

# PROGRESS TOWARD LONG-TERM GOAL FOR ACADEMIC ACHIEVEMENT

## FAYETTEVILLE HIGH SCHOOL - 7203020 FAYETTEVILLE SCHOOL DISTRICT - 7203000

	ALL	AFRICAN AMERICAN	HISPANIC/ LATINX	WHITE	ECONOMICALLY DISADVANTAGED	ENGLISH LEARNERS	STUDENTS WITH DISABILITIES
ELA							
2018	1263	119	150	888	406	120	137
2019	1243	103	152	857	411	115	155
*2020							
2021							
MATH							
2018	1260	119	149	886	404	120	137
2019	1250	102	156	863	410	119	155
*2020							
2021							
PERCENT OF STUDENTS TESTED:							
ELA							
2018	99.2	98.6	98.8	99.3	99.1	99.3	98.7
2019	95.2	88.2	92.3	97	91	93.3	88.8
*2020							
2021							
MATH							
2018	99	98.6	98.8	98.9	98.9	99.3	98
2019	95.7	85.3	94.5	97.6	90.7	96	87.8
*2020							
2021							

**Note:** Groups with N < 10 are suppressed in this report to protect privacy.

\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

## ABOUT

Long-term goal reports provide the progress of schools toward meeting long-term goals established in Arkansas's approved plan for the Every Student Succeeds Act of 2015. Long-term goals indicate to schools, districts, communities, and other stakeholders Arkansas's aspirations in preparing students to be successful in college, career, and community engagement.



## DIVISION OF ELEMENTARY & SECONDARY EDUCATION

In this report school progress refers to the change in the percentage of grades 3 - 10 students achieving or exceeding readiness levels in English Language Arts and Mathematics. The charts and tables provided in this report illustrate schools' paths of progress toward meeting long-term goals as well as three-year checkpoints for gauging shorter trends in progress.

## THIS REPORT HELPS YOU ANSWER QUESTIONS SUCH AS:

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**ARE SCHOOLS SHOWING TRENDS THAT ARE ON THE PATH TO ACHIEVING THE LONG-TERM GOAL? ARE THE SUBGROUPS IN SCHOOLS SHOWING TRENDS THAT ARE ON THE PATH TO ACHIEVING THE LONG-TERM GOAL?**

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Year to year variations in school progress may occur due to annual changes in the student population and the size of the student population. For example, schools gain new students each year in the lowest grade served and exit students each year from the highest grade served in the school. Small changes in a small school population may look bigger due to the small number of students and big changes in a large school population may look smaller due to the large number of students in a school.

## HOW TO REVIEW SCHOOL PROGRESS TOWARD LONG TERM GOALS

To ensure stakeholders can draw reasonable conclusions about school progress over time and among schools two scores are reported for every school for all students and subgroups\*. This promotes increased transparency and ensures information on schools' progress toward long term goals is comparable among schools and across years as intended by Section 1111(c)(4)(E)(ii) of the Every Student Succeeds Act.

### Two scores reported:

- **Unadjusted percent Ready/Exceeding:** the number and percent of students achieving readiness in English Language Arts or Mathematics for the students tested; and,
- **Adjusted percent Ready/Exceeding:** the adjusted\*\* number and percent of students achieving readiness in English Language Arts or Mathematics based on 95% of students expected to test.

**Rationale:** When less than 95% of students are tested, the unadjusted percent of students Ready/Exceeding may not represent all students or all students in a subgroup within the school. This may lead to higher or lower percentages based on whether more students at a higher or lower achievement level were among those not tested. In cases where less than 95% of students are tested, the adjusted value should be used to draw reasonable conclusions about school progress over time and among schools.

\* Prior to 2021, only schools testing less than 95% of all students or a subgroup of students had two scores provided.

\*\*The adjusted number and percentage of students achieving readiness are based on counting the number of students tested as the greater of the following: 95% of students expected to test or the number of students tested.

## HOW TO READ THE CHARTS IN THIS REPORT

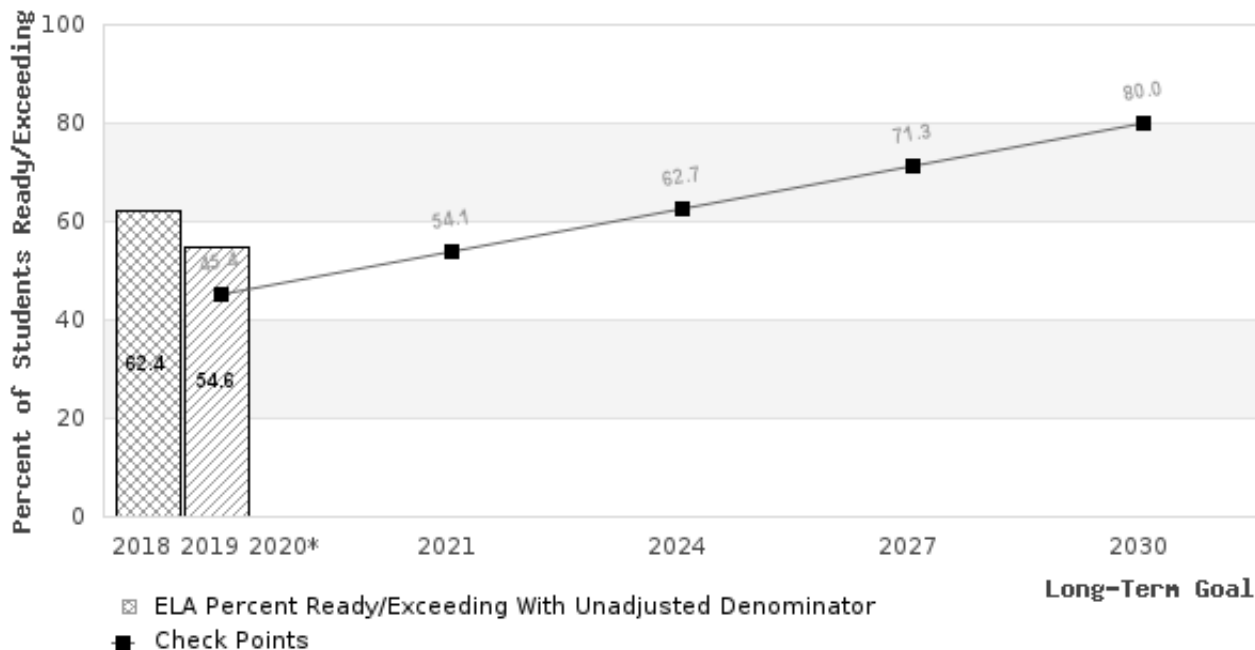
Two charts are provided for the All Students group and each subgroup to illustrate school progress toward long-term goals.

The first chart for each group reports the unadjusted percent Ready/Exceeding. The second chart for each group reports the adjusted percent Ready/Exceeding.

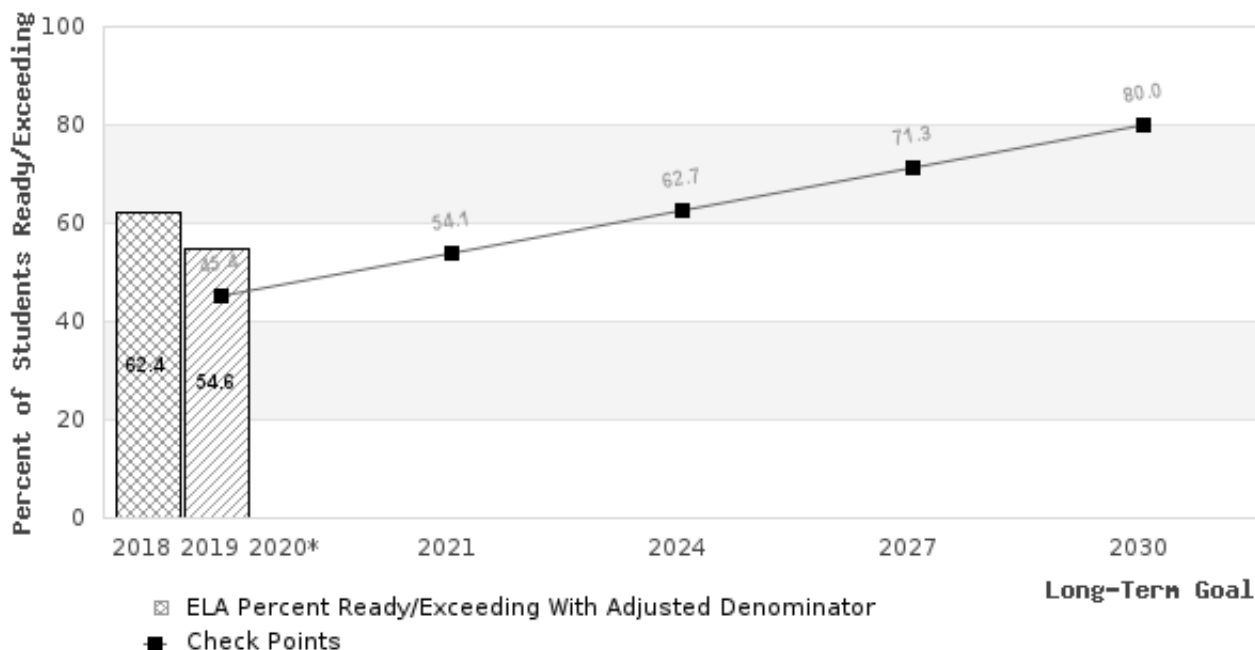
- The line indicates the path of progress that schools need to make to meet the long-term goal of 80 percent of students in the group achieving readiness in the subject.
- The black square markers in the line indicate the percent Ready/Exceeding at each three-year checkpoint.
- The bars in each chart indicate the percent of students in the group that achieved a Ready or Exceeding score. A bar is provided for each year that scores were available.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ALL STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ALL STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ALL STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	1263	1263	62.4	62.4	45.43
2019	1243	1243	54.6	54.6	
*2020					
2021					54.07
2022					
2023					
2024					62.71
2025					
2026					
2027					71.35
2028					
2029					
2030					>=80

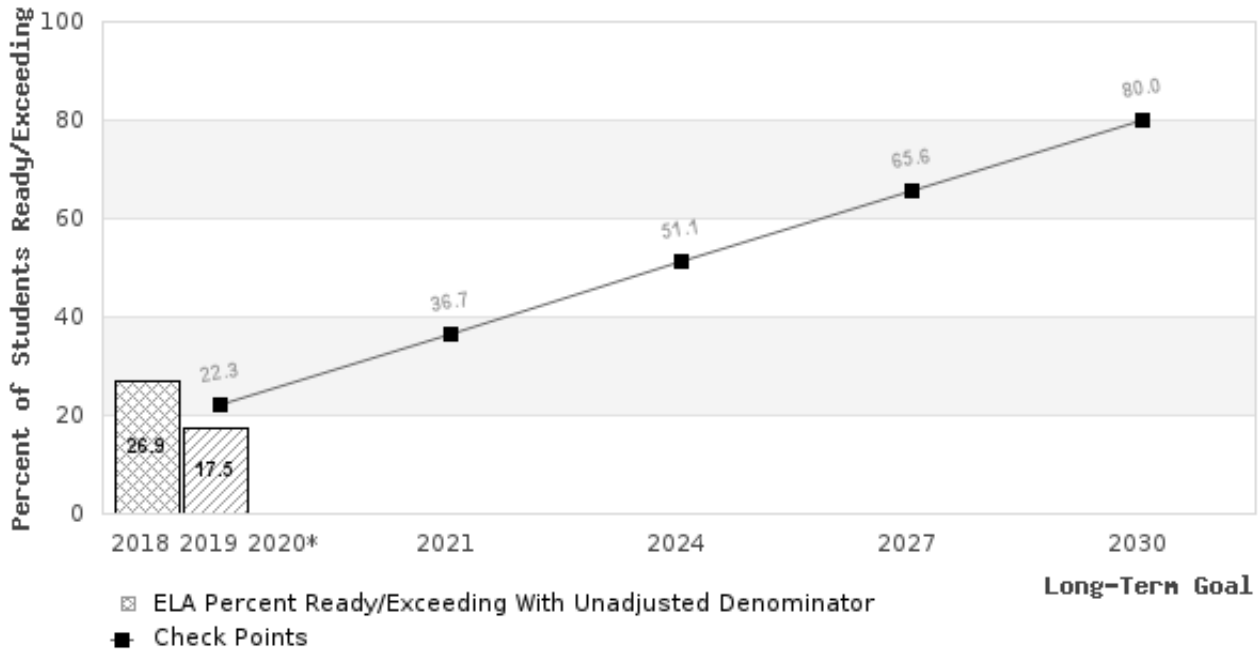
SCHOOL N is Number of Full Academic Year Students

\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

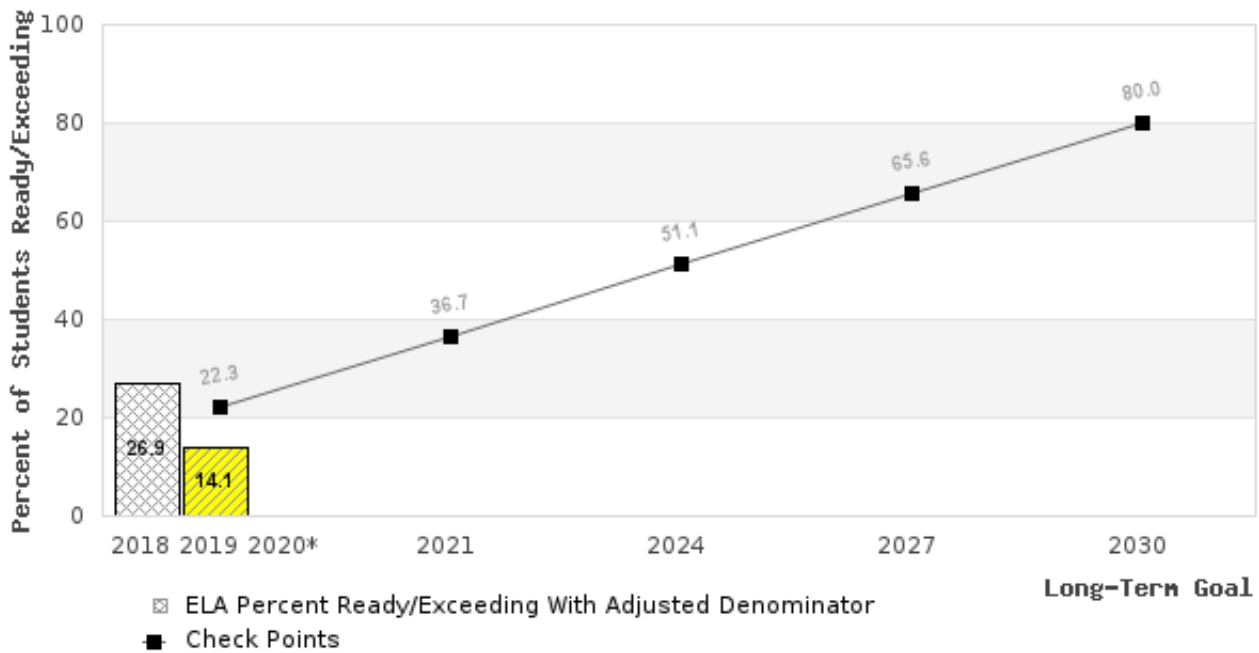
\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - AFRICAN AMERICAN STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - AFRICAN AMERICAN STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - AFRICAN AMERICAN STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	119	119	26.9	26.9	22.27
2019	103	128	17.5	14.1	
*2020					
2021					36.7
2022					
2023					
2024					51.13
2025					
2026					
2027					65.56
2028					
2029					
2030					>=80

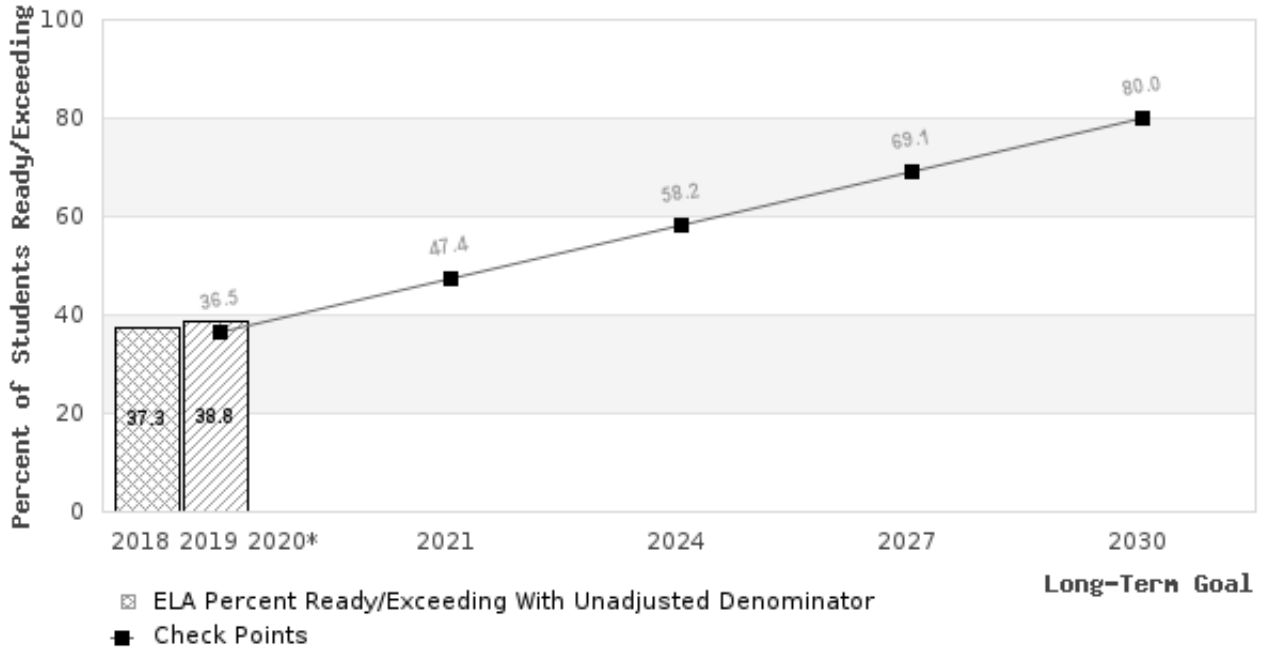
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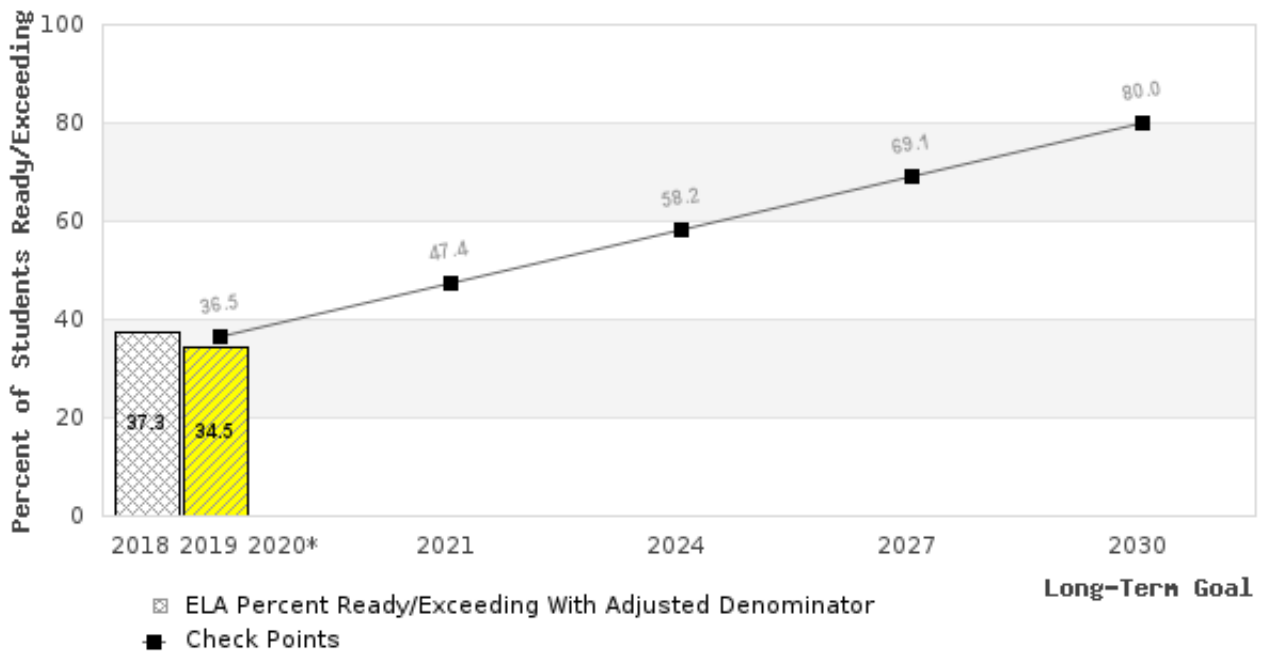
\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - HISPANIC/LATINX STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - HISPANIC/LATINX STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - HISPANIC/LATINX STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	150	150	37.3	37.3	36.53
2019	152	171	38.8	34.5	
*2020					
2021					47.39
2022					
2023					
2024					58.25
2025					
2026					
2027					69.11
2028					
2029					
2030					>=80

SCHOOL N is Number of Full Academic Year Students

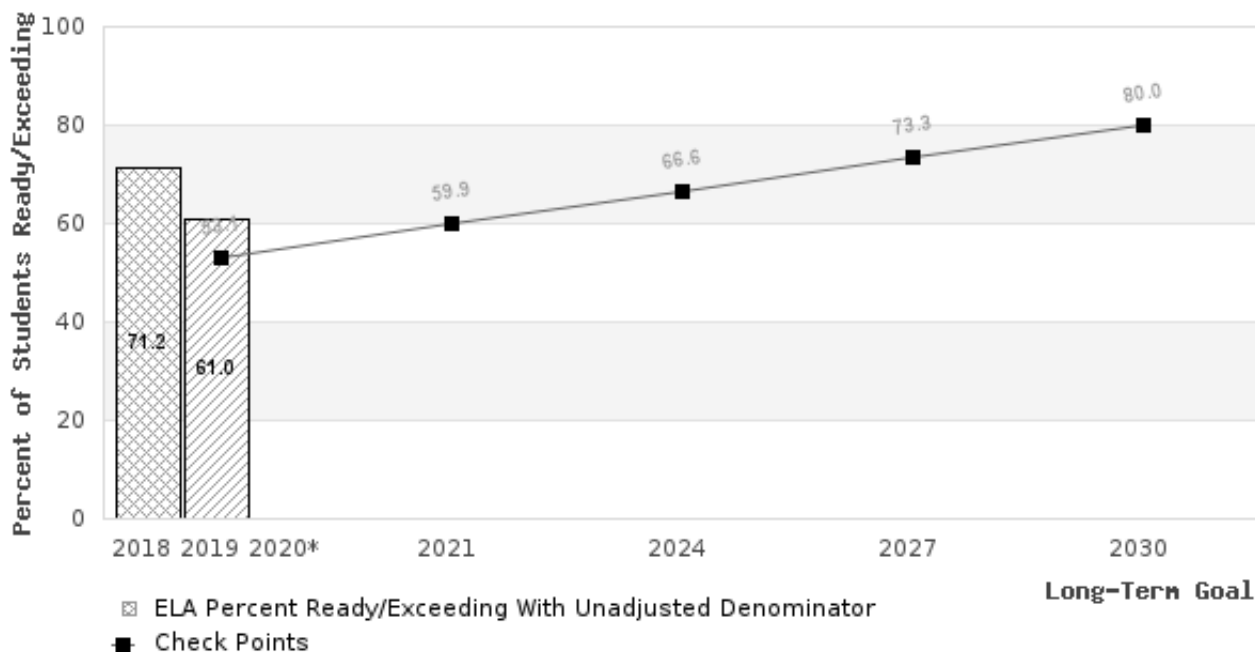
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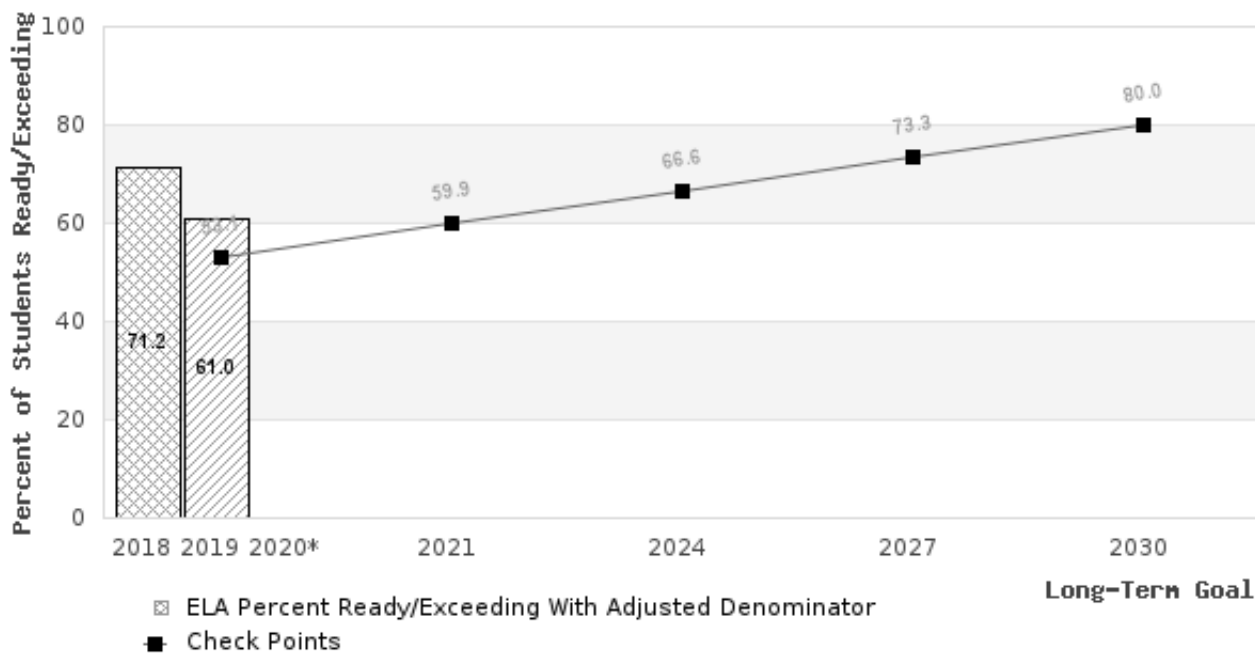


# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - WHITE STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - WHITE STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - WHITE STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	888	888	71.2	71.2	53.15
2019	857	857	61	61	
*2020					
2021					59.87
2022					
2023					
2024					66.59
2025					
2026					
2027					73.31
2028					
2029					
2030					>=80

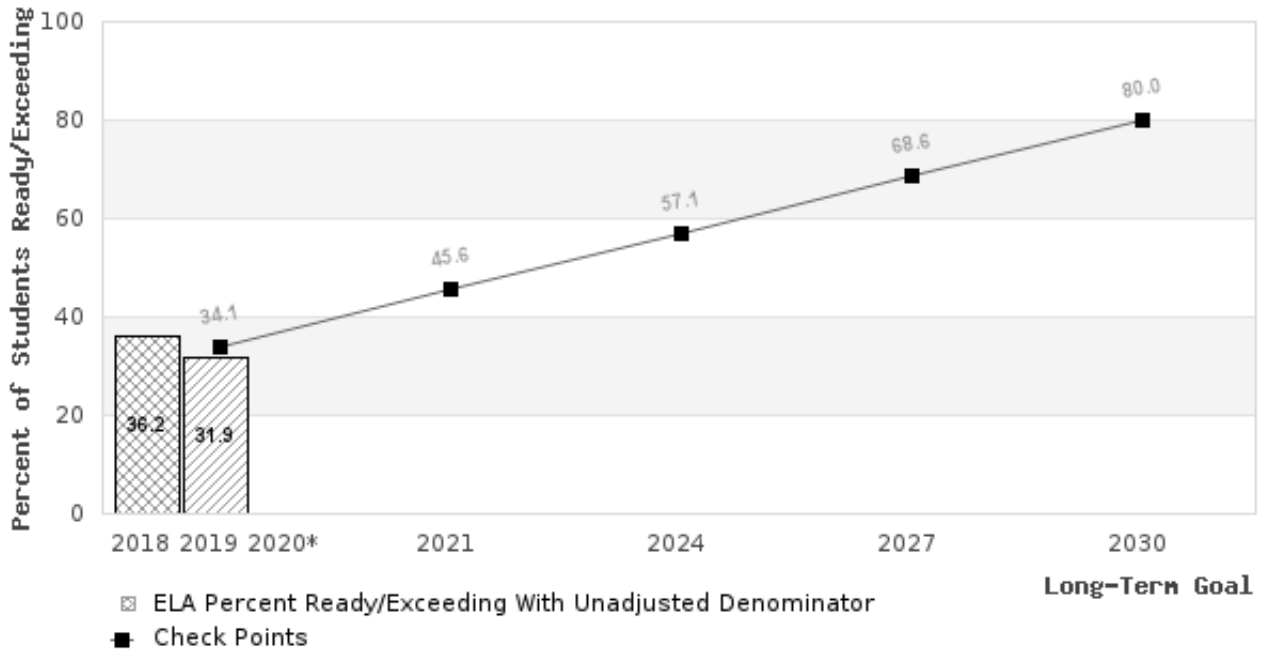
SCHOOL N is Number of Full Academic Year Students

\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

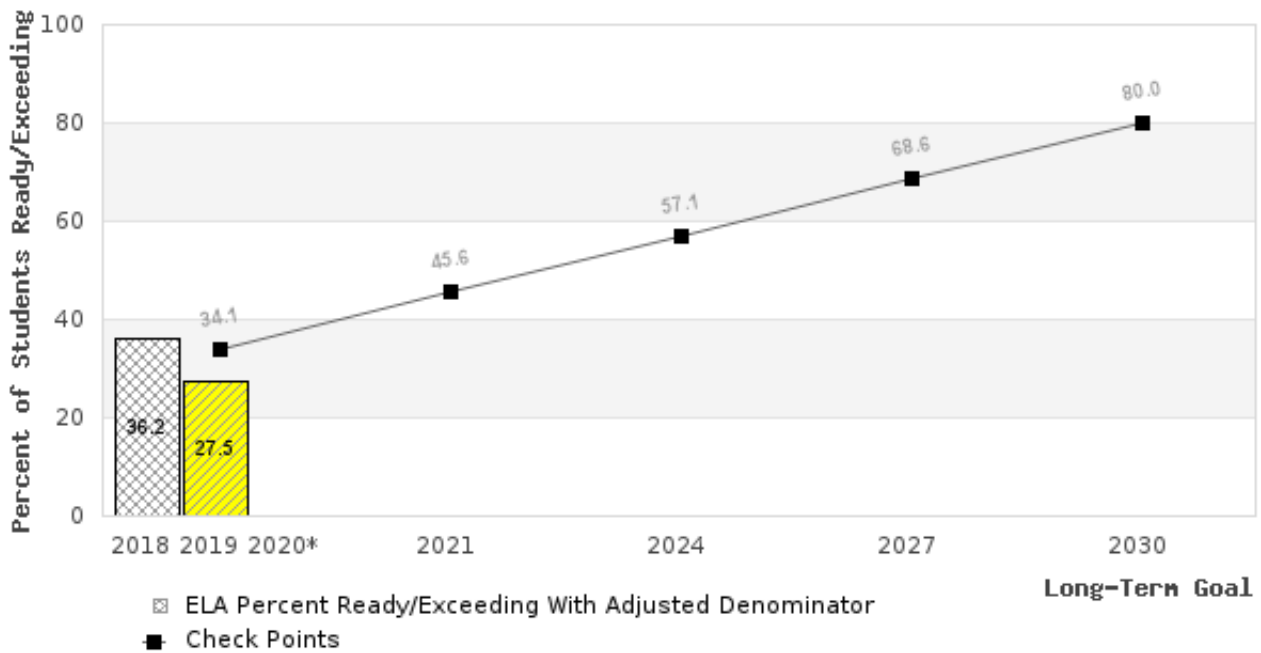
\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ECONOMICALLY DISADVANTAGED STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ECONOMICALLY DISADVANTAGED STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ECONOMICALLY DISADVANTAGED STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	406	406	36.2	36.2	34.09
2019	411	476	31.9	27.5	
*2020					
2021					45.58
2022					
2023					
2024					57.07
2025					
2026					
2027					68.56
2028					
2029					
2030					>=80

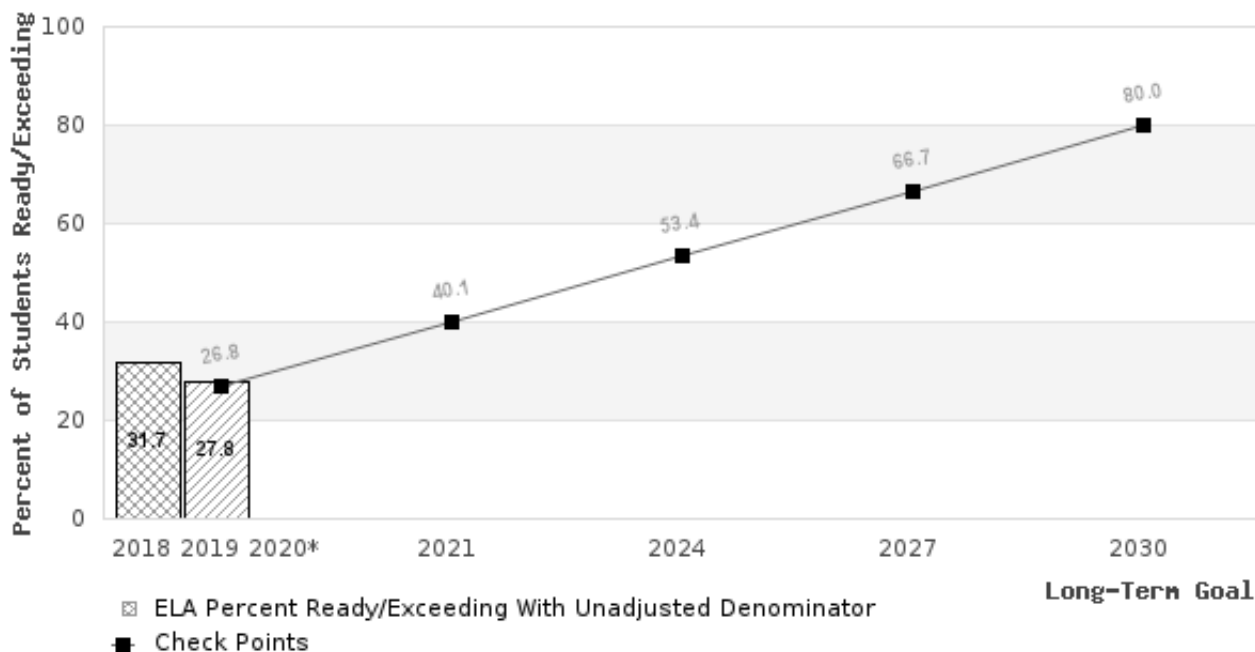
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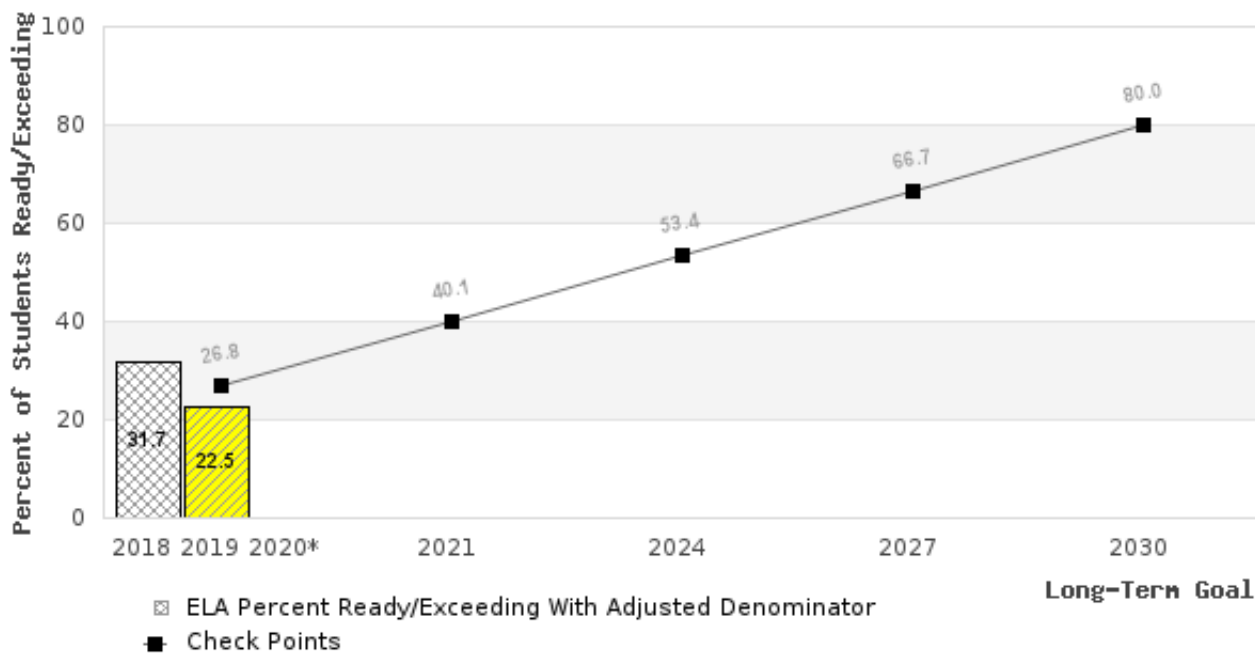
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# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ENGLISH LEARNER STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ENGLISH LEARNER STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ENGLISH LEARNER STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	120	120	31.7	31.7	26.84
2019	115	142	27.8	22.5	
*2020					
2021					40.13
2022					
2023					
2024					53.42
2025					
2026					
2027					66.71
2028					
2029					
2030					>=80

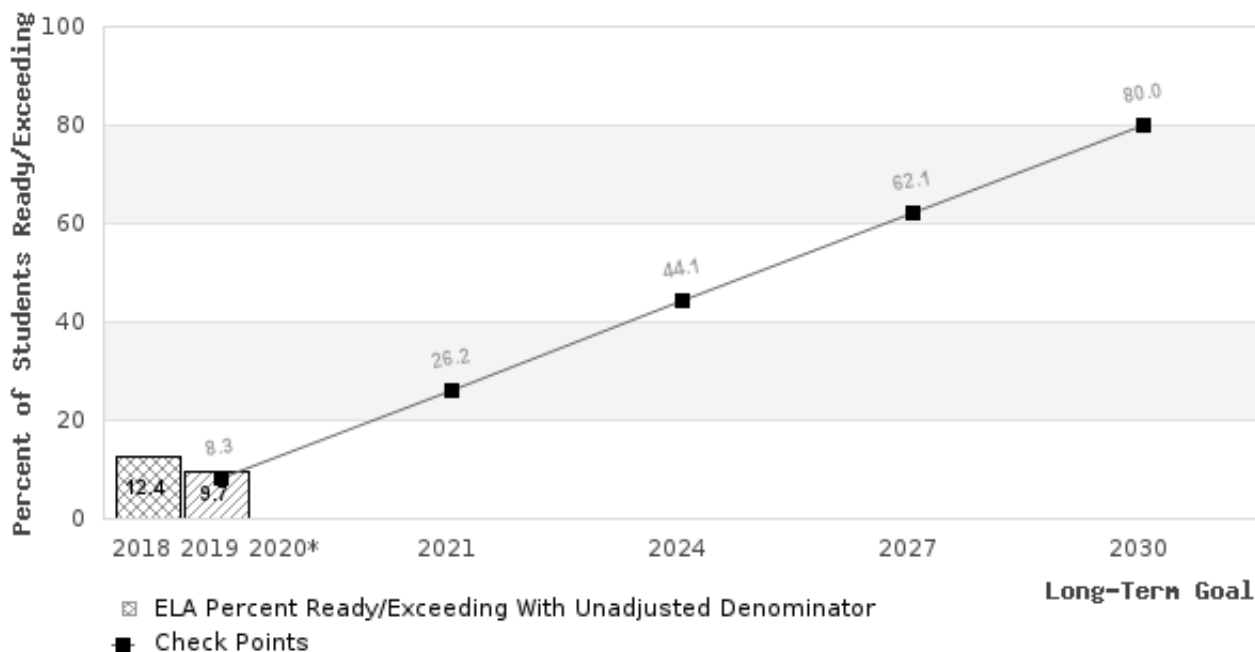
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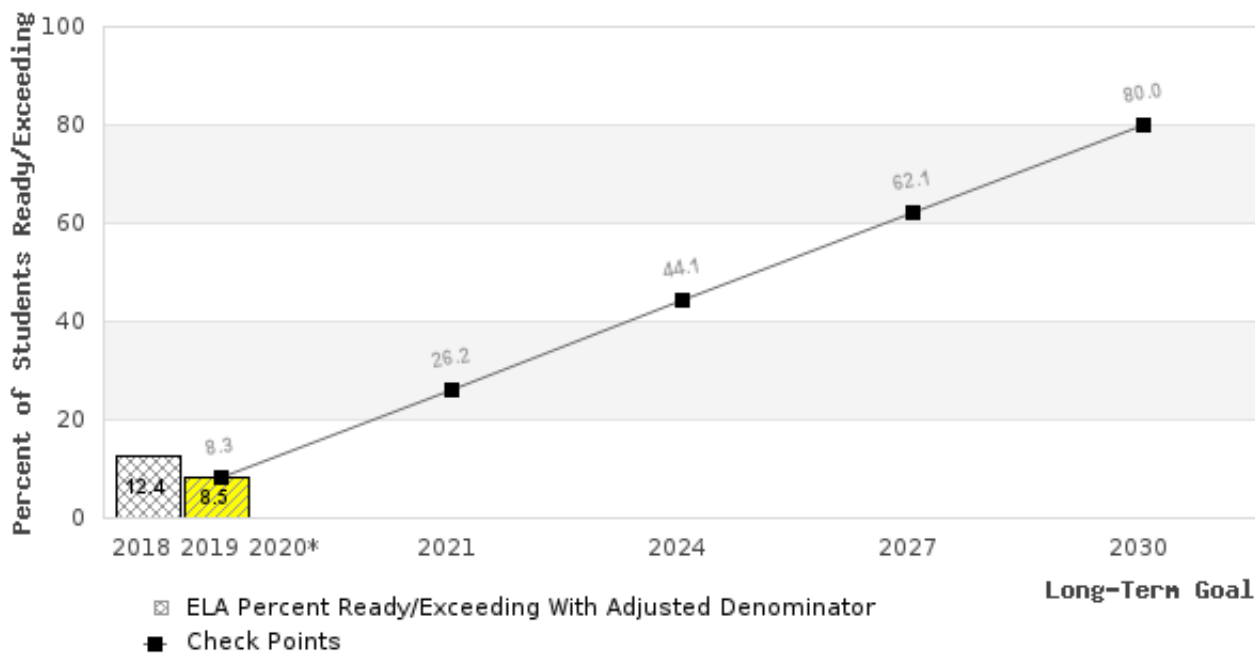
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# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - STUDENTS WITH DISABILITIES STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - STUDENTS WITH DISABILITIES STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN ENGLISH LANGUAGE ARTS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - STUDENTS WITH DISABILITIES STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	137	137	12.4	12.4	8.33
2019	155	177	9.7	8.5	
*2020					
2021					26.24
2022					
2023					
2024					44.15
2025					
2026					
2027					62.06
2028					
2029					
2030					>=80

SCHOOL N is Number of Full Academic Year Students

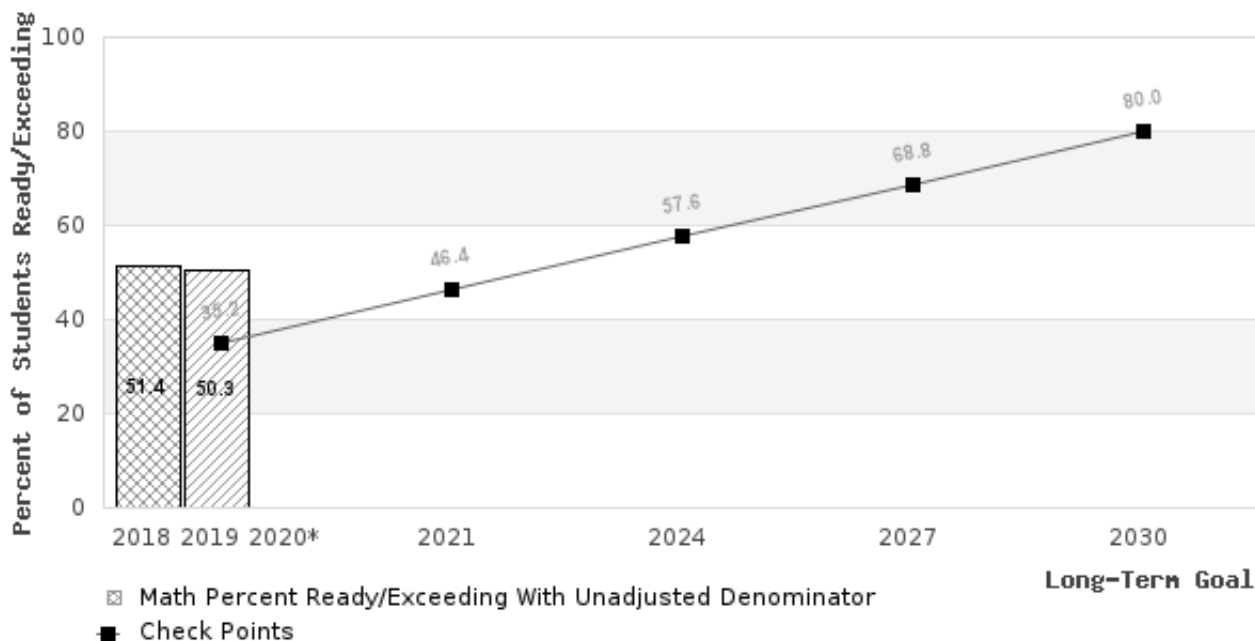
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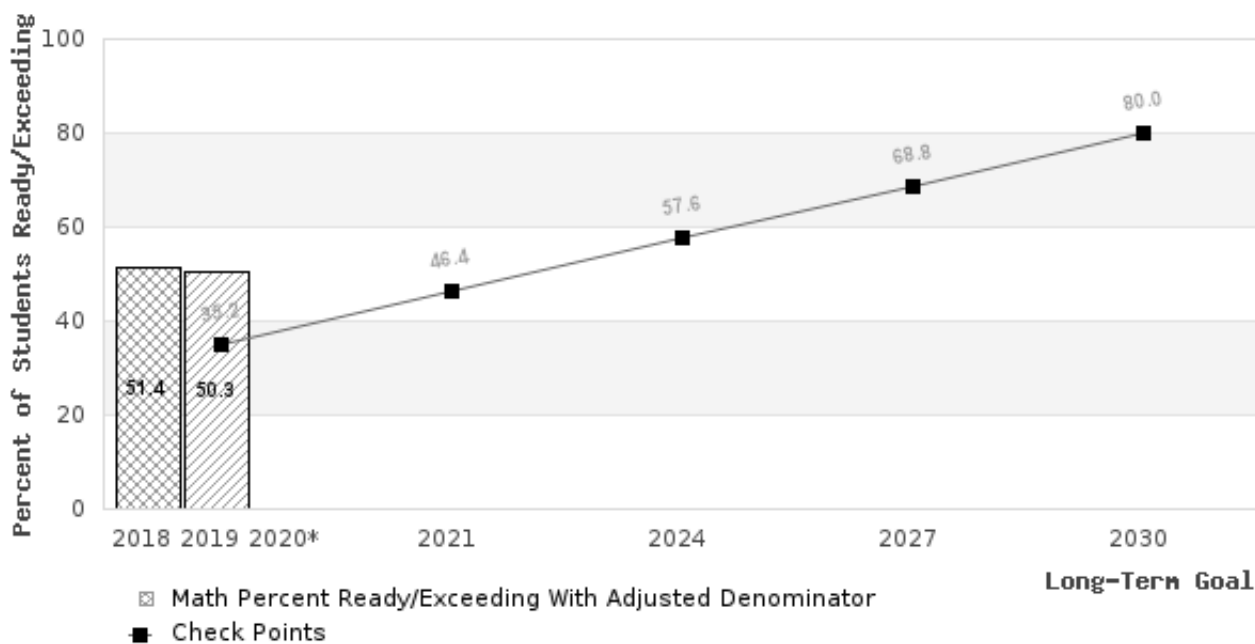


# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ALL STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ALL STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ALL STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	1260	1260	51.4	51.4	35.21
2019	1250	1250	50.3	50.3	
*2020					
2021					46.4
2022					
2023					
2024					57.59
2025					
2026					
2027					68.78
2028					
2029					
2030					>=80

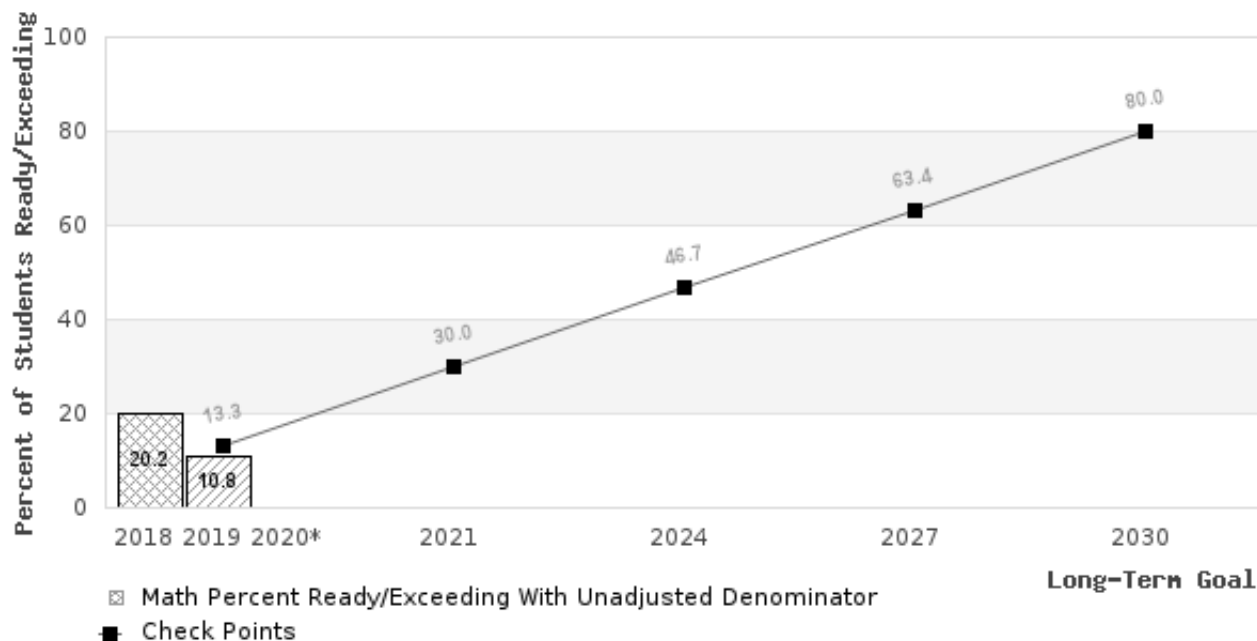
SCHOOL N is Number of Full Academic Year Students

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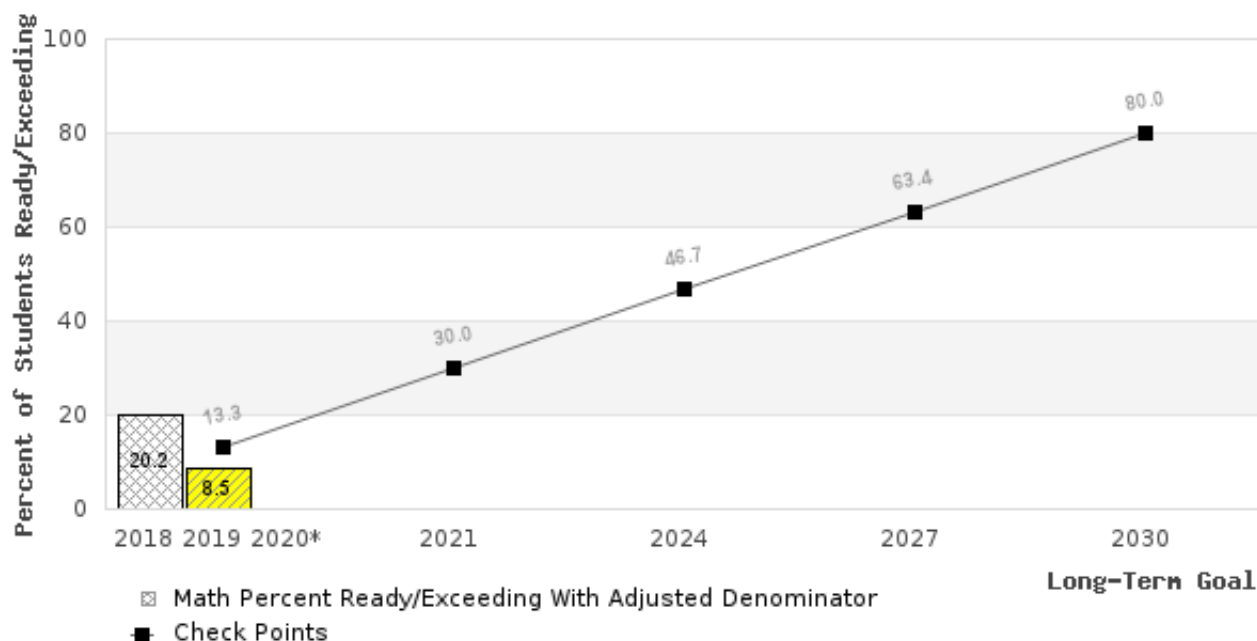
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# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - AFRICAN AMERICAN STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - AFRICAN AMERICAN STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - AFRICAN AMERICAN STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	119	119	20.2	20.2	13.31
2019	102	129	10.8	8.5	
*2020					
2021					29.99
2022					
2023					
2024					46.67
2025					
2026					
2027					63.35
2028					
2029					
2030					>=80

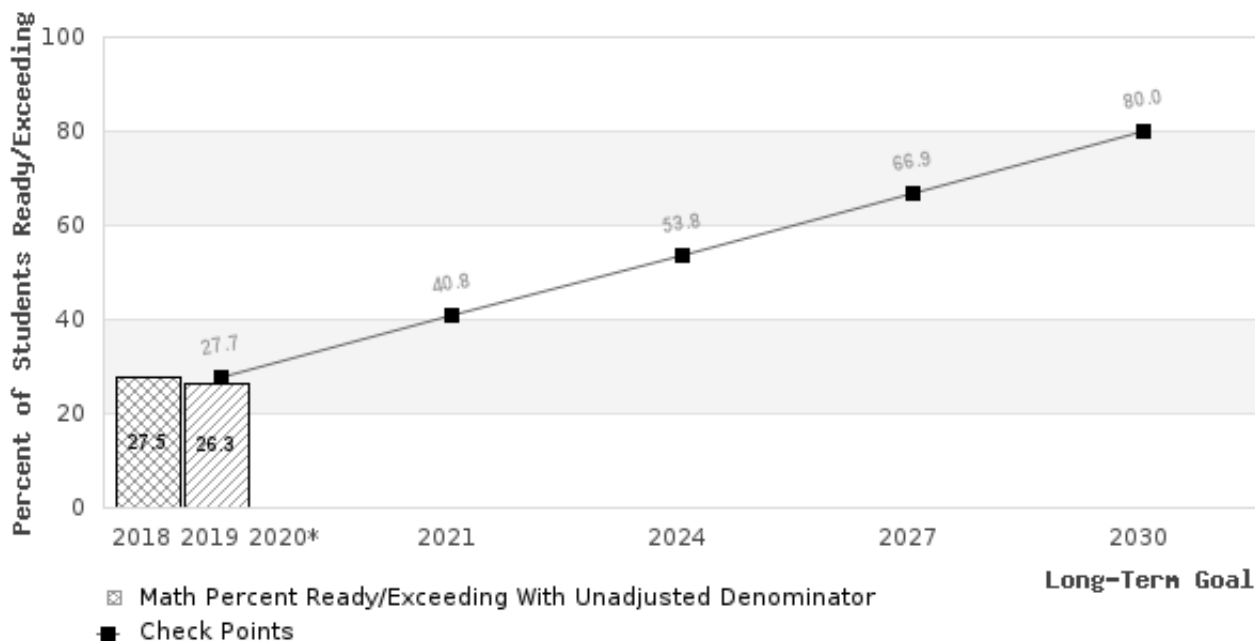
SCHOOL N is Number of Full Academic Year Students

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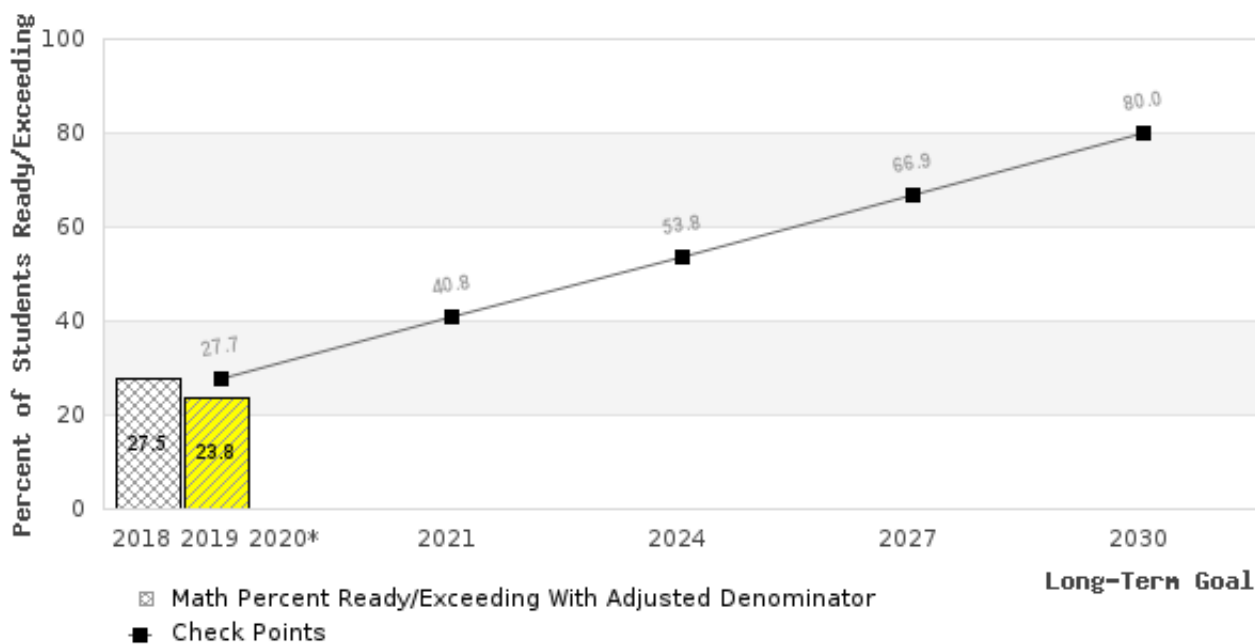
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# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - HISPANIC/LATINX STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - HISPANIC/LATINX STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - HISPANIC/LATINX STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	149	149	27.5	27.5	27.67
2019	156	172	26.3	23.8	
*2020					
2021					40.75
2022					
2023					
2024					53.83
2025					
2026					
2027					66.91
2028					
2029					
2030					>=80

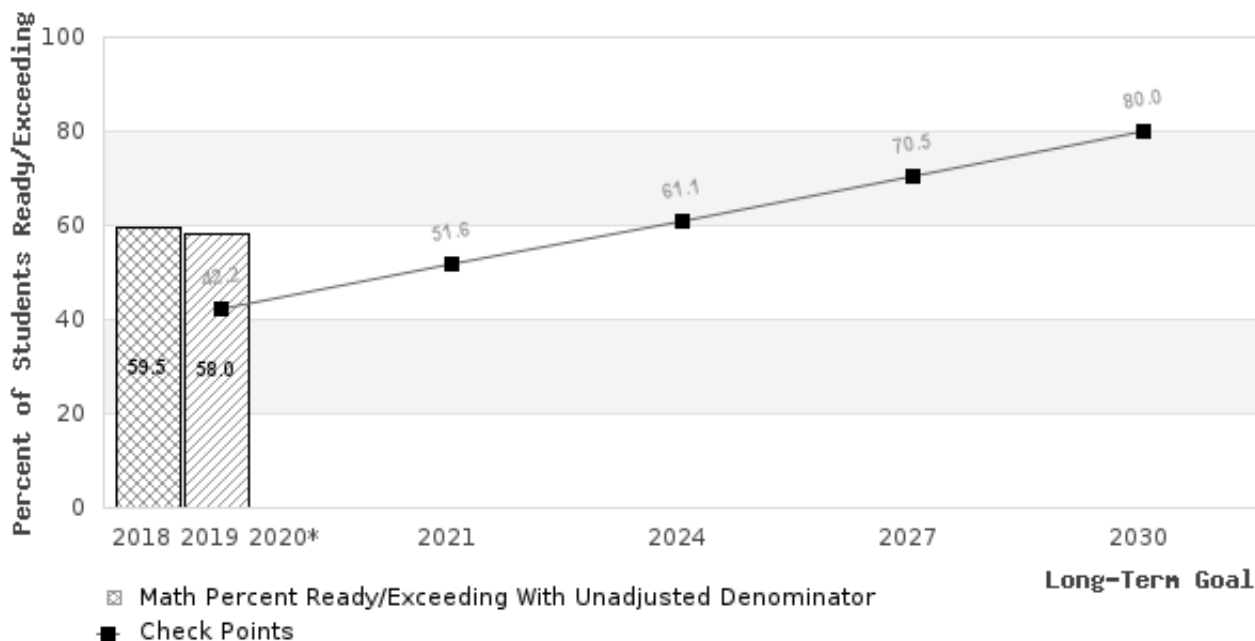
SCHOOL N is Number of Full Academic Year Students

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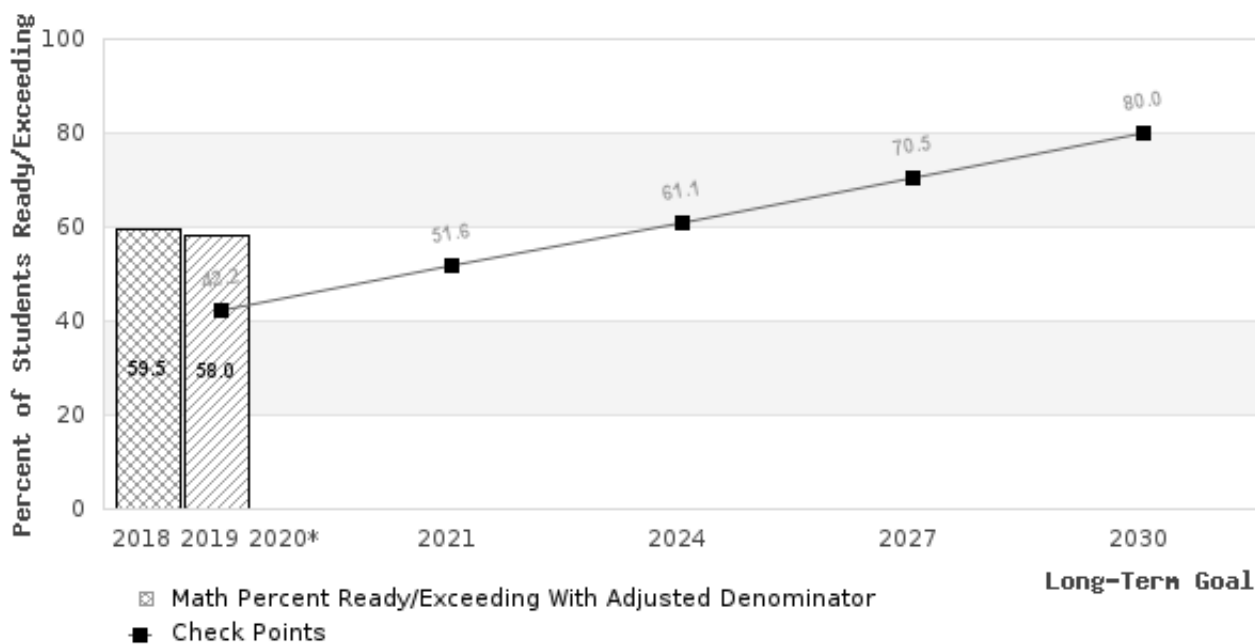
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# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - WHITE STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - WHITE STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - WHITE STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	886	886	59.5	59.5	42.16
2019	863	863	58.1	58.1	
*2020					
2021					51.61
2022					
2023					
2024					61.06
2025					
2026					
2027					70.51
2028					
2029					
2030					>=80

SCHOOL N is Number of Full Academic Year Students

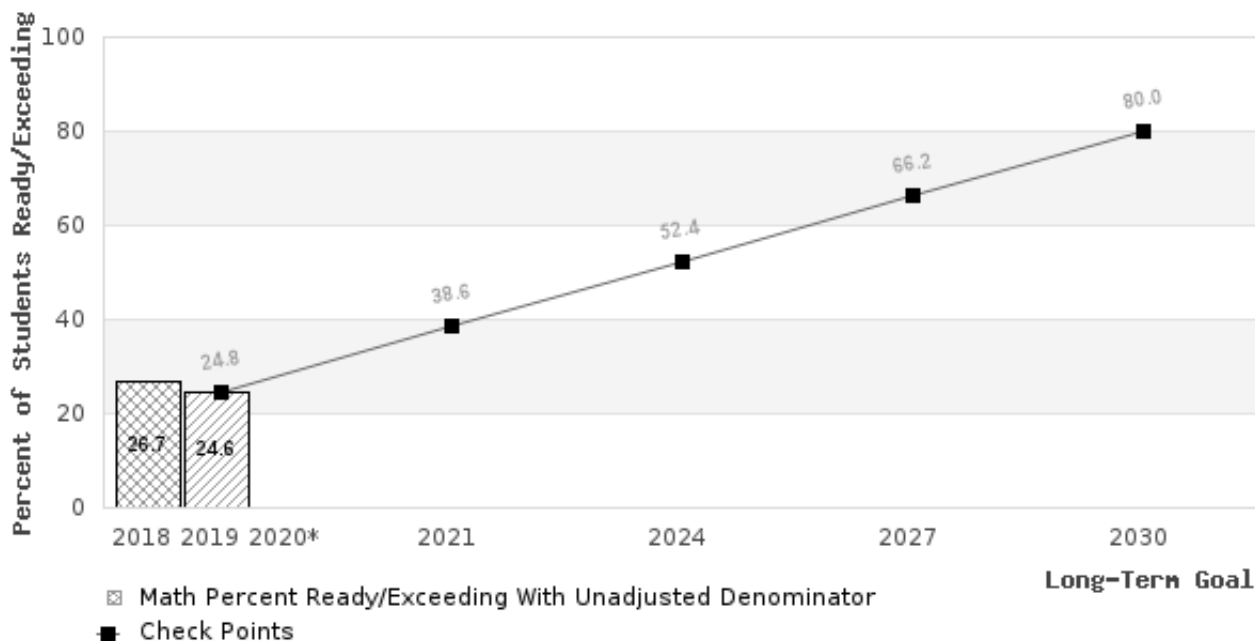
\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

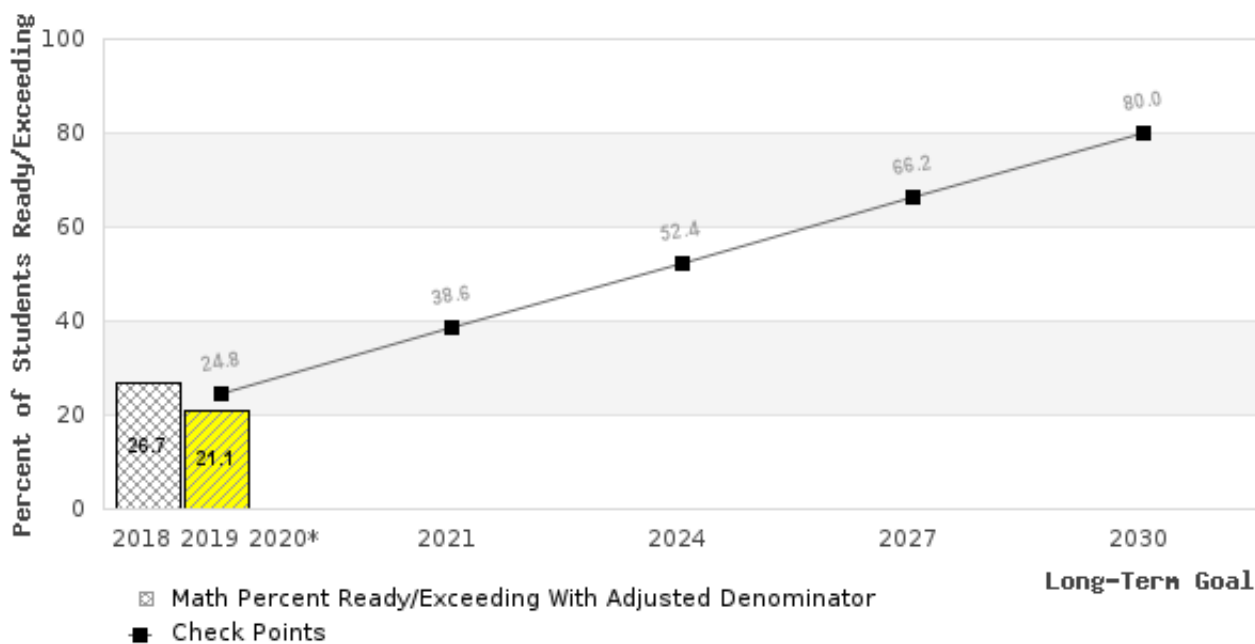


# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ECONOMICALLY DISADVANTAGED STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ECONOMICALLY DISADVANTAGED STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ECONOMICALLY DISADVANTAGED STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	404	404	26.7	26.7	24.76
2019	410	478	24.6	21.1	
*2020					
2021					38.56
2022					
2023					
2024					52.36
2025					
2026					
2027					66.16
2028					
2029					
2030					>=80

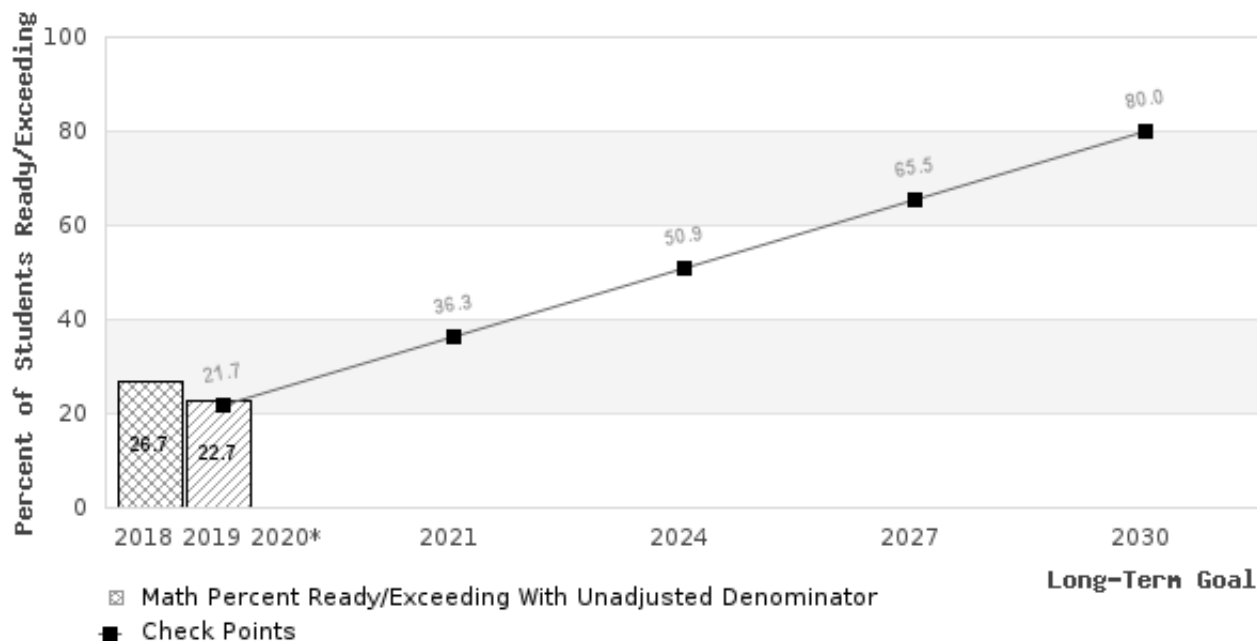
SCHOOL N is Number of Full Academic Year Students

\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

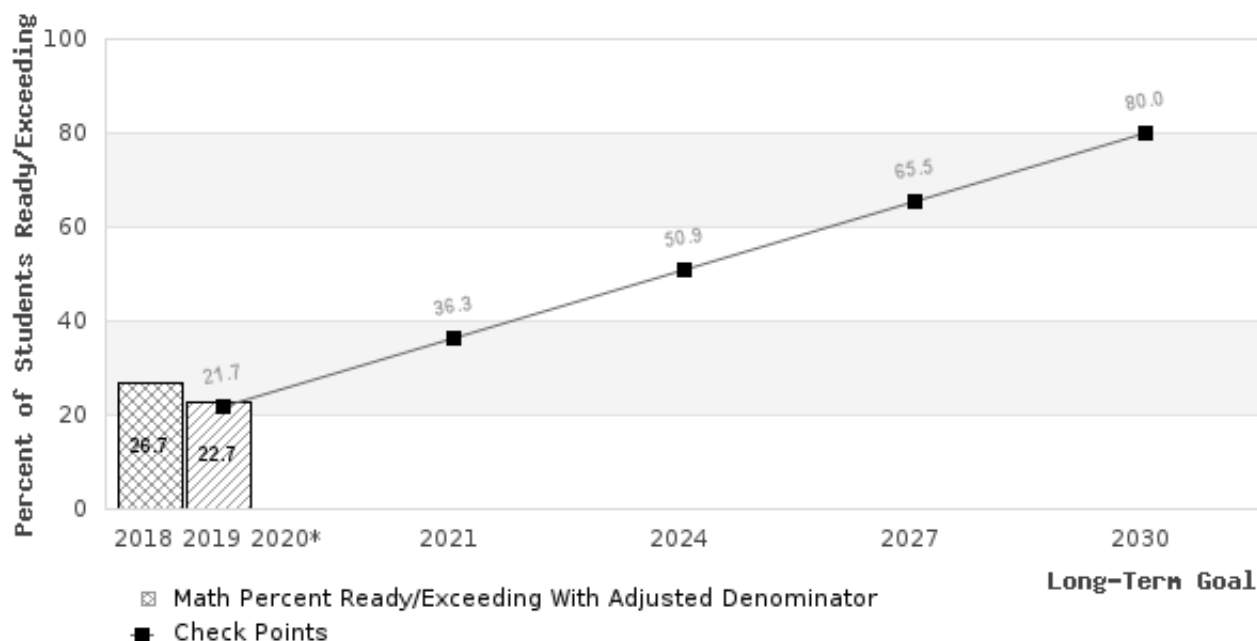
\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ENGLISH LEARNER STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - ENGLISH LEARNER STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ENGLISH LEARNER STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	120	120	26.7	26.7	21.71
2019	119	119	22.7	22.7	
*2020					
2021					36.29
2022					
2023					
2024					50.87
2025					
2026					
2027					65.45
2028					
2029					
2030					>=80

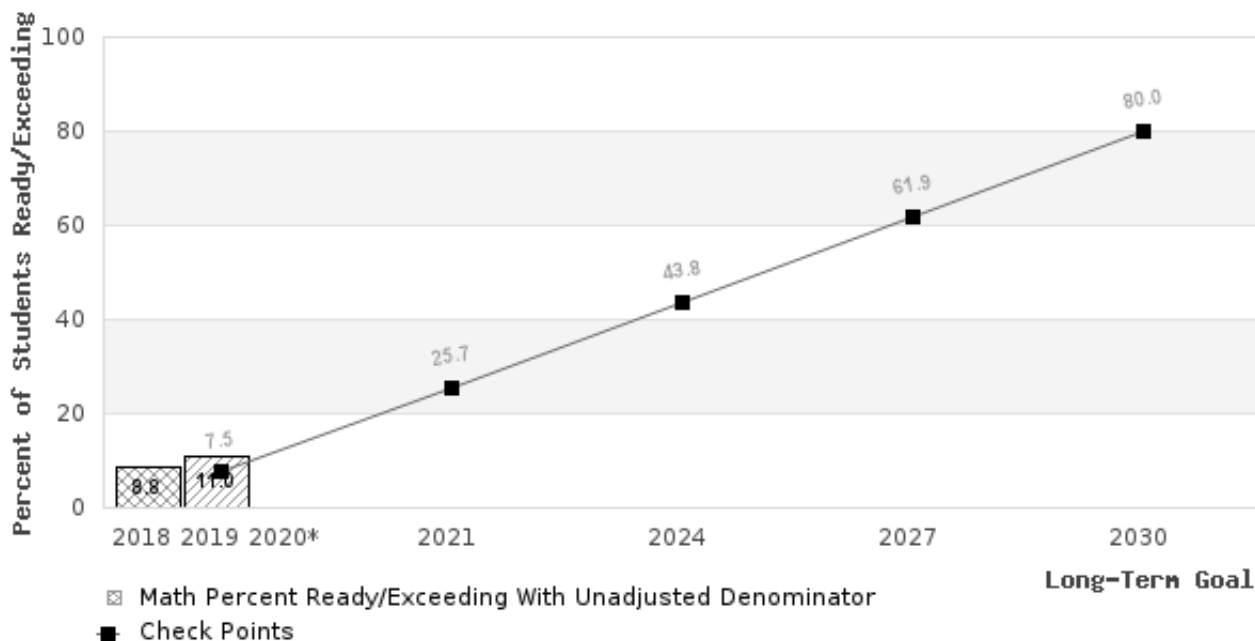
SCHOOL N is Number of Full Academic Year Students

\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

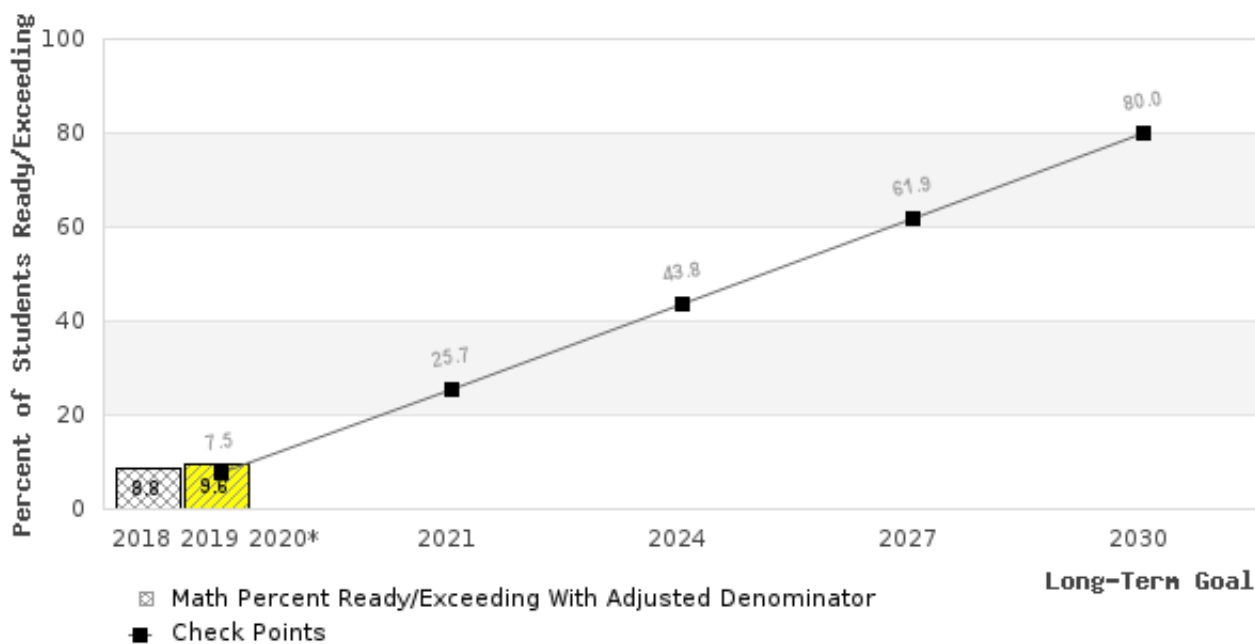
\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## UNADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - STUDENTS WITH DISABILITIES STUDENTS



## ADJUSTED PERCENT OF STUDENTS READY/EXCEEDING - STUDENTS WITH DISABILITIES STUDENTS



\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.

# PROGRESS TOWARD LONG-TERM GOAL FOR PERCENT OF STUDENTS READY/EXCEEDING IN MATHEMATICS

## TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - STUDENTS WITH DISABILITIES STUDENTS

	SCHOOL N*		SCHOOL PROGRESS (Percent Ready/Exceeding)		EXPECTED PROGRESS
	Unadjusted N	Adjusted N	Unadjusted	Adjusted**	
2018	137	137	8.8	8.8	7.55
2019	155	178	11	9.6	
*2020					
2021					25.67
2022					
2023					
2024					43.79
2025					
2026					
2027					61.91
2028					
2029					
2030					>=80

SCHOOL N is Number of Full Academic Year Students

\* Due to impacts of the COVID-19 pandemic there are no achievement values for 2020 in the Long-Term Goals Report.

\*\* Highlighted values indicate a school tested less than 95% of students for this group. In these cases, use the adjusted value to make comparisons and draw reasonable conclusions about school progress.