

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



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

School Number 212

August 14, 2017

# HARRY STONE MONTESSORI VANGUARD

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## **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
PK	52
KN	46
1	44
2	54
3	52
4	51
5	43
ALL	342

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	161	47.1	8	36.4
American Indian/Alaska Native	2	0.6	*	*
Asian/Hawaiian/Pacific Islander	2	0.6	*	*
Hispanic	150	43.9	2	9.1
White	23	6.7	8	36.4
Multiple	3	0.9	3	13.6
Other* (teachers only)	—	—	1	4.5
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	67	19.6
Economically disadvantaged	195	57.0
Limited English proficient (LEP)	45	13.2
Special education	4	1.2
Talented and Gifted (TAG)	108	31.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2015	43	21	48.8	0	0.0	0	0.0	14	32.6	6	14.0	2	4.7
	2016	40	21	52.5	0	0.0	0	0.0	14	35.0	5	12.5	0	0.0
	2017	52	24	46.2	0	0.0	1	1.9	25	48.1	2	3.8	0	0.0
KN	2015	45	20	44.4	0	0.0	0	0.0	20	44.4	5	11.1	0	0.0
	2016	44	21	47.7	0	0.0	0	0.0	16	36.4	6	13.6	1	2.3
	2017	46	22	47.8	0	0.0	0	0.0	19	41.3	5	10.9	0	0.0
1	2015	51	27	52.9	0	0.0	0	0.0	18	35.3	4	7.8	2	3.9
	2016	51	22	43.1	0	0.0	0	0.0	24	47.1	5	9.8	0	0.0
	2017	44	18	40.9	0	0.0	0	0.0	21	47.7	4	9.1	1	2.3
2	2015	50	22	44.0	0	0.0	0	0.0	24	48.0	3	6.0	1	2.0
	2016	51	28	54.9	0	0.0	0	0.0	18	35.3	4	7.8	1	2.0
	2017	54	22	40.7	0	0.0	0	0.0	27	50.0	4	7.4	0	0.0
3	2015	52	32	61.5	2	3.8	1	1.9	14	26.9	3	5.8	0	0.0
	2016	51	23	45.1	0	0.0	0	0.0	24	47.1	3	5.9	1	2.0
	2017	52	27	51.9	0	0.0	0	0.0	21	40.4	3	5.8	1	1.9
4	2015	46	21	45.7	0	0.0	0	0.0	21	45.7	4	8.7	0	0.0
	2016	47	28	59.6	2	4.3	1	2.1	13	27.7	3	6.4	0	0.0
	2017	51	23	45.1	0	0.0	0	0.0	24	47.1	3	5.9	1	2.0
5	2015	46	21	45.7	0	0.0	0	0.0	17	37.0	7	15.2	1	2.2
	2016	45	21	46.7	0	0.0	0	0.0	20	44.4	3	6.7	1	2.2
	2017	43	25	58.1	2	4.7	1	2.3	13	30.2	2	4.7	0	0.0
PK-5	2015	333	164	49.2	2	0.6	1	0.3	128	38.4	32	9.6	6	1.8
	2016	329	164	49.8	2	0.6	1	0.3	129	39.2	29	8.8	4	1.2
	2017	342	161	47.1	2	0.6	2	0.6	150	43.9	23	6.7	3	0.9

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	2015	43	15	34.9	2	4.7	0	0.0	2	4.7	0	0.0	42	97.7	44.2	55.8	2.3
	2016	40	13	32.5	3	7.5	1	2.5	3	7.5	0	0.0	37	92.5	42.5	57.5	5.0
	2017	52	27	51.9	11	21.2	1	1.9	12	23.1	0	0.0	46	88.5	44.2	55.8	7.7
KN	2015	45	27	60.0	3	6.7	0	0.0	3	6.7	4	8.9	5	11.1	42.2	57.8	0.0
	2016	44	16	36.4	3	6.8	0	0.0	3	6.8	7	15.9	3	6.8	45.5	54.5	0.0
	2017	46	20	43.5	6	13.0	1	2.2	7	15.2	5	10.9	8	17.4	37.0	63.0	0.0
1	2015	51	34	66.7	4	7.8	1	2.0	3	5.9	16	31.4	1	2.0	52.9	47.1	0.0
	2016	51	30	58.8	5	9.8	0	0.0	5	9.8	15	29.4	1	2.0	43.1	56.9	0.0
	2017	44	17	38.6	5	11.4	1	2.3	5	11.4	18	40.9	3	6.8	50.0	50.0	0.0
2	2015	50	30	60.0	7	14.0	0	0.0	22	44.0	20	40.0	1	2.0	26.0	74.0	0.0
	2016	51	36	70.6	4	7.8	2	3.9	3	5.9	19	37.3	0	0.0	49.0	51.0	0.0
	2017	54	35	64.8	6	11.1	0	0.0	6	11.1	21	38.9	2	3.7	46.3	53.7	0.0
3	2015	52	30	57.7	5	9.6	0	0.0	22	42.3	12	23.1	1	1.9	40.4	59.6	0.0
	2016	51	31	60.8	8	15.7	0	0.0	22	43.1	21	41.2	0	0.0	25.5	74.5	0.0
	2017	52	40	76.9	5	9.6	0	0.0	4	7.7	26	50.0	0	0.0	48.1	51.9	0.0
4	2015	46	30	65.2	5	10.9	1	2.2	13	28.3	14	30.4	0	0.0	52.2	47.8	0.0
	2016	47	28	59.6	4	8.5	0	0.0	17	36.2	14	29.8	0	0.0	38.3	61.7	0.0
	2017	51	31	60.8	8	15.7	0	0.0	15	29.4	24	47.1	1	2.0	23.5	76.5	0.0
5	2015	46	24	52.2	7	15.2	1	2.2	20	43.5	17	37.0	1	2.2	41.3	58.7	0.0
	2016	45	28	62.2	5	11.1	2	4.4	14	31.1	19	42.2	0	0.0	51.1	48.9	0.0
	2017	43	25	58.1	4	9.3	1	2.3	18	41.9	14	32.6	1	2.3	46.5	53.5	0.0
PK-5	2015	333	190	57.1	33	9.9	3	0.9	85	25.5	83	24.9	51	15.3	42.6	57.4	0.3
	2016	329	182	55.3	32	9.7	5	1.5	67	20.4	95	28.9	41	12.5	41.9	58.1	0.6
	2017	342	195	57.0	45	13.2	4	1.2	67	19.6	108	31.6	61	17.8	42.1	57.9	1.2



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	45	13,283	44	98.0	12,675	95.4	1	2.2	19.2	45	11,627	100.0	87.5
	2016	44	12,185	43	98.8	11,638	95.5	5	11.4	19.3	43	10,883	97.9	89.3
	2017	45	11,388	44	98.2	10,888	95.6	6	13.3	19.6	46	10,240	100.0	89.9
1	2015	51	13,984	50	98.0	13,437	96.1	2	3.9	18.1	51	12,405	99.9	88.7
	2016	51	13,397	50	97.7	12,877	96.1	2	3.9	18.1	50	12,066	97.7	90.1
	2017	44	12,278	43	97.8	11,800	96.1	2	4.6	18.4	43	11,169	98.6	91.0
2	2015	50	13,916	49	98.6	13,422	96.4	2	4.0	16.6	50	12,453	100.0	89.5
	2016	51	13,532	50	98.2	13,066	96.6	4	7.9	16.6	51	12,286	100.0	90.8
	2017	54	12,938	52	97.5	12,476	96.4	5	9.3	16.9	54	11,850	100.0	91.6
3	2015	52	13,237	51	98.2	12,793	96.6	0	0.0	16.2	51	11,910	98.2	90.0
	2016	51	13,328	50	98.3	12,911	96.9	2	3.9	15.3	51	12,216	99.6	91.7
	2017	52	13,158	51	97.8	12,734	96.8	3	5.8	15.9	52	12,162	100.0	92.4
4	2015	47	12,745	46	98.2	12,343	96.9	0	0.0	16.2	46	11,520	98.0	90.4
	2016	49	12,688	48	98.3	12,300	96.9	1	2.0	15.8	47	11,676	95.8	92.0
	2017	51	12,873	50	98.4	12,467	96.8	0	0.0	15.4	51	11,953	100.0	92.9
5	2015	46	12,122	45	98.2	11,747	96.9	0	0.0	6.6	46	11,052	100.0	91.2
	2016	45	12,178	44	98.2	11,815	97.0	0	0.0	5.7	45	11,217	100.0	92.1
	2017	41	12,220	40	98.2	11,838	96.9	0	0.0	6.1	41	11,367	99.5	93.0
KN-5	2015	291	79,286	286	98.2	76,417	96.4	5	1.7	15.6	289	70,967	99.4	89.5
	2016	291	77,308	286	98.2	74,608	96.5	14	4.8	15.2	287	70,344	98.5	91.0
	2017	286	74,855	280	98.0	72,203	96.5	16	5.6	15.3	287	68,741	100.0	91.8

Teachers: 22

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	8	36.4
Hispanic	2	9.1
White	8	36.4
Multiple	3	13.6
Other	1	4.5

Gender	Number	Percentage
Female	19	86.4
Male	3	13.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2014-15	8.9	65.0
2015-16	7.1	90.5
2016-17	7.0	77.3

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	2	9.1
1	1	4.5
2	3	13.6
3	3	13.6
4	2	9.1
5	0	0.0
1-3	7	31.8
More than 3	13	59.1
1 - 5	9	40.9
6 - 10	1	4.5
11 - 20	6	27.3
More than 20	4	18.2

**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)
3	2015	*	64.5	73.3	65.6		*	40.9		71.4	67.7	69.2	59.1	52
	2016	*	95.7	91.7	94.1		100.0	86.4		100.0	92.1	94.1	58.1	51
	2017	*	88.9	76.2	84.6		*	*		84.0	81.5	82.7	59.5	52
4	2015	*	81.0	81.0	87.1	*	*	46.2		83.3	81.8	82.6	55.9	46
	2016	*	64.3	84.6	73.3		*	35.3		83.3	65.5	72.3	62.6	47
	2017	*	100.0	95.8	97.1		100.0	100.0		91.7	100.0	98.0	56.4	51
5	2015	100.0	95.2	100.0	96.0	*	100.0	95.0		94.7	100.0	97.8	74.6	46
	2016	*	90.5	95.0	96.8	*	*	85.7		100.0	86.4	93.3	70.6	45
	2017	*	100.0	92.3	92.3		*	88.9		94.7	95.7	95.2	71.7	42
3-5	2015	100.0	78.1	84.9	81.8	*	76.5	61.8		82.8	82.5	82.6	63.5	144
	2016	100.0	81.9	91.2	88.4	*	88.2	69.8		94.4	82.0	86.7	63.9	143
	2017	87.5	95.9	87.9	91.0		82.4	89.2		89.3	93.3	91.7	62.7	145

NUMBER TESTED IN GRADES 3-5													
2015	14	73	53	88	3	17	55		64	80	144	22,443	
2016	9	72	57	95	2	17	53		54	89	143	22,529	
2017	8	74	58	100		17	37		56	89	145	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	*	11	4	11		*	13		6	10	16	2,981	52
	2016	*	1	2	2		0	3		0	3	3	3,114	51
	2017	*	3	5	6		*	*		4	5	9	3,014	52
4	2015	*	4	4	4	*	*	7		4	4	8	3,197	46
	2016	*	10	2	8		*	11		3	10	13	2,728	47
	2017	*	0	1	1		0	0		1	0	1	3,323	51
5	2015	0	1	0	1	*	0	1		1	0	1	2,004	46
	2016	*	2	1	1	*	*	2		0	3	3	2,294	45
	2017	*	0	1	2		*	2		1	1	2	2,269	42
3-5	2015	0	16	8	16	*	4	21		11	14	25	8,182	144
	2016	0	13	5	11	*	2	16		3	16	19	8,136	143
	2017	1	3	7	9		3	4		6	6	12	8,606	145

NUMBER TESTED IN GRADES 3-5													
2015	14	73	53	88	3	17	55		64	80	144	22,443	
2016	9	72	57	95	2	17	53		54	89	143	22,529	
2017	8	74	58	100		17	37		56	89	145	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	*	35.5	46.7	40.6		*	9.1		38.1	41.9	40.4	26.4	52
	2016	*	78.3	58.3	64.7		50.0	50.0		46.2	76.3	68.6	29.2	51
	2017	*	40.7	47.6	46.2		*	*		40.0	48.1	44.2	32.9	52
4	2015	*	52.4	57.1	61.3	*	*	15.4		62.5	54.5	58.7	27.3	46
	2016	*	35.7	53.8	46.7		*	17.6		50.0	37.9	42.6	28.6	47
	2017	*	78.3	58.3	65.7		62.5	53.3		75.0	69.2	70.6	32.4	51
5	2015	85.7	61.9	82.4	72.0	*	71.4	60.0		78.9	70.4	73.9	29.2	46
	2016	*	57.1	50.0	58.1	*	*	21.4		56.5	59.1	57.8	36.3	45
	2017	*	75.0	76.9	69.2		*	50.0		73.7	69.6	71.4	38.2	42
3-5	2015	85.7	47.9	62.3	56.8	*	47.1	29.1		59.4	55.0	56.9	27.7	144
	2016	77.8	55.6	54.4	56.8	*	41.2	32.1		51.9	59.6	56.6	31.4	143
	2017	75.0	63.5	58.6	59.0		52.9	48.6		58.9	62.9	61.4	34.6	145

NUMBER TESTED IN GRADES 3-5													
2015	14	73	53	88	3	17	55		64	80	144	22,443	
2016	9	72	57	95	2	17	53		54	89	143	22,529	
2017	8	74	58	100		17	37		56	89	145	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	*	19.4	20.0	18.8		*	4.5		23.8	19.4	21.2	13.1	52
	2016	*	47.8	20.8	23.5		12.5	18.2		15.4	42.1	35.3	15.2	51
	2017	*	14.8	23.8	20.5		*	*		20.0	22.2	21.2	20.0	52
4	2015	*	19.0	23.8	25.8	*	*	15.4		33.3	18.2	26.1	12.2	46
	2016	*	21.4	30.8	26.7		*	0.0		22.2	24.1	23.4	13.4	47
	2017	*	52.2	41.7	48.6		37.5	33.3		33.3	48.7	45.1	16.9	51
5	2015	71.4	38.1	41.2	36.0	*	28.6	35.0		57.9	37.0	45.7	14.2	46
	2016	*	23.8	30.0	25.8	*	*	7.1		34.8	22.7	28.9	16.6	45
	2017	*	45.8	61.5	46.2		*	27.8		52.6	47.8	50.0	19.4	42
3-5	2015	64.3	24.7	28.3	26.1	*	23.5	18.2		37.5	25.0	30.6	13.2	144
	2016	33.3	30.6	26.3	25.3	*	11.8	9.4		25.9	31.5	29.4	15.1	143
	2017	50.0	36.5	39.7	37.0		23.5	27.0		33.9	40.4	37.9	18.8	145

NUMBER TESTED IN GRADE 3-5													
2015	14	73	53	88	3	17	55		64	80	144	22,443	
2016	9	72	57	95	2	17	53		54	89	143	22,529	
2017	8	74	58	100		17	37		56	89	145	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	68.3	60.1	66.2
	2016	79.4	79.8	73.2
	2017	75.8	70.6	66.6
4	2015	66.5	73.7	69.7
	2016	74.0	65.8	65.7
	2017	84.8	81.6	78.0
5	2015	83.0	83.6	78.3
	2016	80.2	73.5	75.9
	2017	81.8	78.7	82.3
3-5	2015	72.4	72.0	71.2
	2016	77.9	73.2	71.6
	2017	80.7	76.8	75.2

**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	*	81.0	85.7	87.1	*	*	53.8		83.3	86.4	84.8	57.9	46
	2016	*	75.0	76.9	76.7		*	47.1		72.2	79.3	76.6	57.3	47
	2017	*	95.7	87.5	88.6		87.5	80.0		83.3	92.3	90.2	54.4	51

NUMBER TESTED IN GRADE 4													
2015	4	21	21	31	1	5	13		24	22	46	7,215	
2016	3	28	13	30		4	17		18	29	47	7,239	
2017	3	23	24	35		8	15		12	39	51	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	*	4	3	4	*	*	6		4	3	7	3,041	46
	2016	*	7	3	7		*	9		5	6	11	3,090	47
	2017	*	1	3	4		1	3		2	3	5	3,435	51

NUMBER TESTED IN GRADE 4													
2015	4	21	21	31	1	5	13		24	22	46	7,215	
2016	3	28	13	30		4	17		18	29	47	7,239	
2017	3	23	24	35		8	15		12	39	51	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	*	28.6	38.1	35.5	*	*	7.7		29.2	40.9	34.8	19.5	46
	2016	*	32.1	46.2	33.3		*	11.8		38.9	34.5	36.2	28.7	47
	2017	*	73.9	62.5	71.4		75.0	60.0		58.3	71.8	68.6	26.0	51

NUMBER TESTED IN GRADE 4													
2015	4	21	21	31	1	5	13		24	22	46	7,215	
2016	3	28	13	30		4	17		18	29	47	7,239	
2017	3	23	24	35		8	15		12	39	51	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	*	4.8	9.5	6.5	*	*	7.7		4.2	9.1	6.5	4.1	46
	2016	*	14.3	7.7	13.3		*	0.0		11.1	10.3	10.6	10.9	47
	2017	*	26.1	16.7	17.1		25.0	13.3		16.7	25.6	23.5	7.4	51

NUMBER TESTED IN GRADE 4													
2015	4	21	21	31	1	5	13		24	22	46	7,215	
2016	3	28	13	30		4	17		18	29	47	7,239	
2017	3	23	24	35		8	15		12	39	51	7,530	

## 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	2015	4.5	4.1	70.3	66.7
	2016	—	3.6	66.7	67.2
	2017	—	4.5	85.8	76.5

<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 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	*	74.2	93.3	78.1		*	59.1		76.2	83.9	80.8	63.8	52
	2016	*	87.0	95.8	91.2		100.0	90.9		92.3	89.5	90.2	65.3	51
	2017	*	81.5	76.2	76.9		*	*		80.0	77.8	78.8	70.0	52
4	2015	*	81.0	76.2	80.6	*	*	53.8		79.2	81.8	80.4	60.4	46
	2016	*	71.4	61.5	66.7		*	35.3		61.1	72.4	68.1	63.5	47
	2017	*	100.0	91.7	94.3		100.0	100.0		91.7	97.4	96.1	68.1	51
5	2015	85.7	76.2	82.4	76.0	*	85.7	60.0		78.9	81.5	80.4	66.4	46
	2016	*	95.2	95.0	96.8	*	*	85.7		95.7	95.5	95.6	79.6	45
	2017	*	100.0	92.3	96.2		*	94.4		100.0	95.7	97.6	80.6	42
3-5	2015	92.9	76.7	83.0	78.4	*	82.4	58.2		78.1	82.5	80.6	63.5	144
	2016	88.9	83.3	87.7	85.3	*	88.2	71.7		83.3	85.4	84.6	69.3	143
	2017	87.5	93.2	86.2	88.0		82.4	91.9		89.3	91.0	90.3	72.7	145

NUMBER TESTED IN GRADES 3-5													
2015	14	73	53	88	3	17	53			64	80	144	36,965
2016	9	72	57	95	2	17	53			54	89	143	36,959
2017	8	74	58	100		17	37			56	89	145	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	*	8	1	7		*	9		5	5	10	4,652	52
	2016	*	3	1	3		0	2		1	4	5	4,478	51
	2017	*	5	5	9		*	*		5	6	11	3,851	52
4	2015	*	4	5	6	*	*	6		5	4	9	4,897	46
	2016	*	8	5	10		*	11		7	8	15	4,463	47
	2017	*	0	2	2		0	0		1	1	2	4,016	51
5	2015	1	5	3	6	*	1	8		4	5	9	3,958	46
	2016	*	1	1	1	*	*	2		1	1	2	2,412	45
	2017	*	0	1	1		*	1		0	1	1	2,308	42
3-5	2015	1	17	9	19	*	3	23		14	14	28	13,507	144
	2016	1	12	7	14	*	2	15		9	13	22	11,353	143
	2017	1	5	8	12		3	3		6	8	14	10,175	145

NUMBER TESTED IN GRADES 3-5													
2015	14	73	53	88	3	17	53			64	80	144	36,965
2016	9	72	57	95	2	17	53			54	89	143	36,959
2017	8	74	58	100		17	37			56	89	145	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	*	32.3	53.3	37.5		*	18.2		38.1	48.4	44.2	28.2	52
	2016	*	65.2	37.5	47.1		37.5	40.9		53.8	52.6	52.9	32.6	51
	2017	*	40.7	57.1	48.7		*	*		40.0	51.9	46.2	39.9	52
4	2015	*	14.3	23.8	25.8	*	*	7.7		25.0	22.7	23.9	22.4	46
	2016	*	17.9	38.5	30.0		*	5.9		22.2	31.0	27.7	28.9	47
	2017	*	73.9	58.3	62.9		50.0	40.0		58.3	66.7	64.7	39.4	51
5	2015	42.9	33.3	29.4	32.0	*	14.3	10.0		47.4	25.9	34.8	30.5	46
	2016	*	28.6	35.0	35.5	*	*	7.1		52.2	22.7	37.8	35.3	45
	2017	*	54.2	53.8	38.5		*	27.8		52.6	56.5	54.8	42.4	42
3-5	2015	64.3	27.4	34.0	31.8	*	23.5	12.7		35.9	33.8	34.7	27.0	144
	2016	88.9	36.1	36.8	37.9	*	29.4	20.8		42.6	38.2	39.9	32.3	143
	2017	62.5	55.4	56.9	51.0		35.3	32.4		48.2	59.6	55.2	40.5	145

NUMBER TESTED IN GRADES 3-5													
2015	14	73	53	88	3	17	55		64	80	144	36,965	
2016	9	72	57	95	2	17	53		54	89	143	36,959	
2017	8	74	58	100		17	37		56	89	145	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	*	9.7	26.7	18.8		*	0.0		4.8	22.6	15.4	9.0	52
	2016	*	34.8	8.3	11.8		12.5	9.1		15.4	26.3	23.5	12.5	51
	2017	*	14.8	23.8	17.9		*	*		16.0	22.2	19.2	19.9	52
4	2015	*	9.5	4.8	6.5	*	*	7.7		8.3	9.1	8.7	10.1	46
	2016	*	7.1	23.1	16.7		*	0.0		5.6	13.8	10.6	14.6	47
	2017	*	39.1	45.8	37.1		37.5	26.7		33.3	43.6	41.2	22.1	51
5	2015	0.0	9.5	11.8	12.0	*	0.0	0.0		10.5	7.4	8.7	11.8	46
	2016	*	0.0	5.0	3.2	*	*	0.0		4.3	0.0	2.2	13.9	45
	2017	*	25.0	30.8	26.9		*	0.0		21.1	34.8	28.6	19.3	42
3-5	2015	14.3	9.6	13.2	12.5	*	5.9	1.8		7.8	13.8	11.1	10.3	144
	2016	22.2	13.9	10.5	10.5	*	5.9	3.8		7.4	15.7	12.6	13.6	143
	2017	37.5	25.7	34.5	27.0		23.5	13.5		21.4	34.8	29.7	20.4	145

NUMBER TESTED IN GRADE 3-5													
2015	14	73	53	88	3	17	55		64	80	144	36,965	
2016	9	72	57	95	2	17	53		54	89	143	36,959	
2017	8	74	58	100		17	37		56	89	145	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	71.3	64.4	61.7	59.6
	2016	81.2	73.0	72.0	72.9
	2017	71.2	70.4	58.8	58.7
4	2015	73.9	61.1	47.8	65.2
	2016	67.9	60.2	45.4	57.0
	2017	88.0	74.9	67.8	81.4
5	2015	60.3	61.2	63.0	68.5
	2016	69.4	62.8	60.9	70.0
	2017	73.0	72.7	72.0	73.8
3-5	2015	68.6	62.4	57.7	64.2
	2016	73.1	65.6	59.8	66.8
	2017	77.6	72.6	65.8	71.0

**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	100.0	66.7	88.2	76.0	*	85.7	65.0		89.5	74.1	80.4	57.1	46
	2016	*	57.1	70.0	71.0	*	*	21.4		73.9	59.1	66.7	66.1	45
	2017	*	92.0	76.9	76.9		*	66.7		90.0	82.6	86.0	65.9	43

NUMBER TESTED IN GRADE 5													
2015	7	21	17	25	2	7	20		19	27	46	9,453	
2016	3	21	20	31	2	5	14		23	22	45	9,626	
2017	2	25	13	26		4	18		20	23	43	9,759	

**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	0	7	2	6	*	1	7		2	7	9	4059	46
	2016	*	9	6	9	*	*	11		6	9	15	3263	45
	2017	*	2	3	6		*	6		2	4	6	3328	43

NUMBER TESTED IN GRADE 5													
2015	7	21	17	25	2	7	20		19	27	46	9,453	
2016	3	21	20	31	2	5	14		23	22	45	9,626	
2017	2	25	13	26		4	18		20	23	43	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	57.1	28.6	41.2	36.0	*	28.6	20.0		52.6	29.6	39.1	21.8	46
	2016	*	4.8	10.0	9.7	*	*	0.0		21.7	0.0	11.1	26.7	45
	2017	*	32.0	53.8	42.3		*	11.1		35.0	43.5	39.5	33.0	43

NUMBER TESTED IN GRADE 5													
2015	7	21	17	25	2	7	20		19	27	46	9,453	
2016	3	21	20	31	2	5	14		23	22	45	9,626	
2017	2	25	13	26		4	18		20	23	43	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	42.9	9.5	5.9	4.0	*	0.0	0.0		21.1	7.4	13.0	6.3	46
	2016	*	0.0	0.0	0.0	*	*	0.0		4.3	0.0	2.2	6.7	45
	2017	*	16.0	23.1	15.4		*	5.6		15.0	21.7	18.6	12.8	43

NUMBER TESTED IN GRADE 5													
2015	7	21	17	25	2	7	20		19	27	46	9,453	
2016	3	21	20	31	2	5	14		23	22	45	9,626	
2017	2	25	13	26		4	18		20	23	43	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	79.3	68.0	62.0	74.4
	2016	65.8	65.8	58.9	65.9
	2017	70.2	71.2	76.3	71.9

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

		TERRANOVA/SUPERA READING				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	*	92.7	93.2	83.2	44
	2017	57.1	92.3	87.0	81.7	46
1	2015					
	2016	*	93.5	92.2	75.9	51
	2017	*	79.5	81.8	74.6	44
2	2015					
	2016	*	91.7	88.2	53.4	51
	2017	100.0	91.7	92.6	54.1	54
K-2	2015					
	2016	72.7	92.6	91.1	70.4	146
	2017	83.3	88.1	87.5	69.6	144
# Tested (GR K-2)	2015					
	2016	11	135	146	38023	
	2017	18	126	144	35,622	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	*	75.6	75.0	59.4	44
	2017	57.1	66.7	65.2	59.7	46
1	2015					
	2016	*	78.3	78.4	52.0	51
	2017	*	71.8	75.0	54.2	44
2	2015					
	2016	*	70.8	66.7	56.8	51
	2017	83.3	91.7	90.7	57.7	54
K-2	2015					
	2016	54.5	74.8	73.3	56.0	146
	2017	77.8	77.8	77.8	57.2	144
# Tested (GR K-2)	2015					
	2016	11	135	146	37912	
	2017	18	126	144	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													
	2016	100.0	90.5	93.8	87.5		*	*		90.0	95.8	93.2	79.4	44
	2017	*	90.9	78.9	85.0	*	50.0	57.1		76.5	93.1	87.0	77.8	46
1	2015													
	2016	*	90.9	91.7	86.7		*	*		90.9	93.1	92.2	66.5	51
	2017	*	83.3	76.2	64.7		*	*		90.9	72.7	81.8	63.3	44
2	2015													
	2016	*	92.9	77.8	86.1	*	*	*		84.0	92.3	88.2	61.0	51
	2017	*	90.9	92.6	88.6		100.0	100.0		92.0	93.1	92.6	60.0	54
K-2	2015													
	2016	100.0	91.5	87.9	86.6	*	75.0	72.7		88.1	93.7	91.1	68.5	146
	2017	100.0	88.7	83.6	81.9	*	82.4	83.3		87.5	87.5	87.5	66.5	144
# Tested (GR K-2)	2015													
	2016	15	71	58	82	2	12	11		67	79	146	20,593	
	2017	13	62	67	72	1	17	18		64	80	144	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													
	2016	4	14	7	7		*	*		9	17	26	2,353	44
	2017	*	9	10	9	*	3	4		9	12	21	1,995	46
1	2015													
	2016	*	8	10	11		*	*		8	15	23	1,605	51
	2017	*	5	7	4		*	*		6	9	15	1,502	44
2	2015													
	2016	*	10	7	12	*	*	*		11	9	20	1,345	51
	2017	*	7	12	16		2	2		9	12	21	1,298	54
K-2	2015													
	2016	12	32	24	30	*	5	4		28	41	69	5,303	146
	2017	6	21	29	29	*	7	8		24	33	57	4,795	144
# Tested (GR K-2)	2015													
	2016	15	71	58	82	2	12	11		67	79	146	20,593	
	2017	13	62	67	72	1	17	18		64	80	144	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	100.0	76.2	75.0	68.8		*	*		65.0	91.7	79.5	72.6	44
	2017	*	72.7	78.9	65.0	*	66.7	71.4		82.4	72.4	76.1	70.8	46
1	2015													
	2016	*	77.3	66.7	70.0		*	*		77.3	65.5	70.6	50.2	51
	2017	*	61.1	81.0	52.9		*	*		77.3	72.7	75.0	48.9	44
2	2015													
	2016	*	67.9	55.6	66.7	*	*	*		56.0	69.2	62.7	46.7	51
	2017	*	59.1	85.2	68.6		83.3	83.3		76.0	75.9	75.9	46.9	54
K-2	2015													
	2016	80.0	73.2	65.5	68.3	*	66.7	63.6		65.7	74.7	70.5	55.8	146
	2017	92.3	64.5	82.1	63.9	*	76.5	77.8		78.1	73.8	75.7	54.8	144
# Tested (GR K-2)	2015													
	2016	15	71	58	82	2	12	11		67	79	146	20,570	
	2017	13	62	67	72	1	17	18		64	80	144	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	3	5	5	4		*	*		6	8	14	1,583	44
	2017	*	3	6	6	*	3	3		4	6	10	1,348	46
1	2015													
	2016	*	1	0	1		*	*		0	1	1	733	51
	2017	*	3	4	3		*	*		2	5	7	712	44
2	2015													
	2016	*	2	3	5	*	*	*		3	4	7	977	51
	2017	*	4	10	11		3	3		6	10	16	985	54
K-2	2015													
	2016	5	8	8	10	*	2	2		9	13	22	3,293	146
	2017	2	10	20	20	*	7	7		12	21	33	3,045	144
# Tested (GR K-2)	2015													
	2016	15	71	58	82	2	12	11		67	79	146	20,570	
	2017	13	62	67	72	1	17	18		64	80	144	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	100.0	66.7	75.0	56.3		*	*		70.0	79.2	75.0	59.5	44
	2017	*	50.0	78.9	65.0	*	66.7	57.1		82.4	55.2	65.2	59.7	46
1	2015													
	2016	*	77.3	75.0	76.7		*	*		72.7	82.8	78.4	52.2	51
	2017	*	55.6	85.7	70.6		*	*		77.3	72.7	75.0	54.4	44
2	2015													
	2016	*	71.4	61.1	63.9	*	*	*		60.0	73.1	66.7	56.9	51
	2017	*	86.4	92.6	88.6		83.3	83.3		96.0	86.2	90.7	57.9	54
K-2	2015													
	2016	93.3	71.8	70.7	67.1	*	58.3	54.5		67.2	78.5	73.3	56.1	146
	2017	92.3	64.5	86.6	77.8	*	82.4	77.8		85.9	71.3	77.8	57.3	144
# Tested (GR K-2)	2015													
	2016	15	71	58	82	2	12	11		67	79	146	37,758	
	2017	13	62	67	72	1	17	18		64	80	144	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	1	4	1	2		*	*		2	5	7	2,114	44
	2017	*	3	1	2	*	1	1		4	3	7	1,868	46
1	2015													
	2016	*	4	5	8		*	*		3	8	11	1,519	51
	2017	*	2	5	5		*	*		5	4	9	1,607	44
2	2015													
	2016	*	3	3	8	*	*	*		4	4	8	2,167	51
	2017	*	2	10	10		3	3		7	7	14	2,111	54
K-2	2015													
	2016	5	11	9	18	*	3	3		9	17	26	5,800	146
	2017	7	7	16	17	*	6	6		16	14	30	5,586	144
# Tested (GR K-2)	2015													
	2016	15	71	58	82	2	12	11		67	79	146	37,758	
	2017	13	62	67	72	1	17	18		64	80	144	35,282	

**PERFORMANCE IN 2017**

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (6)	Beginning	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
	Intermediate	2	33.3	2	33.3	2	33.3	2	33.3	2	33.3
	Advanced	1	16.7	1	16.7	1	16.7	1	16.7	1	16.7
	Advanced High	2	33.3	2	33.3	2	33.3	2	33.3	2	33.3
2 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	16.7	1	16.7	1	16.7
	Advanced	2	33.3	4	66.7	4	66.7	1	16.7	1	16.7
	Advanced High	4	66.7	2	33.3	1	16.7	4	66.7	4	66.7
4 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	1	12.5	0	0.0
	Advanced	3	37.5	5	62.5	3	37.5	3	37.5	4	50.0
	Advanced High	5	62.5	3	37.5	5	62.5	4	50.0	4	50.0
ALL (34)	Beginning	1	2.9	1	2.9	1	2.9	2	5.9	1	2.9
	Intermediate	2	5.9	3	8.8	6	17.6	5	14.7	5	14.7
	Advanced	15	44.1	19	55.9	15	44.1	12	35.3	13	38.2
	Advanced High	16	47.1	11	32.4	12	35.3	15	44.1	15	44.1

**PROGRESSION FROM  
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
6 4 (66.7%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	4	
8 4 (50.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	4	
27 14 (51.9%)	Beginning	0			
	Intermediate	0	3		
	Advanced	1	0	10	
	Advanced High	0	1	12	

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

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	%
PK	4			*	*	*	*						
1	2					*	*						
ALL	6			*	*	*	*						

**SEMESTER 1 TESTS**

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

**SEMESTER 2 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**

46	84.1	85.9			89.1		85.6	
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**KINDERGARTEN MATHEMATICS**

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**KINDERGARTEN READING**

46	87.2	91.5			95.7		92.8	
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**KINDERGARTEN READING**

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**GRADE 1 MATHEMATICS**

44	82.9	84.9			81.8		82.8	
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**GRADE 1 MATHEMATICS**

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**GRADE 1 READING**

44	84.9	88.7			93.2		90.4	
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**GRADE 1 READING**

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**GRADE 2 MATHEMATICS**

54	77.3	84.9	89.7		88.9	100.0	80.7	91.6
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**GRADE 2 MATHEMATICS**

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**GRADE 2 READING**

54	84.9	89.9	88.0		94.4	100.0	77.0	89.0
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**GRADE 2 READING**

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**GRADE 3 MATHEMATICS**

52	61.5	74.4	87.3		63.5	100.0	60.9	88.5
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**GRADE 3 MATHEMATICS**

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**GRADE 3 READING**

52	65.0	76.7	86.5		69.2	100.0	56.4	85.8
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**GRADE 3 READING**

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**GRADE 4 LANGUAGE ARTS**

51	77.5	81.3	85.2		86.3	94.1	58.3	90.0
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**GRADE 4 LANGUAGE ARTS**

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**GRADE 4 MATHEMATICS**

51	67.9	80.7	85.7		88.2	94.1	64.7	90.3
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**GRADE 4 MATHEMATICS**

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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 4 READING**

51	79.2	86.1	85.0		96.1	98.0	68.1	90.5
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**GRADE 5 MATHEMATICS**

41	67.8	78.5	86.1		85.4	95.1	63.5	90.2
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**GRADE 5 READING**

41	76.6	82.5	86.4		85.4	100.0	70.8	90.8
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**GRADE 5 SCIENCE**

41	78.9	78.9	88.1		80.5	100.0	67.9	93.3
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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 4 READING**

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**GRADE 5 MATHEMATICS**

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**GRADE 5 READING**

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**GRADE 5 SCIENCE**

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