# SPOTlight: School Year 2022-2023

## Theodore Roosevelt School

<table>
<thead>
<tr>
<th>School Code</th>
<th>6360</th>
<th>Principal Name</th>
<th>Kristen Heifet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector</td>
<td>District</td>
<td>Address</td>
<td>430 E Washington Ln</td>
</tr>
<tr>
<td>Network</td>
<td>Acceleration</td>
<td>Phone</td>
<td>215 400 3640</td>
</tr>
<tr>
<td>Report Type</td>
<td>K 8 School</td>
<td>Admission Category</td>
<td>Catchment</td>
</tr>
<tr>
<td>Receives HS Report</td>
<td>No</td>
<td>October 1 Enrollment</td>
<td>448</td>
</tr>
<tr>
<td>Grades in Report</td>
<td>K 8</td>
<td>Website</td>
<td>roosevelt.philasd.org</td>
</tr>
</tbody>
</table>

## School Performance Outcomes Table

### CONDITIONS FOR SUCCESS

<table>
<thead>
<tr>
<th>Metric Name</th>
<th>2021-22 Results</th>
<th>2022-23 Results</th>
<th>2022-23 Progress</th>
<th>Metric Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Attendance</td>
<td>36.5%</td>
<td>22.6%</td>
<td>-13.9 %-pts</td>
<td>Percentage of students attending 90% or more of instructional days</td>
</tr>
<tr>
<td>Teacher Attendance</td>
<td>74.4%</td>
<td>76.1%</td>
<td>+1.7 %-pts</td>
<td>Percentage of teachers attending 90% or more of work days</td>
</tr>
<tr>
<td>Student Dropouts (Grades 7-8)</td>
<td>6</td>
<td>5</td>
<td>-1</td>
<td>Number of students no longer enrolled, and who did not transfer or graduate</td>
</tr>
</tbody>
</table>

### ACADEMIC GOALS

**Goals 1-3: Grades 3-8**

<table>
<thead>
<tr>
<th>Metric Name</th>
<th>PSSA/PASA Proficient or Advanced</th>
<th>PSSA/PASA Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td>14.7%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Grade 3 - 8 Reading</td>
<td>15.2%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>15.5%</td>
<td>41.9%</td>
</tr>
<tr>
<td>Grade 3 - 8 Math</td>
<td>16.4%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Grade 4 and 8 Science</td>
<td>6.1%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Grade 4 and 8 Math</td>
<td>8.6%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Grade 4 and 8 Math</td>
<td>2.3%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Grade 4 and 8 Math</td>
<td>4.0%</td>
<td>84.6%</td>
</tr>
</tbody>
</table>

All SPOTlight indicator colors are based on unrounded changes in results. Percentage point changes are rounded to the nearest tenth for display.

### SPOTlight Legend:

- Improving  
- Maintaining  
- Not Improving
## Student Enrollment and Demographics

- 570 students served over the full year
- 29.2% of students with IEPs
- 0.9% of students identified as English Learners
- 93.5% of students identified as economically disadvantaged

## Student Attendance

- 7.0% of students attending at least 95% of instructional days
- 22.6% of students attending at least 90% of instructional days

## Goal Performance (All Students)

### GOAL 1 | PSSA ELA: % of Students Proficient or Advanced, Grades 3-8

**Score: 16.4%**

- Not Applicable for 2022-2023

### GOAL 2 | PSSA ELA: % of Students Proficient or Advanced, Grade 3

**Score: 15.2%**

- Not Applicable for 2022-2023

### GOAL 3 | PSSA Math: % of Students Proficient or Advanced, Grades 3-8

**Score: 4.0%**

- Not Applicable for 2022-2023

### Performance Improvement

**50.0%**

Improving in 7 out of 14 Eligible Metrics

### Score Level

- Not Applicable for 2022-2023

### Performance

- Insufficient Data for Score

### Improvement

- Insufficient Data for Score

### Goal Performance (By Race)

<table>
<thead>
<tr>
<th>Race</th>
<th>Performance</th>
<th>Improvement</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>Insufficient Data for Score</td>
<td>60.0%</td>
<td>NA</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>English Learners</td>
<td>Insufficient Data for Score</td>
<td>Insufficient Data for Score</td>
<td>NA</td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>Insufficient Data for Score</td>
<td>66.7%</td>
<td>NA</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Insufficient Data for Score</td>
<td>30.0%</td>
<td>NA</td>
</tr>
</tbody>
</table>
# Climate, Culture & Opportunity

## Conditions for Success

**School Code** | **6360**  
**School Name** | Theodore Roosevelt School

### % of Students Attending 90%+ of Days

<table>
<thead>
<tr>
<th>Category</th>
<th>Score: 22.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
</tr>
<tr>
<td>570 Students</td>
<td></td>
</tr>
</tbody>
</table>

#### Number of Dropouts

<table>
<thead>
<tr>
<th>Category</th>
<th>Students: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
</tr>
<tr>
<td>Grades 7-8</td>
<td></td>
</tr>
</tbody>
</table>

#### % of Students Receiving Zero Out-of-School Suspensions

<table>
<thead>
<tr>
<th>Category</th>
<th>Score: 94.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td></td>
</tr>
<tr>
<td>570 Students</td>
<td></td>
</tr>
</tbody>
</table>

* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.
## Climate, Culture & Opportunity
### Conditions for Success

**School Code |** 6360  **School Name |** Theodore Roosevelt School

<table>
<thead>
<tr>
<th>% of Teachers Attending 90%+ of Days</th>
<th>Additional Teacher Metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Teachers</strong>&lt;br&gt;46 Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Score: 76.1%</strong></td>
<td>3.3%</td>
</tr>
<tr>
<td>% of Teachers Rated as Distinguished</td>
<td>93.3%</td>
</tr>
<tr>
<td>% of Teachers Rated as Proficient</td>
<td>77.3%</td>
</tr>
<tr>
<td>Year-to-Year Teacher Retention</td>
<td></td>
</tr>
</tbody>
</table>

* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.
# Reading: Every Student Reads On or Above Grade Level

<table>
<thead>
<tr>
<th>Goal 1 - PSSA Reading Proficiency, Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Code</strong></td>
</tr>
</tbody>
</table>

## PSSA ELA: % of Students Proficient or Advanced, Grades 3-8

<table>
<thead>
<tr>
<th>All Students</th>
<th>49 out of 298 Students</th>
<th><strong>Score:</strong> 16.4%</th>
<th>MAINTAINING</th>
<th>+0.9 From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>47 out of 278 Students</td>
<td><strong>Score:</strong> 16.9%</td>
<td>IMPROVING</td>
<td>+1.4 From Prior Year</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Insufficient Sample</td>
<td>Hispanic / Latino</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Sample</td>
<td>White</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Sample</td>
<td>Asian</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>Insufficient Sample</td>
<td>English Learners</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>8 out of 87 Students</td>
<td><strong>Score:</strong> 9.2%</td>
<td>IMPROVING</td>
<td>+2.6 From Prior Year</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>44 out of 280 Students</td>
<td><strong>Score:</strong> 15.7%</td>
<td>MAINTAINING</td>
<td>+0.8 From Prior Year</td>
</tr>
</tbody>
</table>

## PSSA ELA: % of Students Below Basic, Grades 3-8

<table>
<thead>
<tr>
<th>All Students</th>
<th>125 out of 298 Students</th>
<th><strong>Score:</strong> 42.0%</th>
<th>MAINTAINING</th>
<th>+0.1 From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black / African American</td>
<td>118 out of 278 Students</td>
<td><strong>Score:</strong> 42.5%</td>
<td>MAINTAINING</td>
<td>+1.0 From Prior Year</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Insufficient Sample</td>
<td>Hispanic / Latino</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Sample</td>
<td>White</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Sample</td>
<td>Asian</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>Insufficient Sample</td>
<td>English Learners</td>
<td>Insufficient Sample</td>
<td></td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>54 out of 87 Students</td>
<td><strong>Score:</strong> 62.1%</td>
<td>IMPROVING</td>
<td>-4.9 From Prior Year</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>121 out of 280 Students</td>
<td><strong>Score:</strong> 43.2%</td>
<td>NOT IMPROVING</td>
<td>+1.7 From Prior Year</td>
</tr>
</tbody>
</table>

* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.
# PSSA ELA: % of Students Proficient or Advanced, Grade 3

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Grade Level</th>
<th>Change From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>15.2%</td>
<td>Maintaining</td>
<td>+0.5</td>
</tr>
<tr>
<td>Black / African American</td>
<td>17.2%</td>
<td>Improving</td>
<td>+5.1</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>15.6%</td>
<td>NOT Improving</td>
<td>-2.3</td>
</tr>
</tbody>
</table>

# PSSA ELA: % of Students Below Basic, Grade 3

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Grade Level</th>
<th>Change From Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>57.6%</td>
<td>Maintaining</td>
<td>+4.7</td>
</tr>
<tr>
<td>Black / African American</td>
<td>58.6%</td>
<td>Improving</td>
<td>+4.0</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Racial / Other</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian / Pacific Islander</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with IEPs</td>
<td>Insufficient Sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>59.4%</td>
<td>NOT Improving</td>
<td>+2.3</td>
</tr>
</tbody>
</table>

* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving"; even if no change in performance occurred.

Office of Evaluation, Research, and Accountability
### Math & Science: Every Student Performs On or Above Grade Level

**Goal 3 - PSSA Math Proficiency, Grades 3-8**

| School Code | 6360 | School Name | Theodore Roosevelt School |

<table>
<thead>
<tr>
<th><strong>PSSA Math: % of Students Proficient or Advanced, Grades 3-8</strong></th>
<th><strong>PSSA Math: % of Students Below Basic, Grades 3-8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td><strong>All Students</strong></td>
</tr>
<tr>
<td>Score: 4.0%</td>
<td>Score: 84.6%</td>
</tr>
<tr>
<td>12 out of 298 Students</td>
<td>252 out of 298 Students</td>
</tr>
<tr>
<td><strong>Black / African American</strong></td>
<td><strong>Black / African American</strong></td>
</tr>
<tr>
<td>Score: 4.0%</td>
<td>Score: 85.3%</td>
</tr>
<tr>
<td>11 out of 278 Students</td>
<td>237 out of 278 Students</td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td><strong>Hispanic / Latino</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Multi Racial / Other</strong></td>
<td><strong>Multi Racial / Other</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td><strong>White</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>American Indian / Alaskan Native</strong></td>
<td><strong>American Indian / Alaskan Native</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td><strong>Asian</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td><strong>English Learners</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Students with IEPs</strong></td>
<td><strong>Students with IEPs</strong></td>
</tr>
<tr>
<td>Score: 8.1%</td>
<td>Score: 86.2%</td>
</tr>
<tr>
<td>7 out of 87 Students</td>
<td>75 out of 87 Students</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td><strong>Economically Disadvantaged</strong></td>
</tr>
<tr>
<td>Score: 3.6%</td>
<td>Score: 85.7%</td>
</tr>
<tr>
<td>10 out of 280 Students</td>
<td>240 out of 280 Students</td>
</tr>
</tbody>
</table>

*Schools that are performing at the most positive value for a metric automatically receive a label of “Improving”, even if no change in performance occurred.*

Office of Evaluation, Research, and Accountability
<table>
<thead>
<tr>
<th>Demographic</th>
<th>PSSA Math: % of Students Proficient or Advanced, Grade 3</th>
<th>PSSA Math: % of Students Below Basic, Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>Score: 8.6% IMPROVING +2.5 From Prior Year</td>
<td>Score: 8.6% IMPROVING +1.8 From Prior Year</td>
</tr>
<tr>
<td><strong>Black / African American</strong></td>
<td>Score: 9.7% IMPROVING +6.6 From Prior Year</td>
<td>Score: 83.9% MAINTAINING -0.5 From Prior Year</td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Multi Racial / Other</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>American Indian / Alaskan Native</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Students with IEPs</strong></td>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>Score: 8.8% IMPROVING +1.4 From Prior Year</td>
<td>Score: 79.4% NOT IMPROVING +1.6 From Prior Year</td>
</tr>
</tbody>
</table>

*Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.*

Office of Evaluation, Research, and Accountability
<table>
<thead>
<tr>
<th>PSSA Science: % of Students Proficient or Advanced, Grades 4 &amp; 8</th>
<th>PSSA Science: % of Students Below Basic, Grades 4 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong> 19 out of 100 Students</td>
<td><strong>All Students</strong> 56 out of 100 Students</td>
</tr>
<tr>
<td><strong>Score: 19.0%</strong></td>
<td><strong>Score: 56.0%</strong></td>
</tr>
<tr>
<td><strong>Black / African American</strong> 19 out of 93 Students</td>
<td><strong>Black / African American</strong> 52 out of 93 Students</td>
</tr>
<tr>
<td><strong>Score: 20.4%</strong></td>
<td><strong>Score: 55.5%</strong></td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td><strong>Hispanic / Latino</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Multi Racial / Other</strong></td>
<td><strong>Multi Racial / Other</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td><strong>White</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>American Indian / Alaskan Native</strong></td>
<td><strong>American Indian / Alaskan Native</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td><strong>Asian</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
<td><strong>Native Hawaiian / Pacific Islander</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td><strong>English Learners</strong></td>
</tr>
<tr>
<td>Insufficient Sample</td>
<td>Insufficient Sample</td>
</tr>
<tr>
<td><strong>Students with IEPs</strong></td>
<td><strong>Students with IEPs</strong></td>
</tr>
<tr>
<td>3 out of 36 Students</td>
<td>23 out of 36 Students</td>
</tr>
<tr>
<td><strong>Score: 8.3%</strong></td>
<td><strong>Score: 63.9%</strong></td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong> 17 out of 90 Students</td>
<td><strong>Economically Disadvantaged</strong> 52 out of 90 Students</td>
</tr>
<tr>
<td><strong>Score: 18.9%</strong></td>
<td><strong>Score: 57.8%</strong></td>
</tr>
</tbody>
</table>

* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.