

Data Packet

for 2016-17 planning

Evaluation & Assessment
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School Number 201

CHARLES RICE LEARNING CENTER

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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	85
KN	77
1	73
2	92
3	62
4	105
5	64
ALL	558

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	500	89.6	34	89.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	54	9.7	0	0.0
White	3	0.5	4	10.5
Multiple	0	0.0	0	0.0
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	155	27.8
Economically disadvantaged	543	97.3
Limited English proficient (LEP)	37	6.6
Special education	42	7.5
Talented and Gifted (TAG)	73	13.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2014	93	88	94.6	0	0.0	0	0.0	5	5.4	0	0.0	0	0.0
	2015	87	77	88.5	0	0.0	0	0.0	10	11.5	0	0.0	0	0.0
	2016	85	79	92.9	0	0.0	0	0.0	6	7.1	0	0.0	0	0.0
KN	2014	86	83	96.5	0	0.0	0	0.0	3	3.5	0	0.0	0	0.0
	2015	78	72	92.3	0	0.0	0	0.0	5	6.4	1	1.3	0	0.0
	2016	77	71	92.2	0	0.0	0	0.0	6	7.8	0	0.0	0	0.0
1	2014	63	60	95.2	0	0.0	1	1.6	2	3.2	0	0.0	0	0.0
	2015	97	86	88.7	0	0.0	0	0.0	10	10.3	1	1.0	0	0.0
	2016	73	65	89.0	0	0.0	0	0.0	5	6.8	3	4.1	0	0.0
2	2014	101	93	92.1	0	0.0	0	0.0	8	7.9	0	0.0	0	0.0
	2015	70	64	91.4	0	0.0	1	1.4	5	7.1	0	0.0	0	0.0
	2016	92	80	87.0	0	0.0	0	0.0	12	13.0	0	0.0	0	0.0
3	2014	71	67	94.4	0	0.0	0	0.0	4	5.6	0	0.0	0	0.0
	2015	112	104	92.9	0	0.0	0	0.0	8	7.1	0	0.0	0	0.0
	2016	62	56	90.3	0	0.0	1	1.6	5	8.1	0	0.0	0	0.0
4	2014	82	76	92.7	1	1.2	0	0.0	4	4.9	1	1.2	0	0.0
	2015	67	59	88.1	0	0.0	0	0.0	8	11.9	0	0.0	0	0.0
	2016	105	93	88.6	0	0.0	0	0.0	12	11.4	0	0.0	0	0.0
5	2014	79	71	89.9	0	0.0	0	0.0	7	8.9	0	0.0	1	1.3
	2015	76	69	90.8	1	1.3	0	0.0	6	7.9	0	0.0	0	0.0
	2016	64	56	87.5	0	0.0	0	0.0	8	12.5	0	0.0	0	0.0
PK-5	2014	575	538	93.6	1	0.2	1	0.2	33	5.7	1	0.2	1	0.2
	2015	587	531	90.5	1	0.2	1	0.2	52	8.9	2	0.3	0	0.0
	2016	558	500	89.6	0	0.0	1	0.2	54	9.7	3	0.5	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	93	83	89.2	0	0.0	0	0.0	1	1.1	0	0.0	66	71.0	60.2	39.8	28.0
	2015	87	86	98.9	6	6.9	0	0.0	6	6.9	0	0.0	61	70.1	60.9	39.1	29.9
	2016	85	85	100.0	3	3.5	1	1.2	4	4.7	0	0.0	63	74.1	52.9	47.1	25.9
KN	2014	86	78	90.7	0	0.0	0	0.0	2	2.3	11	12.8	23	26.7	47.7	52.3	1.2
	2015	78	75	96.2	3	3.8	0	0.0	3	3.8	15	19.2	25	32.1	53.8	46.2	0.0
	2016	77	76	98.7	4	5.2	0	0.0	4	5.2	12	15.6	20	26.0	63.6	36.4	0.0
1	2014	63	59	93.7	1	1.6	4	6.3	6	9.5	8	12.7	5	7.9	52.4	47.6	1.6
	2015	97	95	97.9	7	7.2	4	4.1	8	8.2	11	11.3	7	7.2	51.5	48.5	1.0
	2016	73	72	98.6	5	6.8	3	4.1	5	6.8	16	21.9	8	11.0	47.9	52.1	1.4
2	2014	101	98	97.0	4	4.0	9	8.9	34	33.7	15	14.9	3	3.0	58.4	41.6	3.0
	2015	70	70	100.0	3	4.3	8	11.4	39	55.7	12	17.1	10	14.3	44.3	55.7	2.9
	2016	92	88	95.7	8	8.7	4	4.3	13	14.1	16	17.4	4	4.3	55.4	44.6	3.3
3	2014	71	62	87.3	1	1.4	5	7.0	37	52.1	12	16.9	5	7.0	53.5	46.5	0.0
	2015	112	110	98.2	4	3.6	17	15.2	46	41.1	15	13.4	7	6.3	56.3	43.8	1.8
	2016	62	60	96.8	4	6.5	9	14.5	35	56.5	9	14.5	5	8.1	56.5	43.5	3.2
4	2014	82	75	91.5	2	2.4	15	18.3	33	40.2	13	15.9	6	7.3	56.1	43.9	1.2
	2015	67	64	95.5	5	7.5	6	9.0	34	50.7	13	19.4	6	9.0	49.3	50.7	1.5
	2016	105	100	95.2	9	8.6	17	16.2	57	54.3	11	10.5	10	9.5	53.3	46.7	1.0
5	2014	79	76	96.2	5	6.3	9	11.4	38	48.1	13	16.5	3	3.8	57.0	43.0	1.3
	2015	76	75	98.7	3	3.9	14	18.4	37	48.7	15	19.7	3	3.9	51.3	48.7	0.0
	2016	64	62	96.9	4	6.3	8	12.5	37	57.8	9	14.1	7	10.9	51.6	48.4	0.0
PK-5	2014	575	531	92.3	13	2.3	42	7.3	151	26.3	72	12.5	111	19.3	55.3	44.7	5.7
	2015	587	575	98.0	31	5.3	49	8.3	173	29.5	81	13.8	119	20.3	53.0	47.0	5.5
	2016	558	543	97.3	37	6.6	42	7.5	155	27.8	73	13.1	117	21.0	54.5	45.5	5.2

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	85	13,557	82	96.6	12,997	95.9	11	12.9	18.6	76	11,773	89.1	86.8
	2015	76	13,283	72	94.6	12,675	95.4	16	21.1	19.2	66	11,627	87.2	87.5
	2016	77	12,185	74	95.3	11,638	95.5	18	23.3	19.4	67	10,883	86.8	89.3
1	2014	63	14,264	61	96.8	13,734	96.3	6	9.5	18.0	55	12,511	87.4	87.7
	2015	96	13,984	92	96.3	13,437	96.1	15	15.6	18.1	87	12,405	90.7	88.7
	2016	71	13,397	68	96.0	12,877	96.1	21	29.7	18.1	65	12,066	91.8	90.1
2	2014	99	13,664	96	97.2	13,220	96.8	11	11.1	16.0	91	12,162	91.8	89.0
	2015	67	13,916	64	95.1	13,422	96.4	20	29.8	16.6	53	12,453	78.8	89.5
	2016	92	13,532	89	96.4	13,066	96.6	16	17.3	16.6	85	12,286	92.1	90.8
3	2014	74	13,166	71	96.4	12,770	97.0	15	20.4	16.2	59	11,764	80.1	89.4
	2015	110	13,237	105	96.0	12,793	96.6	14	12.8	16.2	99	11,910	90.4	90.0
	2016	59	13,328	56	95.4	12,911	96.9	18	30.7	15.3	47	12,216	80.1	91.7
4	2014	79	12,546	76	96.7	12,183	97.1	9	11.4	15.0	69	11,321	87.4	90.2
	2015	69	12,745	66	95.4	12,343	96.9	11	15.9	16.2	62	11,520	89.7	90.4
	2016	103	12,688	100	96.4	12,300	96.9	23	22.3	15.8	96	11,676	92.9	92.0
5	2014	77	12,130	75	97.3	11,794	97.2	3	3.9	4.0	69	10,985	89.3	90.6
	2015	75	12,122	72	95.7	11,747	96.9	2	2.7	6.6	68	11,052	90.2	91.2
	2016	63	12,178	60	95.1	11,815	97.0	6	9.5	6.5	55	11,217	87.1	92.1
KN-5	2014	477	79,327	462	96.8	76,697	96.7	55	11.5	14.8	419	70,516	87.8	88.9
	2015	493	79,286	471	95.6	76,417	96.4	78	15.8	15.6	435	70,967	88.3	89.5
	2016	465	77,308	446	95.9	74,608	96.5	102	21.9	15.4	415	70,344	89.2	91.0

Teachers: 38

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	34	89.5
Hispanic	0	0.0
White	4	10.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	33	86.8
Male	5	13.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	6.8	88.2
2014-15	5.0	94.6
2015-16	5.8	79.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.6
1	1	2.6
2	0	0.0
3	1	2.6
4	0	0.0
5	1	2.6
1-3	2	5.3
More than 3	35	92.1
1 - 5	3	7.9
6 - 10	0	0.0
11 - 20	12	31.6
More than 20	22	57.9

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		63.1	*	66.1	*	*	40.5		62.2	62.5	62.3	61.7	69
	2015		55.3	*	54.7	*	*	41.0		50.9	60.5	55.0	60.8	100
	2016		68.6	*	67.9	*	*	55.9		60.6	73.9	66.1	59.7	56
4	2014	*	76.2	*	76.6	*	*	60.7	*	71.1	86.7	77.9	59.4	68
	2015		65.4	75.0	65.4	*	*	46.7		55.2	77.4	66.7	57.9	60
	2016		75.9	50.0	74.7	28.6	37.5	62.7		73.1	73.3	73.2	65.0	97
5	2014		93.8	100.0	94.1	*	*	88.6		92.1	97.0	94.4	78.5	71
	2015		94.8	*	94.8	*	*	90.3		90.3	100.0	95.2	77.5	63
	2016		88.7	87.5	89.5	83.3	*	82.9		87.5	89.7	88.5	72.8	61
3-5	2014	*	77.6	84.6	79.4	*	83.3	63.0	*	75.2	82.1	78.4	66.7	208
	2015		69.1	76.5	68.8	50.0	77.8	58.0		62.4	77.4	69.5	65.7	223
	2016		77.5	59.1	77.2	41.2	43.8	66.7		73.5	78.4	75.7	65.9	214

NUMBER TESTED IN GRADES 3-5													
2014	1	192	13	194	5	6	100	1	113	95	208	21,304	
2015		204	17	205	6	9	100		117	106	223	21,526	
2016		191	22	197	17	16	120		117	97	214	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		24	*	21	*	*	22		14	12	26	2,649	69
	2015		42	*	43	*	*	23		28	17	45	2,771	100
	2016		16	*	17	*	*	15		13	6	19	2,901	56
4	2014	*	15	*	15	*	*	11	*	11	4	15	2,858	68
	2015		18	2	18	*	*	16		13	7	20	2,928	60
	2016		21	5	22	5	5	19		14	12	26	2,439	97
5	2014		4	0	4	*	*	4		3	1	4	1,582	71
	2015		3	*	3	*	*	3		3	0	3	1,692	63
	2016		6	1	6	1	*	6		4	3	7	2,037	61
3-5	2014	*	43	2	40	*	1	37	*	28	17	45	7,089	208
	2015		63	4	64	3	2	42		44	24	68	7,391	223
	2016		43	9	45	10	9	40		31	21	52	7,377	214

NUMBER TESTED IN GRADES 3-5													
2014	1	192	13	194	5	6	100	1	113	95	208	21,304	
2015		204	17	205	6	9	100		117	106	223	21,526	
2016		191	22	197	17	16	120		117	97	214	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		9.2	*	9.7	*	*	8.1		13.5	6.3	10.1	9.6	69
	2015		16.0	*	14.7	*	*	0.0		15.8	16.3	16.0	13.6	100
	2016		35.3	*	34.0	*	*	14.7		30.3	34.8	32.1	15.7	56
4	2014	*	19.0	*	18.8	*	*	10.7	*	10.5	33.3	20.6	12.0	68
	2015		3.8	0.0	1.9	*	*	0.0		3.4	3.2	3.3	12.8	60
	2016		31.0	20.0	27.6	0.0	0.0	9.8		25.0	35.6	29.9	14.1	97
5	2014		20.3	33.3	22.1	*	*	14.3		21.1	21.2	21.1	11.5	71
	2015		12.1	*	12.1	*	*	6.5		3.2	18.8	11.1	14.9	63
	2016		35.8	37.5	36.8	0.0	*	14.3		34.4	37.9	36.1	17.3	61
3-5	2014	*	16.1	30.8	17.0	*	33.3	11.0	*	15.0	20.0	17.3	11.1	208
	2015		11.8	5.9	10.7	0.0	0.0	2.0		9.4	13.2	11.2	13.8	223
	2016		33.5	22.7	32.0	0.0	12.5	12.5		29.1	36.1	32.2	15.7	214

NUMBER TESTED IN GRADE 3-5													
2014	1	192	13	194	5	6	100	1	113	95	208	21,304	
2015		204	17	205	6	9	100		117	106	223	21,526	
2016		191	22	197	17	16	120		117	97	214	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	68.1	57.8	55.3
	2015	58.3	51.1	56.6
	2016	72.3	64.1	62.4
4	2014	67.2	72.0	68.1
	2015	57.7	61.9	61.9
	2016	71.6	63.9	67.1
5	2014	79.6	70.3	74.0
	2015	74.9	75.9	72.0
	2016	78.2	79.9	76.9
3-5	2014	71.7	66.7	65.8
	2015	62.8	61.0	62.4
	2016	73.7	68.5	68.7

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	*	84.1	*	84.4	*	*	78.6	*	78.9	93.3	85.3	61.9	68
	2015		77.8	75.0	77.4	*	*	68.8		70.0	84.4	77.4	59.4	62
	2016		70.4	55.6	69.1	*	42.9	48.9		59.6	79.1	68.9	59.4	90

NUMBER TESTED IN GRADE 4													
2014	1	63	3	64	2	1	28	1	38	30	68	7,022	
2015		54	8	53	1	5	32		30	32	62	6,988	
2016		81	9	81	2	7	47		47	43	90	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	*	10	*	10	*	*	6	*	8	2	10	2,675	68
	2015		12	2	12	*	*	10		9	5	14	2,837	62
	2016		24	4	25	*	4	24		19	9	28	2,829	90

NUMBER TESTED IN GRADE 4													
2014	1	63	3	64	2	1	28	1	38	30	68	7,022	
2015		54	8	53	1	5	32		30	32	62	6,988	
2016		81	9	81	2	7	47		47	43	90	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	*	4.8	*	3.1	*	*	0.0	*	0.0	10.0	4.4	3.7	68
	2015		3.7	0.0	1.9	*	*	3.1		0.0	6.3	3.2	4.2	62
	2016		14.8	11.1	16.0	*	0.0	2.1		6.4	23.3	14.4	3.7	90

NUMBER TESTED IN GRADE 4													
2014	1	63	3	64	2	1	28	1	38	30	68	7,022	
2015		54	8	53	1	5	32		30	32	62	6,988	
2016		81	9	81	2	7	47		47	43	90	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	4.6	4.1	74.8	68.0
	2015	4.2	4.3	62.5	71.1
	2016	—	3.8	58.9	68.1

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		58.5	*	58.1	*	*	35.1		64.9	53.1	59.4	59.3	69
	2015		50.5	*	50.0	*	*	34.2		47.4	54.8	50.5	65.2	99
	2016		69.2	*	72.2	*	*	65.7		60.6	79.2	68.4	66.8	57
4	2014	*	54.8	*	57.1	*	*	42.9	*	48.6	70.0	58.2	59.0	67
	2015		57.7	50.0	57.7	*	*	46.7		51.7	61.3	56.7	61.9	60
	2016		74.7	80.0	77.0	42.9	75.0	64.7		76.9	73.3	75.3	65.3	97
5	2014		90.6	100.0	92.6	*	*	82.9		92.1	90.9	91.5	81.4	71
	2015		60.3	*	63.8	*	*	45.2		51.6	75.0	63.5	68.5	63
	2016		90.6	100.0	93.0	*	*	88.6		90.6	93.1	91.8	81.3	61
3-5	2014	*	68.1	92.3	69.9	*	100.0	54.0	*	68.8	71.6	70.0	66.3	207
	2015		55.2	64.7	55.9	16.7	66.7	41.4		49.6	62.9	55.9	65.1	222
	2016		77.6	81.8	80.3	43.8	75.0	71.9		76.1	80.6	78.1	71.0	215

NUMBER TESTED IN GRADES 3-5													
2014	1	191	13	193	4	6	99	1	112	95	207	35,222	
2015		203	17	204	6	9	99		117	105	222	35,738	
2016		192	22	198	16	16	121		117	98	215	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		27	*	26	*	*	24		13	15	28	4,988	69
	2015		46	*	47	*	*	25		30	19	49	4,347	99
	2016		16	*	15	*	*	12		13	5	18	4,153	57
4	2014	*	28	*	27	*	*	16	*	19	9	28	4,803	67
	2015		22	4	22	*	*	16		14	12	26	4,556	60
	2016		22	2	20	4	2	18		12	12	24	4,100	97
5	2014		6	0	5	*	*	6		3	3	6	2,088	71
	2015		23	*	21	*	*	17		15	8	23	3,559	63
	2016		5	0	4	*	*	4		3	2	5	2,135	61
3-5	2014	*	61	1	58	*	0	46	*	35	27	62	11,879	207
	2015		91	6	90	5	3	58		59	39	98	12,462	222
	2016		43	4	39	9	4	34		28	19	47	10,388	215

NUMBER TESTED IN GRADES 3-5													
2014	1	191	13	193	4	6	99	1	112	95	207	35,222	
2015		203	17	204	6	9	99		117	105	222	35,738	
2016		192	22	198	16	16	121		117	98	215	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		18.5	*	17.7	*	*	2.7		21.6	12.5	17.4	10.4	69
	2015		6.5	*	6.4	*	*	0.0		5.3	7.1	6.1	9.3	99
	2016		21.2	*	22.2	*	*	17.1		21.2	20.8	21.1	12.9	57
4	2014	*	4.8	*	4.8	*	*	0.0	*	0.0	13.3	6.0	14.0	67
	2015		1.9	0.0	0.0	*	*	0.0		0.0	3.2	1.7	10.4	60
	2016		37.9	20.0	35.6	14.3	0.0	11.8		32.7	40.0	36.1	15.1	97
5	2014		10.9	0.0	10.3	*	*	5.7		7.9	12.1	9.9	15.7	71
	2015		1.7	*	1.7	*	*	0.0		3.2	0.0	1.6	12.3	63
	2016		1.9	12.5	1.8	*	*	2.9		3.1	3.4	3.3	14.3	61
3-5	2014	*	11.5	7.7	10.9	*	0.0	3.0	*	9.8	12.6	11.1	13.3	207
	2015		3.9	0.0	3.4	0.0	0.0	0.0		3.4	3.8	3.6	10.6	222
	2016		23.4	13.6	22.2	6.3	0.0	10.7		21.4	24.5	22.8	14.1	215

NUMBER TESTED IN GRADE 3-5													
2014	1	191	13	193	4	6	100	1	112	95	207	35,222	
2015		203	17	204	6	9	99		117	105	222	35,738	
2016		192	22	198	16	16	121		117	98	215	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	59.8	51.2	48.2	47.1
	2016	71.2	61.0	65.1	66.4
4	2014				
	2015	66.2	55.1	42.2	42.3
	2016	76.9	69.5	60.1	69.7
5	2014				
	2015	46.8	52.7	50.7	47.9
	2016	64.5	59.7	63.1	65.8
3-5	2014				
	2015	57.8	52.7	47.3	46.1
	2016	71.9	64.5	62.3	67.7

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		78.1	83.3	79.4	*	*	58.3		81.6	75.8	78.9	61.3	71
	2015		60.3	*	60.3	*	*	38.7		54.8	71.9	63.5	59.1	63
	2016		96.2	100.0	98.2	*	*	100.0		100.0	92.9	96.7	67.8	60

NUMBER TESTED IN GRADE 5													
2014		64	6	68	1	4	36		38	33	71	9,073	
2015		58	4	58	1	2	31		31	32	63	9,009	
2016		52	8	56	5	4	28		32	28	60	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		14	1	14	*	*	15		7	8	15	3511	71
	2015		23	*	23	*	*	19		14	9	23	3685	63
	2016		2	0	1	*	*	0		0	2	2	2988	60

NUMBER TESTED IN GRADE 5													
2014		64	6	68	1	4	36		38	33	71	9,073	
2015		58	4	58	1	2	31		31	32	63	9,009	
2016		52	8	56	5	4	28		32	28	60	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		12.5	0.0	11.8	*	*	11.1		10.5	12.1	11.3	5.3	71
	2015		1.7	*	1.7	*	*	0.0		3.2	0.0	1.6	6.6	63
	2016		5.8	0.0	1.8	*	*	3.6		3.1	7.1	5.0	6.9	60

NUMBER TESTED IN GRADE 5													
2014		64	6	68	1	4	36		38	33	71	9,073	
2015		58	4	58	1	2	31		31	32	63	9,009	
2016		52	8	56	5	4	28		32	28	60	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	67.3	67.7	69.4	76.9
	2015	66.3	69.0	57.0	63.6
	2016	85.0	69.3	66.5	80.8

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)
4	2014													
	2015		*		*	*		*		*	*	*	10.1	4
	2016		*	*	*	*	*	*		*	*	0.0	6.1	6

NUMBER TESTED IN GRADE 4														
2014														
2015		4		4	4		2		3	1	4	227		
2016		5	1	5	5	1	3		4	2	6	278		

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													
	2015		*		*	*		*		*	*	*	204	4
	2016		*	*	*	*	*	*		*	*	6	261	6

NUMBER TESTED IN GRADE 4														
2014														
2015		4		4	4		2		3	1	4	227		
2016		5	1	5	5	1	3		4	2	6	278		

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													
	2015		*		*	*		*		*	*	*	0.4	4
	2016		*	*	*	*	*	*		*	*	0.0	0.4	6

NUMBER TESTED IN GRADE 4														
2014														
2015		4		4	4		2		3	1	4	227		
2016		5	1	5	5	1	3		4	2	6	278		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition Personal Narrative ¹	1. Composition Expository ¹	2. Revision	3. Editing
4	2014				
	2015	*	—	*	*
	2016	—	2.5	27.8	27.8

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=Nonscorable; 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, the grade 4 composition type was changed.

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	*	98.6	98.7	83.2	76
1	2014					
	2015					
	2016	50.0	86.2	83.1	75.8	71
2	2014					
	2015					
	2016	69.2	77.2	76.1	53.4	92
K-2	2014					
	2015					
	2016	69.6	87.0	85.4	70.4	239
# Tested (GR K-2)	2014					
	2015					
	2016	23	216	239	38,047	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	*	76.4	77.6	59.4	76
1	2014					
	2015					
	2016	83.3	80.0	80.3	52.0	71
2	2014					
	2015					
	2016	69.2	91.1	88.0	56.8	92
K-2	2014					
	2015					
	2016	78.3	82.9	82.4	56.0	239
# Tested (GR K-2)	2014					
	2015					
	2016	23	216	239	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		98.6	100.0	98.7		*	*		98.0	100.0	98.7	79.4	76
1	2014													
	2015													
	2016	*	85.5	66.7	82.9	*	50.0	50.0		84.8	81.6	83.1	66.3	71
2	2014													
	2015													
	2016		75.9	76.9	75.0	*	66.7	69.2		66.7	87.8	76.1	60.9	92
K-2	2014													
	2015													
	2016	*	86.3	80.0	85.0	*	68.4	69.6		82.7	88.7	85.4	68.4	239
# Tested (GR K-2)	2014													
	2015													
	2016	3	211	25	233	2	19	23		133	106	239	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		38	2	39		*	*		21	19	40	2,353	76
1	2014													
	2015													
	2016	*	21	2	22	*	1	1		11	12	23	1,605	71
2	2014													
	2015													
	2016		16	3	16	*	0	0		9	10	19	1,345	92
K-2	2014													
	2015													
	2016	*	75	7	77	*	3	3		41	41	82	5,303	239
# Tested (GR K-2)	2014													
	2015													
	2016	3	211	25	233	2	19	23		133	106	239	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		75.7	100.0	77.3		*	*		71.4	88.9	77.6	59.5	76
1	2014													
	2015													
	2016	*	79.0	100.0	80.0	*	83.3	83.3		78.8	81.6	80.3	52.2	71
2	2014													
	2015													
	2016		89.9	76.9	87.5	*	66.7	69.2		90.2	85.4	88.0	56.9	92
K-2	2014													
	2015													
	2016	*	82.0	88.0	82.0	*	78.9	78.3		80.5	84.9	82.4	56.1	239
# Tested (GR K-2)	2014													
	2015													
	2016	3	211	25	233	2	19	23		133	106	239	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		29	2	31		*	*		15	16	31	2,114	76
1	2014													
	2015													
	2016	*	20	3	24	*	2	2		12	12	24	1,519	71
2	2014													
	2015													
	2016		27	6	30	*	2	2		14	19	33	2,167	92
K-2	2014													
	2015													
	2016	*	76	11	85	*	6	6		41	47	88	5,800	239
# Tested (GR K-2)	2014													
	2015													
	2016	3	211	25	233	2	19	23		133	106	239	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			*	*								
1	4			*	*	*	*	*	*	*	*		
2	2					*	*			*	*		
4	2					*	*					*	*
ALL	10			*	*	*	*	*	*	*	*	*	*

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
1 (6)	Beginning	0	0.0	0	0.0	2	33.3	2	33.3	2	33.3
	Intermediate	0	0.0	1	16.7	3	50.0	2	33.3	2	33.3
	Advanced	6	100.0	3	50.0	1	16.7	2	33.3	2	33.3
	Advanced High	0	0.0	2	33.3	0	0.0	0	0.0	0	0.0
2 (9)	Beginning	2	22.2	2	22.2	3	33.3	4	44.4	3	33.3
	Intermediate	5	55.6	5	55.6	4	44.4	4	44.4	4	44.4
	Advanced	0	0.0	2	22.2	1	11.1	1	11.1	2	22.2
	Advanced High	2	22.2	0	0.0	1	11.1	0	0.0	0	0.0
4 (7)	Beginning	0	0.0	0	0.0	4	57.1	1	14.3	0	0.0
	Intermediate	0	0.0	0	0.0	2	28.6	4	57.1	5	71.4
	Advanced	0	0.0	0	0.0	1	14.3	2	28.6	2	28.6
	Advanced High	7	100.0	7	100.0	0	0.0	0	0.0	0	0.0
ALL (35)	Beginning	4	11.4	4	11.4	11	31.4	9	25.7	7	20.0
	Intermediate	10	28.6	8	22.9	17	48.6	14	40.0	15	42.9
	Advanced	9	25.7	10	28.6	4	11.4	7	20.0	10	28.6
	Advanced High	12	34.3	13	37.1	3	8.6	5	14.3	3	8.6

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
6 4 (66.7%)	Beginning	2			
	Intermediate	2	0		
	Advanced	1	1	0	
	Advanced High	0	0	0	
8 0 (0.0%)	Beginning	3			
	Intermediate	0	3		
	Advanced	0	0	2	
	Advanced High	0	0	0	
7 2 (28.6%)	Beginning	0			
	Intermediate	2	3		
	Advanced	0	0	2	
	Advanced High	0	0	0	
30 10 (33.3%)	Beginning	7			
	Intermediate	4	7		
	Advanced	1	3	6	
	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

75	85.2	88.9			94.7		85.4	
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KINDERGARTEN READING

75	88.8	92.5			96.0		94.0	
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GRADE 1 MATHEMATICS

67	79.2	84.0			86.6		82.5	
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GRADE 1 READING

67	78.1	85.4			85.1		83.9	
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GRADE 2 MATHEMATICS

89	82.1	87.5	80.7		94.4	94.4	82.9	90.4
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GRADE 2 READING

89	71.9	81.3	79.8		82.0	89.9	72.8	88.1
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GRADE 3 LANGUAGE ARTS

54	69.9	81.2	79.0		79.6	96.3	51.0	89.6
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GRADE 3 MATHEMATICS

52	55.7	71.1	78.7		53.8	86.5	51.4	86.4
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GRADE 3 MUSIC

54	54.2	76.7	88.9		88.9	100.0	75.5	98.7
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GRADE 3 READING

54	66.1	77.4	79.2		70.4	98.1	52.3	86.2
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GRADE 3 SCIENCE

54	68.9	74.8	81.1		72.2	83.3	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	84.7	88.5			93.3		88.8	
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KINDERGARTEN READING

75	87.6	89.0			92.0		89.3	
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GRADE 1 MATHEMATICS

70	79.9	86.0			91.4		88.0	
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GRADE 1 READING

70	80.4	85.3			94.3		75.6	
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GRADE 2 MATHEMATICS

88	79.5	84.2	82.1		90.9	93.2	74.8	92.9
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GRADE 2 READING

89	74.0	77.8	81.5		74.2	93.3	68.0	89.8
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GRADE 3 LANGUAGE ARTS

57	72.7	77.2	79.9		66.7	91.2	62.5	90.6
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GRADE 3 MATHEMATICS

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GRADE 3 MUSIC

56	69.7	79.8	83.7		96.4	100.0	68.2	99.0
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GRADE 3 READING

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GRADE 3 SCIENCE

38	57.2	68.7	84.4		52.6	94.7	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 SCIENCE SPANISH

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GRADE 3 SOCIAL STUDIES

54	71.3	80.9	82.0		77.8	92.6	63.8	94.9
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GRADE 4 LANGUAGE ARTS

88	66.4	76.0	83.3		68.2	98.9	57.9	89.4
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GRADE 4 MATHEMATICS

88	51.3	74.4	81.8		60.2	96.6	61.7	88.0
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GRADE 4 PHYSICAL EDUCATION

88	85.7	85.7	99.0		92.0	100.0	88.6	98.9
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GRADE 4 READING

88	60.9	73.9	81.3		67.0	97.7	64.6	88.6
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GRADE 4 SCIENCE

88	62.7	69.7	85.9		54.5	97.7	63.4	95.1
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GRADE 4 SOCIAL STUDIES

88	59.4	73.0	85.2		64.8	100.0	40.1	95.6
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GRADE 5 ART

59	73.6	82.0	93.9		91.5	100.0	79.8	98.5
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GRADE 5 LANGUAGE ARTS

58	69.3	73.0	82.6		67.2	94.8	68.1	93.2
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GRADE 5 MATHEMATICS

58	47.8	70.4	80.8		56.9	91.4	61.1	88.8
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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 SCIENCE SPANISH

19	64.3	73.9	84.4		63.2	100.0	64.0	94.5
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GRADE 3 SOCIAL STUDIES

57	68.9	72.5	83.2		68.4	96.5	59.0	95.0
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GRADE 4 LANGUAGE ARTS

91	72.9	80.6	81.5		79.1	91.2	65.0	89.8
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GRADE 4 MATHEMATICS

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GRADE 4 PHYSICAL EDUCATION

91	82.3	82.3	98.9		86.8	100.0	91.4	98.9
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GRADE 4 READING

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GRADE 4 SCIENCE

91	73.2	78.9	87.3		73.6	98.9	62.7	94.4
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GRADE 4 SOCIAL STUDIES

91	73.0	81.6	84.6		79.1	93.4	47.2	95.4
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GRADE 5 ART

54	85.3	85.3	95.5		96.3	100.0	85.9	98.9
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GRADE 5 LANGUAGE ARTS

54	65.0	76.7	83.5		81.5	96.3	74.2	94.4
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GRADE 5 MATHEMATICS

53	64.3	71.8	82.4		62.3	92.5	70.0	92.4
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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 READING

58	63.2	76.0	79.2		75.9	93.1	70.8	91.8
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GRADE 5 SCIENCE

58	70.5	70.5	81.5		60.3	91.4	66.3	92.8
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GRADE 5 SOCIAL STUDIES

58	42.3	68.5	82.6		44.8	94.8	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 READING

55	66.4	75.4	83.8		76.4	96.4	65.8	91.8
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GRADE 5 SCIENCE

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GRADE 5 SOCIAL STUDIES

54	67.6	75.7	78.4		72.2	88.9	53.6	95.2
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