



Blytheville Primary School

School Report Card 2020-2021
1103 Byrum Rd | Blytheville, AR 72315
870-763-6916

Principal
Superintendent

Jana Wilson
Bobby Ashley

School Characteristics

Enrollment	429
Avg. Class Size	16
Avg. years teaching Experience	7
Per pupil spending	
• District avg.	\$12,482
• State avg.	\$10,820
School Letter Grade	N/A *
Overall Score	N/A *

* Act 89 of 2021 suspended the School Letter Grades for 2020-2021.

Student Demographics

Race/Ethnicity Statistics



Other Demographics

English Learners	3%
Low-income	81%
Students eligible to receive special education	6%

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 https://dese.ade.arkansas.gov/Files/20201126143234_What_is_the_ESSA_School_Index.pdf (https://dese.ade.arkansas.gov/Files/20201126143234_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 Reports 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)(IV)(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 <https://dese.ade.arkansas.gov/Offices/public-school-accountability/every-student-succeeds-act-essa/-informational-documents> (<https://dese.ade.arkansas.gov/Offices/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)(IV)(dd) requires states to identify schools for comprehensive support and improvement (CSI). (1) All schools will be assigned to one of three grade spans based on each school's grade 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).



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: Growth

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

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

*ELP is English Learner Progress toward English language 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 1						
All Students	N<10	N<10	N<10	N<10	N<10	---
African-American	---	---	---	---	---	---
Hispanic	N<10	N<10	N<10	N<10	N<10	---
Caucasian	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	---
Students with Disabilities	---	---	---	---	---	---
Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	---
Non-English Learners (includes Former EL Monitored 1-4 years)	---	---	---	---	---	---
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	---
Homeless	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---
Gifted and Talented	---	---	---	---	---	---
Female Students	N<10	N<10	N<10	N<10	N<10	---
Male Students	N<10	N<10	N<10	N<10	N<10	---
Migrant	---	---	---	---	---	---

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Blytheville School District - 4702000
MODULE: Growth

Blytheville Primary School - 4702008

	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
Grade 2						
All Students	N<10	N<10	N<10	N<10	N<10	---
African-American	---	---	---	---	---	---
Hispanic	N<10	N<10	N<10	N<10	N<10	---
Caucasian	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	---
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	---
Non-English Learners (includes Former EL Monitored 1-4 years)	---	---	---	---	---	---
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	---
Homeless	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---
Gifted and Talented	---	---	---	---	---	---
Female Students	N<10	N<10	N<10	N<10	N<10	---
Male Students	N<10	N<10	N<10	N<10	N<10	---
Migrant	N<10	N<10	N<10	N<10	N<10	---
CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.						
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	English Language Arts (ELA)	Math	Average ELA + Math (Content)	Science	ELP*	Content** with ELP
All Grades						
All Students	N<10	N<10	N<10	N<10	N<10	---
African-American	---	---	---	---	---	---
Hispanic	N<10	N<10	N<10	N<10	N<10	---
Caucasian	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---
Non-Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	---
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	---
Non-English Learners (includes Former EL Monitored 1-4 years)	---	---	---	---	---	---
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	---
Homeless	---	---	---	---	---	---
Children in Foster Care	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---
Gifted and Talented	---	---	---	---	---	---
Female Students	N<10	N<10	N<10	N<10	N<10	---
Male Students	N<10	N<10	N<10	N<10	N<10	---
Migrant	N<10	N<10	N<10	N<10	N<10	---
CV is shown instead of a value because the ACT Aspire assessment was not given in school year 2019-2020 due to the COVID-19 outbreak.						
*ELP is English Learner Progress toward English language 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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MODULE: English Language Proficiency of English Learners on English Language Proficiency Exam (ELPA21)

	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient
Grade All	13	1	7.69 %
Grade K	N<10	N<10	N<10
Grade 01	N<10	N<10	N<10
Grade 02	N<10	N<10	N<10



Blytheville School District - 4702000

Blytheville Primary School - 4702008

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	53.41	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.41
African-American	53.85	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.85
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	60.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	60.00
Economically Disadvantaged	53.57	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.57
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	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	53.57	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.57
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Non-English Learners (includes Former EL Monitored 1-4 years)	52.78	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.78
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---	---	---	---
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---
Female Students	55.74	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.74
Male Students	51.41	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	51.41
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	35.99	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	35.99
African-American	34.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	34.89
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	59.09	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	59.09
Economically Disadvantaged	36.82	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	36.82
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	45.45	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.45
Students without Disabilities	35.27	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	35.27
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)	35.81	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	35.81
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---
Homeless	26.47	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	26.47
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---	---	---	---
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---
Female Students	39.04	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	39.04
Male Students	33.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.33
Migrant	---	---	---	---	---	---	---	---	---	---	---	---



Blytheville School District - 4702000

Blytheville Primary School - 4702008

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	39.80	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	39.80
African-American	38.98	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	38.98
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	52.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.00
Economically Disadvantaged	40.28	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	40.28
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	63.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.89
Students without Disabilities	36.57	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	36.57
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Non-English Learners (includes Former EL Monitored 1-4 years)	40.41	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	40.41
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---
Homeless	50.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00
Children in Foster Care	---	---	---	---	---	---	---	---	---	---	---	---
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	38.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	38.89
Male Students	40.63	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	40.63
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
All Grades												
All Students	42.52	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	42.52
African-American	41.69	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.69
Hispanic	47.06	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	47.06
Caucasian	55.88	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.88
Economically Disadvantaged	43.06	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.06
Non-Economically Disadvantaged	32.61	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	32.61
Students with Disabilities	55.71	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.71
Students without Disabilities	41.38	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.38
Current English Learners (EL)	46.43	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.43
Non-English Learners (includes Former EL Monitored 1-4 years)	42.39	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	42.39
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---
Homeless	48.61	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	48.61
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	43.93	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.93
Male Students	41.28	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.28
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



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: Graduation Rates

	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students	---	78.6%	88.5%
Four-Year Graduation Rate African-American	---	81.5%	84.5%
Four-Year Graduation Rate Asian	---	N<10	93.7%
Four-Year Graduation Rate Caucasian	---	71.4%	90.1%
Four-Year Graduation Rate Hawaiian/Pacific Islander	---	N<10	77.8%
Four-Year Graduation Rate Hispanic	---	N<10	87.5%
Four-Year Graduation Rate Native American	---	N<10	85.4%
Four-Year Graduation Rate Two or More Races	---	N<10	86.2%
Four-Year Graduation Rate Economically Disadvantaged	---	79.6%	85.8%
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	---	82.6%	83.0%
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	---	N<10	84.0%
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	76.3%
Four-Year Graduation Rate Children in Foster Care	---	N<10	64.5%
Four-Year Graduation Rate Children with Parent that is Military Connected	---	N<10	92.2%
Four-Year Graduation Rate Gifted and Talented	---	N<10	97.2%
Four-Year Graduation Rate Female Students	---	85.2%	91.3%
Four-Year Graduation Rate Male Students	---	73.8%	85.8%
Four-Year Graduation Rate Migrant	---	N<10	77.4%
	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students	---	83.1%	90.2%
Five-Year Graduation Rate African-American	---	86.7%	86.7%
Five-Year Graduation Rate Asian	---	N<10	95.9%
Five-Year Graduation Rate Caucasian	---	69.2%	91.8%
Five-Year Graduation Rate Hawaiian/Pacific Islander	---	N<10	73.8%
Five-Year Graduation Rate Hispanic	---	N<10	88.7%
Five-Year Graduation Rate Native American	---	N<10	90.3%
Five-Year Graduation Rate Two or More Races	---	N<10	86.3%
Five-Year Graduation Rate Economically Disadvantaged	---	83.6%	87.7%
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	---	75.0%	86.4%
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	---	N<10	86.9%
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	79.4%
Five-Year Graduation Rate Children in Foster Care	---	N<10	67.1%
Five-Year Graduation Rate Children with Parent that is Military Connected	---	N<10	95.6%
Five-Year Graduation Rate Gifted and Talented	---	N<10	98.5%
Five-Year Graduation Rate Female Students	---	94.8%	92.5%
Five-Year Graduation Rate Male Students	---	73.7%	88.0%
Five-Year Graduation Rate Migrant	---	N<10	83.2%



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: College Readiness

	School	District	State
American College Test (ACT)			
Participation in Grade 11 Statewide ACT Administration		72	27,779
District Provided Remediation for Students Taking ACT		Y	236
Number of Students Taking ACT in Grades 9-11		82	34,243
Number of Graduates that have taken ACT in High School		88	28,543
ACT Reading Average		14.88	19.75
ACT English Average		13.83	18.82
ACT Math Average		15.10	18.48
ACT Science Average		16.70	19.64
ACT Composite Average		15.23	19.32
The School Performance website at the following link has comparison of state and national ACT scores: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card)			
SAT® by College Board			
Number of Students Taking SAT College Admission Test		1	680
SAT Critical Reading Mean		460	611
SAT Math Mean		390	586
SAT Writing Mean			
Advanced Placement Courses (AP)			
Number of Students Taking Advanced Placement (AP) Courses		75	27,806
Number of AP Exams Taken		104	40,443
Number of AP Exams Scored 3, 4, or 5		0	14,527
International Baccalaureate Courses			
Number of Students Taking International Baccalaureate Courses	---	---	455
College Going Rates			
All Students	---	29.2%	41.2%
African-American	---	26.0%	34.7%
Hispanic	---	0.0%	33.0%
Caucasian	---	40.0%	45.2%
Economically Disadvantaged	---	29.5%	34.1%
Students with Disabilities	---	20.0%	20.2%
Current English Learners (EL)	---	0.0%	19.1%
Homeless	---	31.3%	25.9%
Children in Foster Care	---	0.0%	29.6%
Children with Parent that is Military Connected	---	0.0%	46.7%
Gifted and Talented	---	54.6%	63.6%
College Credit Accumulation Rates			
All Students	---	23.4%	52.6%
African-American	---	26.3%	34.7%
Hispanic	---	0.0%	47.3%
Caucasian	---	12.5%	57.5%
Economically Disadvantaged	---	23.4%	42.1%
Students with Disabilities	---	28.6%	32.1%
Current English Learners (EL)	---	0.0%	35.1%
Homeless	---	23.1%	29.1%
Children in Foster Care	---	0.0%	30.9%
Children with Parent that is Military Connected	---	0.0%	55.9%
Gifted and Talented	---	76.9%	69.4%

* 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.



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: School Performance

	School	District	State
School Performance Rating	---	N/A	N/A
Overall ESSA Index Score	---	N/A	N/A
The School Report Card Definitions document has a comparison of state and national ACT scores in the Module 8 College Readiness description.			
Count of Schools with Rating = A		0	0
Count of Schools with Rating = B		0	0
Count of Schools with Rating = C		0	0
Count of Schools with Rating = D		0	0
Count of Schools with Rating = F		0	0
CV is shown instead of a value because Arkansas did not have a statewide summative assessment in school year 2019-2020 due to the COVID-19 outbreak.			
Act 89 of 2021 suspended the School Letter Grades for 2020-2021.			
District Provides Textbooks or Digital Resources for all Pupils			
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %
Annual Accreditation Status			
Accredited	Y	4	1,041
Accredited Cited	N	0	1
Accredited Probationary	N	0	0
Attendance Rate			
Attendance Rate All Students	89.31 %	90.21 %	94.72 %
Attendance Rate African American	90.49 %	89.98 %	93.63 %
Attendance Rate Hispanic	89.27 %	91.23 %	94.66 %
Attendance Rate Caucasian	89.46 %	90.09 %	95.15 %
Attendance Rate Economically Disadvantaged	90.27 %	90.61 %	94.24 %
Attendance Rate Non-Economically Disadvantaged			95.89 %
Attendance Rate Students with Disabilities	91.42 %	90.69 %	94.51 %
Attendance Rate Students without Disabilities	88.93 %	90.09 %	94.77 %
Attendance Rate English Learners (EL)	89.93 %	92.07 %	94.01 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	90.41 %	91.77 %	94.87 %
Attendance Rate Former EL (Monitored 1-4 years)	N<10	90.84 %	96.15 %
Attendance Rate Homeless	88.45 %	90.4 %	91.9 %
Attendance Rate Children in Foster Care		N<10	94.03 %
Attendance Rate Children with Parent on Active Military Duty			95.56 %
Attendance Rate Gifted and Talented	N<10	91.69 %	96.52 %
Attendance Rate Female Students	90.14 %	89.67 %	94.81 %
Attendance Rate Male Students	88.6 %	90.67 %	94.64 %
Attendance Rate Migrant	N<10	86.97 %	92.78 %
Dropout Rate			
Dropout Rate		2.97 %	2.22 %
College Remediation Rate			
College Remediation Rate		90.9 %	68.0 %
Enrollment			
October 1 Enrollment	429	1,716	473,004



Blytheville School District - 4702000

Blytheville Primary School - 4702008

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		4	212
Weapons Incidents	1	8	598
Staff Assaults	12	5	356
Student Assaults	3	5	1,498
Referrals to Law Enforcement	0	0	13
School-related Arrests	0	0	5

Civil Rights Data Collection (CRDC) 2020-2021

	Chronic Absences	In-School Suspensions	Out-of-School Suspensions	Expulsions	Incidents of Violence	Referrals to Law Enforcement	School-Related Arrests
All Students	247	35	RV	RV	RV	RV	RV
African-American	198	34	RV	RV	RV	RV	RV
Hispanic	12	RV	RV	RV	RV	RV	RV
Caucasian	28	RV	RV	RV	RV	RV	RV
Economically Disadvantaged	---	---	---	---	---	---	---
Students with Disabilities	17	RV	RV	RV	RV	RV	RV
English Learner	RV	RV	RV	RV	RV	RV	RV
Male	131	27	RV	RV	RV	RV	RV
Female	116	RV	RV	RV	RV	RV	RV

Civil Rights Data Collection (CRDC) 2020-2021

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	34	7.34%	RV	RV	RV	0.00%
African-American	24	5.18%	RV	RV	RV	0.00%
Hispanic	RV	0.00%	RV	RV	RV	0.00%
Caucasian	RV	1.51%	RV	RV	RV	0.00%
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	RV	0.00%	RV	RV	RV	0.00%
English Learner	RV	0.00%	RV	RV	RV	0.00%
Male	21	4.54%	RV	RV	RV	0.00%
Female	13	2.81%	RV	RV	RV	0.00%

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 2017-2018.



Blytheville School District - 4702000
MODULE: Retention

Blytheville Primary School - 4702008

	School	District	State
Number of Students Retained at Grade 1	2	2	1,018
Percent of Students Retained at Grade 1	1.27%	1.27%	2.86%
Number of Students Retained at Grade 2	0	0	417
Percent of Students Retained at Grade 2	0.00%	0.00%	1.17%
Number of Students Retained at Grade 3	0	0	167
Percent of Students Retained at Grade 3	0.00%	0.00%	0.47%
Number of Students Retained at Grade 4	0	0	147
Percent of Students Retained at Grade 4	0.00%	0.00%	0.41%
Number of Students Retained at Grade 5	0	0	141
Percent of Students Retained at Grade 5	0.00%	0.00%	0.39%
Number of Students Retained at Grade 6	0	2	271
Percent of Students Retained at Grade 6	0.00%	1.55%	0.72%
Number of Students Retained at Grade 7	0	3	439
Percent of Students Retained at Grade 7	0.00%	2.01%	1.13%
Number of Students Retained at Grade 8	0	1	450
Percent of Students Retained at Grade 8	0.00%	0.75%	1.15%



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: Teacher Quality

	School	District	State
Percentage of Teachers Certified (Licensed)	75.6 %	73.5 %	92.9 %
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded	68.0 %	59.0 %	50.0 %
Percentage of Teachers having Master's Degree as Highest Degree Awarded	32.0 %	40.0 %	45.0 %
Percentage of Teachers with Advanced Degree	0.0 %	1.0 %	1.0 %
	School	District	State
All Economic Levels (All Quartiles All Schools)			
Number of Teachers (Certified Teachers)	34	140	45,402
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System *	0	0	5,105
Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System *	0	0	4,944
Number Certified by National Board for Professional Teaching Standards	1	0	2,179
Number of Teachers Teaching with Provisional License	0	3	393
Percentage of Teachers Teaching with Provisional License	0.0%	2.1%	0.9%
Number of Teachers Teaching with Emergency Teaching Permit	0	0	792
Percentage of Teachers Teaching with Emergency Teaching Permit	0.0%	0.0%	1.7%
Number of Teachers Teaching with Emergency or Provisional Credentials	0	3	1,185
Percentage of Teachers Teaching with Emergency or Provisional Credentials	0.0%	2.1%	2.6%
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **	9	88	1,606
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **	26.5%	62.9%	3.5%
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^	0	10	2,115
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^	0.0%	7.1%	4.7%
Number of Inexperienced Teachers ^^	9	38	15,008
Percentage of Teachers who are Inexperienced ^^	26.5%	27.1%	33.1%
Number of Teachers, Principals, and Assistant Principals	36	152	47,904
Number of Inexperienced Teachers, Principals, and Assistant Principals	9	38	15,138
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	25.0%	27.1%	31.6%
*Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards			
** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
^ In order to be placed on an ALP, a teacher must hold a standard license.			
^^ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience.			
	School	District	State
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)			
Number of Teachers (Certified Teachers)	34	140	10,619
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System *	0	0	898
Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System *	0	0	840
Number Certified by National Board for Professional Teaching Standards	1	0	325
Number of Teachers Teaching with Provisional License	0	3	185
Percentage of Teachers Teaching with Provisional License	0.0%	2.1%	1.7%
Number of Teachers Teaching with Emergency Teaching Permit	0	0	382
Percentage of Teachers Teaching with Emergency Teaching Permit	0.0%	0.0%	3.6%
Number of Teachers Teaching with Emergency or Provisional Credentials	0	3	567
Percentage of Teachers Teaching with Emergency or Provisional Credentials	0.0%	2.1%	5.3%
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **	9	88	745
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **	26.5%	62.9%	7.0%
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^	0	10	497
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^	0.0%	7.1%	4.7%
Number of Inexperienced Teachers ^^	9	38	4,631
Percentage of Teachers who are Inexperienced ^^	26.5%	27.1%	43.6%
Number of Teachers, Principals, and Assistant Principals	36	152	11,239
Number of Inexperienced Teachers, Principals, and Assistant Principals	9	38	4,660
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	25.0%	27.1%	41.5%
*Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards			
** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
^ In order to be placed on an ALP, a teacher must hold a standard license.			
^^ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience.			
	School	District	State



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

Number of Teachers (Certified Teachers)	---	---	12,940
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System *	---	---	1,432
Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System *	---	---	1,355
Number Certified by National Board for Professional Teaching Standards	---	---	742
Number of Teachers Teaching with Provisional License	---	---	99
Percentage of Teachers Teaching with Provisional License	---	---	0.8%
Number of Teachers Teaching with Emergency Teaching Permit	---	---	136
Percentage of Teachers Teaching with Emergency Teaching Permit	---	---	1.1%
Number of Teachers Teaching with Emergency or Provisional Credentials	---	---	235
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	---	1.8%
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **	---	---	254
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **	---	---	2.0%
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^	---	---	552
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^	---	---	4.3%
Number of Inexperienced Teachers ^^	---	---	3,770
Percentage of Teachers who are Inexperienced ^^	---	---	29.1%
Number of Teachers, Principals, and Assistant Principals	---	---	13,625
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	3,793
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	27.8%

*Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards

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

^ In order to be placed on an ALP, a teacher must hold a standard license.

^^ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience.

District

School Board Training

School Board Member	Hours of Training
Erin Carrington	6.00
Billy Fair	25.00
Desmond Hammett	14.00
Tobey Johnson	8.00
Carlony Lewis	18.00
Tracey Ritchey	17.50
Michelle Sims	22.00
Barbara Wells	46.50



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: School Expenditures

	School	District	State
State and Local Expenditures			
State and Local Personnel Expenditures	\$2,841,500	\$11,938,966	\$3,417,194,950
State and Local Non-Personnel Expenditures	\$911,986	\$3,873,712	\$974,156,345
State and Local Grand Total Expenditures	\$3,753,486	\$15,812,678	\$4,391,351,295
State and Local Personnel Per-pupil Expenditures	\$6,484	\$6,956	\$7,276
State and Local Non-Personnel Per-pupil Expenditures	\$2,081	\$2,257	\$2,074
State and Local Per-pupil Expenditures	\$8,565	\$9,213	\$9,350
Federal Expenditures			
Federal Personnel Expenditures	\$947,351	\$3,820,757	\$415,314,714
Federal Non-Personnel Expenditures	\$500,711	\$1,789,819	\$274,984,145
Federal Grand Total Expenditures	\$1,448,062	\$5,610,576	\$690,298,859
Federal Personnel Per-pupil Expenditures	\$2,162	\$2,226	\$884
Federal Non-Personnel Per-pupil Expenditures	\$1,143	\$1,043	\$585
Federal Per-pupil Expenditures	\$3,304	\$3,269	\$1,470
Total Expenditures			
Total Personnel Expenditures	\$3,788,851	\$15,759,723	\$3,832,509,664
Total Non-Personnel Expenditures	\$1,412,697	\$5,663,531	\$1,249,140,490
Total Grand Total Expenditures	\$5,201,548	\$21,423,253	\$5,081,650,154
Total Personnel Per-pupil Expenditures	\$8,645	\$9,182	\$8,160
Total Non-Personnel Per-pupil Expenditures	\$3,223	\$3,300	\$2,660
Total Per-pupil Expenditures	\$11,869	\$12,482	\$10,820

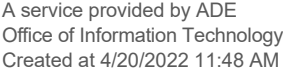
* Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)

** Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.

	School	District	State
Mills Voted		40.5	38.8
Average Teacher Salary		\$51,024	\$52,552
Extracurricular Expenditures		\$1,091,428	\$189,738,811
Capital Expenditures		\$1,849,423	\$661,642,529
Debt Service Expenditures		\$1,303,509	\$311,189,045
Free and Reduced Meals			
Percent of Students Eligible for Free and Reduced Meals	81.1%	100.0%	65.6%
State Free and Reduced-Price Meal Rate††			60.1%
National Free and Reduced-Price Meal Rate†			18.4%

† Source: FNS National databank.

†† State Free and Reduced Meal Rate includes preschool and adult education students.



2020-2021
LEA# 4702008

MODULE: Alternatively Tested

Blytheville Primary School - 4702008

	ELA	Math	Science
--	-----	------	---------



Four Year Graduation Rates
Four Year Graduation Rates are not available.



Five Year Graduation Rates
Five Year Graduation Rates are not available.



Blytheville School District - 4702000

Blytheville Primary School - 4702008

MODULE: Crosstab - Growth

	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Kindergarten						
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	---
English Learner Students with Disabilities	---	---	---	---	---	---
English Learner Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Female	---	---	---	---	---	---
Female Students with Disabilities	---	---	---	---	---	---
Female Students without Disabilities	---	---	---	---	---	---
Female English Learner	---	---	---	---	---	---
Female English Learner with Disabilities	---	---	---	---	---	---
Female English Learner without Disabilities	---	---	---	---	---	---
Male	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 English Learner	N<10	N<10	N<10	N<10	N<10	---
Male 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 with Disabilities	---	---	---	---	---	---
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 with Disabilities	---	---	---	---	---	---
Hispanic English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female	---	---	---	---	---	---
Hispanic Female with Disabilities	---	---	---	---	---	---
Hispanic Female without Disabilities	---	---	---	---	---	---
Hispanic Female English Learner	---	---	---	---	---	---
Hispanic Female English Learner with Disabilities	---	---	---	---	---	---
Hispanic Female English Learner without Disabilities	---	---	---	---	---	---
Hispanic Male	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male English Learner	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male 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 1						
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	---
English Learner Students with Disabilities	---	---	---	---	---	---
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 with Disabilities	---	---	---	---	---	---
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 English Learner with Disabilities	---	---	---	---	---	---
Female 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 without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Male English Learner	N<10	N<10	N<10	N<10	N<10	---
Male 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 with Disabilities	---	---	---	---	---	---
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 with Disabilities	---	---	---	---	---	---
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 with Disabilities	---	---	---	---	---	---
Hispanic Female without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner with Disabilities	---	---	---	---	---	---
Hispanic Female English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male	---	---	---	---	---	---
Hispanic Male without Disabilities	---	---	---	---	---	---
Hispanic Male English Learner	---	---	---	---	---	---
Hispanic Male English Learner without Disabilities	---	---	---	---	---	---
	Mean Math VAS	Mean ELA VAS	Mean Content VAS	Mean Science VAS	Mean ELP VAS	Mean Content w/ELP VAS
Grade 2						
All	N<10	N<10	N<10	N<10	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	N<10	N<10	N<10	N<10	N<10	---
English Learner Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---
English Learner Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Female	N<10	N<10	N<10	N<10	N<10	---
Female Students with Disabilities	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 English Learner with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Female English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Male	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 English Learner	N<10	N<10	N<10	N<10	N<10	---
Male 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 with Disabilities	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 with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male English Learner	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male 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
All Grades						
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	N<10	N<10	N<10	N<10	N<10	---
English Learner Students with Disabilities	N<10	N<10	N<10	N<10	N<10	---
English Learner Students without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Female	N<10	N<10	N<10	N<10	N<10	---
Female Students with Disabilities	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 English Learner with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Female English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Male	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 English Learner	N<10	N<10	N<10	N<10	N<10	---
Male 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 with Disabilities	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 with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner with Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Female English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male without Disabilities	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male English Learner	N<10	N<10	N<10	N<10	N<10	---
Hispanic Male English Learner without Disabilities	N<10	N<10	N<10	N<10	N<10	---