | 11.3 |
| Glen Hills School | 56.8 | 34.2 | 31.5 | 32.6 | 41.7 | 18.0 | 31.5 | 28.3 | 31.9 | 29.4 | 38.1 | 35.6 |
| Oak Lawn School | 51.4 | 45.9 | 41.5 | 39.3 | 46.8 | 22.0 | 21.1 | 22.3 | 43.8 | 47.5 | 28.3 | 41.9 |
| Orchard Farms Elementary School | 61.9 | 50.7 | 45.3 | 51.8 | 51.1 | 30.3 | 38.9 | 50.4 | 50.0 | 28.0 | 41.3 | 47.9 |
| Stadium School | 59.1 | 29.6 | 31.4 | 34.8 | 45.5 | 12.3 | 27.9 | 34.8 | 37.8 | 25.6 | 41.9 | 38.9 |
| Stone Hill School | 52.9 | 44.1 | 48.3 | 54.6 | 42.3 | 28.0 | 39.8 | 41.7 | 43.8 | 43.5 | 50.0 | 48.7 |
| William R. Dutemple School | 34.7 | 36.7 | 26.6 | 32.4 | - 7.5 | 10.0 | 9.1 | 18.4 | 23.1 | 29.7 | 30.2 | 13.0 |
| Woodridge School | 45.5 | 50.4 | 48.6 | 51.9 | 32.7 | 17.2 | 31.9 | 48.9 | 37.9 | 35.0 | 29.8 | 48.0 |

## Cranston School Profiles

|  | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Hope Highlands Middle School | 54.2 | 45.8 | 43.2 | 49.7 | 33.5 | 22.6 | 31.2 | 39.6 | 47.7 | 45.8 | 50.0 | 54.2 |
| Hugh B. Bain Middle School | 16.3 | 11.8 | 10.5 | 15.8 | 11.8 | \| 6.3 | \| 7.0 | 10.4 | 13.9 | 18.9 | 13.8 | 11.7 |
| Park View Middle School | 39.4 | 27.8 | 36.5 | 28.2 | 19.8 | - 9.1 | 16.3 | 22.8 | 34.6 | 20.9 | 29.2 | 27.1 |
| Western Hills Middle School | 43.8 | 35.1 | 36.0 | 33.1 | 30.1 | 16.6 | 25.1 | 29.7 | 34.4 | 34.6 | 36.3 | 31.4 |

High


## Cumberland District Profile

Proficiency with change from 2022

| RICAS - ELA | $54.8 \triangle 4.3$ | RICAS - ELA | 99.3 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $57.5 \triangle 4.3$ | RICAS - Math | 99.3 |
| SAT-ELA | $64.1 \triangle 7.4$ | SAT-ELA | 97.3 |
| SAT-Math | $36.8 \nabla-0.7$ | SAT-Math | 97.6 |
| NGSA - Science | $48.9 \nabla-3.3$ | NGSA - Science | 98.4 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 14.1 | 26.4 | $*$ | $*$ | 7.5 |
| Differently Abled | 13.6 | 14.1 | 20.0 | $<5$ | 12.1 |
| Economically Disadvantaged | 30.0 | 29.2 | 33.3 | 9.8 | 22.6 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 74.2 | 83.2 | $*$ | $*$ | 77.3 |
| Black or African American | 46.5 | 44.3 | 50.0 | 11.1 | 28.9 |
| Hispanic or Latino | 33.6 | 34.4 | 40.5 | 22.2 | 27.9 |
| Native Hawailan or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 62.4 | 55.3 | $*$ | $*$ | 41.9 |
| White | 57.1 | 60.5 | 70.3 | 41.0 | 52.5 |

Proficiency Over Time


## Cumberland School Profiles

Elementary


Middle

| School Name | RICAS - ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Joseph L. McCourt Middle School | 44.7 | 29.7 | 31.0 | 39.6 | 37.9 | 25.1 | 30.7 | 34.4 | 42.4 | 38.6 | 45.9 | 35.1 |
| North Cumberland Middle School | 76.9 | 61.3 | 59.7 | 64.4 | 66.7 | 47.0 | 57.3 | 64.9 | 68.8 | 69.4 | 61.1 | 64.4 |

## High

| School Name | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Cumberland High School | 66.8 | 58.5 | 56.7 | 64.3 | 42.1 | 34.4 | 37.5 | 36.9 | 30.0 | 53.0 | 51.9 | 43.2 |

## Davies Career and Tech District Profile

Proficiency with change from 2022

| SAT - ELA | 46.1 V-5.1 | SAT- ELA | 100.0 |
| :--- | :--- | :--- | :--- |
| SAT - Math | $16.1 \triangle 4.0$ | SAT-Math | 100.0 |
| NGSA - Science | $40.1 \triangle 7.6$ |  | NGSA - Science |

Proficiency by Subgroups

|  | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ |
| Differently Abled | 15.4 | 7.7 | 15.4 |
| Economically Disadvantaged | 43.2 | 15.8 | 35.1 |
| American Indian or Alaska Native | 39.4 | 6.1 | 30.3 |
| Asian | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ |
| Hispanic or Latino | 45.8 | 15.6 | 36.8 |
| Native Hawaiian or Other Pacific Islander | $*$ | 21.4 | $*$ |
| Two or More Races | 50.0 | 22.4 | 42.9 |
| White | 51.0 | 51.0 |  |

Proficiency Over Time


Davies Career and Tech School Profiles

High


ISLAND

## East Greenwich District Profile

Proficiency with change from 2022

| RICAS - ELA | $64.7 \triangle 4.2$ | RICAS-ELA | 99.3 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $62.1 \triangle 5.5$ | RICAS-Math | 99.1 |
| SAT-ELA | $79.8 \nabla-4.7$ | SAT-ELA | 96.0 |
| SAT-Math | $62.9 \nabla-0.2$ | SAT-Math | 95.4 |
| NGSA-Science | $59.2 \triangle 1.0$ | NGSA-Science | 98.3 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT - ELA | SAT-Math | NGSA-Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 16.7 | 33.3 | $*$ | $*$ | $*$ |
| Differently Abled | 16.3 | 21.4 | 31.6 | 22.2 | 22.0 |
| Economically Disadvantaged | 27.8 | 25.0 | 50.0 | 33.3 | 23.3 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 71.1 | 71.0 | 83.3 | 88.9 | 56.5 |
| Black or African American | 31.6 | 29.4 | $*$ | $*$ | 60.0 |
| Hispanic or Latino | 53.5 | 48.6 | 61.5 | 30.8 | 37.1 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 75.8 | 71.2 | $*$ | $*$ | 66.7 |
| White | 65.2 | 62.4 | 82.0 | 62.9 | 60.8 |

Proficiency Over Time


## East Greenwich School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| East Greenwich High School | 84.6 | 92.2 | 84.5 | 80.6 | 75.9 | 66.8 | 63.1 | 64.0 | 70.4 | 68.2 | 56.4 | 64.2 |

## East Providence District Profile

Proficiency with change from 2022

| RICAS-ELA | 31.1 -1.5 | RICAS-ELA | 98.9 |
| :---: | :---: | :---: | :---: |
| RICAS-Math | $27.5 \triangle 4.0$ | RICAS - Math | 98.8 |
| SAT-ELA | 41.1 $\mathbf{4}^{\text {6.2 }}$ | SAT-ELA | 93.6 |
| SAT-Math | 16.4 -3.4 | SAT-Math | 93.6 |
| NGSA - Science | 25.2 v-0.7 | NGSA - Science | 96.5 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT- ELA | SAT - Math | NGSA-Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 12.5 | 10.8 | $<5$ | 7.1 | $<5$ |
| Differently Abled | $<5$ | $<5$ | 13.5 | $<5$ | $<5$ |
| Economically Disadvantaged | 20.2 | 16.7 | 32.9 | 9.8 | 17.0 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 50.0 | 57.4 | $*$ | $*$ | 47.8 |
| Black or African American | 23.9 | 18.2 | 31.3 | 12.5 | 17.2 |
| Hispanic or Latino | 26.3 | 20.7 | 32.7 | 14.3 | 20.1 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 30.8 | 22.4 | 27.6 | 13.8 | 15.4 |
| White | 33.6 | 31.2 | 45.5 | 17.3 | 29.4 |

Proficiency Over Time


## East Providence School Profiles



Middle

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Edward R. Martin Middle School | 21.3 | 20.4 | 24.7 | 26.0 | 18.7 | 12.2 | 17.4 | 21.3 | 13.9 | 21.0 | 17.9 | 25.1 |
| Riverside Middle School | 35.5 | 27.0 | 23.9 | 25.5 | 23.1 | -12.8 | 15.1 | 17.0 | 29.3 | 30.0 | 22.3 | 19.2 |

## High

|  | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| East Providence High School | 41.9 | 39.0 | 35.3 | 41.6 | 16.3 | 17.3 | 13.3 | 16.6 | 21.4 | 29.3 | 22.3 | 22.3 |

## Excel Academy Rhode Island District Profile

Proficiency with change from 2022

| RICAS-ELA | 24.6 | RICAS-ELA | 100.0 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | 12.0 | RICAS-Math | 99.2 |

Participation
RICAS-ELA 100.0
RICAS - Math 99.2
NGSA-Science 99.2

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 5.4 | $<5$ | 8.1 |
| Differently Abled | $<5$ | $<5$ | $<5$ |
| Economically Disadvantaged | 25.3 | 9.6 | 23.4 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 38.1 | $*$ | $*$ |
| Black or African American | 21.3 | 23.8 | 28.6 |
| Hispanic or Latino | $*$ | 10.2 | 21.6 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | $*$ | $*$ | $*$ |
| White |  |  | $*$ |

Proficiency Over Time


## Excel Academy Rhode Island School Profiles

Elementary


ISLAND

## Exeter-West Greenwich District Profile

Proficiency with change from 2022

| RICAS-ELA | $50.9 \triangle 2.6$ | RICAS-ELA | 99.2 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 44.8 - 3.8 | RICAS - Math | 99.7 |
| SAT-ELA | 67.7 -5.2 | SAT-ELA | 100.0 |
| SAT-Math | 44.4 2.7 | SAT-Math | 100.0 |
| NGSA - Science | 46.5 ه0.1 | NGSA - Science | 98.9 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Differently Abled | 9.1 | 9.1 | $*$ | $*$ | $<5$ |  |
| Economically Disadvantaged | 29.2 | 25.2 | 46.7 | 26.7 | 32.7 |  |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Asian | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Black or African American | 33.3 | 25.0 | $*$ | $*$ | $*$ |  |
| Hispanic or Latino | 54.1 | 39.5 | $*$ | $*$ | $*$ | $*$ |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | 48.5 |  |  |
| Two or More Races | 73.7 | 57.9 | 69.6 | 46.1 | $*$ |  |
| White | 50.3 | 45.1 |  |  | 47.0 |  |

Proficiency Over Time


## Exeter-West Greenwich School Profiles



Middle


High

|  | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Exeter-West Greenwich Regional High School | 73.0 | 58.5 | 72.9 | 67.7 | 59.5 | 48.3 | 41.7 | 44.4 | 51.2 | 43.2 | 59.4 | 49.6 |

## Foster District Profile

Proficiency with change from 2022

| RICAS - ELA | $34.6 \nabla-0.1$ | RICAS-ELA | 100.0 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $25.0 \nabla-13.6$ | RICAS-Math | 100.0 |
| NGSA-Science | $38.9 \nabla-25.0$ | NGSA-Science | 100.0 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ |
| Differently Abled | $<5$ | $<5$ | $*$ |
| Economically Disadvantaged | 25.0 | 16.7 | 18.2 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ |
| Hispanic or Latino | $*$ | $*$ | $*$ |
| Native Hawaian or Other Pacific Islander | $*$ | 24.8 | $*$ |
| Two or More Races | 35.6 |  | 40.0 |
| White |  |  | $*$ |

Proficiency Over Time


## Foster School Profiles

Elementary


ISLAND

## Foster-Glocester District Profile

Proficiency with change from 2022

| RICAS - ELA | $47.5 \triangle 1.4$ | RICAS - ELA | 98.8 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $38.2 \Delta 3.3$ | RICAS - Math | 98.6 |
| SAT- ELA | $67.4 \Delta 9.7$ | SAT-ELA | 97.9 |
| SAT-Math | $37.4 \triangle 11.1$ | SAT-Math | 97.9 |
| NGSA - Science | $45.5 \triangle 3.6$ | NGSA - Science | 95.5 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Differently Abled | $<5$ | 7.0 | 14.3 | $<5$ | $<5$ |  |
| Economically Disadvantaged | 30.9 | 25.0 | 61.9 | 23.8 | 26.1 |  |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Asian | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ | 80.0 | 10.0 | 31.3 |
| Hispanic or Latino | 18.2 | 12.5 | $*$ | $*$ | $*$ | $*$ |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | 67.1 | 39.0 | 10.0 |
| Two or More Races | 49.7 | 39.9 |  |  | 47.0 |  |
| White |  |  |  |  |  |  |

Proficiency Over Time


## Foster-Glocester School Profiles

Elementary

Middle


High

| School Name | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Ponaganset High School | 58.4 | 62.3 | 58.0 | 67.2 | 39.1 | 31.4 | 26.4 | 37.6 | 36.4 | 44.4 | 38.2 | 49.3 |

## Glocester District Profile

Proficiency with change from 2022

| RICAS-ELA | 55.6 ه0.8 | RICAS-ELA | 99.7 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 62.0 -0.1 | RICAS - Math | 99.7 |
| NGSA - Science | 57.0 -15.3 | NGSA - Science | 100.0 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ |
| Differently Abled | 12.1 | 15.2 | 30.8 |
| Economically Disadvantaged | 36.1 | 36.1 | 42.9 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ |
| Hispanic or Latino | 50.0 | 50.0 | $*$ |
| Native Hawaiian or Other Pacific Islander | $*$ | 62.7 | $*$ |
| Two or More Races | 56.2 |  | 58.3 |
| White |  |  |  |

Proficiency Over Time


## Glocester School Profiles

Elementary


ISLAND

Highlander School Profiles


Middle

High

|  | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | SAT- ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Highlander Secondary Charter School | 33.1 | 17.9 | 20.4 | 21.1 | \| 11.0 | < 5 | \| 9.6 | 16.8 | 17.2 | 18.2 | 22.8 | 31.9 | 10.3 | < 5 | \| 8.8 | \| 12.8 | 10.9 | \| 10.6 | \| 11.7 | -14.6 |

Highlander School Profiles


Middle

High

|  | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | SAT- ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Highlander Secondary Charter School | 33.1 | 17.9 | 20.4 | 21.1 | \| 11.0 | < 5 | \| 9.6 | 16.8 | 17.2 | 18.2 | 22.8 | 31.9 | 10.3 | < 5 | \| 8.8 | \| 12.8 | 10.9 | \| 10.6 | \| 11.7 | -14.6 |

## International Charter District Profile

Proficiency with change from 2022

| RICAS - ELA | $25.6 \triangle 7.4$ | RICAS - ELA | 98.9 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $23.8 \triangle 4.6$ | RICAS - Math | 97.8 |
| NGSA - Science | $32.7 \triangle 11.9$ | NGSA - Science | 96.3 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 11.2 | 16.7 | 22.2 |
| Differently Abled | $<5$ | $<5$ | $*$ |
| Economically Disadvantaged | 13.2 | 14.8 | 20.0 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 20.7 | 13.8 | $*$ |
| Black or African American | 19.0 | 20.3 | $*$ |
| Hispanic or Latino | $*$ | $*$ | $*$ |
| Native Hawaiian or Other Pacific Islander | $*$ | 40.7 | $*$ |
| Two or More Races | 42.9 |  | $*$ |
| White |  |  |  |

Proficiency Over Time


## International Charter School Profiles



ISLAND

## Jamestown District Profile

Proficiency with change from 2022

| RICAS - ELA | $62.7 \Delta 3.1$ | RICAS - ELA | 99.6 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $64.9 \triangle 2.3$ | RICAS - Math | 99.6 |
| NGSA - Science | $62.1 \Delta 3.8$ | NGSA - Science | 97.8 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ |
| Differently Abled | 23.1 | 34.8 | 23.1 |
| Economically Disadvantaged | $*$ | 47.8 | 10.0 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ |
| Hispanic or Latino | 6 | $*$ | $*$ |
| Native Hawaiian or Other Pacific Islander | $*$ | 65.5 | $*$ |
| Two or More Races |  | $*$ | 62.7 |
| White |  |  | $*$ |

## Proficiency Over Time



## Jamestown School Profiles



Middle


High

## Johnston District Profile

Proficiency with change from 2022

| RICAS-ELA | $32.6 \triangle 0.4$ | RICAS-ELA | 98.7 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $20.9 \nabla-0.8$ | RICAS-Math | 98.9 |
| SAT-ELA | $36.8 \nabla-7.5$ | SAT-ELA | 89.6 |
| SAT-Math | $15.3 \nabla-5.4$ | SAT-Math | 88.6 |
| NGSA-Science | $22.5 \nabla-8.7$ | NGSA-Science | 97.5 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | 6.7 | < 5 | * | * | < 5 |
| Differently Abled | < 5 | < 5 | 10.0 | < 5 | < 5 |
| Economically Disadvantaged | 24.4 | 12.8 | 26.7 | 8.2 | 17.3 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | 49.2 | 40.7 | * | * | 39.1 |
| Black or African American | 25.9 | 20.5 | * | * | 27.6 |
| Hispanic or Latino | 27.7 | 17.0 | 21.7 | 10.4 | 17.3 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | 30.0 | 33.3 | * | * | * |
| White | 34.5 | 21.3 | 41.7 | 16.8 | 24.1 |

Proficiency Over Time


## Johnston School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Johnston Senior High School | 42.2 | 45.3 | 44.3 | 37.3 | 20.3 | 19.0 | 20.7 | 15.5 | 18.7 | 32.6 | 26.5 | 14.2 |

## Kingston Hill Academy District Profile

Proficiency with change from 2022

| RICAS - ELA | $57.9 \triangle 7.9$ |
| :--- | :--- |
| RICAS - Math | $59.5 \triangle 0.3$ |
| NGSA - Science | $61.0 \nabla-9.6$ |

Proficiency by Subgroups


## Proficiency Over Time



Kingston Hill Academy School Profiles

Elementary


RHODE
ISLAND

## Learning Community District Profile

Proficiency with change from 2022

| RICAS - ELA | 23.5 -1.4 | RICAS-ELA | 98.9 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | $14.2 \triangle 3.0$ | RICAS - Math | 99.5 |
| NGSA - Science | 13.1 -5.4 | NGSA - Science | 99.2 |

Proficiency by Subgroups


## Proficiency Over Time



## Learning Community School Profiles

Other


## Lincoln District Profile

Proficiency with change from 2022

| RICAS-ELA | 46.3 1.4 | RICAS-ELA | 97.7 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 45.0 -1.0 | RICAS - Math | 97.8 |
| SAT-ELA | 69.8 -5.1 | SAT-ELA | 94.3 |
| SAT-Math | $45.6 \triangle 2.1$ | SAT-Math | 94.3 |
| NGSA - Science | 44.5 --3.8 | NGSA - Science | 96.8 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 17.1 | 8.9 | $*$ | $*$ | $<5$ |
| Differently Abled | 5.0 | 5.8 | 11.1 | 11.1 | $<5$ |
| Economically Disadvantaged | 26.3 | 22.7 | 51.3 | 17.9 | 26.2 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 68.4 | 71.9 | $*$ | $*$ | $*$ |

Proficiency Over Time


## Lincoln School Profiles

Elementary

|  | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Lincoln Central Elementary School | 66.5 | 53.1 | 62.5 | 63.3 | 68.7 | 54.0 | 74.1 | 67.1 | 71.0 | 50.0 | 72.1 | 44.9 |
| Lonsdale Elementary School | 55.5 | 44.0 | 47.4 | 47.1 | 40.4 | 25.6 | 41.3 | 39.4 | 42.9 | 33.3 | 35.6 | 39.6 |
| Northern Lincoln Elementary School | 58.7 | 40.3 | 32.2 | 37.0 | 49.1 | 25.1 | 35.9 | 38.4 | 54.3 | 22.4 | 38.5 | 44.1 |
| Saylesville Elementary School | 43.1 | 43.0 | 35.8 | 50.0 | 43.8 | 25.2 | 33.6 | 38.0 | 37.7 | 30.4 | 38.0 | 37.8 |

Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Lincoln Senior High School | 70.6 | 60.5 | 64.7 | 69.8 | 39.7 | 44.9 | 43.5 | 45.6 | 40.8 | 45.1 | 52.1 | 48.6 |

## Little Compton District Profile

Proficiency with change from 2022

| RICAS-ELA | $70.8 \triangle 12.8$ | RICAS-ELA | 99.2 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $58.5 \triangle 6.3$ | RICAS-Math | 99.2 |
| SAT- ELA |  | SAT-ELA |  |
| SAT-Math |  | SAT-Math |  |
| NGSA - Science | $64.4 \triangle 10.2$ | NGSA-Science | 100.0 |

Proficiency by Subgroups


## Proficiency Over Time



## Little Compton School Profiles



ISLAND

## MET Career and Tech District Profile

Proficiency with change from 2022

| SAT-ELA | $38.1 \triangle 10.2$ | SAT-ELA | 97.8 |
| :--- | :--- | :--- | :--- |
| SAT-Math | $7.7 \triangle 0.8$ | SAT-Math | 97.8 |
| NGSA-Science | $11.2 \boxed{-2.9}$ | NGSA-Science | 95.7 |

Proficiency by Subgroups

|  | SAT-ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | $<5$ | $<5$ |
| Differently Abled | $<5$ | $<5$ | $<5$ |
| Economically Disadvantaged | 33.1 | $<5$ | 6.0 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 27.8 | $*$ | $*$ |
| Black or African American | 31.3 | $<5$ | 11.1 |
| Hispanic or Latino | $*$ | $*$ | $<5$ |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | 59.5 | 19.0 | 26.2 |
| White |  |  |  |

Proficiency Over Time


## MET Career and Tech School Profiles



## Middletown District Profile

Proficiency with change from 2022

| RICAS - ELA | $39.7 \triangle 1.3$ | RICAS - ELA | 99.0 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $29.5 \nabla-0.2$ | RICAS - Math | 98.4 |
| SAT-ELA | $65.0 \triangle 5.4$ | SAT-ELA | 97.2 |
| SAT-Math | $31.5 \nabla-0.9$ | SAT-Math | 97.3 |
| NGSA - Science | $36.2 \nabla-4.0$ | NGSA - Science | 97.1 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 16.7 | 21.2 | $*$ | $*$ | 11.1 |
| Differently Abled | 9.7 | 9.0 | 28.6 | $<5$ | 11.3 |
| Economically Disadvantaged | 22.1 | 17.2 | 40.0 | 7.3 | 17.5 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 41.7 | 48.3 | $*$ | $*$ | $*$ |

## Proficiency Over Time



## Middletown School Profiles

Elementary

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2022 | 2023 |
| Aquidneck School | 61.8 | 60.9 | 42.2 | 39.1 | 36.5 | 45.2 | 44.8 | 31.9 |  |  |
| Forest Avenue School | 32.5 | 37.5 | 34.7 | 45.1 | 29.1 | 19.3 | 27.4 | 29.4 |  |  |
| Gaudet Learning Academy | 50.0 | 34.8 | 40.5 | 42.2 | 23.5 | 13.2 | 25.7 | 31.3 | 43.1 | 40.1 |

Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Middletown High School | 60.8 | 56.9 | 60.0 | 65.9 | 38.9 | 35.3 | 32.6 | 31.9 | 22.9 | 40.8 | 33.8 | 31.9 |

## Narragansett District Profile

Proficiency with change from 2022

| RICAS-ELA | $53.9 \nabla-1.3$ | RICAS-ELA | 97.6 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $53.3 \triangle 2.0$ | RICAS-Math | 98.6 |
| SAT-ELA | $60.9 \nabla-8.1$ | SAT-ELA | 99.3 |
| SAT-Math | $40.1 \nabla-2.4$ | SAT-Math | 98.6 |
| NGSA - Science | $45.7 \triangle 0.7$ | NGSA-Science | 98.2 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ | $*$ | $*$ |
| Differently Abled | 7.5 | 13.2 | 9.1 | $<5$ | 7.5 |
| Economically Disadvantaged | 33.3 | 36.8 | 61.5 | 23.1 | 36.7 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $*$ | $*$ | $*$ | $*$ |
| Hispanic or Latino | 54.2 | 45.8 | $*$ | $*$ | 50.0 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | 45.5 | 20.0 | $*$ |
| Two or More Races | 41.7 | 45.8 | 63.3 | 43.3 | 6.3 |
| White | 55.0 | 54.8 |  | 49.2 |  |

Proficiency Over Time


Narragansett School Profiles


Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Narragansett High School | 65.9 | 70.3 | 69.6 | 61.3 | 43.7 | 49.1 | 42.9 | 40.4 | 43.2 | 54.1 | 51.7 | 46.3 |

## Newport District Profile

Proficiency with change from 2022

| RICAS-ELA | 12.2 --2.9 | RICAS-ELA | 96.8 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 12.0 --1.8 | RICAS - Math | 97.0 |
| SAT-ELA | 43.2 ¢6.2 | SAT-ELA | 97.9 |
| SAT-Math | 16.1 -0.9 | SAT-Math | 95.8 |
| NGSA - Science | 18.1 --2.9 | NGSA - Science | 95.7 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | 5.3 | $<5$ | $<5$ | $<5$ |
| Differently Abled | $<5$ | $<5$ | 5.6 | $<5$ | $<5$ |
| Economically Disadvantaged | 6.1 | 5.2 | 21.1 | $<5$ | 6.1 |
| American Indian or Alaska Native | $<5$ | $<5$ | $*$ | $*$ | $*$ |
| Asian | 27.8 | 27.8 | $*$ | $*$ | $*$ |
| Black or African American | $<5$ | $<5$ | 53.8 | $<5$ | 7.3 |
| Hispanic or Latino | $<5$ | $<5$ | 25.5 | $<5$ | 8.5 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 9.2 | 8.0 | 31.3 | 18.8 | 14.9 |
| White | 25.7 | 26.2 | 61.8 | 33.3 | 34.3 |

Proficiency Over Time


Newport School Profiles

| Elementary |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | RICAS - ELA |  |  |  | RICAS - Math |  |  |  |  |  |
| School Name | 2019 | 2021 |  |  |  |  | 2021 |  | 2022 |  |
| Claiborne Pell Elementary School | 25.0 | 22.5 | 19.3 | 15.8 | 21.4 | 9.6 |  | 16.7 |  | 17.4 |

Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Rogers High School | 43.8 | 33.9 | 37.0 | 44.1 | 23.7 | 16.1 | 17.0 | 16.4 | 24.1 | 23.5 | 23.6 | 20.5 |

## New Shoreham District Profile

Proficiency with change from 2022

| RICAS-ELA | 40.0 -1.4 | RICAS-ELA | 98.4 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 36.7 -4.0 | RICAS - Math | 98.4 |
| SAT- ELA | * | SAT-ELA | * |
| SAT-Math | * | SAT-Math | * |
| NGSA - Science | 40.0 -11.7 | NGSA - Science | 100.0 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | * | * | * | * | * |
| Differently Abled | 6.7 | 26.7 | * | * | * |
| Economically Disadvantaged | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | * | * | * | * | * |
| Black or African American | * | * | * | * | * |
| Hispanic or Latino | 38.5 | 30.8 | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | * | * | * | * | * |
| White | 40.9 | 40.9 | * | * | 53.3 |

## Proficiency Over Time



New Shoreham School Profiles

Other

|  | RICAS - ELA |  |  |  | RICAS - Math |  |  |  | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Block Island School | 70.8 | . 2 | 41.4 | 40.0 | 42.3 | 38.5 | 40.7 | 36.7 | 69.2 | * | * | * | 30.8 | * | * | * | 45.5 | 40.0 | 1.7 | 40.0 |

## North Kingstown District Profile

Proficiency with change from 2022

| RICAS-ELA | $54.1 \triangle 1.6$ | RICAS-ELA | 98.9 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $55.0 \triangle 3.0$ | RICAS-Math | 98.9 |
| SAT-ELA | $78.3 \triangle 4.6$ | SAT-ELA | 97.0 |
| SAT-Math | $50.5 \nabla-5.2$ | SAT-Math | 97.0 |
| NGSA-Science | $52.8 \nabla-2.8$ | NGSA-Science | 96.9 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 14.3 | 31.9 | $*$ | $*$ | 8.0 |  |
| Differently Abled | 8.6 | 12.4 | 23.1 | 7.7 | 15.1 |  |
| Economically Disadvantaged | 25.9 | 23.5 | 39.1 | 15.2 | 22.7 |  |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Asian | 66.7 | 78.0 | $*$ | $*$ | $*$ | 61.9 |
| Black or African American | 13.5 | 13.5 | $*$ | 18.2 | $<5$ |  |
| Hispanic or Latino | 36.4 | 29.2 | 40.9 | 26.9 |  |  |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | 58.3 | $*$ |  |
| Two or More Races | 35.8 | 26.8 | 75.0 | 53.3 | 57.2 |  |
| White | 58.3 | 60.5 | 82.2 |  |  |  |

## Proficiency Over Time



## North Kingstown School Profiles

## Elementary

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Fishing Cove Elementary School | 67.5 |  | 54.5 | 60.9 | 52.1 | 52.6 | 57.4 | 66.9 | 40.0 | 40.5 | 54.2 | 65.0 |
| Forest Park Elementary School | 59.1 |  | 61.2 | 59.5 | 52.4 | 66.4 | 66.2 | 58.8 | 41.3 | 46.9 | 51.2 | 50.0 |
| Hamilton Elementary School | 79.5 | 69.7 | 62.1 | 60.8 | 71.3 | 62.2 | 65.8 | 61.2 | 65.0 | 65.3 | 69.3 | 60.9 |
| Stony Lane Elementary School | 59.8 | 67.7 | 60.0 | 62.3 | 49.3 | 49.7 | 57.6 | 58.4 | 54.4 | 58.0 | 57.8 | 51.6 |
| Suzanne M. Henseler Quidnessett Elementary. | 43.4 | 25.0 | 23.5 | 29.0 | 27.0 | 17.7 | 21.9 | 27.4 | 23.3 | 21.4 | 31.6 | 25.8 |

Middle

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Davisville Middle School | 46.4 | 48.2 | 44.8 | 48.2 | 43.3 | \| 33.4 | 41.9 | 50.2 | 54.0 | 53.2 | 43.2 | 50.7 |
| Wickford Middle School | 72.9 | 67.5 | 59.9 | 57.2 | 59.7 | 48.6 | 57.9 | 59.4 | 64.0 | 51.3 | 55.6 | 48.1 |

## High

| School Name | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| North Kingstown Senior High School | 82.0 | 82.9 | 74.2 | 78.6 | 61.6 | 54.7 | 56.1 | 50.6 | 61.4 | 67.4 | 62.5 | 55.5 |

## North Providence School Profiles



Middle

|  | RICAS - ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Birchwood Middle School | 49.9 | 38.3 | 44.2 | 43.6 | 29.6 | 26.1 | 36.0 | 30.2 | 33.3 | 28.1 | 32.9 | 41.2 |
| Dr. Edward A. Ricci Middle School | 41.5 | 36.0 | 42.0 | 38.3 | 25.1 | 20.2 | 19.9 | 19.9 | 30.2 | 26.0 | 26.2 | 23.9 |

High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| North Providence High School | 49.6 | 50.6 | 48.6 | 52.7 | 26.1 | 25.5 | 29.5 | 22.3 | 31.3 | 30.9 | 34.0 | 24.6 |

## North Providence School Profiles



Middle

|  | RICAS - ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Birchwood Middle School | 49.9 | 38.3 | 44.2 | 43.6 | 29.6 | 26.1 | 36.0 | 30.2 | 33.3 | 28.1 | 32.9 | 41.2 |
| Dr. Edward A. Ricci Middle School | 41.5 | 36.0 | 42.0 | 38.3 | 25.1 | 20.2 | 19.9 | 19.9 | 30.2 | 26.0 | 26.2 | 23.9 |

High

|  | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| North Providence High School | 49.6 | 50.6 | 48.6 | 52.7 | 26.1 | 25.5 | 29.5 | 22.3 | 31.3 | 30.9 | 34.0 | 24.6 |

## North Smithfield District Profile

Proficiency with change from 2022

| RICAS - ELA | $54.3 \triangle 2.5$ | RICAS - ELA | 99.5 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $55.5 \triangle 4.8$ | RICAS - Math | 99.0 |
| SAT-ELA | $65.0 \boxed{\nabla-3.6}$ | SAT - ELA | 97.6 |
| SAT - Math | $42.5 \triangle 5.4$ | SAT - Math | 97.6 |
| NGSA - Science | $43.4 \nabla-8.0$ | NGSA - Science | 97.9 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT-Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 20.0 | 40.0 | $*$ | $*$ | $*$ |
| Differently Abled | 10.4 | 7.8 | 12.5 | $<5$ | 9.3 |
| Economically Disadvantaged | 37.6 | 37.9 | 41.2 | 23.5 | 22.7 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 61.5 | 92.3 | $*$ | $*$ | $*$ |
| Black or African American | 69.2 | 46.2 | $*$ | $*$ | $*$ |
| Hispanic or Latino | 44.4 | 36.1 | 42.1 | 26.3 | 27.7 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 57.7 | 57.7 | $*$ | 46.4 | $*$ |
| White | 55.0 | 57.2 | 71.1 |  | 45.4 |

Proficiency Over Time


## North Smithfield School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| North Smithfield High School | 69.2 | 63.8 | 68.6 | 65.5 | 55.0 | 36.8 | 37.1 | 42.9 | 53.3 | 52.1 | 50.5 | 42.0 |

## Nuestro Mundo Public Charter District Profile

| Proficiency with change from 2022 |  | Participation |  |
| :---: | :---: | :---: | :---: |
| RICAS-ELA | 10.2 - 2.7 | RICAS-ELA | 98.3 |
| RICAS - Math | 6.8 --2.7 | RICAS - Math | 98.3 |


| Proficiency by Subgroups |  |  |
| :--- | :--- | :--- |
|  | RICAS-ELA | RICAS - Math |
| Current Multilingual Learner | $<5$ | $<5$ |
| Differently Abled | $*$ | $*$ |
| Economically Disadvantaged | 11.6 | 7.0 |
| American Indian or Alaska Native | $*$ | $*$ |
| Asian | $*$ | $*$ |
| Black or African American | 10.5 | $*$ |
| Hispanic or Latino | $*$ | 5.3 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ |
| Two or More Races | $*$ | $*$ |
| White |  | $*$ |

Proficiency Over Time


## Nuestro Mundo Public Charter School Profiles



## Paul Cuffee Charter Sch District Profile

Proficiency with change from 2022

| RICAS-ELA | 17.4 ¢0.8 | RICAS-ELA | 99.5 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 13.4 --2.6 | RICAS - Math | 100.0 |
| SAT-ELA | 25.4 - 2.8 | SAT-ELA | 95.7 |
| SAT-Math | 7.5 v-0.6 | SAT-Math | 95.7 |
| NGSA - Science | 10.2 ^1.3 | NGSA - Science | 97.4 |

Proficiency Over Time
RICAS-ELA

## Paul Cuffee Charter Sch School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 |  |  |  | 2019 | 2021 |  | 2023 |
| Paul Cuffee Upper School | 42.9 | 17.2 | 22.6 | 25.4 | 19.0 | \| 7.8 | 8.1 | \| 7.5 | 25.0 | 13.4 | - 9.7 | - 9.4 |

## Pawtucket District Profile

Proficiency with change from 2022

| RICAS - ELA | $17.2 \boxed{\text {-1.4 }}$ | RICAS - ELA | 98.2 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $16.9 \triangle 1.3$ | RICAS - Math | 98.4 |
| SAT- ELA | $24.9 \triangle 2.8$ | SAT - ELA | 87.5 |
| SAT- Math | $7.8 \triangle 0.5$ | SAT - Math | 86.9 |
| NGSA - Science | $14.0 \triangle 0.1$ | NGSA - Science | 93.7 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | 7.3 | $<5$ | $<5$ | $<5$ |
| Differently Abled | $<5$ | 5.1 | $<5$ | $<5$ | $<5$ |
| Economically Disadvantaged | 13.1 | 13.8 | 14.0 | $<5$ | 10.9 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 23.3 | 53.3 | $*$ | $*$ | 27.3 |
| Black or African American | 14.4 | 13.8 | 14.2 | $<5$ | 9.4 |
| Hispanic or Latino | 14.2 | 12.9 | 18.2 | $<5$ | 8.1 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 19.8 | 15.9 | 12.5 | $<5$ | 15.1 |
| White | 22.7 | 23.6 | 41.4 | 16.0 | 24.4 |

Proficiency Over Time


## Pawtucket School Profiles



## Pawtucket School Profiles



High


## Portsmouth District Profile

Proficiency with change from 2022

| RICAS - ELA | $49.8 \triangle 0.8$ | RICAS - ELA | 99.8 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $51.7 \triangle 2.8$ | RICAS - Math | 99.5 |
| SAT- ELA | $70.5 \nabla-4.1$ | SAT- ELA | 96.2 |
| SAT- Math | $44.0 \nabla$-11.6 | SAT-Math | 95.6 |
| NGSA - Science | $63.1 \triangle 7.2$ | NGSA - Science | 98.2 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT - ELA | SAT-Math | NGSA-Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 23.1 | 6.7 | $*$ | $*$ | $*$ |
| Differently Abled | 7.4 | 10.3 | 17.6 | $<5$ | 11.1 |
| Economically Disadvantaged | 27.5 | 31.9 | 55.6 | 33.3 | 42.2 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 59.3 | 53.6 | $*$ | $*$ | 50.0 |
| Black or African American | 38.9 | 31.3 | $*$ | 3 | 28.6 |
| Hispanic or Latino | 41.1 | 45.8 | 63.6 | $*$ | 69.7 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 47.6 | 42.9 | 71.5 | 43.7 | 64.7 |
| White | 50.7 | 53.0 |  |  | 63.8 |

Proficiency Over Time


## Portsmouth School Profiles



High

| School Name | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Portsmouth High School | 74.7 | 74.2 | 74.6 | 71.3 | 56.5 | 59.1 | 55.6 | 44.3 | 62.7 | 74.1 | 61.3 | 69.9 |

## Providence District Profile

Proficiency with change from 2022

| RICAS-ELA | $15.1 \pm 2.0$ | RICAS-ELA | 97.3 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | $13.0 \triangle 3.2$ | RICAS - Math | 96.9 |
| SAT- ELA | 27.6 -1.0 | SAT-ELA | 90.5 |
| SAT-Math | $13.4 \pm 0.1$ | SAT-Math | 90.0 |
| NGSA - Science | 11.7 - -0.6 | NGSA - Science | 94.0 |

Proficiency Over Time


## Providence School Profiles

| Elementary | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Alan Shawn Feinstein Elementary at Broad Str | 13.2 | -11.8 | 13.5 | 19.1 | 11.8 | \| 5.7 | 14.1 | -17.0 | < 5 | \| 5.9 | 16.4 | - 9.4 |
| Alfred Lima Sr. Elementary School | 11.9 | -10.4 | \| 5.1 | \| 8.4 | 9.1 | \| 6.7 | \| 6.5 | 10.0 | \| 6.2 | \| 5.6 | \| 6.3 | \| 6.8 |
| Anthony Carnevale Elementary School | 11.6 | 20.9 | 18.7 | - 12.2 | 12.0 | - 8.8 | 17.3 | 14.6 | \| 9.7 | \| 7.3 | 18.5 | -10.2 |
| Asa Messer Elementary School | 23.9 | 14.7 | 9.0 | 16.6 | 15.5 | 11.7 | 12.0 | 19.6 |  |  |  |  |
| Carl G. Lauro Elementary School | - 8.7 | - 10.9 | 10.6 | 10.5 | 9.1 | \| 5.7 | - 9.3 | \| 8.2 | \| 8.4 | < 5 | - 12.9 | 12.0 |
| Dr. Martin Luther King, Jr. Elementary School | 21.0 | 24.4 | 25.3 | 29.4 | -9.6 | - 9.1 | 17.2 | 31.6 | -12.1 | -9.4 | 15.7 | 20.0 |
| Frank D. Spazieno Elementary School | 22.8 | 18.0 | 15.3 | 22.5 | 18.4 | 11.1 | 13.6 | 23.8 | -10.9 | -9.9 | 13.9 | 12.3 |
| George J. West Elementary School | 19.0 | 12.5 | 14.1 | 18.3 | - 8.1 | \| 7.0 | \| 7.3 | 17.8 | 12.9 | \| 6.8 | 10.1 | 13.9 |
| Harry Kizirian Elementary School | 14.5 | 11.1 | - 9.8 | 12.2 | \| 6.9 | < 5 | -7.7 | -9.9 | \| 6.9 | \| 8.1 | 11.1 | -10.4 |
| Leviton Dual Language School | 41.2 | 26.3 | $\underline{12.3}$ | 29.6 | 32.8 | 11.3 | 17.5 | 32.0 | 11.9 | 23.7 | 17.9 | 13.2 |
| Lillian Feinstein Elementary Sackett Street | 16.8 | 16.0 | 15.2 | 21.1 | 16.0 | \| 5.4 | 11.9 | 18.9 | \| 7.3 | \| 6.5 | 15.9 | - 9.1 |
| Mary E. Fogarty Elementary School | 14.5 | \| 6.3 | < 5 | 10.1 | < 5 | < 5 | \| 6.4 | 10.7 | < 5 | < 5 | < 5 | < 5 |
| Pleasant View School | 22.7 | 22.5 | 16.7 | 14.2 | 12.9 | 11.4 | 14.5 | 17.2 | 21.4 | 5.1 | 19.0 | 15.0 |
| Reservoir Avenue School | 45.0 | 18.3 | 14.0 | 21.9 | 34.3 | \| 8.3 | 20.1 | 24.5 | 40.4 | 15.0 | 19.5 | 13.6 |
| Robert F. Kennedy Elementary School | 38.4 | 29.5 | 24.3 | 27.1 | 33.0 | 20.3 | 26.8 | 27.1 | 21.7 | 26.7 | 27.8 | 21.0 |
| Robert L Bailey IV Elementary School | 18.9 | 17.5 | 17.6 | 23.8 | 16.3 | \| 6.3 | 12.3 | 26.5 | < 5 | < 5 | 22.8 | 20.0 |
| The Sgt. Cornel Young Jr \& Charlotte Woods El... | 11.7 | - 7.8 | 12.9 | 13.8 | \| 7.0 | < 5 | - 8.6 | 9.1 | \| 7.9 | < 5 | 10.6 | \| 7.1 |
| Times2 Elementary School |  | 19.3 | 21.2 | 24.7 |  | -10.6 | 17.9 | 27.8 |  | 32.0 | 36.0 | 28.3 |
| Vartan Gregorian Elementary School | 47.3 | 50.4 | 44.7 | 49.2 | 32.2 | 37.5 | 42.1 | 46.9 | 34.2 | 55.1 | 48.6 | 40.6 |
| Veazie Street School | 22.3 | 13.7 | 10.5 | 13.4 | 14.7 | \| 6.3 | 14.7 | 16.0 | 17.4 | 11.1 | \| 7.3 | < 5 |
| Webster Avenue School | 29.0 | 15.0 | 14.3 | \| 7.2 | 21.9 | \| 6.5 | \| 7.1 | \| 8.4 | 31.3 | -10.9 | \| 7.7 | 12.5 |
| William D'Abate Elementary School | 27.9 | 19.9 | -16.0 | 17.6 | 24.6 | \| 8.2 | 15.1 | 24.3 | 16.0 | 12.3 | 17.4 | -11.4 |

## Providence School Profiles



## Providence Preparatory Charter District Profile

Proficiency with change from 2022

| RICAS-ELA | $19.1 \triangle 3.9$ | RICAS-ela | 98.9 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $31.5 \triangle 9.8$ | RICAS-Math | 96.0 |
| NGSA - Science | $30.9 \triangle 3.8$ | NGSA-Science | 94.8 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | 19.4 | 25.0 |
| Differently Abled | 8.3 | 8.7 | $*$ |
| Economically Disadvantaged | 18.6 | 31.1 | 30.9 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 17.1 | $*$ | $*$ |
| Black or African American | 16.9 | 31.4 | 41.2 |
| Hispanic or Latino | $*$ | $*$ | 25.0 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | $*$ | $*$ | $*$ |
| White |  |  | $*$ |

Proficiency Over Time


## Providence Preparatory Charter School Profiles

Middle


ISLAND

## Rhode Island Nurses Institute Middle College District Profile

Proficiency with change from 2022

| SAT-ELA | $41.9 \triangle 10.9$ | SAT- ELA | 98.4 |
| :--- | :--- | :--- | :--- |
| SAT-Math | $<5$ | SAT-Math | 98.4 |
| NGSA-Science | $12.7 \nabla-4.0$ | NGSA - Science | 100.0 |

Proficiency by Subgroups


## Proficiency Over Time



## Rhode Island Nurses Institute Middle College School Profiles



## R.I. Sch for the Deaf District Profile

| Proficiency with change from 2022 |  | Participation |  |
| :---: | :---: | :---: | :---: |
| RICAS-ELA | 5.9 | RICAS - ELA | 94.4 |
| RICAS - Math | < 5 | RICAS - Math | 94.7 |
| SAT-ELA | * | SAT-ELA | * |
| SAT-Math | * | SAT-Math | * |
| NGSA - Science | 10.0 - 3.3 | NGSA - Science | 100.0 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Differently Abled | 5.9 | $<5$ | $*$ | $*$ | $*$ | 10.0 |
| Economically Disadvantaged | 7.7 | $<5$ | $*$ | $*$ | $*$ | $*$ |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Black or African American | $*$ | $* 5$ | $*$ | $*$ | $*$ |  |
| Hispanic or Latino | $* .1$ | $*$ | $*$ | $*$ | $*$ |  |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Two or More Races | $*$ |  | $*$ | $*$ | $*$ |  |
| White |  |  | $*$ | $*$ | $*$ |  |

Proficiency Over Time

| RICAS - ELA |  |  |  |  | RICAS - Math |  |  |  |  | SAT-ELA |  |  |  |  | SAT-Math |  |  |  |  | NGSA - Science |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| < 5 | COVID | < 5 | $<5$ | 5.9 | < 5 | COVID | < 5 | $<5$ | $<5$ | * | COVID | * | * | * | * | COVID | * | * | * | $<5$ | COVID | * | 6.7 | 10.0 |
| 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |

## R.I. Sch for the Deaf School Profiles

|  | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | SAT-ELA |  |  |  |  | SAT-Math |  |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 20 |  | 2023 | 2019 | 2021 |  |  | 2023 | 2019 | 2021 | 2022 | 2023 |
| Rhode Island School for the Deaf | < 5 | < 5 | < 5 | 5.9 | < 5 | < 5 | < 5 | < 5 | * | * | * |  |  | * | * | * |  |  | < 5 | * | 6.7 | 10.0 |

ISLAND

## RISE Prep Mayoral Academy District Profile

Proficiency with change from 2022

| RICAS - ELA | $37.5 \triangle 4.8$ |
| :--- | :--- |
| RICAS - Math | $35.1 \triangle 3.1$ |
| NGSA - Science | $34.7 \triangle 6.1$ |

Participation
ricas-ela 100.0
RICAS-Math 99.6
NGSA-Science 100.0

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 15.0 | 14.3 | $*$ |
| Differently Abled | 18.4 | 15.8 | $*$ |
| Economically Disadvantaged | 28.4 | 29.7 | 30.8 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | 41.7 | 66.7 | $*$ |
| Black or African American | 3 | $*$ | $*$ |
| Hispanic or Latino | $* .3$ | 25.4 | 30.8 |
| Native Hawaian or Other Pacific Islander | 25.6 | 32.6 | $*$ |
| Two or More Races | 44.4 | 38.2 | 27.3 |
| White |  |  | 40.0 |

## Proficiency Over Time



## RISE Prep Mayoral Academy School Profiles

Other

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2022 | 2023 |
| RISE Prep Mayoral Academy | 76.0 | 47.5 | 32.7 | 37.5 | 66.0 | 22.4 | 32.0 | 35.1 | 28.6 | 34.7 |

SLAND

## Scituate District Profile

Proficiency with change from 2022

| RICAS-ELA | $46.8 \triangle 2.1$ | RICAS-ELA | 99.8 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $43.5 \triangle 1.8$ | RICAS-Math | 99.6 |
| SAT-ELA | $65.9 \triangle 4.4$ | SAT- ELA | 100.0 |
| SAT-Math | $34.1 \nabla-1.3$ | SAT-Math | 100.0 |
| NGSA-Science | $36.6 \nabla-0.3$ | NGSA - Science | 99.6 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | * | * | * | * | * |
| Differently Abled | 5.2 | 13.0 | < 5 | < 5 | 10.5 |
| Economically Disadvantaged | 34.5 | 33.3 | 36.4 | 9.1 | 30.3 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | * | * | * | * | * |
| Black or African American | * | * | * | * | * |
| Hispanic or Latino | 27.8 | 50.0 | * | * | 36.4 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | * | * | * | * | * |
| White | 47.2 | 43.1 | 65.1 | 36.1 | 37.1 |

Proficiency Over Time


## Scituate School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Scituate High School | 67.8 | 65.5 | 61.5 | 65.9 | 45.6 | 31.0 | 35.4 | 34.1 | 42.0 | 35.8 | 31.3 | 34.1 |

## Segue Institute for Learning District Profile

Proficiency with change from 2022

| RICAS - ELA | $18.3 \triangle 1.1$ | RICAS - ELA | 100.0 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $17.7 \Delta 3.5$ | RICAS - Math | 99.6 |
| NGSA - Science | $15.0 \triangle 6.5$ |  | NGSA - Science |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 5.6 | 7.7 | $<5$ |
| Differently Abled | $<5$ | $<5$ | $*$ |
| Economically Disadvantaged | 17.6 | 15.8 | 14.8 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ |
| Black or African American | 17.5 | 16.4 | $*$ |
| Hispanic or Latino | $*$ | $*$ | 14.5 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | 26.7 | 40.0 | $*$ |
| White |  |  |  |

Proficiency Over Time


Segue Institute for Learning School Profiles

Other


## Sheila Skip Nowell Leadership Academy District Profile

Proficiency with change from 2022

| SAT-ELA | 6.7 -1.0 | SAT-ELA | 90.9 |
| :--- | :--- | :--- | :--- |
| SAT-Math $<5$ | SAT-Math | 90.9 |  |
| NGSA-Science $<5$ | NGSA-Science | 80.6 |  |

Proficiency by Subgroups

|  | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: |
| Current Multilingual Learner | < 5 | < 5 | < 5 |
| Differently Abled | * | * | * |
| Economically Disadvantaged | 12.5 | < 5 | < 5 |
| American Indian or Alaska Native | * | * | * |
| Asian | * | * | * |
| Black or African American | * | * | * |
| Hispanic or Latino | 5.3 | < 5 | < 5 |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Two or More Races | * | * | * |
| White | * | * | * |

Proficiency Over Time

| SAT-ELA |  |  |  |  | SAT-Math |  |  |  |  | NGSA - Science |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 16.0 |  |  |  |  |  |  |  |  |  |  |  |  |
| $<5$ | COVID |  | 7.7 | 6.7 | $<5$ | COVID | $<5$ | < 5 | < 5 | * | COVID | * | $<5$ | $<5$ |
| 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |

Sheila Skip Nowell Leadership Academy School Profiles

High


## Smithfield District Profile

Proficiency with change from 2022

| RICAS-ELA | $50.3 \triangle 1.1$ | RICAS-ELA | 98.3 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $42.4 \nabla-1.4$ | RICAS-Math | 98.7 |
| SAT-ELA | $66.3 \triangle 4.4$ | SAT-ELA | 96.6 |
| SAT-Math | $35.5 \nabla-0.9$ | SAT-Math | 96.6 |
| NGSA-Science | $38.3 \nabla-7.1$ | NGSA-Science | 94.2 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 27.3 | 14.3 | $*$ | $*$ | $*$ |
| Differently Abled | 9.5 | 7.6 | 26.7 | 6.7 | 6.6 |
| Economically Disadvantaged | 30.3 | 21.7 | 35.0 | $<5$ | 18.8 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 77.8 | 73.7 | $*$ | $*$ | $*$ |
| Black or African American | 56.3 | 50.0 | $*$ | 36.4 | 18.2 |
| Hispanic or Latino | 35.8 | 20.4 | $*$ | $*$ | 22.2 |
| Native Hawaiian or Other Pacific Islander | $*$ | 38.9 | 33.3 | $*$ | $*$ |

Proficiency Over Time


## Smithfield School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Smithfield Senior High School | 66.0 | 65.7 | 61.9 | 66.3 | 48.9 | 39.6 | 36.4 | 35.5 | 49.5 | 43.9 | 48.5 | 40.7 |

South Kingstown District Profile

Proficiency with change from 2022

| RICAS-ELA | 49.8 -6.2 | RICAS-ELA | 98.9 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 46.8 -9.0 | RICAS - Math | 99.2 |
| SAT-ELA | 75.3 | SAT-ELA | 95.4 |
| SAT-Math | 41.4 -12.9 | SAT-Math | 94.9 |
| NGSA - Science | 46.5 - -2.5 | NGSA - Science | 95.4 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 21.1 | 37.1 | $*$ | $*$ | 18.2 |
| Differently Abled | 8.4 | 9.2 | 18.2 | $<5$ | 10.0 |
| Economically Disadvantaged | 19.5 | 20.8 | 26.1 | 13.0 | 18.3 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 47.8 | 70.4 | $*$ | $*$ | 57.1 |
| Black or African American | 20.0 | 28.0 | $*$ | 3 | 9.1 |
| Hispanic or Latino | 29.5 | 21.9 | 61.5 | 30.8 | 36.4 |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 31.2 | 34.2 | 66.7 | 25.0 | 35.6 |
| White | 54.5 | 50.5 | 79.9 | 45.6 | 49.9 |

Proficiency Over Time


## South Kingstown School Profiles



Middle

| School Name | RICAS - ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Broad Rock Middle School | 57.8 | 53.4 | 47.2 | 49.1 | 54.2 | 27.4 | 42.5 | 55.5 | 54.7 | 46.1 | 40.1 | 49.4 |
| Curtis Corner Middle School | 58.1 | 48.0 | 36.8 | 52.9 | 46.6 | 23.4 | 28.0 | 37.1 | 52.9 | 49.7 | 49.7 | 37.4 |

## High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| South Kingstown High School | 75.5 | 72.7 | 75.3 | 75.3 | 63.2 | 54.3 | 54.3 | 41.4 | 55.1 | 56.6 | 58.2 | 54.9 |

## SouthSide Charter School District Profile

Proficiency with change from 2022

| RICAS - ELA | $26.9 \triangle 10.7$ | RICAS - ELA | 95.7 |
| :--- | :--- | :--- | :--- |
| RICAS - Math | $25.8 \triangle 14.4$ | RICAS - Math | 94.3 |
| NGSA - Science | $20.0 \triangle-7.3$ | NGSA - Science | 88.2 |

Proficiency by Subgroups


Proficiency Over Time


## SouthSide Charter School School Profiles



## The Compass School District Profile

Proficiency with change from 2022

| RICAS-ELA | 51.9 -1.3 | RICAS-ELA | 97.5 |
| :---: | :---: | :---: | :---: |
| RICAS-Math | 51.3 - 7.4 | RICAS - Math | 98.8 |
| NGSA - Science | 46.7 --7.7 | NGSA - Science | 100.0 |

Proficiency by Subgroups


Proficiency Over Time


## The Compass School School Profiles

Other


ISLAND

## The Greene School District Profile

Proficiency with change from 2022

| SAT-ELA | $44.0 \triangle 7.8$ | SAT-ELA | 96.2 |
| :--- | :--- | :--- | :--- |
| SAT-Math | $18.0 \triangle 2.8$ | SAT-Math | 96.2 |
| NGSA - Science | $28.0 \triangle 7.1$ | NGSA-Science | 96.2 |

Proficiency by Subgroups


## Proficiency Over Time



## The Greene School School Profiles



## The Hope Academy District Profile

Proficiency with change from 2022

| RICAS - ELA | $20.0 \triangle 1.2$ |
| :--- | :--- |
| RICAS - Math | $13.6 \nabla-1.7$ |
| NGSA - Science | 23.5 |

Participation

| RICAS- eLA | 100.0 |
| :--- | :--- |
| RICAS-Math | 100.0 |
| NGSA-Science | 100.0 |

Proficiency by Subgroups


## Proficiency Over Time



The Hope Academy School Profiles

Other

| School Name | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 20 | 2022 | 20 | 2021 | 2022 | 2023 |
| The Hope Academy | 29.2 | 24.5 | 18.8 | 20.1 | 22.2 | 2.2 | 15.3 | 13.7 | 14.7 | 23.5 | 23.5 |

SLAND

## Tiverton District Profile

Proficiency with change from 2022

| RICAS-ELA | 47.3 10.0 | RICAS-ELA | 99.2 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 44.8 -5.1 | RICAS - Math | 99.3 |
| SAT-ELA | 52.9 -8.4 | SAT-ELA | 98.1 |
| SAT-Math | 25.5 - 11.1 | SAT-Math | 98.1 |
| NGSA - Science |  | NGSA - Science | 97.5 |

## Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Differently Abled | 8.9 | 8.9 | 21.1 | $<5$ | 10.3 |  |
| Economically Disadvantaged | 25.4 | 25.6 | 27.3 | 18.2 | 28.0 |  |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |  |
| Asian | 70.0 | 70.0 | $*$ | $*$ | $*$ |  |
| Black or African American | 26.7 | 20.0 | $*$ | $*$ | $*$ |  |
| Hispanic or Latino | 42.9 | 30.6 | $*$ | $*$ | $*$ | 30.8 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | 24.5 | $*$ |  |
| Two or More Races | 34.5 | 31.0 | 54.3 | 27.8 |  |  |
| White | 48.2 | 46.7 |  |  | 43.6 |  |

Proficiency Over Time


## Tiverton School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Tiverton High School | 65.6 | 55.1 | 61.8 | 54.1 | 44.8 | 34.6 | 36.9 | 26.5 | 45.8 | 38.5 | 38.1 | 46.7 |

## Trinity Academy for the Performing Arts District Profile

Proficiency with change from 2022

| RICAS-ELA | 21.1 - 8.1 | RICAS-ELA | 100.0 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | 10.7 v-2.3 | RICAS - Math | 96.2 |
| SAT- ELA | 25.9 --2.1 | SAT- ELA | 100.0 |
| SAT-Math | 7.4 | SAT-Math | 100.0 |
| NGSA - Science | 7.7 | NGSA - Science | 98.5 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | < 5 | < 5 | * | * | < 5 |
| Differently Abled | * | * | * | * | * |
| Economically Disadvantaged | 18.5 | 7.6 | 26.9 | 7.7 | 5.3 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | * | * | * | * | * |
| Black or African American | 26.7 | < 5 | * | * | 9.1 |
| Hispanic or Latino | 19.2 | 11.5 | 23.8 | < 5 | 6.1 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | * | * | * | * | * |
| White | * | * | * | * | * |

## Proficiency Over Time



Trinity Academy for the Performing Arts School Profiles

Other


## Urban Collaborative District Profile

| Proficiency with change from 2022 | Participation |  |
| :--- | :--- | :--- |
| RICAS-ELA $<5$ | RICAS-ELA | 97.7 |
| RICAS-Math $<5$ | RICAS-Math | 97.7 |
| NGSA-Science $<5$ | NGSA - Science | 100.0 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | NGSA - Science |
| :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | $<5$ | $<5$ |
| Differently Abled | $<5$ | $<5$ | $<5$ |
| Economically Disadvantaged | $<5$ | $<5$ | $<5$ |
| American Indian or Alaska Native | $*$ | $*$ | $*$ |
| Asian | $*$ | $*$ | $*$ |
| Black or African American | $<5$ | $<5$ | $<5$ |
| Hispanic or Latino | $* 5$ | $*$ | $<5$ |
| Native Hawaian or Other Pacific Islander | $*$ | $*$ | $*$ |
| Two or More Races | $*$ | $<5$ | $<5$ |
| White | 6.7 |  |  |

Proficiency Over Time

| RICAS-ELA |  |  |  |  | RICAS - Math |  |  |  |  | NGSA - Science |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $<5$ | COVID | $<5$ | < 5 | < 5 | $<5$ | COVID | < 5 | < 5 | <5 | <5 | COVID | $8.1$ | 5.1 | $<5$ |
| 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 | 2019 | 2020 | 2021 | 2022 | 2023 |

SLAND

## Urban Collaborative School Profiles

Middle

|  | RICAS - ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name |  |  |  |  |  |  |  |  |  |  |  |  | 2023 |
| Urban Collaborative Accelerated Program | < 5 | < 5 | < 5 | < 5 | < 5 | < 5 | < 5 | < 5 | < 5 | 8.1 | 5.1 | < 5 |  |

SLAND

## Village Green Virtual District Profile

Proficiency with change from 2022

| SAT-ELA | 25.5 V-3.9 |
| :--- | :--- |
| SAT-Math | $<5$ |
| NGSA-Science | $<5$ |

Participation

| SAT-ELA | 100.0 |
| :--- | :--- |
| SAT-Math | 100.0 |
| NGSA-Science | 98.2 |

Proficiency by Subgroups

|  | SAT-ELA | SAT-Math | NGSA - Science |  |
| :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $*$ | $*$ | $*$ |  |
| Differently Abled | $*$ | $*$ | $*$ |  |
| Economically Disadvantaged | 18.0 | $*$ | $*$ | $<5$ |
| American Indian or Alaska Native | $*$ | $<5$ | $*$ |  |
| Asian | 35.3 | $<5$ | $<5$ |  |
| Black or African American | 16.7 | $*$ | 5.7 |  |
| Hispanic or Latino | $*$ | $*$ | $*$ |  |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ |  |
| Two or More Races | $*$ |  | $*$ | $*$ |
| White |  |  |  | $*$ |

Proficiency Over Time


ISLAND

## Village Green Virtual School Profiles

High

|  | SAT-ELA |  |  |  | SAT-Math |  |  |  | NGSA - Science |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 |  |  |  |  |  |  |  |  | 2023 |
| Village Green Virtual Charter School | 21.6 | 19.6 | 29.4 | 25.5 | 9.8 | < 5 | 7.8 | < 5 | < 5 | < 5 | 6.0 | < 5 |  |

ISLAND

## Warwick District Profile

Proficiency with change from 2022

| RICAS-ELA | $31.0 \triangle 2.1$ | RICAS-ELA | 98.6 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $27.0 \triangle 4.4$ | RICAS-Math | 98.6 |
| SAT-ELA | $47.5 \nabla-2.1$ | SAT-ELA | 94.8 |
| SAT-Math | $19.0 \boxed{\nabla-1.7}$ | SAT-Math | 94.4 |
| NGSA-Science | $29.6 \triangle 0.5$ | NGSA-Science | 97.7 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT - ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | 11.5 | 17.5 | $*$ | $*$ | 5.4 |
| Differently Abled | 5.2 | $<5$ | 14.5 | $<5$ | 7.2 |
| Economically Disadvantaged | 22.4 | 16.6 | 41.0 | 11.1 | 22.1 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 39.7 | 39.5 | 55.6 | 44.4 | 38.7 |
| Black or African American | 22.5 | 13.5 | 42.9 | 21.4 | 24.1 |
| Hispanic or Latino | 23.8 | 19.9 | 43.2 | 9.1 | 23.3 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 23.9 | 18.0 | 43.5 | 8.7 | 20.5 |
| White | 33.1 | 29.2 | 48.1 | 19.6 | 31.0 |

Proficiency Over Time


## Warwick School Profiles

Elementary

|  | RICAS-ELA |  |  |  | RICAS - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Cedar Hill School | 43.0 | 45.6 | 45.9 | 44.5 | 36.6 | 27.2 | 43.3 | 40.4 | 25.0 | 23.7 | 29.3 | 51.1 |
| Cottrell F. Hoxsie School | 46.7 | 39.0 | 31.2 | 33.1 | 24.4 | 16.2 | 18.8 | 23.4 | 23.8 | 28.2 | 32.6 | 34.8 |
| E. G. Robertson School | 37.9 | 36.7 | 34.0 | 37.7 | 23.7 | 14.3 | 33.6 | 37.2 | 25.0 | 34.2 | 25.5 | 37.8 |
| Greenwood School | 56.6 | 43.0 | 33.6 | 33.8 | 35.3 | 21.4 | 27.5 | 38.1 | 36.7 | 50.0 | 51.0 | 47.8 |
| Harold F. Scott School | 49.3 | 43.7 | 57.3 | 44.8 | 42.0 | 26.2 | 42.5 | 42.5 | 53.2 | 51.5 | 51.1 | 62.2 |
| Holliman School | 43.4 | 38.7 | 30.1 | 32.9 | 25.7 | 18.5 | 23.3 | 30.9 | 23.7 | 37.3 | 27.3 | 36.5 |
| Lippitt School | 27.0 | 29.0 | 30.8 | 16.4 | 14.8 | 14.0 | 13.7 | 12.6 | 10.0 | 22.2 | 33.3 | 23.7 |
| Norwood School | 45.4 | 24.5 | 27.7 | 40.4 | 25.2 | 10.4 | 18.0 | 38.5 | 35.1 | 13.5 | 32.6 | 37.0 |
| Oakland Beach Elementary School | 35.2 | 29.4 | 14.6 | 28.3 | 15.3 | - 8.3 | 13.4 | 15.6 | 31.7 | 23.5 | 19.2 | 34.0 |
| Park School | 34.2 | 40.0 | 39.8 | 45.0 | 31.3 | 20.2 | 44.0 | 52.3 | 14.9 | 13.8 | 45.7 | 35.7 |
| Sherman School | 50.0 | 45.1 | 38.2 | 34.7 | 26.0 | 21.1 | 29.2 | 27.7 | 33.3 | 34.6 | 39.6 | 42.0 |
| Warwick Neck School | 58.9 | 49.6 | 43.3 | 36.5 | 38.7 | 21.7 | 27.0 | 28.5 | 65.9 | 33.3 | 35.4 | 39.0 |
| Wyman School | 37.5 | 37.6 | 24.7 | 41.7 | 33.0 | 15.5 | 23.3 | 32.9 | 28.6 | 34.9 | 41.2 | 28.3 |

## Warwick School Profiles



High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Pilgrim High School | 54.8 | 48.0 | 57.7 | 51.2 | 26.1 | 19.7 | 22.4 | 20.2 | 30.7 | 34.6 | 32.5 | 32.4 |
| Toll Gate High School | 46.0 | 50.7 | 43.8 | 44.5 | 24.4 | 23.4 | 20.2 | 17.9 | 24.6 | 42.2 | 29.0 | 26.6 |

## Westerly District Profile

Proficiency with change from 2022

| RICAS-ELA | 41.3 -0.2 | RICAS-ELA | 99.1 |
| :---: | :---: | :---: | :---: |
| RICAS - Math | $32.9 \pm 2.4$ | RICAS - Math | 99.0 |
| SAT-ELA | 57.1 -1.1 | SAT-ELA | 96.9 |
| SAT-Math | 25.8 - -9.2 | SAT-Math | 96.3 |
| NGSA - Science | 39.2 - -2.3 | NGSA - Science | 99.0 |

Proficiency by Subgroups

|  | RICAS - ELA | RICAS - Math | SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Current Multilingual Learner | 12.5 | 26.5 | * | * | 6.3 |
| Differently Abled | 10.2 | 13.1 | 23.1 | < 5 | 11.5 |
| Economically Disadvantaged | 26.6 | 18.2 | 38.5 | 19.2 | 26.6 |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | 52.2 | 65.2 | * | * | 58.8 |
| Black or African American | 38.5 | 15.4 | * | * | * |
| Hispanic or Latino | 31.9 | 25.0 | 37.5 | 12.5 | 20.0 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| Two or More Races | 30.3 | 11.8 | * | * | 25.0 |
| White | 43.5 | 35.5 | 60.9 | 28.3 | 42.4 |

Proficiency Over Time


ISLAND

## Westerly School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| Westerly High School | 59.1 | 56.4 | 58.6 | 57.1 | 42.9 | 29.1 | 35.3 | 25.8 | 46.2 | 42.9 | 33.3 | 37.6 |

## West Warwick District Profile

Proficiency with change from 2022

| RICAS-ELA | $17.1 \triangle 0.6$ | RICAS-ELA | 97.4 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $9.2 \triangle 1.0$ | RICAS-Math | 96.0 |
| SAT-ELA | $36.0 \nabla-8.0$ | SAT-ELA | 92.7 |
| SAT-Math | $18.6 \nabla-2.0$ | SAT-Math | 91.9 |
| NGSA-Science | $15.5 \triangle 2.0$ | NGSA-Science | 93.6 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS - Math | SAT-ELA | SAT - Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | $<5$ | 20.0 | $<5$ | $<5$ |
| Differently Abled | $<5$ | $<5$ | $<5$ | $<5$ | $<5$ |
| Economically Disadvantaged | 12.5 | 6.5 | 21.6 | 9.9 | 9.8 |
| American Indian or Alaska Native | $*$ | $<5$ | $*$ | $*$ | $*$ |
| Asian | 22.9 | 17.1 | 50.0 | 33.3 | 28.0 |
| Black or African American | 11.7 | 6.4 | 36.8 | 16.7 | 15.9 |
| Hispanic or Latino | 11.1 | 7.3 | 34.0 | 8.2 | 10.8 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 14.8 | 10.0 | $*$ | $*$ | 12.0 |
| White | 19.4 | 9.9 | 37.2 | 21.9 | 16.9 |

Proficiency Over Time


## West Warwick School Profiles



Middle


High

| School Name | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| West Warwick Senior High School | 51.2 | 50.6 | 44.2 | 36.0 | 21.9 | 24.1 | 20.7 | 18.6 | 25.3 | 30.0 | 11.4 | 24.4 |

## Woonsocket District Profile

Proficiency with change from 2022

| RICAS-ELA | $11.1 \nabla-0.6$ | RICAS-ELA | 97.6 |
| :--- | :--- | :--- | :--- |
| RICAS-Math | $10.0 \nabla-0.1$ | RICAS-Math | 97.3 |
| SAT-ELA | $25.1 \triangle 2.4$ | SAT-ELA | 82.9 |
| SAT-Math | $5.7 \triangle 0.1$ | SAT-Math | 81.7 |
| NGSA - Science | $13.3 \nabla-0.9$ | NGSA-Science | 91.7 |

Proficiency by Subgroups

|  | RICAS-ELA | RICAS-Math | SAT-ELA | SAT- Math | NGSA - Science |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Current Multilingual Learner | $<5$ | $<5$ | 5.3 | $<5$ | $<5$ |
| Differently Abled | $<5$ | $<5$ | $<5$ | $<5$ | $<5$ |
| Economically Disadvantaged | 8.8 | 8.0 | 18.9 | $<5$ | 10.6 |
| American Indian or Alaska Native | $*$ | $*$ | $*$ | $*$ | $*$ |
| Asian | 20.2 | 29.9 | 50.0 | 6.3 | 20.0 |
| Black or African American | 9.1 | 7.0 | 15.2 | 6.1 | 12.2 |
| Hispanic or Latino | 6.8 | 5.2 | 23.2 | 6.2 | 10.9 |
| Native Hawaiian or Other Pacific Islander | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | 13.0 | 6.9 | 7.7 | $<5$ | 8.6 |
| White | 13.9 | 13.1 | 28.4 | 5.9 | 15.3 |

Proficiency Over Time


## Woonsocket School Profiles



Middle


High

|  | SAT-ELA |  |  |  | SAT - Math |  |  |  | NGSA - Science |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| School Name | 2019 | 2021 | 2022 | 2023 | 2019 |  |  |  | 2019 | 2021 | 2022 | 2023 |
| Woonsocket High School | 32.7 | 23.7 | 22.9 | 25.6 | 12.5 | 6.7 | \| 5.7 | \| 5.8 | 17.8 | 24.5 | 18.3 | 17.2 |

## YouthBuild Preparatory Academy District Profile

| Proficiency with change from 2022 | Participation |  |  |
| :--- | :--- | :--- | :--- |
| SAT-ELA | $*$ | SAT-ELA |  |
| SAT-Math | $*$ |  |  |
| NGSA - Science | $*$ | SAT-Math |  |
| NGSA - Science |  |  |  |


| Proficiency by Subgroups |  |  |  |
| :---: | :---: | :---: | :---: |
|  | SAT-ELA | SAT-Math | NGSA - Science |
| Current Multilingual Learner | * | * | * |
| Differently Abled | * | * | * |
| Economically Disadvantaged | * | * | * |
| American Indian or Alaska Native | * | * | * |
| Asian | * | * | * |
| Black or African American | * | * | * |
| Hispanic or Latino | * | * | * |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Two or More Races | * | * | * |
| White | * | * | * |

## Proficiency Over Time

| SAT-ELA | SAT-Math | NGSA - Science |
| :---: | :---: | :---: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| * | * | * |
| 2023 | 2023 | 2023 |

## YouthBuild Preparatory Academy School Profiles

High


## Appendix B

Achievement Levels

## RICAS Achievement Levels

- A student receives a scale score between 440 and 560
- RICAS uses four performance levels that describe how well student(s) meet the expectations for their grade level: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations
- Meeting Expectations means that students are able to demonstrate grade level expectations while Exceeding Expectations means that students are showing mastery of the grade level expectations



## PSAT Achievement Levels

- A student receives a scale score between 160 and 760
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

| 160 |  | 430 | 760 |
| :---: | :---: | :---: | :---: |
| Level 1: Not Meeting <br> Expectations <br> The student has not met the grade level expectations and demonstrates a minimal understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards | Level 2: Partially Meeting Expectations <br> The student partially meets the grade level expectations and demonstrates an incomplete understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content standards. | Level 3: Meeting Expectations <br> The student has met the grade level expectations and demonstrates adequate understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards | Level 4: Exceeding Expectations <br> The student ewceeded grade level expectations and demonstrates a thorough understanding of the knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content standards. |

## SAT ELA Achievement Levels

- A student receives a scale score between 200 and 800
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

| 200 |  | Level 3: Meeting Expectations <br> The student has met the grade level expectations and demonstrates adequate understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards. | 800 |
| :---: | :---: | :---: | :---: |
| Level 1: Not Meeting Expectations <br> The student has not met the grade level expectations and demonstrates a minimal understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards. | Level 2: Partially Meeting Expectations <br> The student partially meets the grade level expectations and demonstrates an incomplete understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode island Core ELA/Literacy Content Standards. |  | Level 4: Exceeding Expectations <br> The student exceeded grade level expectations and demonstrates a thorough understanding of the knowledge and skills needed for college and career readiness and achievement relative to the Rhode Island Core ELA/Literacy Content Standards. |

## SAT Math Achievement Levels

- A student receives a scale score between 200 and 800
- SAT uses four performance levels that describe how well student(s) meet the expectations for College and Career Readiness: Not Meeting Expectations, Partially Meeting Expectations, Meeting Expectations, and Exceeding Expectations
- Meeting Expectations means that students were able to demonstrate grade level expectations while Exceeding Expectations means that students have exceeded the achievement level.

| 200 | 420 | 650 |  |
| :---: | :---: | :---: | :---: |
| Level 1: Not Meeting Expectations <br> The student has not met the grade level expectations and demonstrates a minimal understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards | Level 2: Partially Meeting Expectations <br> The student has partially met the achievement level and demonstrates an incomplete understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards. | Level 3: Meeting Expectations <br> The student has met the achievement level and demonstrates an adequate understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode island Core Mathematics Content Standards. | Level 4: Exceeding Expectations <br> The student has exceeded the achievement level and demonstrates a thorough understanding of, and ability to apply the mathematics knowledge and skills needed to be on track for college and career readiness and achievement relative to the Rhode Island Core Mathematics Content Standards. |

## RI NGSA Achievement Levels

| Grade | Level 1 | Level 2 | Level 3 | Level 4 |
| :---: | :---: | :---: | :---: | :---: |
| 5 | $1-37$ | $38-59$ | $60-71$ | $72-120$ |
| 8 | $1-37$ | $38-59$ | $60-74$ | $75-120$ |
| 11 | $1-35$ | $36-59$ | $60-70$ | $71-120$ |


| Beginning to Meet Expectations | Approaching Expectatións | Meeting Expectations | Exceeding Expectations 120 |
| :---: | :---: | :---: | :---: |
| Students whachieveat this level cemonstrate in tid understanding of knowledge and skill neded to apply tore dimensions ofsenee to question evaluateand explains seience phenomena. Student Performane based ion assessment results hegins to meet grade level expectafions. | Students swo achieve st this level démońśtráte minimal understanding of knowledge and skills noéded torapply three dimensións of ícence to question revaluate and explair science phenomena Student Berformance based on assessment results partiadily Meéts grade level expectations. | Students who achievest this level dèmoristrate satisfactory understanding of knowledge and skills ineeded to apply thée dimensions of scence to question evaluate and explain science phenomena. Student Y免formande bas ban assessiment results meets grade level expectations. | Students who achieve at this Level demonstrate advanced understanding of knowledge and skills ineeded to apply thee dimensions of science to question, ievaluate and explain science phenomena. Student Tádiformante based on assessment results exceeds grade level expectations. |

## DLM Achievement Levels

- "At target" means your child has met the alternate achievement standards in this subject at your child's grade level.

EMERGING: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

APPROACHING The student's understanding of and ability to apply targeted content knowledge and skills THE TARGET: represented by the Essential Elements is approaching the target

At TARGET:
The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.

Advanced:
The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

## ACCESS Achievement Levels

To be eligible to exit MLL status, a student must attain the overall benchmark score of 4.8.


| Grade | Level 1: <br> Entering | Level 2: <br> Emerging | Level 3: <br> Developing | Level 4: <br> Expanding | Level 5: <br> Bridging | Level 6: <br> Reaching |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| K | $100-228$ | $229-260$ | $261-292$ | $293-324$ | $325-349$ | $350-600$ |
| 1 | $100-241$ | $242-273$ | $274-314$ | $315-343$ | $344-367$ | $368-600$ |
| 2 | $100-253$ | $254-288$ | $289-328$ | $329-358$ | $359-382$ | $383-600$ |
| 3 | $100-264$ | $265-299$ | $300-339$ | $340-370$ | $371-395$ | $396-600$ |
| 4 | $100-278$ | $279-308$ | $309-349$ | $350-381$ | $382-405$ | $406-600$ |
| 5 | $100-285$ | $286-316$ | $317-357$ | $358-389$ | $390-414$ | $415-600$ |
| 6 | $100-290$ | $291-323$ | $324-364$ | $365-398$ | $399-422$ | $423-600$ |
| 7 | $100-297$ | $298-330$ | $331-371$ | $372-405$ | $406-430$ | $431-600$ |
| 8 | $100-303$ | $304-336$ | $337-377$ | $378-411$ | $412-437$ | $438-600$ |
| 9 | $100-310$ | $311-343$ | $344-384$ | $385-417$ | $418-445$ | $446-600$ |
| 10 | $100-317$ | $318-349$ | $350-390$ | $391-423$ | $424-452$ | $453-600$ |
| 11 | $100-324$ | $325-355$ | $356-396$ | $397-428$ | $429-458$ | $459-600$ |
| 12 | $100-330$ | $331-361$ | $362-401$ | $402-433$ | $434-465$ | $466-600$ |

## ACCESS Overall Composite Levels



## Alternate ACCESS Proficiency Levels

For a student to be eligible to exit MLL status, a student must attain
P2 for Two Consecutive Years on Alternate ACCESS

Alternate ACCESS proficiency levels are unique. A student who scores Entering (P1) on Alternate ACCESS is not necessarily performing at the same level as a student who scores at the Entering (Level 1) on ACCESS.


