Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning

Dallas Independent School District

Evaluation & Assessment
Office of Institutional Research
http://mydata.dallasisd.org
OIR@dallasisd.org

School Number 155
C.A. TATUM, JR. ELEMENTARY SCHOOL

August 14, 2017

2016-17 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location 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.
- "New" students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location 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.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- 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 for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average 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.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for "Grade 8".
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

STATE COMPENSATORY EDUCATION (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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD 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 secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets 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
KN	68
1	103
2	106
3	101
4	115
5	142
ALL	635

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	279	43.9	18	47.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	342	53.9	9	23.7
White	10	1.6	7	18.4
Multiple	4	0.6	3	7.9
Other* (teachers only)	—	—	1	2.6
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	366	57.6
Economically disadvantaged	616	97.0
Limited English proficient (LEP)	255	40.2
Special education	61	9.6
Talented and Gifted (TAG)	58	9.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2015	103	54	52.4	0	0.0	0	0.0	48	46.6	1	1.0	0	0.0
	2016	90	43	47.8	0	0.0	0	0.0	46	51.1	1	1.1	0	0.0
	2017	68	34	50.0	0	0.0	0	0.0	32	47.1	2	2.9	0	0.0
1	2015	109	46	42.2	0	0.0	1	0.9	61	56.0	1	0.9	0	0.0
	2016	107	56	52.3	0	0.0	0	0.0	50	46.7	0	0.0	1	0.9
	2017	103	50	48.5	0	0.0	0	0.0	51	49.5	1	1.0	1	1.0
2	2015	106	36	34.0	0	0.0	0	0.0	67	63.2	1	0.9	2	1.9
	2016	99	37	37.4	0	0.0	1	1.0	60	60.6	1	1.0	0	0.0
	2017	106	53	50.0	0	0.0	0	0.0	51	48.1	2	1.9	0	0.0
3	2015	131	50	38.2	0	0.0	1	0.8	80	61.1	0	0.0	0	0.0
	2016	108	42	38.9	0	0.0	0	0.0	64	59.3	0	0.0	2	1.9
	2017	101	40	39.6	0	0.0	0	0.0	59	58.4	1	1.0	1	1.0
4	2015	105	50	47.6	0	0.0	0	0.0	55	52.4	0	0.0	0	0.0
	2016	123	53	43.1	0	0.0	1	0.8	69	56.1	0	0.0	0	0.0
	2017	115	43	37.4	0	0.0	0	0.0	68	59.1	2	1.7	2	1.7
5	2015	106	42	39.6	0	0.0	0	0.0	63	59.4	0	0.0	1	0.9
	2016	105	45	42.9	0	0.0	0	0.0	59	56.2	0	0.0	1	1.0
	2017	142	59	41.5	0	0.0	0	0.0	81	57.0	2	1.4	0	0.0
KN-5	2015	660	278	42.1	0	0.0	2	0.3	374	56.7	3	0.5	3	0.5
	2016	632	276	43.7	0	0.0	2	0.3	348	55.1	2	0.3	4	0.6
	2017	635	279	43.9	0	0.0	0	0.0	342	53.9	10	1.6	4	0.6

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	
KN	2015	103	98	95.1	30	29.1	1	1.0	33	32.0	1	1.0	45	43.7	52.4	47.6	1.0
	2016	90	83	92.2	39	43.3	2	2.2	42	46.7	3	3.3	42	46.7	52.2	47.8	2.2
	2017	68	64	94.1	22	32.4	5	7.4	24	35.3	0	0.0	28	41.2	47.1	52.9	4.4
1	2015	109	107	98.2	45	41.3	5	4.6	55	50.5	3	2.8	14	12.8	49.5	50.5	6.4
	2016	107	106	99.1	31	29.0	6	5.6	32	29.9	6	5.6	21	19.6	54.2	45.8	2.8
	2017	103	100	97.1	42	40.8	13	12.6	51	49.5	6	5.8	18	17.5	54.4	45.6	6.8
2	2015	106	103	97.2	46	43.4	6	5.7	76	71.7	10	9.4	11	10.4	56.6	43.4	5.7
	2016	99	99	100.0	48	48.5	6	6.1	56	56.6	9	9.1	15	15.2	47.5	52.5	4.0
	2017	106	103	97.2	38	35.8	7	6.6	41	38.7	12	11.3	18	17.0	50.9	49.1	1.9
3	2015	131	125	95.4	52	39.7	12	9.2	99	75.6	11	8.4	13	9.9	55.7	44.3	5.3
	2016	108	107	99.1	46	42.6	8	7.4	70	64.8	13	12.0	16	14.8	57.4	42.6	1.9
	2017	101	99	98.0	47	46.5	8	7.9	55	54.5	7	6.9	11	10.9	47.5	52.5	1.0
4	2015	105	99	94.3	42	40.0	10	9.5	84	80.0	7	6.7	15	14.3	48.6	51.4	2.9
	2016	123	121	98.4	47	38.2	9	7.3	85	69.1	15	12.2	19	15.4	48.0	52.0	0.0
	2017	115	111	96.5	53	46.1	11	9.6	89	77.4	14	12.2	11	9.6	56.5	43.5	0.0
5	2015	106	106	100.0	41	38.7	20	18.9	82	77.4	11	10.4	8	7.5	43.4	56.6	0.0
	2016	105	102	97.1	44	41.9	12	11.4	82	78.1	15	14.3	18	17.1	53.3	46.7	0.0
	2017	142	139	97.9	53	37.3	17	12.0	106	74.6	19	13.4	18	12.7	49.3	50.7	0.7
KN-5	2015	660	638	96.7	256	38.8	54	8.2	429	65.0	43	6.5	106	16.1	51.2	48.8	3.6
	2016	632	618	97.8	255	40.3	43	6.8	367	58.1	61	9.7	131	20.7	52.1	47.9	1.7
	2017	635	616	97.0	255	40.2	61	9.6	366	57.6	58	9.1	104	16.4	51.2	48.8	2.2

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	2015	99	13,283	95	95.8	12,675	95.4	34	34.3	19.2	84	11,627	84.8	87.5
	2016	88	12,185	84	95.6	11,638	95.5	27	30.6	19.3	79	10,883	89.6	89.3
	2017	68	11,388	64	94.6	10,888	95.6	24	35.2	19.6	55	10,240	80.7	89.9
1	2015	108	13,984	104	95.9	13,437	96.1	25	23.1	18.1	95	12,405	87.6	88.7
	2016	106	13,397	102	96.3	12,877	96.1	30	28.4	18.1	93	12,066	87.9	90.1
	2017	101	12,278	97	96.1	11,800	96.1	27	26.7	18.4	89	11,169	88.0	91.0
2	2015	108	13,916	104	95.9	13,422	96.4	24	22.2	16.6	93	12,453	86.0	89.5
	2016	95	13,532	92	96.8	13,066	96.6	24	25.3	16.6	84	12,286	88.6	90.8
	2017	102	12,938	98	96.1	12,476	96.4	29	28.3	16.9	86	11,850	84.0	91.6
3	2015	129	13,237	124	96.2	12,793	96.6	29	22.5	16.2	116	11,910	89.9	90.0
	2016	109	13,328	106	96.8	12,911	96.9	22	20.1	15.3	98	12,216	89.6	91.7
	2017	96	13,158	93	96.6	12,734	96.8	27	28.1	15.9	85	12,162	88.5	92.4
4	2015	101	12,745	98	96.4	12,343	96.9	27	26.6	16.2	88	11,520	86.8	90.4
	2016	120	12,688	116	96.7	12,300	96.9	26	21.7	15.8	107	11,676	89.4	92.0
	2017	110	12,873	106	96.6	12,467	96.8	22	20.0	15.4	102	11,953	92.8	92.9
5	2015	107	12,122	103	96.5	11,747	96.9	16	14.9	6.6	94	11,052	87.8	91.2
	2016	103	12,178	99	96.5	11,815	97.0	9	8.7	5.7	90	11,217	87.3	92.1
	2017	131	12,220	128	97.1	11,838	96.9	6	4.6	6.1	117	11,367	89.1	93.0
KN-5	2015	653	79,286	628	96.1	76,417	96.4	155	23.7	15.6	570	70,967	87.3	89.5
	2016	621	77,308	599	96.5	74,608	96.5	138	22.2	15.2	551	70,344	88.7	91.0
	2017	609	74,855	586	96.3	72,203	96.5	135	22.2	15.3	534	68,741	87.7	91.8

C.A. TATUM, JR. ELEMENTARY SCHOOL (155)   **9**

Teachers: 38

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	47.4
Hispanic	9	23.7
White	7	18.4
Multiple	3	7.9
Other	1	2.6

Gender	Number	Percentage
Female	29	76.3
Male	9	23.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	6.4	81.6
2015-16	7.9	78.4
2016-17	7.3	72.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.6
1	3	7.9
2	2	5.3
3	1	2.6
4	4	10.5
5	0	0.0
1-3	6	15.8
More than 3	31	81.6
1 - 5	10	26.3
6 - 10	6	15.8
11 - 20	17	44.7
More than 20	4	10.5

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		51.1	80.6	59.4	*	83.3	50.0		57.5	66.7	62.0	59.1	79
	2016		38.5	33.3	36.5	*	*	19.2		40.6	37.0	39.0	58.1	59
	2017	*	39.5	50.0	40.8	*	*	33.3		38.5	44.8	41.8	59.5	55
4	2015		46.7	52.9	49.0	*	*	37.2		46.7	50.0	48.4	55.9	62
	2016		54.9	76.0	59.4	*	66.7	38.5		57.1	64.3	61.0	62.6	77
	2017	*	35.1	37.5	40.0	*	*	18.9		35.3	47.8	40.4	56.4	57
5	2015		62.2	88.4	75.3	40.0	88.0	71.4		68.6	83.0	76.8	74.6	82
	2016		51.2	80.5	65.7	16.7	88.5	64.1		58.1	73.2	65.5	70.6	84
	2017	*	50.0	87.8	63.2	0.0	100.0	53.8		59.2	71.4	65.3	71.7	98
3-5	2015		52.7	79.1	62.7	42.1	82.4	55.1		58.1	68.6	63.7	63.5	223
	2016		48.9	69.0	55.4	9.1	79.4	47.3		52.7	60.9	56.8	63.9	220
	2017	*	42.7	69.0	50.8	0.0	85.0	40.5		46.8	58.4	52.4	62.7	210

	NUMBER TESTED IN GRADES 3-5												
2015		129	91	193	19	34	158		105	118	223	22,443
2016		133	84	186	11	34	129		110	110	220	22,529
2017	4	131	71	191	12	20	111		109	101	210	23,084

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		23	6	28	*	1	26		17	13	30	2,981	79
	2016		24	12	33	*	*	21		19	17	36	3,114	59
	2017	*	23	7	29	*	*	6		16	16	32	3,014	55
4	2015		24	8	26	*	*	27		16	16	32	3,197	62
	2016		23	6	26	*	2	24		15	15	30	2,728	77
	2017	*	24	10	33	*	*	30		22	12	34	3,323	57
5	2015		14	5	18	6	3	18		11	8	19	2,004	82
	2016		21	8	24	5	3	23		18	11	29	2,294	84
	2017	*	28	5	32	6	0	30		20	14	34	2,269	98
3-5	2015		61	19	72	11	6	71		44	37	81	8,182	223
	2016		68	26	83	10	7	68		52	43	95	8,136	220
	2017	*	75	22	94	12	3	66		58	42	100	8,606	210

					NUMBER TESTED IN GRADES 3-5								
2015		129	91	193	19	34	158		105	118	223	22,443
2016		133	84	186	11	34	129		110	110	220	22,529
2017	4	131	71	191	12	20	111		109	101	210	23,084

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		19.1	35.5	23.2	*	33.3	11.5		22.5	28.2	25.3	26.4	79
	2016		23.1	27.8	25.0	*	*	15.4		25.0	29.6	27.1	29.2	59
	2017	*	18.4	28.6	22.4	*	*	33.3		23.1	20.7	21.8	32.9	55
4	2015		17.8	29.4	19.6	*	*	9.3		13.3	28.1	21.0	27.3	62
	2016		19.6	20.0	17.2	*	16.7	7.7		22.9	16.7	19.5	28.6	77
	2017	*	18.9	25.0	23.6	*	*	8.1		29.4	17.4	24.6	32.4	57
5	2015		13.5	25.6	20.5	0.0	28.0	14.3		17.1	21.3	19.5	29.2	82
	2016		18.6	34.1	22.9	16.7	34.6	18.8		25.6	26.8	26.2	36.3	84
	2017	*	16.1	53.7	33.3	0.0	66.7	21.5		32.7	30.6	31.6	38.2	98
3-5	2015		17.1	29.7	21.2	5.3	26.5	12.0		18.1	25.4	22.0	27.7	223
	2016		20.3	28.6	21.5	9.1	29.4	14.7		24.5	23.6	24.1	31.4	220
	2017	*	17.6	42.3	27.7	0.0	60.0	18.0		29.4	24.8	27.1	34.6	210

	NUMBER TESTED IN GRADES 3-5												
2015		129	91	193	19	34	158		105	118	223	22,443
2016		133	84	186	11	34	129		110	110	220	22,529
2017	4	131	71	191	12	20	111		109	101	210	23,084

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		10.6	16.1	11.6	*	0.0	0.0		12.5	12.8	12.7	13.1	79
	2016		7.7	22.2	11.5	*	*	3.8		15.6	11.1	13.6	15.2	59
	2017	*	5.3	7.1	4.1	*	*	11.1		11.5	0.0	5.5	20.0	55
4	2015		4.4	11.8	5.9	*	*	2.3		3.3	9.4	6.5	12.2	62
	2016		11.8	8.0	9.4	*	0.0	2.6		11.4	9.5	10.4	13.4	77
	2017	*	8.1	18.8	9.1	*	*	5.4		11.8	8.7	10.5	16.9	57
5	2015		2.7	7.0	5.5	0.0	8.0	3.2		2.9	6.4	4.9	14.2	82
	2016		7.0	9.8	7.1	0.0	11.5	4.7		7.0	9.8	8.3	16.6	84
	2017	*	7.1	24.4	14.9	0.0	20.0	4.6		14.3	14.3	14.3	19.4	98
3-5	2015		6.2	11.0	7.8	5.3	5.9	1.9		6.7	9.3	8.1	13.2	223
	2016		9.0	11.9	9.1	0.0	8.8	3.9		10.9	10.0	10.5	15.1	220
	2017	*	6.9	19.7	10.5	0.0	25.0	5.4		12.8	8.9	11.0	18.8	210

		NUMBER TESTED IN GRADE 3-5											
2015		129	91	193	19	34	158		105	118	223	22,443
2016		133	84	186	11	34	129		110	110	220	22,529
2017	4	131	71	191	12	20	111		109	101	210	23,084

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	2015	62.9	54.4	58.2
	2016	54.5	53.2	47.1
	2017	61.8	49.1	51.4
4	2015	49.0	56.7	49.4
	2016	63.1	56.6	53.8
	2017	55.7	53.1	44.9
5	2015	61.7	66.0	60.5
	2016	62.9	61.9	59.6
	2017	62.4	63.3	61.2
3-5	2015	58.6	59.3	56.6
	2016	60.7	57.7	54.2
	2017	60.4	56.8	54.2

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015		59.1	82.4	64.0	*	*	61.9		72.4	59.4	65.6	57.9	61
	2016		53.8	65.2	55.6	*	*	35.1		50.0	61.9	56.6	57.3	76
	2017	*	43.6	50.0	47.4	*	*	36.8		45.5	50.0	47.5	54.4	59

	NUMBER TESTED IN GRADE 4												
2015		44	17	50	5	3	42		29	32	61	7,215
2016		52	23	63	2	4	37		34	42	76	7,239
2017	2	39	16	57	5	2	38		33	26	59	7,530

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**		18	3	18	*	*	16		8	13	21	3,041	61
	2016		24	8	28	*	*	24		17	16	33	3,090	76
	2017	*	22	8	30	*	*	24		18	13	31	3,435	59

		NUMBER TESTED IN GRADE 4											
2015		44	17	50	5	3	42		29	32	61	7,215	
2016		52	23	63	2	4	37		34	42	76	7,239	
2017	2	39	16	57	5	2	38		33	26	59	7,530	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**		15.9	17.6	16.0	*	*	9.5		17.2	15.6	16.4	19.5	61
	2016		23.1	21.7	20.6	*	*	2.7		17.6	26.2	22.4	28.7	76
	2017	*	17.9	25.0	21.1	*	*	5.3		24.2	19.2	22.0	26.0	59

		NUMBER TESTED IN GRADE 4											
2015		44	17	50	5	3	42		29	32	61	7,215
2016		52	23	63	2	4	37		34	42	76	7,239
2017	2	39	16	57	5	2	38		33	26	59	7,530

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**		2.3	5.9	2.0	*	*	2.4		0.0	6.3	3.3	4.1	61
	2016		7.7	8.7	6.3	*	*	0.0		2.9	11.9	7.9	10.9	76
	2017	*	0.0	0.0	1.8	*	*	0.0		3.0	0.0	1.7	7.4	59

						NUMBER TESTED IN GRADE 4								
2015		44	17	50	5	3	42		29	32	61	7,215
2016		52	23	63	2	4	37		34	42	76	7,239
2017	2	39	16	57	5	2	38		33	26	59	7,530

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	**2015**	4.1	4.1	54.6	56.1
	2016	—	3.6	55.0	60.7
	2017	—	4.2	51.3	53.7

[1]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=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, only one composition was required.

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		40.4	64.9	52.7	25.0	60.8	49.0		53.7	56.9	55.2	63.8	125
	2016		25.6	59.4	45.8	*	58.7	47.9		47.5	47.7	47.6	65.3	105
	2017	*	44.7	68.4	58.4	*	71.7	66.0		56.5	61.5	59.2	70.0	98
4	2015		33.3	66.7	51.2	0.0	72.5	47.5		58.0	44.9	51.5	60.4	99
	2016		23.5	67.2	46.5	*	73.2	41.9		48.1	45.9	46.9	63.5	113
	2017	*	16.2	47.8	37.9	*	51.9	35.6		34.9	42.2	38.0	68.1	108
5	2015		37.8	75.9	60.2	18.2	77.5	53.8		59.1	60.4	59.8	66.4	97
	2016		59.1	63.5	63.4	16.7	59.5	57.3		56.9	66.7	61.5	79.6	96
	2017	*	48.2	69.3	60.2	22.2	67.3	52.5		57.8	61.8	59.8	80.6	132
3-5	2015		37.2	68.8	54.6	16.0	69.5	50.0		56.5	54.4	55.5	63.5	321
	2016		35.8	63.3	51.3	8.3	63.7	49.1		50.6	52.7	51.6	69.3	314
	2017	*	38.2	61.8	52.3	23.5	63.3	49.4		49.1	56.4	52.7	72.7	338

					NUMBER TESTED IN GRADES 3-5								
2015		129	189	280	25	131	220		161	160	321	36,965
2016		134	177	277	12	124	220		164	150	314	36,959
2017	4	131	199	310	17	147	239		173	165	338	37,278

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		28	27	52	6	20	49		31	25	56	4,652	125
	2016		29	26	52	*	19	37		32	23	55	4,478	105
	2017	*	21	18	37	*	13	18		20	20	40	3,851	98
4	2015		30	18	40	6	11	42		21	27	48	4,897	99
	2016		39	20	53	*	11	43		27	33	60	4,463	113
	2017	*	31	35	64	*	25	56		41	26	67	4,016	108
5	2015		23	14	35	9	9	36		18	21	39	3,958	97
	2016		18	19	30	5	15	32		22	15	37	2,412	96
	2017	*	29	23	47	7	16	47		27	26	53	2,308	132
3-5	2015		81	59	127	21	40	127		70	73	143	13,507	321
	2016		86	65	135	11	45	112		81	71	152	11,353	314
	2017	*	81	76	148	13	54	121		88	72	160	10,175	338

		NUMBER TESTED IN GRADES 3-5											
2015		129	189	280	25	131	220		161	160	321	36,965
2016		134	177	277	12	124	220		164	150	314	36,959
2017	4	131	199	310	17	147	239		173	165	338	37,278

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		6.4	27.3	18.2	0.0	25.5	14.6		22.4	15.5	19.2	28.2	125
	2016		7.7	31.3	22.9	*	34.8	23.9		27.9	15.9	22.9	32.6	105
	2017	*	15.8	33.3	25.8	*	37.0	34.0		32.6	19.2	25.5	39.9	98
4	2015		4.4	14.8	11.0	0.0	20.0	10.0		14.0	6.1	10.1	22.4	99
	2016		13.7	26.2	20.2	*	29.3	17.6		25.0	16.4	20.4	28.9	113
	2017	*	2.7	26.9	18.4	*	28.8	17.2		20.6	15.6	18.5	39.4	108
5	2015		10.8	37.9	27.3	0.0	40.0	20.5		18.2	34.0	26.8	30.5	97
	2016		9.1	17.3	11.0	0.0	16.2	9.3		13.7	13.3	13.5	35.3	96
	2017	*	7.1	33.3	21.2	0.0	30.6	16.2		23.4	20.6	22.0	42.4	132
3-5	2015		7.0	27.0	18.9	0.0	28.2	15.0		18.6	18.8	18.7	27.0	321
	2016		10.4	25.4	18.4	0.0	27.4	16.8		22.6	15.3	19.1	32.3	314
	2017	*	8.4	31.2	21.6	0.0	32.0	20.5		24.9	18.8	21.9	40.5	338

		NUMBER TESTED IN GRADES 3-5											
2015		129	189	280	25	131	254		161	160	321	36,965
2016		134	177	277	12	124	220		164	150	314	36,959
2017	4	131	199	310	17	147	239		173	165	338	37,278

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		0.0	10.4	7.3	0.0	9.8	5.2		7.5	5.2	6.4	9.0	125
	2016		0.0	12.5	8.3	*	13.0	9.9		13.1	2.3	8.6	12.5	105
	2017	*	5.3	14.0	10.1	*	17.4	15.1		13.0	7.7	10.2	19.9	98
4	2015		0.0	9.3	6.1	0.0	12.5	6.3		6.0	4.1	5.1	10.1	99
	2016		2.0	11.5	7.1	*	14.6	8.1		11.5	3.3	7.1	14.6	113
	2017	*	2.7	11.9	9.7	*	13.5	8.0		9.5	8.9	9.3	22.1	108
5	2015		0.0	12.1	8.0	0.0	12.5	6.4		6.8	7.5	7.2	11.8	97
	2016		2.3	1.9	1.2	0.0	2.7	2.7		2.0	2.2	2.1	13.9	96
	2017	*	1.8	16.0	10.2	0.0	12.2	6.1		10.9	8.8	9.8	19.3	132
3-5	2015		0.0	10.6	7.1	0.0	11.5	5.9		6.8	5.6	6.2	10.3	321
	2016		1.5	9.0	5.8	0.0	10.5	6.8		9.1	2.7	6.1	13.6	314
	2017	*	3.1	14.1	10.0	0.0	14.3	8.8		11.0	8.5	9.8	20.4	338

		NUMBER TESTED IN GRADE 3-5											
2015		129	189	280	25	131	254		161	160	321	36,965
2016		134	177	277	12	124	220		164	150	314	36,959
2017	4	131	199	310	17	147	239		173	165	338	37,278

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	**2015**	56.1	51.6	47.3	49.3
	2016	57.0	50.8	54.7	54.8
	2017	55.0	61.9	54.4	50.8
4	**2015**	59.8	50.9	34.5	50.9
	2016	63.6	48.9	37.0	51.7
	2017	59.1	43.2	38.8	50.0
5	**2015**	52.6	53.0	50.6	53.1
	2016	49.0	52.6	50.7	56.3
	2017	55.2	54.5	51.9	52.1
3-5	**2015**	56.2	51.8	44.3	51.0
	2016	56.9	50.7	47.1	54.1
	2017	56.4	53.0	48.4	51.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015		35.1	40.0	36.9	18.2	40.5	28.8		33.3	41.2	37.6	57.1	93
	2016		50.0	68.4	58.3	*	*	45.2		54.8	56.7	55.7	66.1	61
	2017	*	46.4	55.4	52.1	18.2	41.7	42.9		51.6	51.5	51.5	65.9	132

	NUMBER TESTED IN GRADE 5												
2015		37	55	84	11	37	73		42	51	93	9,453
2016		42	19	48	5	4	42		31	30	61	9,626
2017	2	56	74	119	11	48	98		64	68	132	9,759

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NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015		24	33	53	9	22	52		28	30	58	4059	93
	2016		21	6	20	*	*	23		14	13	27	3263	61
	2017	*	30	33	57	9	28	56		31	33	64	3328	132

		NUMBER TESTED IN GRADE 5											
2015		37	55	84	11	37	73		42	51	93	9,453
2016		42	19	48	5	4	42		31	30	61	9,626
2017	2	56	74	119	11	48	98		64	68	132	9,759

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015		2.7	10.9	8.3	0.0	13.5	6.8		4.8	9.8	7.5	21.8	93
	2016		14.3	21.1	18.8	*	*	11.9		12.9	20.0	16.4	26.7	61
	2017	*	14.3	27.0	21.8	0.0	16.7	12.2		20.3	23.5	22.0	33.0	132

	NUMBER TESTED IN GRADE 5												
2015		37	55	84	11	37	73		42	51	93	9,453
2016		42	19	48	5	4	42		31	30	61	9,626
2017	2	56	74	119	11	48	98		64	68	132	9,759

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	**2015**		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.3	93
	2016		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	6.7	61
	2017	*	5.4	5.4	5.9	0.0	2.1	1.0		3.1	7.4	5.3	12.8	132

		NUMBER TESTED IN GRADE 5											
2015		37	55	84	11	37	73		42	51	93	9,453
2016		42	19	48	5	4	42		31	30	61	9,626
2017	2	56	74	119	11	48	98		64	68	132	9,759

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	**2015**	53.1	57.4	47.9	51.8
	2016	59.8	63.6	56.3	61.8
	2017	49.7	59.0	63.7	55.6

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2015**			54.3	56.1	*	53.3	54.5		48.1	63.2	54.3	66.0	46
	2016			65.2	65.9		65.9	66.7		58.6	76.5	65.2	66.0	46
	2017			72.7	70.7	*	72.7	72.7		65.0	79.2	72.7	66.0	44
4	**2015**			73.0	74.2	*	73.0	73.0		70.0	76.5	73.0	64.2	37
	2016			58.5	56.4	*	57.5	57.5		44.4	69.6	58.5	61.2	41
	2017			66.7	64.6	*	65.3	65.3		56.7	81.0	66.7	64.2	51
5	**2015**			62.5	60.0	*	62.5	62.5		60.0	66.7	62.5	83.5	16
	2016			44.4	38.5	*	44.4	44.4		27.3	71.4	44.4	79.1	18
	2017			68.4	65.6	*	68.4	68.4		58.8	76.2	68.4	87.3	38
3-5	**2015**			62.6	63.2	0.0	62.2	62.9		57.9	69.0	62.6	70.1	99
	2016			59.0	58.3	*	58.8	59.2		48.3	72.3	59.0	68.0	105
	2017			69.2	66.9	*	68.7	68.7		59.7	78.8	69.2	71.3	133

	NUMBER TESTED IN GRADES 3-5												
2015			99	87	6	98	97		57	42	99	14,919
2016			105	96	3	102	103		58	47	105	14,879
2017			133	121	5	131	131		67	66	133	14,762

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015			21	18	*	21	20		14	7	21	1,922	46
	2016			16	15		15	15		12	4	16	1,905	46
	2017			12	12	*	12	12		7	5	12	1,887	44
4	2015			10	8	*	10	10		6	4	10	1,867	37
	2016			17	17	*	17	17		10	7	17	1,974	41
	2017			17	17	*	17	17		13	4	17	1,830	51
5	2015			6	6	*	6	6		4	2	6	669	16
	2016			10	8	*	10	10		8	2	10	876	18
	2017			12	11	*	12	12		7	5	12	521	38
3-5	2015			37	32	6	37	36		24	13	37	4,458	99
	2016			43	40	*	42	42		30	13	43	4,755	105
	2017			41	40	*	41	41		27	14	41	4,238	133

				NUMBER TESTED IN GRADES 3-5									
2015			99	87	6	98	97		57	42	99	14,919
2016			105	96	3	102	103		58	47	105	14,879
2017			133	121	5	131	131		67	66	133	14,762

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2015**			19.6	22.0	*	17.8	18.2		11.1	31.6	19.6	30.0	46
	2016			34.8	34.1		34.1	35.6		37.9	29.4	34.8	36.9	46
	2017			45.5	43.9	*	45.5	45.5		50.0	41.7	45.5	39.2	44
4	**2015**			29.7	32.3	*	29.7	29.7		15.0	47.1	29.7	29.8	37
	2016			24.4	23.1	*	22.5	22.5		16.7	30.4	24.4	35.5	41
	2017			33.3	33.3	*	32.7	32.7		26.7	42.9	33.3	36.0	51
5	**2015**			18.8	20.0	*	18.8	18.8		10.0	33.3	18.8	39.4	16
	2016			22.2	23.1	*	22.2	22.2		9.1	42.9	22.2	43.3	18
	2017			28.9	31.3	*	28.9	28.9		23.5	33.3	28.9	49.1	38
3-5	**2015**			23.2	25.3	0.0	22.4	22.7		12.3	38.1	23.2	32.5	99
	2016			28.6	28.1	*	27.5	28.2		25.9	31.9	28.6	38.2	105
	2017			36.1	36.4	*	35.9	35.9		32.8	39.4	36.1	40.8	133

				NUMBER TESTED IN GRADES 3-5									
2015			99	87	6	98	97		57	42	99	14,919
2016			105	96	3	102	103		58	47	105	14,879
2017			133	121	5	131	131		67	66	133	14,762

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015			8.7	9.8	*	6.7	6.8		7.4	10.5	8.7	16.1	46
	2016			23.9	22.7		22.7	24.4		31.0	11.8	23.9	21.4	46
	2017			34.1	31.7	*	34.1	34.1		40.0	29.2	34.1	25.4	44
4	2015			2.7	3.2	*	2.7	2.7		0.0	5.9	2.7	11.6	37
	2016			12.2	12.8	*	10.0	10.0		11.1	13.0	12.2	16.6	41
	2017			13.7	14.6	*	12.2	12.2		13.3	14.3	13.7	17.3	51
5	2015			6.3	6.7	*	6.3	6.3		0.0	16.7	6.3	13.9	16
	2016			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	13.6	18
	2017			5.3	6.3	*	5.3	5.3		0.0	9.5	5.3	22.7	38
3-5	2015			6.1	6.9	0.0	5.1	5.2		3.5	9.5	6.1	14.0	99
	2016			15.2	15.6	*	13.7	14.6		19.0	10.6	15.2	17.5	105
	2017			18.0	18.2	*	17.6	17.6		17.9	18.2	18.0	21.9	133

				NUMBER TESTED IN GRADE 3-5										
2015			99	87	6	98	97		57	42	99	14,919
2016			105	96	3	102	103		58	47	105	14,879
2017			133	121	5	131	131		67	66	133	14,762

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2015	49.3	52.2	50.8
	2016	67.8	56.9	62.5
	2017	74.5	63.5	65.6
4	2015	62.2	62.3	61.0
	2016	59.5	55.8	62.3
	2017	48.8	66.4	63.8
5	2015	51.3	60.2	48.2
	2016	60.0	53.5	52.6
	2017	55.6	58.2	53.2
3-5	2015	54.4	57.3	54.2
	2016	63.2	55.9	60.7
	2017	59.2	63.1	61.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015			71.1	78.1	*	71.1	71.1		60.0	83.3	71.1	67.9	38
	2016			79.1	78.0	*	78.6	78.6		65.0	91.3	79.1	71.7	43
	2017			76.5	75.0	*	76.0	76.0		66.7	90.5	76.5	70.3	51

	NUMBER TESTED IN GRADE 4												
2015			38	32	2	38	38		20	18	38	5,247
2016			43	41	1	42	42		20	23	43	5,116
2017			51	48	1	50	50		30	21	51	5,207

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015			11	7	*	11	11		8	3	11	1,685	38
	2016			9	9	*	9	9		7	2	9	1,449	43
	2017			12	12	*	12	12		10	2	12	1,548	51

	NUMBER TESTED IN GRADE 4												
2015			38	32	2	38	38		20	18	38	5,247
2016			43	41	1	42	42		20	23	43	5,116
2017			51	48	1	50	50		30	21	51	5,207

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**			47.4	53.1	*	47.4	47.4		40.0	55.6	47.4	34.2	38
	2016			62.8	61.0	*	61.9	61.9		50.0	73.9	62.8	49.1	43
	2017			56.9	56.3	*	56.0	56.0		46.7	71.4	56.9	44.4	51

				NUMBER TESTED IN GRADE 4									
2015			38	32	2	38	38		20	18	38	5,247
2016			43	41	1	42	42		20	23	43	5,116
2017			51	48	1	50	50		30	21	51	5,207

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**			18.4	18.8	*	18.4	18.4		15.0	22.2	18.4	7.2	38
	2016			27.9	26.8	*	26.2	26.2		20.0	34.8	27.9	21.9	43
	2017			25.5	25.0	*	24.0	24.0		20.0	33.3	25.5	14.4	51

	NUMBER TESTED IN GRADE 4												
2015			38	32	2	38	38		20	18	38	5,247
2016			43	41	1	42	42		20	23	43	5,116
2017			51	48	1	50	50		30	21	51	5,207

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	**2015**	5.6	4.9	58.5	70.9
	2016	—	5.3	64.7	69.4
	2017	—	5.5	55.6	69.2

[1]Average score points (range 0-8). A STAAR composition is rated tw ice 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=betw een Very Limited and Basic; 4=Basic; 5=betw een Basic and Satisfactory; 6=Satisfactory; 7=betw een Satisfactory and Accomplished; 8=Accomplished

NOTE: Beginning in 2016, only one composition w as required.

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

Grade	Year	TERRANOVA/SUPERA READING				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	77.5	68.8	72.7	83.2	88
	2017	84.0	67.4	73.5	81.7	68
1	2015					
	2016	87.1	47.9	59.6	75.9	104
	2017	77.6	53.2	65.6	74.6	96
2	2015					
	2016	44.4	43.9	44.2	53.4	95
	2017	47.5	48.4	48.1	54.1	104
K-2	2015					
	2016	65.6	53.1	58.5	70.4	287
	2017	68.4	55.2	60.8	69.6	268
# Tested (GR K-2)	2015					
	2016	125	162	287	38023	
	2017	114	154	268	35,622	

Grade	Year	TERRANOVA/SUPERA MATHEMATICS				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	50.0	52.1	51.1	59.4	88
	2017	50.0	38.1	42.4	59.7	66
1	2015					
	2016	38.7	43.8	42.3	52.0	104
	2017	44.9	51.1	47.9	54.2	96
2	2015					
	2016	44.4	39.0	42.1	56.8	95
	2017	51.3	39.1	43.7	57.7	103
K-2	2015					
	2016	44.8	45.1	44.9	56.0	287
	2017	48.2	42.5	44.9	57.2	265
# Tested (GR K-2)	2015					
	2016	125	162	287	37912	
	2017	112	153	265	35,436	

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	2015													
K	2016	*	69.0	66.7	66.0	*	*	*		63.6	73.3	69.2	79.4	52
K	2017	*	63.6	83.3	67.4	*	*	*		50.0	80.8	67.4	77.8	46
1	2015													
1	2016		49.1	47.4	48.6	*		*		45.0	52.9	48.6	66.5	74
1	2017	*	53.3	55.6	52.7	*	*	55.6		42.9	64.3	53.6	63.3	56
2	2015													
2	2016	*	42.9	50.0	44.9	*	*	50.0		33.3	56.0	44.9	61.0	49
2	2017	*	51.0	46.7	48.5	*	*	*		44.4	56.3	50.0	60.0	68
K-2	2015													
K-2	2016	*	53.8	52.5	52.4	*	*	61.5		46.5	60.7	53.7	68.5	175
K-2	2017	*	55.0	61.1	54.9	27.3	*	58.8		45.2	66.3	55.9	66.5	170
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016	2	132	40	170	5	4	13		86	89	175	20,593	
# Tested (GR K-2)	2017	4	129	36	164	11	5	17		84	86	170	19,080	

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	2015													
K	2016	*	6	2	8	*	*	*		3	6	9	2,353	52
K	2017	*	3	2	5	*	*	*		2	3	5	1,995	46
1	2015													
1	2016		7	3	10	*		*		2	8	10	1,605	74
1	2017	*	5	1	5	*	*	1		2	4	6	1,502	56
2	2015													
2	2016	*	3	1	5	*	*	0		2	3	5	1,345	49
2	2017	*	8	1	9	*	*	*		5	4	9	1,298	68
K-2	2015													
K-2	2016	*	16	6	23	*	*	0		7	17	24	5,303	175
K-2	2017	*	16	4	19	0	*	3		9	11	20	4,795	170
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016	2	132	40	170	5	4	13		86	89	175	20,593	
# Tested (GR K-2)	2017	4	129	36	164	11	5	17		84	86	170	19,080	

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	2015													
	2016	*	52.4	66.7	53.2	*	*	*		50.0	60.0	55.8	72.6	52
	2017	*	33.3	66.7	41.9	*	*	*		15.0	61.5	41.3	70.8	46
1	2015													
	2016		27.3	31.6	28.4	*		*		22.5	35.3	28.4	50.2	74
	2017	*	26.7	33.3	25.5	*	*	22.2		17.9	35.7	26.8	48.9	56
2	2015													
	2016	*	20.0	38.5	26.0	*	*	11.1		20.0	32.0	26.0	46.7	50
	2017	*	49.0	40.0	47.0	*	*	*		33.3	62.5	47.1	46.9	68
K-2	2015													
	2016	*	33.3	41.5	34.5	*	*	21.4		28.7	42.7	35.8	55.8	176
	2017	*	37.2	47.2	38.4	0.0	*	35.3		23.8	53.5	38.8	54.8	170
# Tested (GR K-2)	2015													
	2016	2	132	41	171	5	5	14		87	89	176	20,570	
	2017	4	129	36	164	11	5	17		84	86	170	19,076	

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	2015													
	2016	*	2	0	2	*	*	*		0	3	3	1,583	52
	2017	*	2	1	3	*	*	*		0	3	3	1,348	46
1	2015													
	2016		3	1	4	*		*		2	2	4	733	74
	2017	*	1	0	1	*	*	0		0	1	1	712	56
2	2015													
	2016	*	0	0	0	*	*	0		0	0	0	977	50
	2017	*	7	0	7	*	*	*		4	3	7	985	68
K-2	2015													
	2016	*	5	1	6	*	*	0		2	5	7	3,293	176
	2017	*	10	1	11	0	*	0		4	7	11	3,045	170
# Tested (GR K-2)	2015													
	2016	2	132	41	171	5	5	14		87	89	176	20,570	
	2017	4	129	36	164	11	5	17		84	86	170	19,076	

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	2015													
	2016	*	50.0	51.1	50.0	*	50.0	50.0		53.2	48.8	51.1	59.5	88
	2017	*	34.4	51.5	45.2	*	50.0	50.0	*	31.3	52.9	42.4	59.7	66
1	2015													
	2016		41.8	42.9	42.7	*	40.0	38.7		35.7	50.0	42.3	52.2	104
	2017	*	46.7	44.7	46.2	*	45.0	42.6		37.3	58.1	46.8	54.4	94
2	2015													
	2016	*	31.4	48.3	42.1	*	50.0	44.4		45.5	39.2	42.1	56.9	95
	2017	*	39.2	50.0	42.0	*	52.8	51.3		34.0	54.0	43.7	57.9	103
K-2	2015													
	2016	*	41.7	47.4	44.6	16.7	47.4	44.8		44.2	45.7	44.9	56.1	287
	2017	*	40.6	48.5	44.3	18.2	49.0	47.3	*	34.6	55.1	44.5	57.3	263
# Tested (GR K-2)	2015													
	2016	2	132	152	280	6	116	125		147	140	287	37,758	
	2017	4	128	130	255	11	98	110	1	136	127	263	35,282	

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	2015													
	2016	*	4	4	8	*	4	4		3	6	9	2,114	88
	2017	*	1	5	6	*	2	3	*	1	5	6	1,868	66
1	2015													
	2016		4	4	8	*	1	1		4	4	8	1,519	104
	2017	*	3	4	7	*	3	3		4	3	7	1,607	94
2	2015													
	2016	*	2	6	9	*	5	5		6	3	9	2,167	95
	2017	*	5	5	10	*	4	4		3	7	10	2,111	103
K-2	2015													
	2016	*	10	14	25	0	10	10		13	13	26	5,800	287
	2017	*	9	14	23	1	9	10	*	8	15	23	5,586	263
# Tested (GR K-2)	2015													
	2016	2	132	152	280	6	116	125		147	140	287	37,758	
	2017	4	128	130	255	11	98	110	1	136	127	263	35,282	

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	2015													
	2016			77.8	77.1		77.8	77.8		68.0	100.0	77.8	87.5	36
	2017			86.4	85.7		86.4	86.4	*	76.9	100.0	86.4	85.8	22
1	2015													
	2016			86.7	89.7		86.7	86.7		81.3	92.9	86.7	87.2	30
	2017			82.5	82.1		82.5	82.5		82.6	82.4	82.5	87.7	40
2	2015													
	2016			43.5	43.5	*	43.5	43.5		35.0	50.0	43.5	44.0	46
	2017			44.4	42.9		45.7	45.7		41.2	47.4	44.4	46.9	36
K-2	2015													
	2016			66.1	66.4	*	66.1	66.1		60.7	72.5	66.1	72.7	112
	2017			69.4	68.4		70.1	70.1	*	67.9	71.1	69.4	73.2	98
# Tested (GR K-2)	2015													
	2016			112	110	1	112	112		61	51	112	17,430	
	2017			98	95		97	97	1	53	45	98	16,542	

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	2015													
	2016			10	9		10	10		7	3	10	3,369	36
	2017			7	7		7	7	*	3	4	7	3,098	22
1	2015													
	2016			6	6		6	6		2	4	6	2,597	30
	2017			10	10		10	10		4	6	10	2,483	40
2	2015													
	2016			2	2	*	2	2		1	1	2	334	46
	2017			4	4		4	4		2	2	4	383	36
K-2	2015													
	2016			18	17	*	18	18		10	8	18	6,300	112
	2017			21	21		21	21	*	9	12	21	5,964	98
# Tested (GR K-2)	2015													
	2016			112	110	1	112	112		61	51	112	17,430	
	2017			98	95		97	97	1	53	45	98	16,542	

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	2015													
	2016			75.0	74.3		75.0	75.0		80.0	63.6	75.0	85.4	36
	2017			54.5	52.4		54.5	54.5	*	30.8	88.9	54.5	83.5	22
1	2015													
	2016			53.3	55.2		53.3	53.3		50.0	57.1	53.3	69.4	30
	2017			47.5	46.2		47.5	47.5		30.4	70.6	47.5	69.5	40
2	2015													
	2016			41.3	41.3	*	41.3	41.3		35.0	46.2	41.3	38.6	46
	2017			44.4	45.7		42.9	42.9		47.1	42.1	44.4	42.0	36
K-2	2015													
	2016			55.4	55.5	*	55.4	55.4		57.4	52.9	55.4	64.2	112
	2017			48.0	47.4		47.4	47.4	*	35.8	62.2	48.0	64.7	98
# Tested (GR K-2)	2015													
	2016			112	110	1	112	112		61	51	112	17,429	
	2017			98	95		97	97	1	53	45	98	16,542	

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	2015													
K	2016			8	7		8	8		4	4	8	2,430	36
K	2017			2	2		2	2	*	2	0	2	2,063	22
1	2015													
1	2016			0	0		0	0		0	0	0	1,001	30
1	2017			4	4		4	4		1	3	4	947	40
2	2015													
2	2016			4	4	*	4	4		2	2	4	642	46
2	2017			3	3		3	3		0	3	3	655	36
K-2	2015													
K-2	2016			12	11	*	12	12		6	6	12	4,073	112
K-2	2017			9	9		9	9	*	3	6	9	3,665	98
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016			112	110	1	112	112		61	51	112	17,429	
# Tested (GR K-2)	2017			98	95		97	97	1	53	45	98	16,542	

C.A. TATUM, JR. ELEMENTARY SCHOOL (155)   **51**

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (23)	Beginning	12	52.2	15	65.2	20	87.0	19	82.6	19	82.6
	Intermediate	9	39.1	6	26.1	3	13.0	4	17.4	4	17.4
	Advanced	2	8.7	2	8.7	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (44)	Beginning	30	68.2	30	68.2	40	90.9	32	72.7	32	72.7
	Intermediate	13	29.5	13	29.5	3	6.8	11	25.0	11	25.0
	Advanced	0	0.0	1	2.3	1	2.3	1	2.3	1	2.3
	Advanced High	1	2.3	0	0.0	0	0.0	0	0.0	0	0.0
2 (36)	Beginning	5	13.9	7	19.4	22	61.1	14	38.9	11	30.6
	Intermediate	18	50.0	17	47.2	12	33.3	11	30.6	17	47.2
	Advanced	10	27.8	9	25.0	2	5.6	4	11.1	8	22.2
	Advanced High	3	8.3	3	8.3	0	0.0	7	19.4	0	0.0
3 (46)	Beginning	2	4.3	2	4.3	16	34.8	11	23.9	8	17.4
	Intermediate	23	50.0	21	45.7	17	37.0	15	32.6	18	39.1
	Advanced	19	41.3	21	45.7	11	23.9	14	30.4	16	34.8
	Advanced High	2	4.3	2	4.3	2	4.3	6	13.0	4	8.7
4 (52)	Beginning	1	1.9	1	1.9	6	11.5	10	19.2	6	11.5
	Intermediate	6	11.5	18	34.6	15	28.8	16	30.8	13	25.0
	Advanced	15	28.8	20	38.5	19	36.5	21	40.4	21	40.4
	Advanced High	30	57.7	13	25.0	12	23.1	5	9.6	12	23.1

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years / N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
–	Beginning		–		
–	Intermediate	–		–	
	Advanced	–	–	–	
	Advanced High	–	–	–	
41	Beginning	30			
	Intermediate	10	0		
10 (24.4%)	Advanced	0	0	1	
	Advanced High	0	0		0
34	Beginning	10			
	Intermediate	11	5		
16 (47.1%)	Advanced	0	5	3	
	Advanced High	0	0		0
45	Beginning	8			
	Intermediate	9	8		
23 (51.1%)	Advanced	1	9	6	
	Advanced High	0	2		2
49	Beginning	5			
	Intermediate	8	3		
28 (57.1%)	Advanced	1	7	13	
	Advanced High	0	0		12

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: / 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (51)	Beginning	2	3.9	4	7.8	4	7.8	6	11.8	5	9.8
	Intermediate	17	33.3	12	23.5	21	41.2	19	37.3	16	31.4
	Advanced	23	45.1	24	47.1	15	29.4	17	33.3	18	35.3
	Advanced High	9	17.6	11	21.6	11	21.6	9	17.6	12	23.5
ALL (252)	Beginning	52	20.6	59	23.4	108	42.9	92	36.5	81	32.1
	Intermediate	86	34.1	87	34.5	71	28.2	76	30.2	79	31.3
	Advanced	69	27.4	77	30.6	48	19.0	57	22.6	64	25.4
	Advanced High	45	17.9	29	11.5	25	9.9	27	10.7	28	11.1

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
46 17 (37.0%)	Beginning	3			
	Intermediate	2	11		
	Advanced	0	3	15	
	Advanced High	0	0	12	
215 94 (43.7%)	Beginning	56			
	Intermediate	40	27		
	Advanced	2	24	38	
	Advanced High	0	2	26	

Indicates students who progressed at least one level from 2016 to 2017.

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PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
KN	22	7	31.8	6	27.3	*	*	*	*	*	*	*	*
1	8	*	*	*	*	*	*	*	*				
2	6	*	*	*	*	*	*			*	*		
5	10	*	*			*	*			*	*	*	*
ALL	46	12	26.1	9	19.6	11	23.9	6	13.0	*	*	*	*

SEMESTER 1 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

| 62 | 71.2 | 74.6 | | | 62.9 | | 85.6 | |

KINDERGARTEN READING

| 40 | 73.2 | 82.1 | | | 80.0 | | 92.8 | |

KINDERGARTEN READING SPANISH

| 23 | 77.3 | 82.5 | | | 91.3 | | 94.5 | |

GRADE 1 MATHEMATICS

| 93 | 80.4 | 82.7 | | | 82.8 | | 82.8 | |

GRADE 1 MATHEMATICS SPANISH

| 2 | * | * | | | * | | 89.2 | |

GRADE 1 READING

| 54 | 73.3 | 80.0 | | | 90.7 | | 90.4 | |

GRADE 1 READING SPANISH

| 42 | 77.5 | 77.5 | | | 81.0 | | 91.4 | |

GRADE 2 MATHEMATICS

| 93 | 64.1 | 76.0 | 76.6 | | 63.4 | 83.9 | 80.7 | 91.6 |

GRADE 2 READING

| 56 | 64.2 | 76.1 | 82.8 | | 60.7 | 92.9 | 77.0 | 89.0 |

GRADE 2 READING SPANISH

| 37 | 81.6 | 81.6 | 74.3 | | 73.0 | 89.2 | 79.9 | 93.2 |

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

KINDERGARTEN READING

KINDERGARTEN READING SPANISH

GRADE 1 MATHEMATICS

GRADE 1 MATHEMATICS SPANISH

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

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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 MATHEMATICS

| 89 | 57.8 | 71.8 | 75.1 | | 51.7 | 85.4 | 60.9 | 88.5 |

GRADE 3 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 44.3 | * |

GRADE 3 READING

| 47 | 48.2 | 65.5 | 75.5 | | 36.2 | 85.1 | 56.4 | 85.8 |

GRADE 3 READING SPANISH

| 42 | 54.9 | 69.9 | 78.8 | | 54.8 | 85.7 | 59.9 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 50 | 60.5 | 67.1 | 77.6 | | 52.0 | 86.0 | 58.3 | 90.0 |

GRADE 4 LANGUAGE ARTS SPANISH

| 51 | 72.5 | 72.5 | 82.1 | | 70.6 | 86.3 | 67.8 | 90.2 |

GRADE 4 MATHEMATICS

| 101 | 51.3 | 70.8 | 77.9 | | 49.5 | 91.1 | 64.7 | 90.3 |

GRADE 4 READING

| 50 | 53.2 | 68.8 | 75.9 | | 52.0 | 86.0 | 68.1 | 90.5 |

GRADE 4 READING SPANISH

| 51 | 64.9 | 76.6 | 82.1 | | 78.4 | 86.3 | 74.8 | 90.2 |

GRADE 5 MATHEMATICS

| 121 | 54.4 | 69.6 | 75.9 | | 48.8 | 90.1 | 63.5 | 90.2 |

GRADE 5 READING

| 86 | 68.0 | 76.0 | 77.8 | | 67.4 | 83.7 | 70.8 | 90.8 |

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 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 READING

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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 SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
36	53.4	68.9	73.7		50.0	80.6	75.7	93.7

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
119	70.6	70.6	78.8		52.1	91.6	67.9	93.3

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
3	*	*	*		*	*	69.6	*

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 SPANISH

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

GRADE 5 SCIENCE

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

GRADE 5 SCIENCE SPANISH

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