# M-STEP Grades 3-11

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## M-STEP Grades 3-11

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# Annual Education Report
## Wyoming Public Schools (41026)

**M-STEP Grades 3-11**

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# Annual Education Report

## Wyoming Public Schools (41026)

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# Annual Education Report
Wyoming Public Schools (41026)

## M-STEP Grades 3-11

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A service of the Center for Educational Performance and Information (CEPI)
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# Annual Education Report
## Wyoming Public Schools (41026)

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## M-STEP Grades 3-11

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## M-STEP Grades 3-11

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## Social Studies

### 11th Grade Content

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## M-STEP Grades 3-11

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<td>Wyoming Public Schools</td>
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<td>16.1%</td>
<td>78</td>
<td>83.9%</td>
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# Annual Education Report
## Wyoming Public Schools (41026)

### SAT

<table>
<thead>
<tr>
<th>Location Name</th>
<th>School Year</th>
<th>Subject</th>
<th>Student Group</th>
<th>Mean SAT Score</th>
<th>Benchmark</th>
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<th>% Met or Exceeded</th>
<th>Did Not Meet</th>
<th>% Did Not Meet</th>
<th>Number Assessed</th>
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## SAT

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<th>Subject</th>
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<th>Mean SAT Score</th>
<th>Benchmark</th>
<th>Met or Exceeded</th>
<th>% Met or Exceeded</th>
<th>Did Not Meet</th>
<th>% Did Not Meet</th>
<th>Number Assessed</th>
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<td>Total Score</td>
<td>Students With Disabilities</td>
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<td>&lt;5%</td>
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<td>&gt;95%</td>
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<td>Total Score</td>
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<td>171</td>
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## SAT

<table>
<thead>
<tr>
<th>Location Name</th>
<th>School Year</th>
<th>Subject</th>
<th>Student Group</th>
<th>Mean SAT Score</th>
<th>Benchmark</th>
<th>Met or Exceeded</th>
<th>% Met or Exceeded</th>
<th>Did Not Meet</th>
<th>% Did Not Meet</th>
<th>Number Assessed</th>
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<td>&lt;10</td>
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### SAT

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<thead>
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<th>Location Name</th>
<th>School Year</th>
<th>Subject</th>
<th>Student Group</th>
<th>Mean SAT Score</th>
<th>Benchmark</th>
<th>Met or Exceeded</th>
<th>% Met or Exceeded</th>
<th>Did Not Meet</th>
<th>% Did Not Meet</th>
<th>Number Assessed</th>
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<td>Evidence-Based Reading and Writing</td>
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</tbody>
</table>
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<table>
<thead>
<tr>
<th>Location Name</th>
<th>School Year</th>
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<th>% Met or Exceeded</th>
<th>Did Not Meet</th>
<th>% Did Not Meet</th>
<th>Number Assessed</th>
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## Annual Education Report
### Wyoming Public Schools (41026)

### SAT

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<th>Percent Surpassed</th>
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<th>District Percent Students Proficient</th>
<th>Percent Surpassed</th>
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## Accountability Details Subject Data

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<th>State Percent Proficient</th>
<th>District Tested Total</th>
<th>District Percent Proficient*</th>
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<td>97.7%</td>
<td>29.7%</td>
<td>98.1%</td>
<td>26.5%</td>
</tr>
<tr>
<td>White</td>
<td>ELA</td>
<td>98.9%</td>
<td>56.1%</td>
<td>99.5%</td>
<td>51.1%</td>
</tr>
<tr>
<td>White</td>
<td>Mathematics</td>
<td>99.0%</td>
<td>45.6%</td>
<td>99.4%</td>
<td>32.5%</td>
</tr>
<tr>
<td>White</td>
<td>Science</td>
<td>98.4%</td>
<td>29.7%</td>
<td>98.5%</td>
<td>26.7%</td>
</tr>
<tr>
<td>White</td>
<td>Social Studies</td>
<td>98.3%</td>
<td>39.7%</td>
<td>98.6%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ELA</td>
<td>98.2%</td>
<td>33.5%</td>
<td>99.4%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Mathematics</td>
<td>98.3%</td>
<td>23.3%</td>
<td>99.3%</td>
<td>19.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Science</td>
<td>97.2%</td>
<td>13.0%</td>
<td>97.8%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Social Studies</td>
<td>97.0%</td>
<td>18.3%</td>
<td>98.1%</td>
<td>20.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>ELA</td>
<td>98.6%</td>
<td>24.0%</td>
<td>99.8%</td>
<td>15.5%</td>
</tr>
<tr>
<td>English Learners</td>
<td>Mathematics</td>
<td>99.0%</td>
<td>23.0%</td>
<td>99.8%</td>
<td>13.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>Science</td>
<td>98.4%</td>
<td>5.0%</td>
<td>98.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>English Learners</td>
<td>Social Studies</td>
<td>98.2%</td>
<td>7.8%</td>
<td>99.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>ELA</td>
<td>97.5%</td>
<td>26.0%</td>
<td>98.4%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>Mathematics</td>
<td>97.9%</td>
<td>20.7%</td>
<td>98.0%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>Science</td>
<td>96.9%</td>
<td>15.8%</td>
<td>96.8%</td>
<td>15.8%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>Social Studies</td>
<td>95.9%</td>
<td>14.2%</td>
<td>97.5%</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

*Note: 1062 Recently arrived LEP students took part in the State’s WIDA instead of the M-STEP/MME/MI-Access.
## Accountability Details Graduation Data

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Statewide</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>79.65%</td>
<td>80.00%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>66.57%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Asian</td>
<td>90.20%</td>
<td>93.33%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>67.36%</td>
<td>68.42%</td>
</tr>
<tr>
<td>Hispanic of Any Race</td>
<td>72.60%</td>
<td>79.38%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>77.68%</td>
<td>N/A</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>73.67%</td>
<td>90.91%</td>
</tr>
<tr>
<td>White</td>
<td>83.38%</td>
<td>81.08%</td>
</tr>
<tr>
<td>Female</td>
<td>83.46%</td>
<td>N/A</td>
</tr>
<tr>
<td>Male</td>
<td>76.04%</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>67.10%</td>
<td>77.39%</td>
</tr>
<tr>
<td>English Learners</td>
<td>72.11%</td>
<td>61.54%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>55.35%</td>
<td>52.00%</td>
</tr>
<tr>
<td>Shared Educational Entity</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bottom 30%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*All data based on students enrolled for a full academic year.*
# Accountability Details Attendance Data

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Statewide</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>84.41%</td>
<td>86.56%</td>
</tr>
</tbody>
</table>

*All data based on students enrolled for a full academic year.*
## Accountability Index Data

<table>
<thead>
<tr>
<th>School Name</th>
<th>Proficiency Index Value</th>
<th>Growth Index Value</th>
<th>Graduation Rate Index Value</th>
<th>EL Progress Index Value</th>
<th>School Quality/Student Success Index Value</th>
<th>General Participation Index Value</th>
<th>EL Participation Index Value</th>
<th>Overall Index Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gladiola Elementary School</td>
<td>53.68</td>
<td>54.10</td>
<td>N/A</td>
<td>62.67</td>
<td>90.95</td>
<td>100.00</td>
<td>100.00</td>
<td>62.18</td>
</tr>
<tr>
<td>Huntington Woods Early Childhood Center</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Oriole Park Elementary School</td>
<td>62.57</td>
<td>82.32</td>
<td>N/A</td>
<td>89.83</td>
<td>100.00</td>
<td>100.00</td>
<td>77.14</td>
<td></td>
</tr>
<tr>
<td>Parkview Elementary School</td>
<td>50.30</td>
<td>41.34</td>
<td>N/A</td>
<td>37.72</td>
<td>93.99</td>
<td>99.65</td>
<td>100.00</td>
<td>53.96</td>
</tr>
<tr>
<td>West Elementary School</td>
<td>47.59</td>
<td>37.47</td>
<td>N/A</td>
<td>56.87</td>
<td>96.36</td>
<td>100.00</td>
<td>100.00</td>
<td>54.13</td>
</tr>
<tr>
<td>Wyoming Community Educ. Center</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Wyoming High School</td>
<td>48.36</td>
<td>56.74</td>
<td>79.72</td>
<td>73.30</td>
<td>78.12</td>
<td>99.12</td>
<td>100.00</td>
<td>62.53</td>
</tr>
<tr>
<td>Wyoming Intermediate</td>
<td>43.62</td>
<td>54.44</td>
<td>N/A</td>
<td>89.25</td>
<td>94.58</td>
<td>100.00</td>
<td>100.00</td>
<td>62.59</td>
</tr>
<tr>
<td>Wyoming Junior High</td>
<td>46.92</td>
<td>46.24</td>
<td>N/A</td>
<td>64.50</td>
<td>90.55</td>
<td>100.00</td>
<td>97.82</td>
<td>57.16</td>
</tr>
<tr>
<td>Wyoming Regional Center</td>
<td>19.81</td>
<td>26.49</td>
<td>N/A</td>
<td>64.75</td>
<td>100.00</td>
<td>N/A</td>
<td>N/A</td>
<td>32.67</td>
</tr>
</tbody>
</table>
### Teacher Quality - Qualification

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the District</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Elliott Elementary School - 01112)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>(Gladiola Elementary School - 01409)</td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>(Wyoming Intermediate - 01872)</td>
<td>0</td>
<td>14</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>(Wyoming Regional Center - 02360)</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>(Wyoming Junior High - 02695)</td>
<td>1</td>
<td>30</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>(Parkview Elementary School - 02959)</td>
<td>0</td>
<td>13</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>
## Teacher Quality - Qualification

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the District (Wyoming High School - 03253)</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>21</td>
<td>29</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the District (Oriole Park Elementary School - 03537)</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>11</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the District (West Elementary School - 04472)</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>15</td>
<td>16</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the District (Huntington Woods Early Childhood Center - 09982)</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

## Teacher Quality - Class

<table>
<thead>
<tr>
<th>Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers</th>
<th>District Aggregate</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.2%</td>
<td>0.2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers (Elliott Elementary School - 01112)</th>
<th>District Aggregate</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Teacher Quality - Class

<table>
<thead>
<tr>
<th>Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers</th>
<th>District Aggregate</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gladiola Elementary School - 01409</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Wyoming Intermediate - 01872</td>
<td>2.6%</td>
<td>2.6%</td>
<td>N/A</td>
</tr>
<tr>
<td>Wyoming Regional Center - 02360</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Wyoming Junior High - 02695</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Parkview Elementary School - 02959</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Wyoming High School - 03253</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Oriole Park Elementary School - 03537</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>West Elementary School - 04472</td>
<td>0.0%</td>
<td>0.0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Teacher Quality - Class

<table>
<thead>
<tr>
<th></th>
<th>District Aggregate</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers (Huntington Woods Early Childhood Center - 09982)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Teacher Quality - Provisional

<table>
<thead>
<tr>
<th></th>
<th>Certification Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification</td>
<td>11.6%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Elliott Elementary School - 01112)</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Gladiola Elementary School - 01409)</td>
<td>8.3%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Wyoming Intermediate - 01872)</td>
<td>10.5%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Wyoming Regional Center - 02360)</td>
<td>20.0%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Wyoming Junior High - 02695)</td>
<td>10.2%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Parkview Elementary School - 02959)</td>
<td>10.7%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Wyoming High School - 03253)</td>
<td>6.0%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Oriole Park Elementary School - 03537)</td>
<td>17.4%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (West Elementary School - 04472)</td>
<td>16.1%</td>
</tr>
<tr>
<td>Percentage of Public Elementary and Secondary School Teachers in the District with Emergency or Provisional Certification (Huntington Woods Early Childhood Center - 09982)</td>
<td>25.0%</td>
</tr>
</tbody>
</table>
### NAEP Grade 4 Math

<table>
<thead>
<tr>
<th></th>
<th>Percent of Students</th>
<th>Percent below Basic</th>
<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>100</td>
<td>25</td>
<td>39</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>25</td>
<td>39</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>25</td>
<td>42</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>National Lunch Program Eligibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>48</td>
<td>40</td>
<td>42</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Not Eligible</td>
<td>43</td>
<td>12</td>
<td>36</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>Info not available</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>65</td>
<td>17</td>
<td>41</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>Black or African American</td>
<td>17</td>
<td>55</td>
<td>36</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>39</td>
<td>43</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>9</td>
<td>21</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4</td>
<td>24</td>
<td>37</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>Student classified as having a disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>11</td>
<td>59</td>
<td>28</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Not SD</td>
<td>89</td>
<td>21</td>
<td>40</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Student is an English Language Learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td>8</td>
<td>41</td>
<td>40</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Not ELL</td>
<td>92</td>
<td>24</td>
<td>39</td>
<td>29</td>
<td>8</td>
</tr>
</tbody>
</table>

### NAEP Grade 8 Math

<table>
<thead>
<tr>
<th></th>
<th>Percent of Students</th>
<th>Percent below Basic</th>
<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>100</td>
<td>33</td>
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# NAEP Grade 4 Reading

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# Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.
### NAEP Grade 8 Reading

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