



River Valley Virtual Academy

School Report Card 2018-2019
821 Pointer Trail East | Van Buren, AR 72956
479-471-3165

Principal
Superintendent

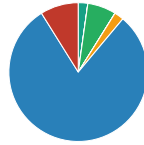
Jennifer Feeny
Harold Jeffcoat

School Characteristics

| | |
|--------------------------------|----------|
| Enrollment | 45 |
| Avg. Class Size | 2 |
| Avg. years teaching Experience | 4 |
| Per pupil spending | |
| • District avg. | \$9,112 |
| • State avg. | \$10,117 |
| School Letter Grade | A |
| Overall Score | 74.97 |

Student Demographics

Race/Ethnicity Statistics



Other Demographics

| | |
|--|-----|
| English Learners | 2% |
| Low-income | 58% |
| Students eligible to receive special education | 2% |

The Purpose of the Report Card

The Report Card is a comprehensive report of state and federal accountability and additional reporting requirements. The Report Card is comprised of the School Report Card (state and federal reporting), ESSA School Index (federal accountability), Discipline Act 1015 of 2017 (state reporting), and Waivers. All stakeholders have access to aggregate data, data disaggregated by subgroups and grade levels (where applicable), and comparisons of schools, district, and state. The ESSA law in Section 1111(h)(1)(C)(i) requires states to report, "A clear and concise description of the State's accountability system. The State Accountability System empowers the State and public school districts to assess the effectiveness of student-focused education using multiple factors, measures, and indicators of student achievement and school quality, rather than relying solely on an annual statewide assessment. Stakeholders are encouraged to examine the Report Card and engage in communication with local schools and district.

Overview of the State's accountability system under Title I

Arkansas' ESSA plan was approved January 18, 2018. In this plan, Arkansas utilizes a summative (one final score) accountability system based on the following indicators: weighted achievement, value-added growth and English learner progress toward English language proficiency, cohort graduation rates, and school quality and student success. Arkansas's system is known as the ESSA School Index. As per stakeholder request, the indicators are weighted as noted in http://www.arkansased.gov/public/userfiles/ESEA/Documents_to_Share/What_is_the_ESSA_School_Index.pdf (http://www.arkansased.gov/public/userfiles/ESEA/Documents_to_Share/What_is_the_ESSA_School_Index.pdf) The full ESSA School Index report for each school is located in Report Card - ESSA School Index.

Reporting the N-Size and Subgroup Membership

The ESSA law in Section 1111(h)(1)(C)(i)(I); seeks to determine how many students must be in a group for the data to be used for accountability. Arkansas uses an n size of 15 students to identify student subgroups. This means a school must have a minimum of 15 students in a subgroup to be held accountable for that subgroup. Arkansas reports on six subgroups of students including Black/African American, Hispanic/Latino, White, English Learners, Low-Income, and Special Education as required under federal requirements of Every Student Succeeds Act (ESSA). Arkansas will also report on additional subgroups of students including Gifted and Talented, Military Dependents, Foster, Homeless, and former English Learners in the School Report Card. The ESSA School Index identifies scores for each of the six subgroups of students. The scores for these subgroups of students are available under the School Rating tab (Accountability at-a-Glance Report) and on the ESSA School Index Report under the Report Card tab.

Arkansas is committed to student privacy therefore n size of 10 is used for reporting. "N<10" is shown instead of a value if there are fewer than ten students in a subgroup. "RV" is Restricted Value. "RV" is used instead of a value so that information identifiable for individual students will not be shown.

How does the state differentiate to support public schools?

Arkansas is committed to supporting local education agencies to ensure all students are college, career and community ready. Arkansas's approved ESSA plan explains that in addition to supporting all districts and schools, the state will also differentiate support to schools in need of comprehensive support and improvement and schools in need of targeted support and improvement.

Arkansas offers support to schools that are in need of support for consistently underperforming subgroups.

The ESSA law in Section 1111 (h)(1)(C)(i)(V)(cc) requires states to define consistently underperforming subgroups. Arkansas defines a consistently underperforming subgroup as any subgroup, pursuant to ESEA Section 1111(C)(3), in any school that scores at or below the bottom one percent in each of the three prior years. Effective 2018-2019 and annually thereafter, Arkansas will identify schools with one or more subgroups that meet the above definition of consistently underperforming for Targeted Support and Improvement. In addition, ADE provides a statistical report annually that is posted on the Informational Documents webpage under the column Business Rules and Statistics on the ADE website at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents> (http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents).

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

The ESSA law in Section 1111 (h)(1)(C)(i)(V)(dd) requires states to identify schools for comprehensive support and improvement (CSI). (1) All schools will be assigned to one of three grade spans based on each school's grade configuration. (2) Schools receiving Title I, Part A funds will be ranked by ESSA School Index score within their respective grade span. (3) Schools receiving Title I, Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span will be identified as in need of comprehensive support and improvement. (4) Arkansas will identify schools in need of comprehensive support and improvement in 2018-2019 and every three years thereafter. (5) In addition, Arkansas will identify schools with a four-year Adjusted Cohort Graduation Rate below 66.667 percent for all students as in need of comprehensive support and improvement in 2018-2019 and every three years thereafter.

Arkansas Identified schools can exit from comprehensive support and improvement.

Section 1111 (h)(1)(C)(i)(VI) of the ESSA Law examines how identified schools can exit from comprehensive support and improvement. Arkansas exit criteria requires a school identified in need of comprehensive support and improvement to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score). High schools will be exited from comprehensive support and improvement services after three years if the schools' four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent.

Arkansas schools that have been identified as additional targeted support schools can exit.

Beginning in 2018-2019 (and every three years thereafter), schools will be identified in need of additional targeted support. Arkansas's exit criteria requires the school to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score).



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| All Grades All Students Reading | | | | | | | | |
| All Students Percentage of Students | --- | 20.00 | 20.00 | 28.00 | 32.00 | 60.00 | --- | 41.27 |
| 3rd Grade English Language Arts (ELA) | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.29 | 41.00 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 41.67 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 27.63 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.65 | 48.23 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.07 | 32.57 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 50.60 | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 14.61 | 14.51 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.56 | 45.59 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 22.64 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.14 | 42.09 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 28.57 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 91.43 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.93 | 46.06 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.86 | 36.21 |
| Migrant | --- | --- | --- | --- | --- | --- | 100.00 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

3rd Grade Mathematics

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 59.11 | 61.47 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 66.67 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 46.05 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.43 | 69.28 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.33 | 53.69 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 75.30 | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.84 | 24.28 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 66.84 | 67.92 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 49.06 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.38 | 62.68 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 42.86 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 33.33 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 66.67 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 97.14 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.23 | 62.75 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.75 | 60.26 |
| Migrant | --- | --- | --- | --- | --- | --- | 100.00 | --- |

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Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 3rd Grade Science | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.04 | 39.11 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 33.33 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 19.48 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.20 | 48.17 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.16 | 30.43 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 50.30 | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 11.24 | 14.16 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.32 | 43.44 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 18.87 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.95 | 40.69 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 28.57 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 94.29 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.08 | 38.62 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.21 | 39.57 |
| Migrant | --- | --- | --- | --- | --- | --- | 0.00 | --- |

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4th Grade Reading

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.77 | 44.98 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 33.70 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.25 | 52.79 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.74 | 35.92 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 56.82 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 10.14 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.19 | 50.44 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 32.89 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.61 | 46.57 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 76.92 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 8.33 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 87.50 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.26 | 50.06 |
| Male Students | --- | --- | --- | --- | --- | --- | 40.48 | --- |
| Migrant | --- | --- | --- | --- | --- | --- | 18.18 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 4th Grade Mathematics | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.51 | 53.37 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 40.00 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 51.09 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.87 | 61.45 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.13 | 45.01 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 68.18 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 18.84 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 59.28 | 59.15 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 51.32 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.92 | 53.85 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 84.62 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 25.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 96.88 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.60 | 53.08 |
| Male Students | --- | --- | --- | --- | --- | --- | 51.59 | --- |
| Migrant | --- | --- | --- | --- | --- | --- | 54.55 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

4th Grade Science

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.67 | 41.97 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 30.00 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 33.70 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.18 | 50.74 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 31.82 | 33.20 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 53.41 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 11.59 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.34 | 46.89 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 31.58 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.18 | 43.48 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 84.62 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 8.33 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 60.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.66 | 41.26 |
| Male Students | --- | --- | --- | --- | --- | --- | 39.68 | --- |
| Migrant | --- | --- | --- | --- | --- | --- | 27.27 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 5th Grade English Language Arts (ELA) | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.91 | 44.42 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 28.57 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 38.46 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.69 | 52.14 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.90 | 34.87 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 60.49 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 3.33 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.00 | 49.74 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 44.44 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.83 | 45.53 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 92.31 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 40.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 91.43 | --- |
| Female Students | --- | --- | --- | --- | --- | --- | 52.17 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.65 | 38.12 |
| Migrant | --- | --- | --- | --- | --- | --- | 37.50 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

5th Grade Mathematics

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.00 | 48.82 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 35.71 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 49.45 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.59 | 57.29 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.32 | 39.40 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 67.28 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 5.00 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 62.50 | 54.60 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 53.97 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.16 | 49.58 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 84.62 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 60.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Female Students | --- | --- | --- | --- | --- | --- | 53.04 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.96 | 47.92 |
| Migrant | --- | --- | --- | --- | --- | --- | 37.50 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 5th Grade Science | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.43 | 40.46 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 28.57 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 32.97 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.44 | 49.72 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.87 | 30.93 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 58.02 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 5.00 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.75 | 44.99 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 33.33 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.56 | 41.77 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 84.62 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 40.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 91.43 | --- |
| Female Students | --- | --- | --- | --- | --- | --- | 38.26 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.61 | 40.96 |
| Migrant | --- | --- | --- | --- | --- | --- | 25.00 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

6th Grade English Language Arts (ELA)

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.26 | 46.13 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 16.67 | 24.73 |
| Hispanic | --- | --- | --- | --- | --- | --- | 40.00 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.57 | 54.69 |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 36.93 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.76 | 65.70 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 11.69 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.61 | 51.59 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 27.54 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.04 | 47.68 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 22.22 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 95.35 | 91.31 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 51.74 | 52.40 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.68 | 40.14 |
| Migrant | --- | --- | --- | --- | --- | --- | 0.00 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 6th Grade Mathematics | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.17 | 53.22 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.67 | 27.74 |
| Hispanic | --- | --- | --- | --- | --- | --- | 55.56 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.88 | 62.23 |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 52.61 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 64.74 | 71.73 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 14.29 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 65.80 | 59.24 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 50.72 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.31 | 54.05 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 22.22 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 97.67 | 91.43 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.21 | 55.38 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.37 | 51.16 |
| Migrant | --- | --- | --- | --- | --- | --- | 30.00 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| 6th Grade Science | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.83 | 45.57 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 16.67 | 20.95 |
| Hispanic | --- | --- | --- | --- | --- | --- | 32.22 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.95 | 55.55 |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 37.63 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 51.45 | 65.20 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 9.09 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.61 | 50.71 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 24.64 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.04 | 47.23 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 93.02 | 89.55 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.78 | 46.39 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.08 | 44.78 |
| Migrant | --- | --- | --- | --- | --- | --- | 10.00 | --- |

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Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 7th Grade English Language Arts (ELA) | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.86 | 46.14 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 35.71 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 45.45 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.61 | 54.10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.95 | 36.26 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 70.00 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 5.56 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 62.19 | 51.78 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 35.85 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 55.21 | 47.58 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 47.83 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 60.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 98.33 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.50 | 54.93 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.60 | 37.79 |
| Migrant | --- | --- | --- | --- | --- | --- | 0.00 | --- |

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7th Grade Mathematics

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.60 | 47.38 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 35.71 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 36.36 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.83 | 56.12 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.83 | 36.66 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 62.94 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 2.78 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 56.44 | 53.37 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 28.30 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.26 | 48.78 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 52.17 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.54 | 50.68 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.23 | 44.24 |
| Migrant | --- | --- | --- | --- | --- | --- | 0.00 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 7th Grade Science | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.22 | 42.83 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 35.71 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 36.36 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.81 | 51.58 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.08 | 32.51 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 65.29 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 5.56 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.25 | 47.86 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 30.19 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.44 | 44.33 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 43.48 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.88 | 44.65 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.23 | 41.10 |
| Migrant | --- | --- | --- | --- | --- | --- | 0.00 | --- |

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8th Grade Reading

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.68 | 49.49 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 42.86 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 37.66 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 51.97 | 57.70 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.46 | 38.78 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 61.70 | 67.56 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 6.78 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.48 | 55.38 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 41.27 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.25 | 51.04 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 80.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 37.50 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 66.67 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.42 | 58.77 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 44.59 | 40.70 |
| Migrant | --- | --- | --- | --- | --- | --- | 38.46 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 8th Grade Mathematics | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.38 | 47.49 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 15.38 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 24.68 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.30 | 56.69 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.85 | 36.14 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 60.11 | 66.65 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.74 | 53.24 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 28.57 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.53 | 48.96 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 73.33 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 37.50 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 33.33 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 96.15 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.89 | 49.70 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.83 | 45.40 |
| Migrant | --- | --- | --- | --- | --- | --- | 15.38 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

8th Grade Science

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.00 | 42.43 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 15.38 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 24.68 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 45.39 | 51.28 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.26 | 31.81 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.00 | 60.35 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 1.69 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.11 | 47.34 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 28.57 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 43.09 | 43.99 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 66.67 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 37.50 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 33.33 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | 92.31 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.15 | 44.79 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.87 | 40.19 |
| Migrant | --- | --- | --- | --- | --- | --- | 15.38 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 9th Grade English Language Arts (ELA) | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.63 | 42.96 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.33 | 20.69 |
| Hispanic | --- | --- | --- | --- | --- | --- | 40.30 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 46.62 | 51.45 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.10 | 31.90 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 59.76 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 9.52 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 50.80 | 47.80 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 39.66 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.77 | 44.95 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 68.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 66.67 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 97.78 | 86.43 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 57.34 | 50.91 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.85 | 35.32 |
| Migrant | --- | --- | --- | --- | --- | --- | 33.33 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

9th Grade Mathematics

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.93 | 35.64 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.00 | 13.59 |
| Hispanic | --- | --- | --- | --- | --- | --- | 28.36 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.30 | 43.96 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 28.46 | 24.74 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 7.14 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.27 | 39.57 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 32.76 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.60 | 37.40 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 56.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 66.67 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 91.11 | 77.90 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.83 | 36.69 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 32.66 | 34.63 |
| Migrant | --- | --- | --- | --- | --- | --- | 25.00 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 9th Grade Science | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.17 | 34.87 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 25.00 | 13.73 |
| Hispanic | --- | --- | --- | --- | --- | --- | 20.90 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.52 | 43.18 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 23.81 | 24.62 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | 47.56 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 4.76 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.36 | 38.63 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 25.86 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 34.36 | 36.76 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 52.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 33.33 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 95.56 | 76.96 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 35.78 | 36.73 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 30.30 | 33.08 |
| Migrant | --- | --- | --- | --- | --- | --- | 16.67 | --- |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

10th Grade English Language Arts (ELA)

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 47.06 | 41.51 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 40.00 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 35.87 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.49 | 49.66 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 37.22 | 30.80 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 58.92 | 57.25 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 2.44 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 52.04 | 46.19 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 26.53 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.86 | 43.55 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 100.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 95.35 | 83.35 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 54.41 | 49.46 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 39.71 | 34.00 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 18.18 | 17.70 |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Achievement

| | % Tested 2018-2019 | In Need of Support | Close | Ready | Exceeding | Ready or Exceeding | District Avg Ready or Exceeding | State Avg Ready or Exceeding |
|--|-----------------------|-----------------------|-------|-------|-----------|-----------------------|--|------------------------------------|
| 10th Grade Mathematics | | | | | | | | |
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.82 | 28.89 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 10.00 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 22.83 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.70 | 36.09 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 21.97 | 18.95 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 48.11 | 43.54 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 7.32 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.78 | 32.14 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 12.24 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 36.77 | 30.40 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 20.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 86.05 | 69.66 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.82 | 29.43 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 33.82 | 28.38 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 18.18 | 9.57 |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.

10th Grade Science

| | | | | | | | | |
|--|------|------|------|------|------|------|-----------|-------|
| All Students Percentage of Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.42 | 32.84 |
| All Students Number of Students | | N<10 | N<10 | N<10 | N<10 | N<10 | | |
| African American | --- | --- | --- | --- | --- | --- | 30.00 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | 28.26 | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 42.47 | 40.93 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 28.96 | 22.48 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 49.73 | 47.96 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | 10.26 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 41.42 | 36.27 |
| Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent) | | | | | | | RV (RV %) | |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | 26.53 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 40.06 | 34.71 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent) | | | | | | | RV (RV %) | |
| Homeless | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | 50.00 | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | 0.00 | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 93.02 | 73.34 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.42 | 34.40 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 38.42 | 31.36 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 27.27 | 11.54 |

N<10 is shown instead of a value if there are fewer than ten students in a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Growth

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 3 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| African-American | --- | --- | --- | N/A | --- | --- |
| Hispanic | --- | --- | --- | N/A | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Non-Economically Disadvantaged | --- | --- | --- | N/A | --- | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | N/A | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | N/A | --- | --- |
| Homeless | --- | --- | --- | N/A | --- | --- |
| Children in Foster Care | --- | --- | --- | N/A | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | N/A | --- | --- |
| Gifted and Talented | --- | --- | --- | N/A | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Male Students | N<10 | N<10 | N<10 | N/A | N<10 | --- |
| Migrant | --- | --- | --- | N/A | --- | --- |

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

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 4 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | --- | --- | --- | --- | --- | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

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Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Growth

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 6 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

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

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 7 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | --- | --- | --- | --- | --- | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

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



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Growth

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 8 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

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

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 9 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Migrant | --- | --- | --- | --- | --- | --- |

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



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Growth

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 10 | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | --- |

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

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|------|------------------------------|---------|------|--------------------|
| Grade 12 | | | | | | |
| All Students | N/A | N/A | N/A | N/A | N<10 | --- |
| African-American | N/A | N/A | N/A | N/A | --- | --- |
| Hispanic | N/A | N/A | N/A | N/A | N<10 | --- |
| Caucasian | N/A | N/A | N/A | N/A | --- | --- |
| Economically Disadvantaged | N/A | N/A | N/A | N/A | --- | --- |
| Non-Economically Disadvantaged | N/A | N/A | N/A | N/A | N<10 | --- |
| Students with Disabilities | N/A | N/A | N/A | N/A | --- | --- |
| Students without Disabilities | N/A | N/A | N/A | N/A | N<10 | --- |
| Current English Learners (EL) | N/A | N/A | N/A | N/A | N<10 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A | N/A | --- | --- |
| Former English Learner (Monitored 1-4 years) | N/A | N/A | N/A | N/A | --- | --- |
| Homeless | N/A | N/A | N/A | N/A | --- | --- |
| Children in Foster Care | N/A | N/A | N/A | N/A | --- | --- |
| Children with Parent that is Military Connected | N/A | N/A | N/A | N/A | --- | --- |
| Gifted and Talented | N/A | N/A | N/A | N/A | --- | --- |
| Female Students | N/A | N/A | N/A | N/A | N<10 | --- |
| Male Students | N/A | N/A | N/A | N/A | --- | --- |
| Migrant | N/A | N/A | N/A | N/A | --- | --- |

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



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River Valley Virtual Academy - 1705703

MODULE: Growth

| | English Language Arts (ELA) | Math | Average ELA + Math (Content) | Science | ELP* | Content** with ELP |
|---|-----------------------------|---------|------------------------------|---------|------|--------------------|
| All Grades | | | | | | |
| All Students | 79.5105 | 75.3385 | 77.4245 | 88.1167 | N<10 | 78.1951 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 80.5123 | 74.6841 | 77.5982 | 86.6179 | N<10 | --- |
| Economically Disadvantaged | 79.1022 | 74.0154 | 76.5588 | N<10 | N<10 | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | 80.2198 | 75.8518 | 78.0358 | 88.1167 | N<10 | 78.8144 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 79.5105 | 75.3385 | 77.4245 | 88.1167 | N<10 | --- |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students | 78.2357 | 72.0609 | 75.1483 | N<10 | N<10 | 76.8264 |
| Male Students | 80.7853 | 78.6160 | 79.7007 | N<10 | N<10 | --- |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | --- |

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Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

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

| | Number ELs Tested | Number ELs Proficient | Percent ELs Proficient |
|-----------|--------------------------|------------------------------|-------------------------------|
| Grade All | N<10 | N<10 | N<10 |
| Grade 11 | N<10 | N<10 | N<10 |
| Grade 12 | N<10 | N<10 | N<10 |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Kindergarten | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 1 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 2 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 3 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 4 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 5 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 6 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 7 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 8 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 9 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 10 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 11 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: SQSS

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| Grade 12 | | | | | | | | | | | | |
| All Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Economically Disadvantaged | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female Students | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Student Engagement | Science Achievement | Reading At Grade Level | Science Growth | ACT Composite >=19 | Final GPA >=2.8 | Community Service Learning | Computer Science Credits | On-Time Credits | ACT Readiness Benchmark | AP/IB/Concurrent Credit | Total |
|---|--------------------|---------------------|------------------------|----------------|--------------------|-----------------|----------------------------|--------------------------|-----------------|-------------------------|-------------------------|-------|
| All Grades | | | | | | | | | | | | |
| All Students | 100.00 | 56.52 | 56.52 | 63.33 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 67.71 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | 100.00 | 52.94 | 47.06 | 63.64 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 68.14 |
| Economically Disadvantaged | 100.00 | 62.50 | 62.50 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 81.94 |
| Non-Economically Disadvantaged | 100.00 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 53.47 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | 100.00 | 59.09 | 59.09 | 63.33 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 68.44 |
| Current English Learners (EL) | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learners (includes Former EL Monitored 1-4 years) | 100.00 | 56.52 | 56.52 | 63.33 | N<10 | N<10 | N<10 | N<10 | 100.00 | N<10 | N<10 | 70.65 |
| Former English Learner (Monitored 1-4 years) | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Homeless | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children in Foster Care | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Children with Parent that is Military Connected | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted and Talented | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students | 100.00 | 58.33 | 58.33 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 63.19 |
| Male Students | 100.00 | 54.55 | 54.55 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | 75.47 |
| Migrant | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 |



MODULE: Graduation Rates

| | School | District | State |
|---|--------|----------|--------|
| Four-Year Graduation Rate | | | |
| Four-Year Graduation Rate All Students | N<10 | 89.1 % | 87.6 % |
| Four-Year Graduation Rate African-American | N<10 | 91.7 % | 83.4 % |
| Four-Year Graduation Rate Asian | N<10 | >95% | 93.9 % |
| Four-Year Graduation Rate Caucasian | N<10 | 87.3 % | 89.6 % |
| Four-Year Graduation Rate Hawaiian/Pacific Islander | N<10 | N<10 | 76.1 % |
| Four-Year Graduation Rate Hispanic | N<10 | >95% | 84.7 % |
| Four-Year Graduation Rate Native American | N<10 | N<10 | 78.6 % |
| Four-Year Graduation Rate Two or More Races | N<10 | 88.5 % | 87.1 % |
| Four-Year Graduation Rate Economically Disadvantaged | N<10 | 86.2 % | 84.8 % |
| Four-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A | N/A |
| Four-Year Graduation Rate Students with Disabilities | N<10 | 85.4 % | 82.6 % |
| Four-Year Graduation Rate Students without Disabilities | N/A | N/A | N/A |
| Four-Year Graduation Rate Current English Learners (EL) | N<10 | 94.3 % | 82.8 % |
| Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A |
| Four-Year Graduation Rate Homeless | N<10 | N<10 | 75.6 % |
| Four-Year Graduation Rate Children in Foster Care | N<10 | N<10 | 68.0 % |
| Four-Year Graduation Rate Children with Parent that is Military Connected | N<10 | N<10 | 95.3 % |
| Four-Year Graduation Rate Gifted and Talented | N<10 | N<10 | 97.3 % |
| Four-Year Graduation Rate Female Students | 71.4 % | 91.0 % | 90.0 % |
| Four-Year Graduation Rate Male Students | --- | 87.3 % | 85.2 % |
| Four-Year Graduation Rate Migrant | N<10 | >95% | 82.6 % |

| | School | District | State |
|---|--------|----------|--------|
| Five-Year Graduation Rate | | | |
| Five-Year Graduation Rate All Students | N<10 | 88.5 % | 90.2 % |
| Five-Year Graduation Rate African-American | N<10 | >95% | 86.8 % |
| Five-Year Graduation Rate Asian | N<10 | >95% | 96.3 % |
| Five-Year Graduation Rate Caucasian | N<10 | 87.1 % | 91.8 % |
| Five-Year Graduation Rate Hawaiian/Pacific Islander | N<10 | N<10 | 77.1 % |
| Five-Year Graduation Rate Hispanic | N<10 | 89.2 % | 87.5 % |
| Five-Year Graduation Rate Native American | N<10 | N<10 | 85.7 % |
| Five-Year Graduation Rate Two or More Races | N<10 | >95% | 90.5 % |
| Five-Year Graduation Rate Economically Disadvantaged | N<10 | 87.4 % | 87.9 % |
| Five-Year Graduation Rate Non-Economically Disadvantaged | N/A | N/A | N/A |
| Five-Year Graduation Rate Students with Disabilities | N<10 | 83.9 % | 86.7 % |
| Five-Year Graduation Rate Students without Disabilities | N/A | N/A | N/A |
| Five-Year Graduation Rate Current English Learners (EL) | N<10 | 92.1 % | 85.3 % |
| Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years) | N/A | N/A | N/A |
| Five-Year Graduation Rate Homeless | N<10 | N<10 | 82.7 % |
| Five-Year Graduation Rate Children in Foster Care | N<10 | N<10 | 77.3 % |
| Five-Year Graduation Rate Children with Parent that is Military Connected | N<10 | N<10 | 94.7 % |
| Five-Year Graduation Rate Gifted and Talented | N<10 | N<10 | 97.8 % |
| Five-Year Graduation Rate Female Students | 60.0 % | 90.0 % | 92.7 % |
| Five-Year Graduation Rate Male Students | --- | 86.9 % | 87.8 % |
| Five-Year Graduation Rate Migrant | N<10 | >95% | 86.2 % |



MODULE: College Readiness

| | School | District | State |
|---|---------|----------|--------|
| American College Test (ACT) | | | |
| Participation in Grade 11 Statewide ACT Administration | 4 | 424 | 31,568 |
| District Provided Remediation for Students Taking ACT | | | |
| Number of Students Taking ACT in Grades 9-11 | 4 | 560 | 39,377 |
| Number of Graduates that have taken ACT in High School | 5 | 390 | 29,631 |
| ACT Reading Average | 20.40 | 20.26 | 20.18 |
| ACT English Average | 18.80 | 19.79 | 19.28 |
| ACT Math Average | 16.00 | 19.66 | 18.91 |
| ACT Science Average | 18.00 | 20.13 | 19.74 |
| ACT Composite Average | 18.40 | 20.11 | 19.68 |
| The School Performance website at the following link has comparison of state and national ACT scores: http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card (http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card) | | | |
| SAT® by College Board | | | |
| Number of Students Taking SAT College Admission Test | | 8 | 1,351 |
| SAT Critical Reading Mean | | 545 | 591 |
| SAT Math Mean | | 555 | 569 |
| SAT Writing Mean | | | |
| Advanced Placement Courses (AP) | | | |
| Number of Students Taking Advanced Placement (AP) Courses | | 375 | 28,163 |
| Number of AP Exams Taken | | 593 | 46,500 |
| Number of AP Exams Scored 3, 4, or 5 | | 255 | 16,863 |
| International Baccalaureate Courses | | | |
| Number of Students Taking International Baccalaureate Courses | --- | --- | 367 |
| College Going Rates | | | |
| All Students | 20.0 % | 45.3 % | 48.8 % |
| African-American | RV | 45.5 % | 43.8 % |
| Hispanic | RV | 46.1 % | 39.8 % |
| Caucasian | 25.0 % | 44.0 % | 52.3 % |
| Economically Disadvantaged | 0.0 % | 37.7 % | 41.2 % |
| Students with Disabilities | 0.0 % | 9.1 % | 18.3 % |
| Current English Learners (EL) | 0.0 % | 31.0 % | 25.9 % |
| Homeless | 0.0 % | 25.0 % | 32.7 % |
| Children in Foster Care | 0.0 % | 100.0 % | 40.5 % |
| Children with Parent that is Military Connected | 0.0 % | 0.0 % | 54.1 % |
| Gifted and Talented | 0.0 % | 62.9 % | 71.8 % |
| College Credit Accumulation Rates | | | |
| All Students | 100.0 % | 59.4 % | 56.1 % |
| African-American | RV | 20.0 % | 39.4 % |
| Hispanic | RV | 54.8 % | 47.5 % |
| Caucasian | 100.0 % | 61.4 % | 61.4 % |
| Economically Disadvantaged | 0.0 % | 53.4 % | 44.9 % |
| Students with Disabilities | 0.0 % | 40.0 % | 23.5 % |
| Current English Learners (EL) | 0.0 % | 55.6 % | 38.1 % |
| Homeless | 0.0 % | 28.6 % | 35.5 % |
| Children in Foster Care | 0.0 % | 0.0 % | 42.0 % |
| Children with Parent that is Military Connected | 0.0 % | 0.0 % | 60.8 % |
| Gifted and Talented | 0.0 % | 86.1 % | 71.2 % |

* The College Credit Accumulation Rate definition from the U.S. Department of Education gives high school graduates two years at an institution of higher education to complete at least one year's worth of college credit that is applicable to a degree. Students graduating in the last school year listed have not yet had two years to complete a year of college credit. Only a basic level of suppression had been applied to CGR and CCAR datasets.



MODULE: School Performance

| | School | District | State |
|--|---------|----------|---------|
| School Performance Rating | | | |
| Overall ESSA Index Score | 74.97 | N/A | N/A |
| The following link has more information about school rating: http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card (http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card) | | | |
| Count of Schools with Rating = A | | 3 | 169 |
| Count of Schools with Rating = B | | 3 | 311 |
| Count of Schools with Rating = C | | 5 | 358 |
| Count of Schools with Rating = D | | 0 | 150 |
| Count of Schools with Rating = F | | 0 | 38 |
| District Provides Textbooks or Digital Resources for all Pupils | | | |
| District Provides Textbooks or Digital Resources for all Pupils | | Y | 100 % |
| Annual Accreditation Status | | | |
| Accredited | Y | 11 | 1,053 |
| Accredited Cited | N | 0 | 0 |
| Accredited Probationary | N | 0 | 1 |
| Attendance Rate | | | |
| Attendance Rate All Students | 96.47 % | 95.1 % | 94.11 % |
| Attendance Rate African American | N<10 | 94.7 % | 93.87 % |
| Attendance Rate Hispanic | N<10 | 95.92 % | 94.25 % |
| Attendance Rate Caucasian | 95.85 % | 94.68 % | 93.68 % |
| Attendance Rate Economically Disadvantaged | 97.29 % | 94.85 % | 93.83 % |
| Attendance Rate Non-Economically Disadvantaged | 95.4 % | 95.68 % | 93.67 % |
| Attendance Rate Students with Disabilities | N<10 | 94.96 % | 93.91 % |
| Attendance Rate Students without Disabilities | 96.4 % | 95.17 % | 94.16 % |
| Attendance Rate English Learners (EL) | N<10 | 96.12 % | 94.72 % |
| Attendance Rate Non-EL (includes Former EL Monitored 1-4 years) | N<10 | 96.29 % | 95.05 % |
| Attendance Rate Former EL (Monitored 1-4 years) | | 96.98 % | 95.75 % |
| Attendance Rate Homeless | | 88.16 % | 90.33 % |
| Attendance Rate Children in Foster Care | | 94.96 % | 92.7 % |
| Attendance Rate Children with Parent on Active Military Duty | | 95.47 % | 94.92 % |
| Attendance Rate Gifted and Talented | N<10 | 95.95 % | 95.95 % |
| Attendance Rate Female Students | 97.61 % | 95.1 % | 94.06 % |
| Attendance Rate Male Students | 94.98 % | 95.06 % | 94.15 % |
| Attendance Rate Migrant | N<10 | 95.33 % | 91.92 % |
| Dropout Rate | | | |
| Dropout Rate | 3.57 % | 2.10 % | 2.00 % |
| College Remediation Rate | | | |
| College Remediation Rate | 100.0 % | 57.7 % | 64.9 % |
| Enrollment | | | |
| October 1 Enrollment | 45 | 5,732 | 478,318 |



MODULE: School Environment

| | School | District | State |
|--|--------|----------|-------|
| Discipline Policies Distributed to Parents | Y | 100 % | 100 % |
| Discipline Training Provided to Staff | Y | 100 % | 100 % |
| Parental Involvement Plan Adopted | Y | 100 % | 100 % |
| District Alternative Learning Environment Compliance | | Y | 100 % |
| Expulsions | | 15 | 926 |
| Weapons Incidents | | 20 | 787 |
| Staff Assaults | | 2 | 744 |
| Student Assaults | | 8 | 2,761 |
| Referrals to Law Enforcement | | 0 | 95 |
| School-related Arrests | | 0 | 30 |

Civil Rights Data Collection (CRDC) 2015-2016

| | Chronic Absences | In-School Suspensions | Out-of-School Suspensions | Expulsions | Incidents of Violence | Referrals to Law Enforcement | School-Related Arrests |
|----------------------------|------------------|-----------------------|---------------------------|------------|-----------------------|------------------------------|------------------------|
| All Students | --- | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- | --- |
| Caucasian | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- | --- |
| English Learner | --- | --- | --- | --- | --- | --- | --- |
| Male | --- | --- | --- | --- | --- | --- | --- |
| Female | --- | --- | --- | --- | --- | --- | --- |

Civil Rights Data Collection (CRDC) 2015-2016

| | Pre-K Enrollment | Percentage in Pre-K | AP Enrollment | IB Enrollment | Concurrent Enrollment | Percentage in AP/IB/Concurrent |
|----------------------------|------------------|---------------------|---------------|---------------|-----------------------|--------------------------------|
| All Students | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Caucasian | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | --- | --- | --- | --- | --- | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Male | --- | --- | --- | --- | --- | --- |
| Female | --- | --- | --- | --- | --- | --- |

Link for Civil Rights Data Collection: <https://ocrdata.ed.gov/> (<https://ocrdata.ed.gov/>)

The CRDC is required by the Office for Civil Rights. CRDC collects data on key education and civil rights issues in the nation's public schools. It collects a variety of information on enrollment, programs, and services, most of which is disaggregated into the subgroups of race/ethnicity, sex, limited English proficiency, and disability. The latest CRDS data is from year 2015-2016.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Retention

| | School | District | State |
|---|--------|----------|--------|
| Number of Students Retained at Grade 1 | 0 | 1 | 948 |
| Percent of Students Retained at Grade 1 | 0.00 % | 0.25 % | 2.58 % |
| Number of Students Retained at Grade 2 | 0 | 0 | 338 |
| Percent of Students Retained at Grade 2 | 0.00 % | 0.00 % | 0.94 % |
| Number of Students Retained at Grade 3 | 0 | 0 | 133 |
| Percent of Students Retained at Grade 3 | 0.00 % | 0.00 % | 0.36 % |
| Number of Students Retained at Grade 4 | 0 | 0 | 59 |
| Percent of Students Retained at Grade 4 | 0.00 % | 0.00 % | 0.16 % |
| Number of Students Retained at Grade 5 | 0 | 0 | 53 |
| Percent of Students Retained at Grade 5 | 0.00 % | 0.00 % | 0.14 % |
| Number of Students Retained at Grade 6 | 0 | 1 | 129 |
| Percent of Students Retained at Grade 6 | 0.00 % | 0.22 % | 0.33 % |
| Number of Students Retained at Grade 7 | 0 | 0 | 208 |
| Percent of Students Retained at Grade 7 | 0.00 % | 0.00 % | 0.57 % |
| Number of Students Retained at Grade 8 | 0 | 0 | 169 |
| Percent of Students Retained at Grade 8 | 0.00 % | 0.00 % | 0.46 % |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Teacher Quality

| | School | District | State |
|---|--------|----------|--------|
| Percentage of Teachers Certified (Licensed) | 32.6 % | 92.1 % | 95.9 % |
| Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded | 69.0 % | 74.0 % | 52.0 % |
| Percentage of Teachers having Master's Degree as Highest Degree Awarded | 25.0 % | 25.0 % | 43.0 % |
| Percentage of Teachers with Advanced Degree | 6.0 % | 1.0 % | 1.0 % |

| | School | District | State |
|---|--------|----------|--------|
| All Economic Levels (All Quartiles All Schools) | | | |
| Number of Teachers (Certified Teachers) | 46 | 488 | 42,200 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System | --- | --- | 6,952 |
| Number of Teachers Effective or Above under Teacher Excellence and Support System | --- | --- | 6,731 |
| Number Certified by National Board for Professional Teaching Standards | 1 | 44 | 2,377 |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) * | 2 | 6 | 1,142 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) | 4.3 % | 1.2 % | 2.7 % |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) | 1 | 6 | 867 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) | 2.2 % | 1.2 % | 2.1 % |
| Number of Inexperienced Teachers | 4 | 61 | 7,348 |
| Percentage of Teachers who are Inexperienced | 8.7 % | 12.5 % | 17.4 % |
| Number of Teachers, Principals, and Assistant Principals | 47 | 510 | 1,862 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | --- | --- | --- |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | --- | --- | --- |

* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation

| | School | District | State |
|---|--------|----------|--------|
| High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage) | | | |
| Number of Teachers (Certified Teachers) | --- | --- | 6,990 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System | --- | --- | 875 |
| Number of Teachers Effective or Above under Teacher Excellence and Support System | --- | --- | 819 |
| Number Certified by National Board for Professional Teaching Standards | --- | --- | 251 |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) * | --- | --- | 328 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) | --- | --- | 4.7 % |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) | --- | --- | 162 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) | --- | --- | 2.3 % |
| Number of Inexperienced Teachers | --- | --- | 1,367 |
| Percentage of Teachers who are Inexperienced | --- | --- | 19.6 % |
| Number of Teachers, Principals, and Assistant Principals | --- | --- | 302 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | --- | --- | --- |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | --- | --- | --- |

* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation

| | School | District | State |
|---|--------|----------|--------|
| Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage) | | | |
| Number of Teachers (Certified Teachers) | --- | 73 | 14,212 |
| Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System | --- | --- | 2,466 |
| Number of Teachers Effective or Above under Teacher Excellence and Support System | --- | --- | 2,407 |
| Number Certified by National Board for Professional Teaching Standards | --- | 13 | 1,085 |
| Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) * | --- | 0 | 261 |
| Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) | --- | 0.0 % | 1.8 % |
| Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) | --- | 0 | 265 |
| Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) | --- | 0.0 % | 1.9 % |
| Number of Inexperienced Teachers | --- | 11 | 2,422 |
| Percentage of Teachers who are Inexperienced | --- | 15.1 % | 17.0 % |
| Number of Teachers, Principals, and Assistant Principals | --- | 77 | 643 |
| Number of Inexperienced Teachers, Principals, and Assistant Principals | --- | --- | --- |
| Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced | --- | --- | --- |

* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation

District

School Board Training



| | School Board Member | Hours of Training |
|--|----------------------------|--------------------------|
| | Kevin Bell | 10.50 |
| | Theresa Bell | 17.75 |
| | Bob Freeman | 34.50 |
| | Lance Lanier | 33.75 |
| | Christy Mayo | 23.25 |
| | Candice Settle-Beshears | 16.50 |
| | Carman Young | 23.25 |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: School Expenditures

| | School | District | State |
|--|-----------|--------------|-----------------|
| State and Local Expenditures | | | |
| State and Local Personnel Expenditures | \$232,952 | \$35,428,484 | \$3,000,419,199 |
| State and Local Non-Personnel Expenditures | \$223,641 | \$9,510,709 | \$1,026,560,444 |
| State and Local Grand Total Expenditures | \$456,593 | \$44,939,193 | \$4,026,979,643 |
| State and Local Personnel Per-pupil Expenditures | \$5,379 | \$6,201 | \$6,316 |
| State and Local Non-Personnel Per-pupil Expenditures | \$5,164 | \$1,665 | \$2,161 |
| State and Local Per-pupil Expenditures | \$10,544 | \$7,866 | \$8,477 |

| | School | District | State |
|--|----------|-------------|---------------|
| Federal Expenditures | | | |
| Federal Personnel Expenditures | \$5,733 | \$5,240,337 | \$622,312,827 |
| Federal Non-Personnel Expenditures | \$10,703 | \$1,880,982 | \$157,024,285 |
| Federal Grand Total Expenditures | \$16,436 | \$7,121,319 | \$779,337,112 |
| Federal Personnel Per-pupil Expenditures | \$132 | \$917 | \$1,310 |
| Federal Non-Personnel Per-pupil Expenditures | \$247 | \$329 | \$331 |
| Federal Per-pupil Expenditures | \$380 | \$1,246 | \$1,641 |

| | School | District | State |
|--|-----------|--------------|-----------------|
| Total Expenditures | | | |
| Total Personnel Expenditures | \$238,686 | \$40,668,821 | \$3,622,732,026 |
| Total Non-Personnel Expenditures | \$234,343 | \$11,391,691 | \$1,183,584,728 |
| Total Grand Total Expenditures | \$473,029 | \$52,060,512 | \$4,806,316,754 |
| Total Personnel Per-pupil Expenditures | \$5,512 | \$7,118 | \$7,626 |
| Total Non-Personnel Per-pupil Expenditures | \$5,412 | \$1,994 | \$2,491 |
| Total Per-pupil Expenditures | \$10,923 | \$9,112 | \$10,117 |

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

| | School | District | State |
|---|--------|--------------|---------------|
| Mills Voted | | 42.6 | 38.5 |
| Average Teacher Salary | | \$51,731 | \$50,295 |
| Extracurricular Expenditures | | \$4,608,569 | \$188,643,761 |
| Capital Expenditures | | \$11,580,875 | \$728,022,446 |
| Debt Service Expenditures | | \$5,082,321 | \$317,051,272 |
| Free and Reduced Meals | | | |
| Percent of Students Eligible for Free and Reduced Meals | 57.8 % | 59.4 % | 59.6 % |
| State Free and Reduced-Price Meal Rate†† | | | 59.7 % |
| National Free and Reduced-Price Meal Rate† | | | 56.9 % |

† Source: FNS National databank.
†† State Free and Reduced Meal Rate includes preschool and adult education students.



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Alternately Tested

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



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 3 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 3 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 3 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 4 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | --- | --- | --- | --- | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 4 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | --- | --- | --- | --- | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 4 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | --- | --- | --- | --- | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 5 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | --- | --- | --- | --- | --- |
| Female Students without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 5 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | --- | --- | --- | --- | --- |
| Female Students without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 5 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | --- | --- | --- | --- | --- |
| Female Students without Disabilities | --- | --- | --- | --- | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 6 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 6 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 6 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 7 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 7 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 7 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 8 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 8 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 8 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 9 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 9 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 9 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 10 English Language Arts (ELA) | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 10 Mathematics | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| Grade 10 Science | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students with Disabilities | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students with Disabilities | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| All Grades English Language Arts (ELA) | | | | | |
| All | >95% | RV | RV | 28 | 44 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95% | RV | RV | 29.17 | 45.83 |
| Non-English Learner | >95% | RV | RV | 28 | 44 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95% | RV | RV | 29.17 | 45.83 |
| Female | >95% | RV | RV | 33.33 | 41.67 |
| Female Students without Disabilities | >95% | RV | RV | 33.33 | 41.67 |
| Female Non-English Learner | >95% | RV | RV | 33.33 | 41.67 |
| Female Non-English Learner without Disabilities | >95% | RV | RV | 33.33 | 41.67 |
| Male | >95% | RV | RV | 23.08 | 46.15 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95% | RV | RV | 25 | 50 |
| Male Non-English Learner | >95% | RV | RV | 23.08 | 46.15 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | >95% | RV | RV | 25 | 50 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95% | RV | RV | 26.32 | 47.37 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95% | RV | RV | 27.78 | 50 |
| Caucasian Non-English Learner | >95% | RV | RV | 26.32 | 47.37 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95% | RV | RV | 27.78 | 50 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | >95% | RV | RV | 20 | 50 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | >95% | RV | RV | 20 | 50 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| All Grades Mathematics | | | | | |
| All | >95% | RV | RV | 28 | 28 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95% | RV | RV | 29.17 | 29.17 |
| Non-English Learner | >95% | RV | RV | 28 | 28 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95% | RV | RV | 29.17 | 29.17 |
| Female | >95% | RV | RV | 33.33 | 25 |
| Female Students without Disabilities | >95% | RV | RV | 33.33 | 25 |
| Female Non-English Learner | >95% | RV | RV | 33.33 | 25 |
| Female Non-English Learner without Disabilities | >95% | RV | RV | 33.33 | 25 |
| Male | >95% | RV | RV | 23.08 | 30.77 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95% | RV | RV | 25 | 33.33 |
| Male Non-English Learner | >95% | RV | RV | 23.08 | 30.77 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | >95% | RV | RV | 25 | 33.33 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95% | RV | RV | 21.05 | 31.58 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95% | RV | RV | 22.22 | 33.33 |
| Caucasian Non-English Learner | >95% | RV | RV | 21.05 | 31.58 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95% | RV | RV | 22.22 | 33.33 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | >95% | RV | RV | 10 | 40 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | >95% | RV | RV | 10 | 40 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



| | % Tested | % In Need of Support | % Close | % Ready | % Exceeds |
|--|----------|----------------------|---------|---------|-----------|
| All Grades Science | | | | | |
| All | >95% | RV | RV | 16 | 44 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Students without Disabilities | >95% | RV | RV | 16.67 | 45.83 |
| Non-English Learner | >95% | RV | RV | 16 | 44 |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Non-English Learner Students without Disabilities | >95% | RV | RV | 16.67 | 45.83 |
| Female | >95% | RV | RV | 8.33 | 50 |
| Female Students without Disabilities | >95% | RV | RV | 8.33 | 50 |
| Female Non-English Learner | >95% | RV | RV | 8.33 | 50 |
| Female Non-English Learner without Disabilities | >95% | RV | RV | 8.33 | 50 |
| Male | >95% | RV | RV | 23.08 | 38.46 |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Students without Disabilities | >95% | RV | RV | 25 | 41.67 |
| Male Non-English Learner | >95% | RV | RV | 23.08 | 38.46 |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Male Non-English Learner without Disabilities | >95% | RV | RV | 25 | 41.67 |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian | >95% | RV | RV | 21.05 | 36.84 |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Students without Disabilities | >95% | RV | RV | 22.22 | 38.89 |
| Caucasian Non-English Learner | >95% | RV | RV | 21.05 | 36.84 |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Non-English Learner without Disabilities | >95% | RV | RV | 22.22 | 38.89 |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male | >95% | RV | RV | 30 | 30 |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner | >95% | RV | RV | 30 | 30 |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Crosstab - Graduation Rates

| Four Year Graduation Rates | |
|---|------|
| All | N<10 |
| Students without Disabilities | N<10 |
| English Learner | N<10 |
| Non-English Learner | N<10 |
| English Learner Students without Disabilities | N<10 |
| Non-English Learner Students without Disabilities | N<10 |
| Female | N<10 |
| Female Students without Disabilities | N<10 |
| Female English Learner | N<10 |
| Female Non-English Learner | N<10 |
| Female English Learner without Disabilities | N<10 |
| Female Non-English Learner without Disabilities | N<10 |
| Hispanic | N<10 |
| Hispanic Students without Disabilities | N<10 |
| Hispanic English Learner | N<10 |
| Hispanic English Learner without Disabilities | N<10 |
| Hispanic Female | N<10 |
| Hispanic Female without Disabilities | N<10 |
| Hispanic Female English Learner | N<10 |
| Hispanic Female English Learner without Disabilities | N<10 |
| Caucasian | N<10 |
| Caucasian Students without Disabilities | N<10 |
| Caucasian Non-English Learner | N<10 |
| Caucasian Non-English Learner without Disabilities | N<10 |
| Caucasian Female | N<10 |
| Caucasian Female without Disabilities | N<10 |
| Caucasian Female Non-English Learner | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 |



Van Buren School District - 1705000

River Valley Virtual Academy - 1705703

MODULE: Crosstab - Graduation Rates

| Five Year Graduation Rates | |
|---|------|
| All | N<10 |
| Students without Disabilities | N<10 |
| Non-English Learner | N<10 |
| Non-English Learner Students without Disabilities | N<10 |
| Female | N<10 |
| Female Students without Disabilities | N<10 |
| Female Non-English Learner | N<10 |
| Female Non-English Learner without Disabilities | N<10 |
| Caucasian | N<10 |
| Caucasian Students without Disabilities | N<10 |
| Caucasian Non-English Learner | N<10 |
| Caucasian Non-English Learner without Disabilities | N<10 |
| Caucasian Female | N<10 |
| Caucasian Female without Disabilities | N<10 |
| Caucasian Female Non-English Learner | N<10 |
| Caucasian Female Non-English Learner without Disabilities | N<10 |



MODULE: Crosstab - Growth

| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
|--|---------------|--------------|------------------|------------------|--------------|------------------------|
| Grade 3 | | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 4 | | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |



| | | | | | | |
|--|------|------|------|------|------|-----|
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | --- | --- | --- | --- | --- | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |

| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
|--|------------------|-----------------|------------------------|------------------------|-----------------|------------------------------|
|--|------------------|-----------------|------------------------|------------------------|-----------------|------------------------------|

| Grade 6 | | | | | | |
|---|------|------|------|------|------|-----|
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |



| | | | | | | |
|--|------|------|------|------|------|-----|
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |

Mean Math VAS **Mean ELA VAS** **Mean Content VAS** **Mean Science VAS** **Mean ELP VAS** **Mean Content w/ELP VAS**

Grade 7

| | | | | | | |
|---|------|------|------|------|------|-----|
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | --- | --- | --- | --- | --- | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |



| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
|--|----------------------|---------------------|-------------------------|-------------------------|---------------------|-------------------------------|
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 8 | | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |



| | | | | | | |
|--|----------------------|---------------------|-------------------------|-------------------------|---------------------|-------------------------------|
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 9 | | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |



| | | | | | | |
|--|----------------------|---------------------|-------------------------|-------------------------|---------------------|-------------------------------|
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
| Grade 10 | | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | --- | --- | --- | --- | --- | --- |
| Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | --- | --- | --- | --- | --- | --- |
| Hispanic Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female | --- | --- | --- | --- | --- | --- |
| Hispanic Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner | --- | --- | --- | --- | --- | --- |
| Hispanic Female English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |



| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |
|--|---------------|--------------|------------------|------------------|--------------|------------------------|
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Grade 12 | | | | | | |
| All | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner | --- | --- | --- | --- | --- | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Non-English Learner Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Male | --- | --- | --- | --- | --- | --- |
| Male Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American | --- | --- | --- | --- | --- | --- |
| African-American Students without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male | --- | --- | --- | --- | --- | --- |
| African-American Male without Disabilities | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| African-American Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | --- | --- | --- | --- | --- | --- |
| Caucasian Students with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Students without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female | --- | --- | --- | --- | --- | --- |
| Caucasian Female without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Female Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male | --- | --- | --- | --- | --- | --- |
| Caucasian Male with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male without Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner with Disabilities | --- | --- | --- | --- | --- | --- |
| Caucasian Male Non-English Learner without Disabilities | --- | --- | --- | --- | --- | --- |
| | Mean Math VAS | Mean ELA VAS | Mean Content VAS | Mean Science VAS | Mean ELP VAS | Mean Content w/ELP VAS |



| | | | | | | |
|--|-------|-------|-------|-------|------|-------|
| All | 75.34 | 79.51 | 77.42 | 88.12 | N<10 | 78.2 |
| Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Students without Disabilities | 75.85 | 80.22 | 78.04 | 88.12 | N<10 | 78.81 |
| English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner | 75.34 | 79.51 | 77.42 | 88.12 | N<10 | --- |
| English Learner Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Non-English Learner Students without Disabilities | 75.85 | 80.22 | 78.04 | 88.12 | N<10 | --- |
| Female | 72.06 | 78.24 | 75.15 | N<10 | N<10 | 76.83 |
| Female Students without Disabilities | 72.06 | 78.24 | 75.15 | N<10 | N<10 | 76.83 |
| Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner | 72.06 | 78.24 | 75.15 | N<10 | N<10 | --- |
| Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Female Non-English Learner without Disabilities | 72.06 | 78.24 | 75.15 | N<10 | N<10 | --- |
| Male | 78.62 | 80.79 | 79.7 | N<10 | N<10 | --- |
| Male Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner | 78.62 | 80.79 | 79.7 | N<10 | N<10 | --- |
| Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| African-American Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Students without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Hispanic Female English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian | 74.68 | 80.51 | 77.6 | 86.62 | N<10 | --- |
| Caucasian Students with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Students without Disabilities | 75.33 | 81.55 | 78.44 | 86.62 | N<10 | --- |
| Caucasian Non-English Learner | 74.68 | 80.51 | 77.6 | 86.62 | N<10 | --- |
| Caucasian Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Non-English Learner without Disabilities | 75.33 | 81.55 | 78.44 | 86.62 | N<10 | --- |
| Caucasian Female | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Female Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner with Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |
| Caucasian Male Non-English Learner without Disabilities | N<10 | N<10 | N<10 | N<10 | N<10 | --- |