

Data Packet

for 2016-17 planning

Evaluation & Assessment
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School Number 191

ELISHA M. PEASE ELEMENTARY SCHOOL

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2015-16 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2014-15 and 2015-16.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

STAAR, STAAR L, and STAAR A

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR A statistics are computed and reported separately.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- Reading statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration.

SCE COMPLIANCE and TERRANOVA/SUPERA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The district changed norm-referenced tests in 2015-16 to the TerraNova (English language) and SUPERA (Spanish language) assessments.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2015 to 2016, the TEA did not report the 2015 composite rating.
- If a student is rated as advanced high in 2016, the TEA does not differentiate between the advanced and advanced high levels from 2015.

Assessments of Course Performance (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported here for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
PK	47
KN	76
1	86
2	94
3	99
4	85
5	93
ALL	580

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	546	94.1	24	75.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	34	5.9	2	6.3
White	0	0.0	5	15.6
Multiple	0	0.0	1	3.1
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	211	36.4
Economically disadvantaged	542	93.4
Limited English proficient (LEP)	21	3.6
Special education	39	6.7
Talented and Gifted (TAG)	44	7.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2014	61	57	93.4	0	0.0	0	0.0	4	6.6	0	0.0	0	0.0
	2015	58	54	93.1	0	0.0	0	0.0	3	5.2	1	1.7	0	0.0
	2016	47	45	95.7	0	0.0	0	0.0	2	4.3	0	0.0	0	0.0
KN	2014	94	87	92.6	0	0.0	0	0.0	6	6.4	1	1.1	0	0.0
	2015	81	79	97.5	0	0.0	0	0.0	2	2.5	0	0.0	0	0.0
	2016	76	73	96.1	0	0.0	0	0.0	3	3.9	0	0.0	0	0.0
1	2014	89	83	93.3	0	0.0	0	0.0	5	5.6	1	1.1	0	0.0
	2015	83	77	92.8	0	0.0	0	0.0	6	7.2	0	0.0	0	0.0
	2016	86	82	95.3	0	0.0	0	0.0	4	4.7	0	0.0	0	0.0
2	2014	99	95	96.0	0	0.0	0	0.0	3	3.0	1	1.0	0	0.0
	2015	82	78	95.1	0	0.0	0	0.0	4	4.9	0	0.0	0	0.0
	2016	94	87	92.6	0	0.0	0	0.0	7	7.4	0	0.0	0	0.0
3	2014	92	85	92.4	0	0.0	0	0.0	6	6.5	0	0.0	1	1.1
	2015	88	86	97.7	0	0.0	0	0.0	1	1.1	0	0.0	1	1.1
	2016	99	93	93.9	0	0.0	0	0.0	6	6.1	0	0.0	0	0.0
4	2014	79	71	89.9	0	0.0	0	0.0	6	7.6	2	2.5	0	0.0
	2015	92	87	94.6	0	0.0	0	0.0	4	4.3	0	0.0	1	1.1
	2016	85	81	95.3	0	0.0	0	0.0	4	4.7	0	0.0	0	0.0
5	2014	73	71	97.3	0	0.0	0	0.0	2	2.7	0	0.0	0	0.0
	2015	75	69	92.0	0	0.0	0	0.0	4	5.3	2	2.7	0	0.0
	2016	93	85	91.4	0	0.0	0	0.0	8	8.6	0	0.0	0	0.0
PK-5	2014	587	549	93.5	0	0.0	0	0.0	32	5.5	5	0.9	1	0.2
	2015	559	530	94.8	0	0.0	0	0.0	24	4.3	3	0.5	2	0.4
	2016	580	546	94.1	0	0.0	0	0.0	34	5.9	0	0.0	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2014	61	57	93.4	1	1.6	0	0.0	2	3.3	0	0.0	60	98.4	45.9	54.1	0.0
	2015	58	51	87.9	1	1.7	2	3.4	2	3.4	0	0.0	57	98.3	56.9	43.1	1.7
	2016	47	47	100.0	2	4.3	3	6.4	4	8.5	0	0.0	47	100.0	46.8	53.2	2.1
KN	2014	94	88	93.6	3	3.2	4	4.3	5	5.3	1	1.1	58	61.7	57.4	42.6	4.3
	2015	81	69	85.2	2	2.5	1	1.2	5	6.2	4	4.9	33	40.7	43.2	56.8	1.2
	2016	76	62	81.6	2	2.6	2	2.6	7	9.2	2	2.6	38	50.0	52.6	47.4	2.6
1	2014	89	88	98.9	3	3.4	2	2.2	11	12.4	5	5.6	12	13.5	59.6	40.4	6.7
	2015	83	79	95.2	2	2.4	6	7.2	10	12.0	4	4.8	11	13.3	56.6	43.4	6.0
	2016	86	79	91.9	3	3.5	5	5.8	4	4.7	7	8.1	13	15.1	44.2	55.8	2.3
2	2014	99	95	96.0	3	3.0	2	2.0	33	33.3	8	8.1	10	10.1	59.6	40.4	3.0
	2015	82	82	100.0	2	2.4	3	3.7	30	36.6	6	7.3	5	6.1	56.1	43.9	7.3
	2016	94	91	96.8	4	4.3	9	9.6	12	12.8	5	5.3	12	12.8	54.3	45.7	2.1
3	2014	92	87	94.6	5	5.4	3	3.3	60	65.2	7	7.6	13	14.1	58.7	41.3	3.3
	2015	88	84	95.5	0	0.0	2	2.3	48	54.5	11	12.5	11	12.5	51.1	48.9	4.5
	2016	99	95	96.0	4	4.0	8	8.1	46	46.5	9	9.1	12	12.1	55.6	44.4	1.0
4	2014	79	74	93.7	4	5.1	6	7.6	48	60.8	11	13.9	4	5.1	50.6	49.4	1.3
	2015	92	84	91.3	3	3.3	4	4.3	69	75.0	8	8.7	16	17.4	58.7	41.3	4.3
	2016	85	81	95.3	1	1.2	4	4.7	58	68.2	13	15.3	11	12.9	51.8	48.2	0.0
5	2014	73	70	95.9	2	2.7	4	5.5	60	82.2	9	12.3	6	8.2	49.3	50.7	0.0
	2015	75	71	94.7	3	4.0	8	10.7	53	70.7	10	13.3	5	6.7	57.3	42.7	2.7
	2016	93	87	93.5	5	5.4	8	8.6	80	86.0	8	8.6	14	15.1	60.2	39.8	2.2
PK-5	2014	587	559	95.2	21	3.6	21	3.6	219	37.3	41	7.0	163	27.8	55.2	44.8	2.9
	2015	559	520	93.0	13	2.3	26	4.7	217	38.8	43	7.7	138	24.7	54.2	45.8	4.1
	2016	580	542	93.4	21	3.6	39	6.7	211	36.4	44	7.6	147	25.3	52.8	47.2	1.7

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2014	92	13,557	86	94.1	12,997	95.9	51	55.7	18.6	64	11,773	69.9	86.8
	2015	81	13,283	76	94.0	12,675	95.4	48	59.1	19.2	57	11,627	70.1	87.5
	2016	78	12,185	73	93.4	11,638	95.5	47	60.2	19.4	53	10,883	67.9	89.3
1	2014	87	14,264	84	95.7	13,734	96.3	45	51.5	18.0	58	12,511	66.4	87.7
	2015	86	13,984	81	94.6	13,437	96.1	41	47.9	18.1	63	12,405	73.7	88.7
	2016	88	13,397	83	94.0	12,877	96.1	53	60.3	18.1	64	12,066	72.9	90.1
2	2014	103	13,664	99	96.1	13,220	96.8	39	37.8	16.0	76	12,162	73.6	89.0
	2015	81	13,916	78	95.7	13,422	96.4	53	65.3	16.6	52	12,453	64.0	89.5
	2016	90	13,532	84	93.5	13,066	96.6	44	48.9	16.6	68	12,286	75.5	90.8
3	2014	87	13,166	84	96.5	12,770	97.0	47	54.1	16.2	59	11,764	67.9	89.4
	2015	85	13,237	81	95.4	12,793	96.6	43	50.7	16.2	62	11,910	73.1	90.0
	2016	98	13,328	94	95.8	12,911	96.9	52	53.1	15.3	70	12,216	71.5	91.7
4	2014	85	12,546	83	97.6	12,183	97.1	25	29.2	15.0	66	11,321	77.2	90.2
	2015	82	12,745	79	96.9	12,343	96.9	64	78.3	16.2	58	11,520	71.0	90.4
	2016	87	12,688	84	96.4	12,300	96.9	37	42.4	15.8	73	11,676	83.6	92.0
5	2014	75	12,130	73	97.0	11,794	97.2	7	9.3	4.0	61	10,985	81.4	90.6
	2015	73	12,122	70	96.3	11,747	96.9	18	24.7	6.6	61	11,052	83.7	91.2
	2016	96	12,178	91	94.8	11,815	97.0	33	34.6	6.5	71	11,217	74.3	92.1
KN-5	2014	529	79,327	509	96.1	76,697	96.7	214	40.4	14.8	384	70,516	72.5	88.9
	2015	487	79,286	465	95.5	76,417	96.4	267	54.8	15.6	353	70,967	72.4	89.5
	2016	537	77,308	508	94.7	74,608	96.5	266	49.6	15.4	399	70,344	74.4	91.0

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	75.0
Hispanic	2	6.3
White	5	15.6
Multiple	1	3.1
Other	0	0.0

Gender	Number	Percentage
Female	26	81.3
Male	6	18.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	5.9	80.6
2014-15	6.6	38.7
2015-16	5.9	18.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	9.4
1	1	3.1
2	0	0.0
3	1	3.1
4	1	3.1
5	3	9.4
1-3	2	6.3
More than 3	27	84.4
1 - 5	6	18.8
6 - 10	10	31.3
11 - 20	7	21.9
More than 20	6	18.8

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014		37.0	66.7	40.0	*	*	29.8		40.4	37.5	39.1	61.7	87
	2015		25.8	*	30.9	*		12.0		25.0	30.2	27.5	60.8	91
	2016		50.0	33.3	50.6	*	*	40.5		38.8	60.5	48.9	59.7	92
4	2014	*	51.6	42.9	49.3	*	*	31.9		57.9	44.4	51.4	59.4	74
	2015		28.4	*	28.2	*	*	19.0		20.4	37.8	27.9	57.9	86
	2016		53.2	*	50.0			39.7		48.8	57.1	53.0	65.0	83
5	2014		58.8	*	63.5	*	*	53.4		67.6	52.8	60.0	78.5	70
	2015	*	46.4	*	52.9	16.7	*	36.4		47.6	54.5	50.7	77.5	75
	2016		52.0	75.0	50.0		*	47.2		56.3	51.4	54.2	72.8	83
3-5	2014	*	48.4	60.0	49.8	*	63.6	38.9		53.8	44.6	49.4	66.7	231
	2015	*	32.6	66.7	36.8	15.4	66.7	22.6		30.2	39.8	34.5	65.7	252
	2016		51.7	55.6	50.2	*	77.8	43.0		47.8	56.7	51.9	65.9	258

NUMBER TESTED IN GRADES 3-5													
2014	2	213	15	217	4	11	162		119	112	231	21,304	
2015	2	239	9	220	13	6	168		139	113	252	21,526	
2016		240	18	237	1	9	172		138	120	258	21,651	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014		51	2	51	*	*	40		28	25	53	2,649	87
	2015		66	*	56	*		44		36	30	66	2,771	91
	2016		43	4	43	*	*	25		30	17	47	2,901	92
4	2014	*	31	4	35	*	*	32		16	20	36	2,858	74
	2015		58	*	51	*	*	51		39	23	62	2,928	86
	2016		37	*	37			35		21	18	39	2,439	83
5	2014		28	*	23	*	*	27		11	17	28	1,582	70
	2015	*	37	*	32	5	*	35		22	15	37	1,692	75
	2016		36	2	38		*	38		21	17	38	2,037	83
3-5	2014	*	110	6	109	*	4	99		55	62	117	7,089	231
	2015	*	161	3	139	11	2	130		97	68	165	7,391	252
	2016		116	8	118	*	2	98		72	52	124	7,377	258

NUMBER TESTED IN GRADES 3-5													
2014	2	213	15	217	4	11	162		119	112	231	21,304	
2015	2	239	9	220	13	6	168		139	113	252	21,526	
2016		240	18	237	1	9	172		138	120	258	21,651	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014		0.0	16.7	1.2	*	*	1.8		2.1	0.0	1.1	9.6	87
	2015		0.0	*	0.0	*		0.0		0.0	0.0	0.0	13.6	91
	2016		11.6	0.0	11.5	*	*	2.4		4.1	18.6	10.9	15.7	92
4	2014	*	7.8	0.0	5.8	*	*	2.1		2.6	11.1	6.8	12.0	74
	2015		1.2	*	1.4	*	*	0.0		0.0	2.7	1.2	12.8	86
	2016		3.8	*	4.1			1.7		4.9	2.4	3.6	14.1	83
5	2014		1.5	*	1.6	*	*	0.0		0.0	2.8	1.4	11.5	70
	2015	*	2.9	*	2.9	0.0	*	0.0		2.4	3.0	2.7	14.9	75
	2016		5.3	0.0	3.9		*	0.0		2.1	8.6	4.8	17.3	83
3-5	2014	*	2.8	6.7	2.8	*	9.1	1.2		1.7	4.5	3.0	11.1	231
	2015	*	1.3	0.0	1.4	0.0	0.0	0.0		0.7	1.8	1.2	13.8	252
	2016		7.1	0.0	6.8	*	0.0	1.2		3.6	10.0	6.6	15.7	258

NUMBER TESTED IN GRADE 3-5													
2014	2	213	15	217	4	11	162		119	112	231	21,304	
2015	2	239	9	220	13	6	168		139	113	252	21,526	
2016		240	18	237	1	9	172		138	120	258	21,651	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2014	50.8	49.4	42.8
	2015	42.5	38.8	42.2
	2016	51.1	53.4	48.8
4	2014	54.5	56.4	50.8
	2015	38.5	43.6	38.2
	2016	59.4	51.3	47.3
5	2014	60.1	52.9	55.5
	2015	54.0	56.4	50.8
	2016	52.8	53.5	55.4
3-5	2014	54.8	52.7	49.2
	2015	44.6	45.7	43.4
	2016	54.3	52.7	50.4

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2014	*	55.4	25.0	50.7	*	*	34.0		51.3	54.1	52.6	61.9	76
	2015		38.6	*	40.8	*	*	27.0		35.3	47.2	40.2	59.4	87
	2016		51.9	*	52.7			43.1		53.7	48.8	51.2	59.4	82

NUMBER TESTED IN GRADE 4													
2014	2	65	8	71	2	4	47		39	37	76	7,022	
2015		83	3	71	3	3	63		51	36	87	6,988	
2016		79	3	74			58		41	41	82	6,961	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2014	*	29	6	35	*	*	31		19	17	36	2,675	76
	2015		51	*	42	*	*	46		33	19	52	2,837	87
	2016		38	*	35			33		19	21	40	2,829	82

NUMBER TESTED IN GRADE 4													
2014	2	65	8	71	2	4	47		39	37	76	7,022	
2015		83	3	71	3	3	63		51	36	87	6,988	
2016		79	3	74			58		41	41	82	6,961	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2014	*	1.5	0.0	1.4	*	*	0.0		0.0	2.7	1.3	3.7	76
	2015		1.2	*	1.4	*	*	0.0		0.0	2.8	1.1	4.2	87
	2016		5.1	*	5.4			1.7		4.9	4.9	4.9	3.7	82

NUMBER TESTED IN GRADE 4													
2014	2	65	8	71	2	4	47		39	37	76	7,022	
2015		83	3	71	3	3	63		51	36	87	6,988	
2016		79	3	74			58		41	41	82	7,022	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2014	3.8	3.1	52.9	56.3
	2015	3.3	3.1	47.9	45.4
	2016	—	4.0	53.0	53.6

¹Average score points (range 0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

NOTE: Beginning in 2016, only one composition was required.

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014		29.6	66.7	32.9		*	24.6		35.4	28.2	32.2	59.3	87
	2015		33.7	*	34.6	*		14.0		35.4	32.6	34.1	65.2	91
	2016		56.3	50.0	58.0	*	*	44.2		51.0	61.4	55.9	66.8	93
4	2014	*	40.6	28.6	40.6	*	*	21.3		50.0	30.6	40.5	59.0	74
	2015		15.5	*	15.1	*	*	9.2		17.6	15.8	16.9	61.9	89
	2016		43.0	*	41.9			25.9		48.8	33.3	41.0	65.3	83
5	2014		51.5	*	54.0	*	*	44.8		47.1	58.3	52.9	81.4	70
	2015	*	32.8	*	39.7	*	*	22.2		31.7	43.8	37.0	68.5	73
	2016		56.6	62.5	58.4		*	53.4		55.1	60.0	57.1	81.3	84
3-5	2014	*	39.9	53.3	41.5	*	45.5	30.9		43.3	38.7	41.1	66.3	231
	2015	*	27.1	55.6	29.7	16.7	66.7	14.8		27.9	30.1	28.9	65.1	253
	2016		52.1	44.4	53.1	*	66.7	42.0		51.8	51.2	51.5	71.0	260

NUMBER TESTED IN GRADES 3-5													
2014	2	213	15	217	3	11	169		120	111	231	35,222	
2015	2	240	9	222	12	6	169		140	113	253	35,738	
2016		242	18	239	1	9	174		139	121	260	35,762	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014		57	2	57		*	43		31	28	59	4,988	87
	2015		59	*	53	*		43		31	29	60	4,347	91
	2016		38	3	37	*	*	24		24	17	41	4,153	93
4	2014	*	38	5	41	*	*	37		19	25	44	4,803	74
	2015		71	*	62	*	*	59		42	32	74	4,556	89
	2016		45	*	43			43		21	28	49	4,100	83
5	2014		33	*	29	*	*	32		18	15	33	2,088	70
	2015	*	45	*	41	*	*	42		28	18	46	3,559	73
	2016		33	3	32		*	34		22	14	36	2,135	84
3-5	2014	*	128	7	127	*	6	112		68	68	136	11,879	231
	2015	*	175	4	156	10	2	144		101	79	180	12,462	253
	2016		116	10	112	*	3	101		67	59	126	10,388	260

NUMBER TESTED IN GRADES 3-5													
2014	2	213	15	217	3	11	169		120	111	231	35,222	
2015	2	240	9	222	12	6	169		140	113	253	35,738	
2016		242	18	239	1	9	174		139	121	260	35,762	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	10.4	87
	2015		0.0	*	0.0	*		0.0		0.0	0.0	0.0	9.3	91
	2016		13.8	0.0	13.6	*	*	7.0		8.2	18.2	12.9	12.9	93
4	2014	*	1.6	0.0	1.4	*	*	0.0		2.6	0.0	1.4	14.0	74
	2015		0.0	*	0.0	*	*	0.0		0.0	0.0	0.0	10.4	89
	2016		1.3	*	1.4			0.0		2.4	0.0	1.2	15.1	83
5	2014		5.9	*	6.3	*	*	0.0		2.9	8.3	5.7	15.7	70
	2015	*	1.5	*	1.5	*	*	0.0		0.0	3.1	1.4	12.3	73
	2016		2.6	0.0	1.3		*	2.7		4.1	0.0	2.4	14.3	84
3-5	2014	*	2.3	0.0	2.3	*	0.0	0.0		1.7	2.7	2.2	13.3	231
	2015	*	0.4	0.0	0.5	0.0	0.0	0.0		0.0	0.9	0.4	10.6	253
	2016		6.2	0.0	5.9	*	11.1	2.9		5.0	6.6	5.8	14.1	260

NUMBER TESTED IN GRADE 3-5													
2014	2	213	15	217	3	11	162		120	111	231	35,222	
2015	2	240	9	222	12	6	169		140	113	253	35,738	
2016		242	18	239	1	9	174		139	121	260	35,762	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
3	2014				
	2015	46.2	35.0	43.2	40.7
	2016	62.1	53.9	57.4	56.5
4	2014				
	2015	47.9	36.0	26.9	30.6
	2016	62.6	45.0	32.5	48.2
5	2014				
	2015	43.7	40.0	35.4	39.3
	2016	47.8	50.8	48.4	49.6
3-5	2014				
	2015	46.1	36.8	35.2	36.7
	2016	57.6	50.1	46.6	51.6

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2014		33.3	*	39.3	*	*	25.5		27.3	42.9	35.3	61.3	68
	2015	*	21.7	*	28.2	*	*	10.7		24.4	29.4	26.7	59.1	75
	2016		42.4	62.5	44.2	0.0	*	38.8		50.9	34.2	44.1	67.8	93

NUMBER TESTED IN GRADE 5													
2014		66	2	61	3	2	55		33	35	68	9,073	
2015	2	69	4	71	5	3	56		41	34	75	9,009	
2016		85	8	86	8	5	80		55	38	93	9,281	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2014		44	*	37	*	*	41		24	20	44	3511	68
	2015	*	54	*	51	*	*	50		31	24	55	3685	75
	2016		49	3	48	8	*	49		27	25	52	2988	93

NUMBER TESTED IN GRADE 5													
2014		66	2	61	3	2	55		33	35	68	9,073	
2015	2	69	4	71	5	3	56		41	34	75	9,009	
2016		85	8	86	8	5	80		55	38	93	9,281	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2014		0.0	*	0.0	*	*	0.0		0.0	0.0	0.0	5.3	68
	2015	*	0.0	*	0.0	*	*	0.0		0.0	0.0	0.0	6.6	75
	2016		4.7	0.0	2.3	0.0	*	1.3		3.6	5.3	4.3	6.9	93

NUMBER TESTED IN GRADE 5													
2014		66	2	61	3	2	55		33	35	68	9,073	
2015	2	69	4	71	5	3	56		41	34	75	9,009	
2016		85	8	86	8	5	80		55	38	93	9,281	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2014	51.3	52.5	48.8	50.0
	2015	50.0	48.8	42.2	46.6
	2016	57.3	56.3	51.8	53.5

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014													
	2015												7.9	0
	2016		14.3		16.7	14.3		*		14.3		14.3	8.6	7
4	2014													
	2015		*		*			*			*	*	10.0	1
	2016		*		*	*		*		*		*	12.7	4
5	2014													
	2015												20.0	0
	2016		0.0		0.0	0.0		0.0		*	*	0.0	20.2	8
3-5	2014													
	2015		*		*			*			*	*	13.7	1
	2016		10.5		11.1	10.5		13.3		14.3	*	10.5	14.2	19

NUMBER TESTED IN GRADES 3-5														
2014														
2015		1			1			1			1	1	917	
2016		19			18	19		15		14	5	19	871	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014													
	2015												210	0
	2016		6		5	6		*		6		6	213	7
4	2014													
	2015		*		*			*			*	*	269	1
	2016		*		*	*		*		*		*	289	4
5	2014													
	2015												312	0
	2016		8		8	8		7		*	*	8	245	8
3-5	2014													
	2015		*		*			*			*	*	791	1
	2016		17		16	17		13		12	*	17	747	19

NUMBER TESTED IN GRADES 3-5														
2014														0
2015		1			1			1			1	1		917
2016		19			18	19		15		14	5	19		871

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014													
	2015												0.0	0
	2016		0.0		0.0	0.0		*		0.0		0.0	0.4	7
4	2014													
	2015		*		*			*			*	*	0.0	1
	2016		*		*	*		*		*		*	0.6	4
5	2014													
	2015												0.5	0
	2016		0.0		0.0	0.0		0.0		*	*	0.0	0.3	8
3-5	2014													
	2015		*		*			*			*	*	0.2	1
	2016		0.0		0.0	0.0		0.0		0.0	*	0.0	0.5	19

NUMBER TESTED IN GRADE 3-5														
2014														
2015		1			1			1			1	1	917	
2016		19			18	19		15		14	5	19	871	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2014			
	2015			
	2016	38.1	31.0	28.6
4	2014			
	2015	*	*	*
	2016	*	*	*
5	2014			
	2015			
	2016	36.3	30.9	30.1
3-5	2014			
	2015	*	*	*
	2016	37.2	32.3	30.8

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014													
	2015												11.1	0
	2016		14.3		16.7	14.3		*		14.3		14.3	10.5	7
4	2014													
	2015		*		*			*			*	*	8.3	1
	2016		*		*	*		*		*		*	8.8	4
5	2014													
	2015		*			*		*		*		*	16.6	1
	2016		0.0		0.0	0.0		0.0		*	*	0.0	26.5	8
3-5	2014													
	2015		*		*	*		*		*	*	*	12.7	2
	2016		5.3		5.6	5.3		6.7		7.1	*	5.3	15.7	19

NUMBER TESTED IN GRADES 3-5														
2014														
2015	0	2	0	1	1	0	2	0	1	1	2	980		
2016	0	19	0	18	19	0	15	0	14	5	19	924		

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014													
	2015												209	0
	2016		6		5	6		*		6		6	221	7
4	2014													
	2015		*		*			*			*	*	286	1
	2016		*		*	*		*		*		*	311	4
5	2014													
	2015		*			*		*		*		*	361	1
	2016		8		8	8		7		*	*	8	247	8
3-5	2014													
	2015		*		*	*		*		*	*	*	856	2
	2016		18		17	18		14		13	*	18	779	19

NUMBER TESTED IN GRADES 3-5														
2014														
2015		2		1	1		2		1	1	2		980	
2016		19		18	19		15		14	5	19		924	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014													
	2015												0.0	0
	2016		0.0		0.0	0.0		*		0.0		0.0	0.4	7
4	2014													
	2015		*		*			*			*	*	0.0	1
	2016		*		*	*		*		*		*	0.0	4
5	2014													
	2015		*			*		*		*		*	0.2	1
	2016		0.0		0.0	0.0		0.0		*	*	0.0	0.3	8
3-5	2014													
	2015		*		*	*		*		*	*	*	0.1	2
	2016		0.0		0.0	0.0		0.0		0.0	*	0.0	0.2	19

NUMBER TESTED IN GRADE 3-5														
2014														
2015		2		1	1		2		1	1	2		980	
2016		19		18	19		15		14	5	19		924	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
3	2014				
	2015				
	2016	35.7	36.5	31.4	31.0
4	2014				
	2015	*	*	*	*
	2016	*	*	*	*
5	2014				
	2015	*	*	*	*
	2016	28.1	41.7	26.0	29.2
3-5	2014				
	2015	*	*	*	*
	2016	32.5	36.6	26.8	28.9

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the TERRANOVA/SUPERA

		TERRANOVA/SUPERA READING				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	100.0	82.6	84.0	83.2	75
1	2014					
	2015					
	2016	*	59.0	58.0	75.8	88
2	2014					
	2015					
	2016	71.4	50.6	53.8	53.4	91
K-2	2014					
	2015					
	2016	72.0	63.3	64.2	70.4	254
# Tested (GR K-2)	2014					
	2015					
	2016	25	229	254	38,047	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	83.3	63.8	65.3	59.4	75
1	2014					
	2015					
	2016	*	37.8	39.1	52.0	87
2	2014					
	2015					
	2016	71.4	49.4	52.7	56.8	91
K-2	2014					
	2015					
	2016	72.0	49.6	51.8	56.0	253
# Tested (GR K-2)	2014					
	2015					
	2016	25	228	253	37,912	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2014													
	2015													
	2016		83.3	*	81.7	*	*	100.0		87.5	80.0	84.0	79.4	75
1	2014													
	2015													
	2016	*	56.6	*	58.0	*	*	*		50.0	64.6	58.0	66.3	88
2	2014													
	2015													
	2016		53.6	57.1	55.7	28.6	*	71.4		51.0	57.5	53.8	60.9	91
K-2	2014													
	2015													
	2016	*	63.6	71.4	63.3	18.2	66.7	72.0		61.8	66.7	64.2	68.4	254
# Tested (GR K-2)	2014													
	2015													
	2016	1	239	14	229	11	9	25		131	123	254	20,617	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2014													
	2015													
	2016		40	*	31	*	*	4		23	19	42	2,353	75
1	2014													
	2015													
	2016	*	15	*	15	*	*	*		4	13	17	1,605	88
2	2014													
	2015													
	2016		6	1	7	0	*	2		6	1	7	1,345	91
K-2	2014													
	2015													
	2016	*	61	4	53	0	3	7		33	33	66	5,303	254
# Tested (GR K-2)	2014													
	2015													
	2016	1	239	14	229	11	9	25		131	123	254	20,617	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2014													
	2015													
	2016		63.9	*	65.0	*	*	83.3		67.5	62.9	65.3	59.5	75
1	2014													
	2015													
	2016	*	36.6	*	40.0	*	*	*		35.0	42.6	39.1	52.2	87
2	2014													
	2015													
	2016		52.4	57.1	54.5	42.9	*	71.4		49.0	57.5	52.7	56.9	91
K-2	2014													
	2015													
	2016	*	50.4	71.4	52.2	40.0	100.0	72.0		50.4	53.3	51.8	56.1	253
# Tested (GR K-2)	2014													
	2015													
	2016	1	238	14	228	10	9	25		131	122	253	37,758	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2014													
	2015													
	2016		27	*	22	*	*	3		14	14	28	2,114	75
1	2014													
	2015													
	2016	*	5	*	6	*	*	*		2	4	6	1,519	87
2	2014													
	2015													
	2016		5	2	7	0	*	1		3	4	7	2,167	91
K-2	2014													
	2015													
	2016	*	37	4	35	1	4	5		19	22	41	5,800	253
# Tested (GR K-2)	2014													
	2015													
	2016	1	238	14	228	10	9	25		131	122	253	37,758	

PERCENTAGE PROFICIENCY LEVELS


Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
PK	2			*	*								
KN	2	*	*			*	*						
2	2					*	*						
3	2					*	*						
4	2			*	*	*	*						
5	6					*	*					*	*
ALL	16	*	*	*	*	11	68.8					*	*

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2016 Level										
ALL <hr/> (19)	Beginning	1	5.3	1	5.3	3	15.8	4	21.1	3	15.8
	Intermediate	6	31.6	7	36.8	9	47.4	6	31.6	7	36.8
	Advanced	6	31.6	7	36.8	4	21.1	7	36.8	6	31.6
	Advanced High	6	31.6	4	21.1	3	15.8	2	10.5	3	15.8

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
16 <hr/> 6 (37.5%)	Beginning	2			
	Intermediate	2	4		
	Advanced	1	1	4	
	Advanced High	0	0	2	

 Indicates students who progressed at least one level from 2015 to 2016.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

KINDERGARTEN MATHEMATICS

77	82.4	86.8			87.0		85.4	
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KINDERGARTEN READING

74	90.2	93.5			97.3		94.0	
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GRADE 1 MATHEMATICS

83	71.0	77.7			75.9		82.5	
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GRADE 1 READING

80	71.3	80.8			80.0		83.9	
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GRADE 2 MATHEMATICS

73	67.5	77.3	81.4		74.0	89.0	82.9	90.4
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GRADE 2 READING

77	59.4	72.9	79.2		55.8	83.1	72.8	88.1
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GRADE 3 LANGUAGE ARTS

100	49.3	68.3	82.5		51.0	94.0	51.0	89.6
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GRADE 3 MATHEMATICS

99	50.4	67.7	79.7		46.5	96.0	51.4	86.4
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GRADE 3 MUSIC

99	40.1	69.5	90.1		48.5	100.0	75.5	98.7
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GRADE 3 READING

100	51.5	67.6	81.0		48.0	93.0	52.3	86.2
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GRADE 3 SCIENCE

98	60.1	67.6	83.8		51.0	99.0	58.3	94.1
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

KINDERGARTEN MATHEMATICS

75	82.3	86.7			92.0		88.8	
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KINDERGARTEN READING

75	89.0	90.3			97.3		89.3	
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GRADE 1 MATHEMATICS

86	71.1	79.8			84.9		88.0	
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GRADE 1 READING

79	71.1	78.4			73.4		75.6	
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GRADE 2 MATHEMATICS

88	67.3	74.9	79.8		62.5	89.8	74.8	92.9
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GRADE 2 READING

88	68.1	72.7	77.4		61.4	77.3	68.0	89.8
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GRADE 3 LANGUAGE ARTS

92	62.2	68.5	81.3		48.9	95.7	62.5	90.6
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GRADE 3 MATHEMATICS

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GRADE 3 MUSIC

86	46.9	64.6	91.2		25.6	98.8	68.2	99.0
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GRADE 3 READING

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GRADE 3 SCIENCE

91	54.7	66.9	81.6		47.3	96.7	63.4	95.2
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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 3 SOCIAL STUDIES

101	56.7	71.1	85.0		53.5	98.0	63.8	94.9
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GRADE 4 LANGUAGE ARTS

87	52.1	65.8	82.7		48.3	95.4	57.9	89.4
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GRADE 4 MATHEMATICS

87	38.2	67.5	80.5		37.9	92.0	61.7	88.0
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GRADE 4 PHYSICAL EDUCATION

89	82.7	82.7	92.4		87.6	100.0	88.6	98.9
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GRADE 4 READING

88	48.8	65.8	79.4		44.3	92.0	64.6	88.6
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GRADE 4 SCIENCE

89	66.0	72.4	85.4		60.7	100.0	63.4	95.1
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GRADE 4 SOCIAL STUDIES

87	38.3	58.9	81.2		13.8	100.0	40.1	95.6
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GRADE 5 ART

85	57.2	70.8	86.9		57.6	97.6	79.8	98.5
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GRADE 5 LANGUAGE ARTS

88	61.1	65.7	77.0		47.7	88.6	68.1	93.2
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GRADE 5 MATHEMATICS

89	45.9	69.4	77.8		47.2	80.9	61.1	88.8
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GRADE 5 READING

87	52.9	69.3	75.0		50.6	82.8	70.8	91.8
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 3 SOCIAL STUDIES

91	58.0	62.9	83.3		47.3	95.6	59.0	95.0
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GRADE 4 LANGUAGE ARTS

82	58.7	70.5	79.5		56.1	89.0	65.0	89.8
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GRADE 4 MATHEMATICS

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GRADE 4 PHYSICAL EDUCATION

74	87.3	87.3	94.7		98.6	100.0	91.4	98.9
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GRADE 4 READING

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GRADE 4 SCIENCE

81	58.3	67.1	83.2		49.4	98.8	62.7	94.4
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GRADE 4 SOCIAL STUDIES

82	44.1	61.9	78.8		28.0	92.7	47.2	95.4
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GRADE 5 ART

77	70.2	70.2	89.1		54.5	98.7	85.9	98.9
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GRADE 5 LANGUAGE ARTS

82	53.9	69.2	78.6		51.2	90.2	74.2	94.4
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GRADE 5 MATHEMATICS

82	60.7	69.0	82.1		57.3	90.2	70.0	92.4
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GRADE 5 READING

82	50.8	64.0	74.2		35.4	79.3	65.8	91.8
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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 5 SCIENCE

87	64.4	64.4	77.8		48.3	85.1	66.3	92.8
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GRADE 5 SOCIAL STUDIES

89	37.3	65.8	75.7		30.3	84.3	53.6	96.0
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 5 SCIENCE

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GRADE 5 SOCIAL STUDIES

81	47.3	60.5	76.8		22.2	84.0	53.6	95.2
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