

# Data Packet

## for 2016-17 planning

Evaluation & Assessment  
Office of Institutional Research

<http://mydata.dallasisd.org>  
OIR@dallasisd.org

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School Number 219

**ADELLE TURNER 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	21
KN	49
1	50
2	61
3	52
4	68
5	52
ALL	353

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	313	88.7	24	92.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	36	10.2	0	0.0
White	3	0.8	2	7.7
Multiple	1	0.3	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	113	32.0
Economically disadvantaged	288	81.6
Limited English proficient (LEP)	17	4.8
Special education	29	8.2
Talented and Gifted (TAG)	43	12.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2014	24	19	79.2	0	0.0	0	0.0	5	20.8	0	0.0	0	0.0
	2015	22	19	86.4	0	0.0	0	0.0	3	13.6	0	0.0	0	0.0
	2016	21	19	90.5	0	0.0	0	0.0	2	9.5	0	0.0	0	0.0
KN	2014	37	32	86.5	0	0.0	0	0.0	5	13.5	0	0.0	0	0.0
	2015	48	41	85.4	0	0.0	0	0.0	6	12.5	0	0.0	1	2.1
	2016	49	44	89.8	0	0.0	0	0.0	5	10.2	0	0.0	0	0.0
1	2014	58	50	86.2	0	0.0	0	0.0	7	12.1	1	1.7	0	0.0
	2015	58	47	81.0	0	0.0	0	0.0	10	17.2	0	0.0	1	1.7
	2016	50	42	84.0	0	0.0	0	0.0	7	14.0	0	0.0	1	2.0
2	2014	68	61	89.7	0	0.0	0	0.0	6	8.8	1	1.5	0	0.0
	2015	62	54	87.1	0	0.0	0	0.0	7	11.3	1	1.6	0	0.0
	2016	61	52	85.2	0	0.0	0	0.0	9	14.8	0	0.0	0	0.0
3	2014	67	59	88.1	0	0.0	0	0.0	8	11.9	0	0.0	0	0.0
	2015	74	69	93.2	0	0.0	0	0.0	5	6.8	0	0.0	0	0.0
	2016	52	45	86.5	0	0.0	0	0.0	5	9.6	2	3.8	0	0.0
4	2014	53	47	88.7	0	0.0	0	0.0	6	11.3	0	0.0	0	0.0
	2015	68	61	89.7	1	1.5	0	0.0	6	8.8	0	0.0	0	0.0
	2016	68	63	92.6	0	0.0	0	0.0	5	7.4	0	0.0	0	0.0
5	2014	60	56	93.3	0	0.0	0	0.0	4	6.7	0	0.0	0	0.0
	2015	66	62	93.9	0	0.0	0	0.0	4	6.1	0	0.0	0	0.0
	2016	52	48	92.3	0	0.0	0	0.0	3	5.8	1	1.9	0	0.0
PK-5	2014	367	324	88.3	0	0.0	0	0.0	41	11.2	2	0.5	0	0.0
	2015	398	353	88.7	1	0.3	0	0.0	41	10.3	1	0.3	2	0.5
	2016	353	313	88.7	0	0.0	0	0.0	36	10.2	3	0.8	1	0.3

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	24	24	100.0	1	4.2	0	0.0	8	33.3	0	0.0	24	100.0	45.8	54.2	0.0
	2015	22	22	100.0	2	9.1	0	0.0	2	9.1	0	0.0	22	100.0	68.2	31.8	0.0
	2016	21	21	100.0	0	0.0	0	0.0	0	0.0	0	0.0	21	100.0	71.4	28.6	0.0
KN	2014	37	33	89.2	3	8.1	1	2.7	19	51.4	6	16.2	20	54.1	51.4	48.6	0.0
	2015	48	45	93.8	2	4.2	2	4.2	1	2.1	3	6.3	22	45.8	54.2	45.8	0.0
	2016	49	31	63.3	3	6.1	7	14.3	4	8.2	0	0.0	21	42.9	65.3	34.7	0.0
1	2014	58	47	81.0	3	5.2	9	15.5	21	36.2	5	8.6	8	13.8	56.9	43.1	1.7
	2015	58	51	87.9	6	10.3	8	13.8	6	10.3	7	12.1	16	27.6	60.3	39.7	1.7
	2016	50	37	74.0	3	6.0	3	6.0	2	4.0	5	10.0	8	16.0	58.0	42.0	2.0
2	2014	68	58	85.3	4	5.9	9	13.2	34	50.0	7	10.3	7	10.3	63.2	36.8	1.5
	2015	62	50	80.6	2	3.2	6	9.7	32	51.6	8	12.9	8	12.9	51.6	48.4	0.0
	2016	61	53	86.9	5	8.2	9	14.8	5	8.2	9	14.8	7	11.5	57.4	42.6	0.0
3	2014	67	51	76.1	3	4.5	2	3.0	43	64.2	6	9.0	9	13.4	61.2	38.8	1.5
	2015	74	61	82.4	2	2.7	3	4.1	36	48.6	11	14.9	8	10.8	62.2	37.8	0.0
	2016	52	43	82.7	1	1.9	1	1.9	24	46.2	8	15.4	6	11.5	57.7	42.3	0.0
4	2014	53	40	75.5	2	3.8	3	5.7	31	58.5	5	9.4	6	11.3	56.6	43.4	0.0
	2015	68	56	82.4	3	4.4	4	5.9	42	61.8	8	11.8	10	14.7	60.3	39.7	1.5
	2016	68	59	86.8	3	4.4	4	5.9	39	57.4	12	17.6	4	5.9	55.9	44.1	1.5
5	2014	60	45	75.0	1	1.7	5	8.3	45	75.0	12	20.0	4	6.7	45.0	55.0	1.7
	2015	66	50	75.8	3	4.5	7	10.6	48	72.7	5	7.6	9	13.6	57.6	42.4	3.0
	2016	52	44	84.6	2	3.8	5	9.6	39	75.0	9	17.3	2	3.8	61.5	38.5	3.8
PK-5	2014	367	298	81.2	17	4.6	29	7.9	201	54.8	41	11.2	78	21.3	55.6	44.4	1.1
	2015	398	335	84.2	20	5.0	30	7.5	167	42.0	42	10.6	95	23.9	58.5	41.5	1.0
	2016	353	288	81.6	17	4.8	29	8.2	113	32.0	43	12.2	69	19.5	59.8	40.2	1.1



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	38	13,557	37	96.8	12,997	95.9	7	18.4	18.6	33	11,773	86.6	86.8
	2015	49	13,283	48	97.0	12,675	95.4	6	12.3	19.2	43	11,627	87.8	87.5
	2016	50	12,185	48	95.6	11,638	95.5	9	17.9	19.4	46	10,883	91.3	89.3
1	2014	59	14,264	57	96.9	13,734	96.3	9	15.3	18.0	52	12,511	88.2	87.7
	2015	57	13,984	55	96.5	13,437	96.1	9	15.7	18.1	54	12,405	94.0	88.7
	2016	53	13,397	51	97.2	12,877	96.1	7	13.3	18.1	47	12,066	89.5	90.1
2	2014	71	13,664	69	97.9	13,220	96.8	3	4.2	16.0	68	12,162	95.9	89.0
	2015	64	13,916	62	96.6	13,422	96.4	9	14.1	16.6	57	12,453	89.1	89.5
	2016	60	13,532	58	96.8	13,066	96.6	8	13.3	16.6	55	12,286	91.3	90.8
3	2014	66	13,166	64	97.6	12,770	97.0	10	15.3	16.2	60	11,764	91.6	89.4
	2015	74	13,237	72	97.5	12,793	96.6	10	13.5	16.2	67	11,910	90.4	90.0
	2016	53	13,328	52	97.5	12,911	96.9	10	18.9	15.3	49	12,216	92.4	91.7
4	2014	54	12,546	52	97.7	12,183	97.1	4	7.4	15.0	51	11,321	94.9	90.2
	2015	69	12,745	67	96.5	12,343	96.9	12	17.3	16.2	63	11,520	90.9	90.4
	2016	66	12,688	65	97.9	12,300	96.9	9	13.6	15.8	62	11,676	94.0	92.0
5	2014	60	12,130	58	97.8	11,794	97.2	0	0.0	4.0	56	10,985	93.9	90.6
	2015	67	12,122	66	97.1	11,747	96.9	4	5.9	6.6	64	11,052	94.8	91.2
	2016	53	12,178	52	97.8	11,815	97.0	3	5.6	6.5	50	11,217	93.6	92.1
KN-5	2014	347	79,327	338	97.5	76,697	96.7	33	9.5	14.8	320	70,516	92.3	88.9
	2015	381	79,286	369	96.9	76,417	96.4	50	13.1	15.6	348	70,967	91.3	89.5
	2016	336	77,308	326	97.2	74,608	96.5	46	13.7	15.4	309	70,344	92.1	91.0

Teachers: 26

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	24	92.3
Hispanic	0	0.0
White	2	7.7
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	21	80.8
Male	5	19.2

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2013-14	9.5	82.1
2014-15	8.7	80.0
2015-16	8.2	76.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	3.8
1	3	11.5
2	1	3.8
3	0	0.0
4	0	0.0
5	1	3.8
1-3	4	15.4
More than 3	21	80.8
1 - 5	5	19.2
6 - 10	3	11.5
11 - 20	9	34.6
More than 20	8	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		63.2	50.0	54.9	*	*	40.5		62.5	61.5	62.1	61.7	66
	2015		63.2	*	72.2	*	*	47.2		66.7	60.7	64.4	60.8	73
	2016	*	57.8	*	59.0	*	*	40.7		63.3	45.5	55.8	59.7	52
4	2014		63.8	*	57.9	*	*	51.6		62.1	69.6	65.4	59.4	52
	2015		52.5	50.0	50.0	*	*	38.1		62.2	39.3	52.3	57.9	65
	2016		64.5	*	71.7	*	*	44.7		63.9	66.7	65.2	65.0	66
5	2014		74.1	*	70.7	*		68.2		68.0	81.8	75.9	78.5	58
	2015		87.5	*	84.6	*	*	82.9		78.1	100.0	88.1	77.5	59
	2016	*	76.7	*	73.0		*	66.7		82.8	66.7	76.6	72.8	47
3-5	2014		67.1	70.6	60.8	50.0	*	53.8		63.8	72.0	67.6	66.7	176
	2015		67.2	69.2	68.3	28.6	85.7	56.3		68.4	66.3	67.5	65.7	197
	2016	*	66.0	58.3	68.2	*	*	51.0		69.5	60.0	65.5	65.9	165

NUMBER TESTED IN GRADES 3-5													
2014		158	17	130	6	5	117		94	82	176	21,304	
2015		183	13	139	7	7	119		114	83	197	21,526	
2016	3	150	12	129	2	5	98		95	70	165	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		21	4	23	*	*	25		15	10	25	2,649	66
	2015		25	*	15	*	*	19		15	11	26	2,771	73
	2016	*	19	*	16	*	*	16		11	12	23	2,901	52
4	2014		17	*	16	*	*	15		11	7	18	2,858	52
	2015		28	3	23	*	*	26		14	17	31	2,928	65
	2016		22	*	15	*	*	21		13	10	23	2,439	66
5	2014		14	*	12	*		14		8	6	14	1,582	58
	2015		7	*	6	*	*	7		7	0	7	1,692	59
	2016	*	10	*	10		*	11		5	6	11	2,037	47
3-5	2014		52	5	51	3	*	54		34	23	57	7,089	176
	2015		60	4	44	5	1	52		36	28	64	7,391	197
	2016	*	51	5	41	*	*	48		29	28	57	7,377	165

NUMBER TESTED IN GRADES 3-5													
2014		158	17	130	6	5	117		94	82	176	21,304	
2015		183	13	139	7	7	119		114	83	197	21,526	
2016	3	150	12	129	2	5	98		95	70	165	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		12.3	0.0	2.0	*	*	4.8		12.5	7.7	10.6	9.6	66
	2015		11.8	*	9.3	*	*	0.0		15.6	3.6	11.0	13.6	73
	2016	*	13.3	*	12.8	*	*	0.0		20.0	4.5	13.5	15.7	52
4	2014		8.5	*	13.2	*	*	6.5		6.9	13.0	9.6	12.0	52
	2015		10.2	0.0	4.3	*	*	2.4		10.8	7.1	9.2	12.8	65
	2016		14.5	*	17.0	*	*	2.6		19.4	10.0	15.2	14.1	66
5	2014		14.8	*	4.9	*		6.8		12.0	15.2	13.8	11.5	58
	2015		10.7	*	10.3	*	*	4.9		12.5	7.4	10.2	14.9	59
	2016	*	18.6	*	13.5		*	6.1		20.7	11.1	17.0	17.3	47
3-5	2014		12.0	5.9	6.2	0.0	*	6.0		10.6	12.2	11.4	11.1	176
	2015		10.9	0.0	7.9	0.0	0.0	2.5		13.2	6.0	10.2	13.8	197
	2016	*	15.3	16.7	14.7	*	*	3.1		20.0	8.6	15.2	15.7	165

NUMBER TESTED IN GRADE 3-5													
2014		158	17	130	6	5	117		94	82	176	21,304	
2015		183	13	139	7	7	119		114	83	197	21,526	
2016	3	150	12	129	2	5	98		95	70	165	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	64.4	59.7	56.5
	2015	61.9	57.8	59.3
	2016	66.3	59.1	53.0
4	2014	62.7	62.2	59.6
	2015	51.2	57.9	52.2
	2016	67.3	61.6	58.6
5	2014	69.8	61.6	68.4
	2015	68.0	69.4	67.5
	2016	73.2	70.4	63.7
3-5	2014	65.7	61.1	61.3
	2015	60.2	61.3	59.4
	2016	68.7	63.3	58.3

**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		67.4	*	54.1	*	*	43.3		57.1	69.6	62.7	61.9	51
	2015		54.2	50.0	46.7	*	*	36.6		55.3	51.9	53.8	59.4	65
	2016		65.1	*	63.0	*	*	48.7		62.2	66.7	64.2	59.4	67

NUMBER TESTED IN GRADE 4													
2014		46	5	37	1	2	30		28	23	51	7,022	
2015		59	6	45	1	3	41		38	27	65	6,988	
2016		63	4	54	1	2	39		37	30	67	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		15	*	17	*	*	17		12	7	19	2,675	51
	2015		27	3	24	*	*	26		17	13	30	2,837	65
	2016		22	*	20	*	*	20		14	10	24	2,829	67

NUMBER TESTED IN GRADE 4													
2014		46	5	37	1	2	30		28	23	51	7,022	
2015		59	6	45	1	3	41		38	27	65	6,988	
2016		63	4	54	1	2	39		37	30	67	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		2.2	*	2.7	*	*	3.3		3.6	0.0	2.0	3.7	51
	2015		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	4.2	65
	2016		9.5	*	7.4	*	*	5.1		10.8	6.7	9.0	3.7	67

NUMBER TESTED IN GRADE 4													
2014		46	5	37	1	2	30		28	23	51	7,022	
2015		59	6	45	1	3	41		38	27	65	6,988	
2016		63	4	54	1	2	39		37	30	67	7,022	

**AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY**

Grade	Year	REPORTING CATEGORY			
		1. Composition <sup>1</sup> GR 4: Personal Narrative GR 7: Expository	1. Composition <sup>1</sup> GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2014	3.7	3.6	65.8	59.3
	2015	3.7	3.3	60.3	56.4
	2016	—	3.5	58.7	65.3

<sup>1</sup>Average 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		38.6	66.7	32.7	*	*	22.5		43.6	36.0	40.6	59.3	64
	2015		54.4	*	59.3	*	*	36.1		60.0	50.0	56.2	65.2	73
	2016	*	42.2	*	46.2	*	*	14.8		50.0	36.4	44.2	66.8	52
4	2014		40.4	*	28.9	*	*	16.1		34.5	43.5	38.5	59.0	52
	2015		22.0	16.7	13.0	*	*	4.8		29.7	10.7	21.5	61.9	65
	2016		45.2	*	43.4	*	*	31.6		52.8	40.0	47.0	65.3	66
5	2014		86.8	*	82.5	*		81.4		80.0	90.6	86.0	81.4	57
	2015		60.0	*	54.8	*	*	46.7		55.6	63.0	58.7	68.5	63
	2016	*	86.0	*	86.5		*	84.8		86.2	88.9	87.2	81.3	47
3-5	2014		55.4	53.3	47.2	*	*	43.0		50.5	60.0	54.9	66.3	173
	2015		46.0	38.5	43.0	30.0	42.9	29.3		49.2	41.0	45.8	65.1	201
	2016	*	56.0	75.0	56.6	*	*	44.9		62.1	51.4	57.6	71.0	165

NUMBER TESTED IN GRADES 3-5													
2014		157	15	127	5	3	123		93	80	173	35,222	
2015		187	13	142	10	7	123		118	83	201	35,738	
2016	3	150	12	129	2	5	98		95	70	165	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		35	2	33	*	*	31		22	16	38	4,988	64
	2015		31	*	22	*	*	23		18	14	32	4,347	73
	2016	*	26	*	21	*	*	23		15	14	29	4,153	52
4	2014		28	*	27	*	*	26		19	13	32	4,803	52
	2015		46	5	40	*	*	40		26	25	51	4,556	65
	2016		34	*	30	*	*	26		17	18	35	4,100	66
5	2014		7	*	7	*		8		5	3	8	2,088	57
	2015		24	*	19	*	*	24		16	10	26	3,559	63
	2016	*	6	*	5		*	5		4	2	6	2,135	47
3-5	2014		70	7	67	*	*	65		46	32	78	11,879	173
	2015		101	8	81	7	4	87		60	49	109	12,462	201
	2016	*	66	3	56	*	*	54		36	34	70	10,388	165

NUMBER TESTED IN GRADES 3-5													
2014		157	15	127	5	3	123		93	80	173	35,222	
2015		187	13	142	10	7	123		118	83	201	35,738	
2016	3	150	12	129	2	5	98		95	70	165	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		1.8	16.7	4.1	*	*	0.0		2.6	4.0	3.1	10.4	64
	2015		2.9	*	5.6	*	*	2.8		4.4	7.1	5.5	9.3	73
	2016	*	6.7	*	10.3	*	*	0.0		16.7	0.0	9.6	12.9	52
4	2014		2.1	*	0.0	*	*	0.0		0.0	4.3	1.9	14.0	52
	2015		3.4	0.0	2.2	*	*	0.0		5.4	0.0	3.1	10.4	65
	2016		3.2	*	5.7	*	*	2.6		5.6	3.3	4.5	15.1	66
5	2014		26.4	*	22.5	*		11.6		24.0	28.1	26.3	15.7	57
	2015		3.3	*	2.4	*	*	0.0		0.0	7.4	3.2	12.3	63
	2016	*	9.3	*	5.4		*	0.0		13.8	0.0	8.5	14.3	47
3-5	2014		10.2	13.3	8.7	*	*	4.4		7.5	13.8	10.4	13.3	173
	2015		3.2	15.4	3.5	0.0	14.3	0.8		3.4	4.8	4.0	10.6	201
	2016	*	6.0	25.0	7.0	*	*	1.0		11.6	1.4	7.3	14.1	165

NUMBER TESTED IN GRADE 3-5													
2014		157	15	127	5	3	114		93	80	173	35,222	
2015		187	13	142	10	7	123		118	83	201	35,738	
2016	3	150	12	129	2	5	98		95	70	165	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	56.3	50.2	45.2	50.7
	2016	59.3	51.3	51.2	51.9
4	2014				
	2015	45.1	42.0	32.6	31.1
	2016	67.9	48.0	38.6	55.5
5	2014				
	2015	56.2	52.1	51.1	46.3
	2016	72.9	62.7	64.5	61.0
3-5	2014				
	2015	52.6	48.1	43.0	43.0
	2016	66.6	53.2	49.9	55.9

**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)
5	2014		60.7	*	48.8	*		48.9		48.1	69.7	60.0	61.3	60
	2015		40.0	*	40.5	*	*	26.7		36.1	48.1	41.3	59.1	63
	2016	*	59.1	*	51.4	*	*	47.1		69.0	52.6	62.5	67.8	48

NUMBER TESTED IN GRADE 5													
2014		56	4	43	5		45		27	33	60	9,073	
2015		60	3	42	5	3	45		36	27	63	9,009	
2016	1	44	3	37	2	2	34		29	19	48	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		22	*	22	*		23		14	10	24	3511	60
	2015		36	*	25	*	*	33		23	14	37	3685	63
	2016	*	18	*	18	*	*	18		9	9	18	2988	48

NUMBER TESTED IN GRADE 5													
2014		56	4	43	5		45		27	33	60	9,073	
2015		60	3	42	5	3	45		36	27	63	9,009	
2016	1	44	3	37	2	2	34		29	19	48	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		5.4	*	2.3	*		2.2		7.4	3.0	5.0	5.3	60
	2015		1.7	*	2.4	*	*	0.0		0.0	3.7	1.6	6.6	63
	2016	*	4.5	*	2.7	*	*	0.0		6.9	0.0	4.2	6.9	48

NUMBER TESTED IN GRADE 5													
2014		56	4	43	5		45		27	33	60	9,073	
2015		60	3	42	5	3	45		36	27	63	9,009	
2016	1	44	3	37	2	2	34		29	19	48	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	61.9	68.5	59.0	66.1
	2015	61.7	58.3	50.5	55.4
	2016	65.9	66.5	56.4	66.7

**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)
3	2014													
	2015												7.9	0
	2016		*		*	*					*	*	8.6	1
4	2014													
	2015		*		*	*		*		*		*	10.0	3
	2016		*		*			*		*		*	12.7	1
5	2014													
	2015		33.3		*	*		33.3		*	*	33.3	20.0	6
	2016		*		*	*		*		*	*	*	20.2	5
3-5	2014													
	2015		22.2		28.6	*		22.2		25.0	*	22.2	13.7	9
	2016		0.0		*	*		0.0		*	*	0.0	14.2	7

NUMBER TESTED IN GRADES 3-5														
2014														
2015		9			7	4		9		8	1	9	917	
2016		7			5	5		6		5	2	7	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		*		*	*					*	*	213	1
4	2014													
	2015		*		*	*		*		*		*	269	3
	2016		*		*			*		*		*	289	1
5	2014													
	2015		4		*	*		4		*	*	4	312	6
	2016		*		*	*		*		*	*	*	245	5
3-5	2014													
	2015		7		5	*		7		6	*	7	791	9
	2016		7		*	*		6		*	*	7	747	7

NUMBER TESTED IN GRADES 3-5														
2014														0
2015		9			7	4		9		8	1	9		917
2016		7			5	5		6		5	2	7		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		*		*	*					*	*	0.4	1
4	2014													
	2015		*		*	*		*		*		*	0.0	3
	2016		*		*			*		*		*	0.6	1
5	2014													
	2015		0.0		*	*		0.0		*	*	0.0	0.5	6
	2016		*		*	*		*		*	*	*	0.3	5
3-5	2014													
	2015		0.0		0.0	*		0.0		0.0	*	0.0	0.2	9
	2016		0.0		*	*		0.0		*	*	0.0	0.5	7

NUMBER TESTED IN GRADE 3-5														
2014														
2015		9			7	4		9		8	1	9	917	
2016		7			5	5		6		5	2	7	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	*	*	*
4	2014			
	2015	*	*	*
	2016	*	*	*
5	2014			
	2015	46.7	43.9	55.9
	2016	*	*	*
3-5	2014			
	2015	38.9	42.2	45.6
	2016	39.0	33.5	38.6

**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)
3	2014													
	2015												11.1	0
	2016		*		*	*					*	*	10.5	1
4	2014													
	2015		*		*	*		*		*		*	8.3	3
	2016		*		*			*		*		*	8.8	1
5	2014													
	2015		*		*			*		*	*	*	16.6	2
	2016		*		*	*		*		*	*	*	26.5	5
3-5	2014													
	2015		*		*	*		*		*	*	*	12.7	5
	2016		28.6		*	*		33.3		*	*	28.6	15.7	7

NUMBER TESTED IN GRADES 3-5														
2014														
2015	0	5	0	4	1	0	5	0	4	1	5	980		
2016	0	7	0	5	5	0	6	0	5	2	7	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		*		*	*					*	*	221	1
4	2014													
	2015		*		*	*		*		*		*	286	3
	2016		*		*			*		*		*	311	1
5	2014													
	2015		*		*			*		*	*	*	361	2
	2016		*		*	*		*		*	*	*	247	5
3-5	2014													
	2015		*		*	*		*		*	*	*	856	5
	2016		5		*	*		4		*	*	5	779	7

NUMBER TESTED IN GRADES 3-5														
2014														
2015		5		4	1		5		4	1	5	980		
2016		7		5	5		6		5	2	7	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		*		*	*					*	*	0.4	1
4	2014													
	2015		*		*	*		*		*		*	0.0	3
	2016		*		*			*		*		*	0.0	1
5	2014													
	2015		*		*			*		*	*	*	0.2	2
	2016		*		*	*		*		*	*	*	0.3	5
3-5	2014													
	2015		*		*	*		*		*	*	*	0.1	5
	2016		0.0		*	*		0.0		*	*	0.0	0.2	7

NUMBER TESTED IN GRADE 3-5														
2014														
2015		5		4	1		5		4	1	5	980		
2016		7		5	5		6		5	2	7	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	*	*	*	*
4	2014				
	2015	*	*	*	*
	2016	*	*	*	*
5	2014				
	2015	*	*	*	*
	2016	*	*	*	*
3-5	2014				
	2015	*	*	*	*
	2016	36.3	32.8	27.1	24.3

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	*	87.5	86.0	83.2	43
1	2014					
	2015					
	2016	*	82.6	81.3	75.8	48
2	2014					
	2015					
	2016	*	69.8	71.4	53.4	56
K-2	2014					
	2015					
	2016	75.0	79.1	78.9	70.4	147
# Tested (GR K-2)	2014					
	2015					
	2016	8	139	147	38,047	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	*	55.0	53.5	59.4	43
1	2014					
	2015					
	2016	*	54.3	52.1	52.0	48
2	2014					
	2015					
	2016	*	54.7	55.4	56.8	56
K-2	2014					
	2015					
	2016	37.5	54.7	53.7	56.0	147
# Tested (GR K-2)	2014					
	2015					
	2016	8	139	147	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		87.5	*	84.6	*	*	*		81.5	93.8	86.0	79.4	43
1	2014													
	2015													
	2016		82.9	66.7	80.0	*	*	*		74.1	90.5	81.3	66.3	48
2	2014													
	2015													
	2016		70.6	*	68.8	*	*	*		59.4	87.5	71.4	60.9	56
K-2	2014													
	2015													
	2016		79.5	71.4	76.1	71.4	62.5	75.0		70.9	90.2	78.9	68.4	147
# Tested (GR K-2)	2014													
	2015													
	2016		132	14	109	7	8	8		86	61	147	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		21	*	11	*	*	*		13	9	22	2,353	43
1	2014													
	2015													
	2016		14	3	12	*	*	*		6	11	17	1,605	48
2	2014													
	2015													
	2016		9	*	7	*	*	*		4	5	9	1,345	56
K-2	2014													
	2015													
	2016		44	4	30	1	2	2		23	25	48	5,303	147
# Tested (GR K-2)	2014													
	2015													
	2016		132	14	109	7	8	8		86	61	147	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		55.0	*	38.5	*	*	*		51.9	56.3	53.5	59.5	43
1	2014													
	2015													
	2016		53.7	33.3	48.6	*	*	*		48.1	57.1	52.1	52.2	48
2	2014													
	2015													
	2016		52.9	*	56.3	*	*	*		40.6	75.0	55.4	56.9	56
K-2	2014													
	2015													
	2016		53.8	50.0	49.5	14.3	37.5	37.5		46.5	63.9	53.7	56.1	147
# Tested (GR K-2)	2014													
	2015													
	2016		132	14	109	7	8	8		86	61	147	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		6	*	2	*	*	*		4	2	6	2,114	43
1	2014													
	2015													
	2016		6	0	3	*	*	*		2	4	6	1,519	48
2	2014													
	2015													
	2016		4	*	5	*	*	*		0	5	5	2,167	56
K-2	2014													
	2015													
	2016		16	1	10	0	1	1		6	11	17	5,800	147
# Tested (GR K-2)	2014													
	2015													
	2016		132	14	109	7	8	8		86	61	147	37,758	

**PERFORMANCE IN 2016**

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2016 Level										
ALL  (14)	Beginning	3	21.4	2	14.3	6	42.9	6	42.9	4	28.6
	Intermediate	3	21.4	4	28.6	2	14.3	2	14.3	3	21.4
	Advanced	3	21.4	3	21.4	3	21.4	5	35.7	4	28.6
	Advanced High	5	35.7	5	35.7	3	21.4	1	7.1	3	21.4

**PROGRESSION FROM  
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
11  5 (45.5%)	Beginning	4			
	Intermediate	1	0		
	Advanced	0	2	2	
	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**

45	81.9	86.4			80.0		85.4	
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**KINDERGARTEN READING**

45	88.8	92.5			97.8		94.0	
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**GRADE 1 MATHEMATICS**

50	71.9	78.4			74.0		82.5	
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**GRADE 1 READING**

49	71.5	81.0			81.6		83.9	
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**GRADE 2 MATHEMATICS**

56	74.1	81.9	82.7		76.8	89.3	82.9	90.4
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**GRADE 2 READING**

57	76.9	84.6	80.9		80.7	82.5	72.8	88.1
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**GRADE 3 LANGUAGE ARTS**

52	51.4	69.6	80.1		48.1	80.8	51.0	89.6
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**GRADE 3 MATHEMATICS**

52	46.4	65.0	78.4		34.6	94.2	51.4	86.4
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**GRADE 3 MUSIC**

49	41.0	70.0	91.6		59.2	98.0	75.5	98.7
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**GRADE 3 READING**

52	51.9	67.9	76.7		48.1	82.7	52.3	86.2
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**GRADE 3 SCIENCE**

52	65.5	72.0	81.1		59.6	92.3	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**

38	80.5	85.4			89.5		88.8	
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**KINDERGARTEN READING**

41	83.9	85.8			95.1		89.3	
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**GRADE 1 MATHEMATICS**

48	69.0	78.4			79.2		88.0	
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**GRADE 1 READING**

48	70.6	78.0			77.1		75.6	
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**GRADE 2 MATHEMATICS**

56	65.3	73.3	84.5		58.9	100.0	74.8	92.9
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**GRADE 2 READING**

56	72.2	76.2	84.2		67.9	87.5	68.0	89.8
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**GRADE 3 LANGUAGE ARTS**

50	67.1	72.5	81.6		58.0	98.0	62.5	90.6
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**GRADE 3 MATHEMATICS**

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**GRADE 3 MUSIC**

50	66.9	78.0	92.5		86.0	98.0	68.2	99.0
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**GRADE 3 READING**

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**GRADE 3 SCIENCE**

53	70.6	78.5	85.6		75.5	100.0	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**

52	57.1	71.4	81.5		63.5	96.2	63.8	94.9
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**GRADE 4 LANGUAGE ARTS**

64	67.4	76.7	81.2		75.0	87.5	57.9	89.4
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**GRADE 4 MATHEMATICS**

64	40.6	68.8	82.9		42.2	100.0	61.7	88.0
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**GRADE 4 PHYSICAL EDUCATION**

64	93.9	93.9	99.8		100.0	100.0	88.6	98.9
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**GRADE 4 READING**

63	61.8	74.6	85.2		69.8	100.0	64.6	88.6
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**GRADE 4 SCIENCE**

64	66.6	72.9	88.0		64.1	100.0	63.4	95.1
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**GRADE 4 SOCIAL STUDIES**

64	49.9	66.6	87.7		34.4	100.0	40.1	95.6
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**GRADE 5 ART**

33	80.1	86.4	88.1		100.0	100.0	79.8	98.5
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**GRADE 5 LANGUAGE ARTS**

53	69.5	73.1	85.3		67.9	92.5	68.1	93.2
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**GRADE 5 MATHEMATICS**

53	47.7	70.4	77.4		56.6	81.1	61.1	88.8
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**GRADE 5 READING**

53	59.2	73.4	83.7		67.9	90.6	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**

52	60.0	64.7	86.3		48.1	98.1	59.0	95.0
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**GRADE 4 LANGUAGE ARTS**

67	64.8	74.9	79.2		67.2	95.5	65.0	89.8
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**GRADE 4 MATHEMATICS**

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**GRADE 4 PHYSICAL EDUCATION**

64	83.7	83.7	97.4		96.9	98.4	91.4	98.9
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**GRADE 4 READING**

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**GRADE 4 SCIENCE**

68	58.2	67.0	92.3		39.7	100.0	62.7	94.4
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**GRADE 4 SOCIAL STUDIES**

68	48.7	65.0	90.2		38.2	100.0	47.2	95.4
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**GRADE 5 ART**

29	88.6	88.6	91.6		100.0	100.0	85.9	98.9
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**GRADE 5 LANGUAGE ARTS**

50	65.4	77.0	88.0		82.0	100.0	74.2	94.4
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**GRADE 5 MATHEMATICS**

49	74.9	80.2	79.7		83.7	89.8	70.0	92.4
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**GRADE 5 READING**

51	62.4	72.5	84.6		74.5	96.1	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**

53	73.0	73.0	83.8		71.7	94.3	66.3	92.8
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**GRADE 5 SOCIAL STUDIES**

53	41.6	68.2	89.3		39.6	100.0	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**

52	60.1	70.1	88.8		51.9	98.1	53.6	95.2
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