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
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School Number 219

August 14, 2017

ADELLE TURNER ELEMENTARY SCHOOL

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	23
KN	34
1	56
2	52
3	47
4	53
5	61
ALL	326

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	287	88.0	21	87.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	36	11.0	0	0.0
White	0	0.0	3	12.5
Multiple	3	0.9	0	0.0
Other* (teachers only)	—	—	0	0.0
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	82	25.2
Economically disadvantaged	276	84.7
Limited English proficient (LEP)	14	4.3
Special education	27	8.3
Talented and Gifted (TAG)	44	13.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	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
	2017	23	20	87.0	0	0.0	0	0.0	3	13.0	0	0.0	0	0.0
KN	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
	2017	34	29	85.3	0	0.0	0	0.0	5	14.7	0	0.0	0	0.0
1	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
	2017	56	48	85.7	0	0.0	0	0.0	7	12.5	0	0.0	1	1.8
2	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
	2017	52	44	84.6	0	0.0	0	0.0	7	13.5	0	0.0	1	1.9
3	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
	2017	47	42	89.4	0	0.0	0	0.0	5	10.6	0	0.0	0	0.0
4	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
	2017	53	46	86.8	0	0.0	0	0.0	6	11.3	0	0.0	1	1.9
5	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
	2017	61	58	95.1	0	0.0	0	0.0	3	4.9	0	0.0	0	0.0
PK-5	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
	2017	326	287	88.0	0	0.0	0	0.0	36	11.0	0	0.0	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	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
	2017	23	23	100.0	2	8.7	1	4.3	3	13.0	0	0.0	23	100.0	60.9	39.1	0.0
KN	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
	2017	34	27	79.4	0	0.0	1	2.9	1	2.9	1	2.9	18	52.9	58.8	41.2	0.0
1	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
	2017	56	43	76.8	3	5.4	7	12.5	9	16.1	9	16.1	11	19.6	66.1	33.9	5.4
2	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
	2017	52	40	76.9	3	5.8	7	13.5	4	7.7	7	13.5	10	19.2	55.8	44.2	3.8
3	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
	2017	47	42	89.4	3	6.4	7	14.9	5	10.6	8	17.0	5	10.6	55.3	44.7	2.1
4	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
	2017	53	46	86.8	2	3.8	2	3.8	26	49.1	8	15.1	10	18.9	52.8	47.2	0.0
5	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
	2017	61	55	90.2	1	1.6	2	3.3	34	55.7	11	18.0	7	11.5	50.8	49.2	0.0
PK-5	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
	2017	326	276	84.7	14	4.3	27	8.3	82	25.2	44	13.5	84	25.8	56.7	43.3	1.8

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	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	19.3	46	10,883	91.3	89.3
	2017	34	11,388	33	95.4	10,888	95.6	8	23.3	19.6	28	10,240	81.6	89.9
1	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
	2017	58	12,278	56	95.9	11,800	96.1	5	8.6	18.4	55	11,169	94.6	91.0
2	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
	2017	51	12,938	49	97.1	12,476	96.4	13	25.7	16.9	46	11,850	90.9	91.6
3	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
	2017	47	13,158	46	97.2	12,734	96.8	8	17.1	15.9	45	12,162	96.0	92.4
4	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
	2017	51	12,873	49	96.6	12,467	96.8	8	15.7	15.4	48	11,953	94.1	92.9
5	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	5.7	50	11,217	93.6	92.1
	2017	61	12,220	60	97.8	11,838	96.9	1	1.6	6.1	57	11,367	92.8	93.0
KN-5	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	15.2	309	70,344	92.1	91.0
	2017	302	74,855	293	96.8	72,203	96.5	43	14.2	15.3	279	68,741	92.3	91.8

Teachers: 24

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	21	87.5
Hispanic	0	0.0
White	3	12.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	83.3
Male	4	16.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	8.7	83.3
2015-16	8.2	76.0
2016-17	11.1	80.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	4.2
2	2	8.3
3	1	4.2
4	0	0.0
5	0	0.0
1-3	4	16.7
More than 3	20	83.3
1 - 5	4	16.7
6 - 10	2	8.3
11 - 20	8	33.3
More than 20	10	41.7

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**		63.2	*	72.2	*	*	47.2		66.7	60.7	64.4	59.1	73
	2016	*	56.5	*	57.5	*	*	40.7		63.3	43.5	54.7	58.1	53
	2017		76.9	*	65.7	16.7	*	*		60.0	89.5	72.7	59.5	44
4	**2015**		50.0	50.0	47.9	*	*	35.6		57.5	39.3	50.0	55.9	68
	2016		63.5	*	70.4	*	*	43.6		62.2	66.7	64.2	62.6	67
	2017		46.5	62.5	43.9	*	*	19.2		57.1	41.7	50.0	56.4	52
5	**2015**		82.3	*	79.5	*	*	76.6		73.0	96.4	83.1	74.6	65
	2016	*	69.4	*	68.3	*	*	59.0		72.7	65.0	69.8	70.6	53
	2017		77.6	*	76.0	*	*	62.9		74.2	83.3	78.7	71.7	61
3-5	**2015**		65.1	69.2	66.4	18.2	85.7	53.9		65.6	65.5	65.5	63.5	206
	2016	*	63.3	58.3	65.9	14.3	*	48.6		66.0	58.9	63.0	63.9	173
	2017		67.9	62.5	62.7	20.0	66.7	43.9		64.3	71.2	67.5	62.7	157

				NUMBER TESTED IN GRADES 3-5										
2015			192	13	146	11	7	128		122	84	206	22,443
2016		3	158	12	135	7	5	105		100	73	173	22,529
2017			140	16	126	10	6	66		84	73	157	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		25	*	15	*	*	19		15	11	26	2,981	73
	2016	*	20	*	17	*	*	16		11	13	24	3,114	53
	2017		9	*	12	5	*	*		10	2	12	3,014	44
4	2015		31	3	25	*	*	29		17	17	34	3,197	68
	2016		23	*	16	*	*	22		14	10	24	2,728	67
	2017		23	3	23	*	*	21		12	14	26	3,323	52
5	2015		11	*	9	*	*	11		10	1	11	2,004	65
	2016	*	15	*	13	*	*	16		9	7	16	2,294	53
	2017		13	*	12	*	*	13		8	5	13	2,269	61
3-5	2015		67	4	49	9	1	59		42	29	71	8,182	206
	2016	*	58	5	46	6	*	54		34	30	64	8,136	173
	2017		45	6	47	8	2	37		30	21	51	8,606	157

			NUMBER TESTED IN GRADES 3-5										
2015		192	13	146	11	7	128		122	84	206	22,443
2016	3	158	12	135	7	5	105		100	73	173	22,529
2017		140	16	126	10	6	66		84	73	157	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**		30.9	*	31.5	*	*	11.1		35.6	21.4	30.1	26.4	73
	2016	*	26.1	*	30.0	*	*	11.1		26.7	26.1	26.4	29.2	53
	2017		35.9	*	34.3	0.0	*	*		16.0	57.9	34.1	32.9	44
4	**2015**		22.6	0.0	16.7	*	*	4.4		22.5	17.9	20.6	27.3	68
	2016		27.0	*	29.6	*	*	7.7		29.7	23.3	26.9	28.6	67
	2017		27.9	25.0	22.0	*	*	0.0		32.1	20.8	26.9	32.4	52
5	**2015**		27.4	*	27.3	*	*	17.0		24.3	32.1	27.7	29.2	65
	2016	*	38.8	*	34.1	*	*	25.6		39.4	35.0	37.7	36.3	53
	2017		46.6	*	48.0	*	*	34.3		48.4	46.7	47.5	38.2	61
3-5	**2015**		27.1	15.4	25.3	9.1	14.3	10.9		27.9	23.8	26.2	27.7	206
	2016	*	30.4	33.3	31.1	14.3	*	15.2		32.0	27.4	30.1	31.4	173
	2017		37.9	31.3	35.7	0.0	33.3	19.7		33.3	41.1	36.9	34.6	157

		NUMBER TESTED IN GRADES 3-5											
2015		192	13	146	11	7	128		122	84	206	22,443
2016	3	158	12	135	7	5	105		100	73	173	22,529
2017		140	16	126	10	6	66		84	73	157	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**		11.8	*	9.3	*	*	0.0		15.6	3.6	11.0	13.1	73
	2016	*	13.0	*	12.5	*	*	0.0		20.0	4.3	13.2	15.2	53
	2017		25.6	*	25.7	0.0	*	*		4.0	52.6	25.0	20.0	44
4	**2015**		9.7	0.0	4.2	*	*	2.2		10.0	7.1	8.8	12.2	68
	2016		14.3	*	16.7	*	*	2.6		18.9	10.0	14.9	13.4	67
	2017		18.6	12.5	14.6	*	*	0.0		17.9	16.7	17.3	16.9	52
5	**2015**		9.7	*	9.1	*	*	4.3		10.8	7.1	9.2	14.2	65
	2016	*	16.3	*	12.2	*	*	5.1		18.2	10.0	15.1	16.6	53
	2017		27.6	*	24.0	*	*	8.6		25.8	26.7	26.2	19.4	61
3-5	**2015**		10.4	0.0	7.5	0.0	0.0	2.3		12.3	6.0	9.7	13.2	206
	2016	*	14.6	16.7	14.1	0.0	*	2.9		19.0	8.2	14.5	15.1	173
	2017		24.3	12.5	21.4	0.0	16.7	6.1		16.7	30.1	22.9	18.8	157

		NUMBER TESTED IN GRADE 3-5												
2015		192	13	146	11	7	128		122	84	206	22,443
2016	3	158	12	135	7	5	105		100	73	173	22,529
2017		140	16	126	10	6	66		84	73	157	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	61.9	57.8	59.3
	2016	65.7	58.2	52.6
	2017	70.0	64.8	60.2
4	2015	50.0	57.0	51.0
	2016	67.0	61.4	58.6
	2017	61.3	59.2	52.4
5	2015	66.0	67.0	66.4
	2016	70.4	67.2	61.4
	2017	76.4	70.5	70.4
3-5	2015	59.3	60.5	58.8
	2016	67.6	62.2	57.6
	2017	69.6	65.2	61.6

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)
4	2015		53.3	50.0	46.7	*	*	35.7		53.8	51.9	53.0	57.9	66
	2016		65.1	*	63.0	*	*	48.7		62.2	66.7	64.2	57.3	67
	2017		58.1	62.5	53.7	*	*	26.9		64.3	54.2	59.6	54.4	52

			NUMBER TESTED IN GRADE 4										
2015		60	6	45	2	3	42		39	27	66	7,215
2016		63	4	54	1	2	39		37	30	67	7,239
2017		43	8	41	2	2	26		28	24	52	7,530

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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)
4	**2015**		28	3	24	*	*	27		18	13	31	3,041	66
	2016		22	*	20	*	*	20		14	10	24	3,090	67
	2017		18	3	19	*	*	19		10	11	21	3,435	52

		NUMBER TESTED IN GRADE 4											
2015		60	6	45	2	3	42		39	27	66	7,215
2016		63	4	54	1	2	39		37	30	67	7,239
2017		43	8	41	2	2	26		28	24	52	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		10.0	16.7	8.9	*	*	4.8		12.8	7.4	10.6	19.5	66
	2016		27.0	*	24.1	*	*	12.8		27.0	23.3	25.4	28.7	67
	2017		27.9	12.5	22.0	*	*	11.5		32.1	16.7	25.0	26.0	52

		NUMBER TESTED IN GRADE 4											
2015		60	6	45	2	3	42		39	27	66	7,215
2016		63	4	54	1	2	39		37	30	67	7,239
2017		43	8	41	2	2	26		28	24	52	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**		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	4.1	66
	2016		9.5	*	7.4	*	*	5.1		10.8	6.7	9.0	10.9	67
	2017		7.0	0.0	2.4	*	*	0.0		10.7	0.0	5.8	7.4	52

		NUMBER TESTED IN GRADE 4											
2015		60	6	45	2	3	42		39	27	66	7,215
2016		63	4	54	1	2	39		37	30	67	7,239
2017		43	8	41	2	2	26		28	24	52	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**	3.7	3.2	59.6	55.9
	2016	—	3.5	58.7	65.3
	2017	—	3.4	64.7	62.6

[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		54.4	*	59.3	*	*	36.1		60.0	50.0	56.2	63.8	73
	2016	*	41.3	*	45.0	*	*	14.8		50.0	34.8	43.4	65.3	53
	2017		61.5	*	60.0	0.0	*	*		44.0	78.9	59.1	70.0	44
4	2015		21.0	16.7	12.5	*	*	4.4		27.5	10.7	20.6	60.4	68
	2016		44.4	*	42.6	*	*	30.8		51.4	40.0	46.3	63.5	67
	2017		51.2	75.0	48.8	*	*	26.9		64.3	45.8	55.8	68.1	52
5	2015		58.1	*	52.3	*	*	44.7		54.1	60.7	56.9	66.4	65
	2016	*	81.6	*	85.4	*	*	79.5		78.8	90.0	83.0	79.6	53
	2017		86.2	*	86.0	*	*	80.0		83.9	90.0	86.9	80.6	61
3-5	2015		44.8	38.5	41.8	27.3	42.9	28.1		47.5	40.5	44.7	63.5	206
	2016	*	55.1	75.0	56.3	14.3	*	44.8		60.0	52.1	56.6	69.3	173
	2017		68.6	68.8	66.7	10.0	66.7	56.1		65.5	72.6	68.8	72.7	157

		NUMBER TESTED IN GRADES 3-5											
2015		192	13	146	11	7	105		122	84	206	36,965
2016	3	158	12	135	7	5	105		100	73	173	36,959
2017		140	16	126	10	6	66		84	73	157	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		31	*	22	*	*	23		18	14	32	4,652	73
	2016	*	27	*	22	*	*	23		15	15	30	4,478	53
	2017		15	*	14	6	*	*		14	4	18	3,851	44
4	2015		49	5	42	*	*	43		29	25	54	4,897	68
	2016		35	*	31	*	*	27		18	18	36	4,463	67
	2017		21	2	21	*	*	19		10	13	23	4,016	52
5	2015		26	*	21	*	*	26		17	11	28	3,958	65
	2016	*	9	*	6	*	*	8		7	2	9	2,412	53
	2017		8	*	7	*	*	7		5	3	8	2,308	61
3-5	2015		106	8	85	8	4	92		64	50	114	13,507	206
	2016	*	71	3	59	6	*	58		40	35	75	11,353	173
	2017		44	5	42	9	2	29		29	20	49	10,175	157

		NUMBER TESTED IN GRADES 3-5											
2015		192	13	146	11	7	105		122	84	206	36,965	
2016	3	158	12	135	7	5	105		100	73	173	36,959	
2017		140	16	126	10	6	66		84	73	157	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**		16.2	*	20.4	*	*	11.1		22.2	10.7	17.8	28.2	73
	2016	*	21.7	*	25.0	*	*	0.0		33.3	8.7	22.6	32.6	53
	2017		33.3	*	37.1	0.0	*	*		24.0	47.4	34.1	39.9	44
4	**2015**		3.2	16.7	4.2	*	*	2.2		5.0	3.6	4.4	22.4	68
	2016		14.3	*	14.8	*	*	2.6		21.6	6.7	14.9	28.9	67
	2017		18.6	25.0	19.5	*	*	0.0		28.6	12.5	21.2	39.4	52
5	**2015**		19.4	*	11.4	*	*	4.3		10.8	28.6	18.5	30.5	65
	2016	*	36.7	*	29.3	*	*	20.5		48.5	15.0	35.8	35.3	53
	2017		51.7	*	54.0	*	*	25.7		51.6	56.7	54.1	42.4	61
3-5	**2015**		13.0	23.1	12.3	0.0	28.6	5.5		13.1	14.3	13.6	27.0	206
	2016	*	23.4	33.3	22.2	0.0	*	8.6		34.0	9.6	23.7	32.3	173
	2017		36.4	43.8	38.1	0.0	50.0	16.7		35.7	39.7	37.6	40.5	157

					NUMBER TESTED IN GRADES 3-5								
2015		192	13	146	11	7	128		122	84	206	36,965
2016	3	158	12	135	7	5	105		100	73	173	36,959
2017		140	16	126	10	6	66		84	73	157	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		2.9	*	5.6	*	*	2.8		4.4	7.1	5.5	9.0	73
	2016	*	6.5	*	10.0	*	*	0.0		16.7	0.0	9.4	12.5	53
	2017		7.7	*	8.6	0.0	*	*		4.0	15.8	9.1	19.9	44
4	2015		3.2	0.0	2.1	*	*	0.0		5.0	0.0	2.9	10.1	68
	2016		3.2	*	5.6	*	*	2.6		5.4	3.3	4.5	14.6	67
	2017		11.6	25.0	17.1	*	*	0.0		25.0	4.2	15.4	22.1	52
5	2015		3.2	*	2.3	*	*	0.0		0.0	7.1	3.1	11.8	65
	2016	*	8.2	*	4.9	*	*	0.0		12.1	0.0	7.5	13.9	53
	2017		19.0	*	22.0	*	*	8.6		19.4	23.3	21.3	19.3	61
3-5	2015		3.1	15.4	3.4	0.0	14.3	0.8		3.3	4.8	3.9	10.3	206
	2016	*	5.7	25.0	6.7	0.0	*	1.0		11.0	1.4	6.9	13.6	173
	2017		13.6	31.3	16.7	0.0	33.3	6.1		16.7	15.1	15.9	20.4	157

		NUMBER TESTED IN GRADE 3-5											
2015		192	13	146	11	7	128		122	84	206	36,965
2016	3	158	12	135	7	5	105		100	73	173	36,959
2017		140	16	126	10	6	66		84	73	157	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	56.3	50.2	45.2	50.7
	2016	58.8	50.8	50.8	51.6
	2017	65.1	54.7	59.7	48.3
4	2015	44.7	40.8	32.1	30.6
	2016	67.0	47.9	38.4	54.9
	2017	67.3	45.1	48.8	46.6
5	2015	55.6	51.3	50.5	45.6
	2016	69.8	59.6	61.5	57.9
	2017	65.3	69.4	67.9	65.2
3-5	2015	52.2	47.4	42.5	42.5
	2016	65.4	52.4	49.3	54.8
	2017	65.9	57.3	59.3	54.3

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**		38.7	*	38.6	*	*	25.5		35.1	46.4	40.0	57.1	65
	2016	*	53.1	*	47.5	16.7	*	41.0		60.6	50.0	56.6	66.1	53
	2017		75.9	*	76.0	*	*	64.7		77.4	76.7	77.0	65.9	61

			NUMBER TESTED IN GRADE 5										
2015		62	3	44	5	3	47		37	28	65	9,453	
2016	1	49	3	40	6	2	39		33	20	53	9,626	
2017		58	3	50	2	1	34		31	30	61	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		38	*	27	*	*	35		24	15	39	4059	65
	2016	*	23	*	21	5	*	23		13	10	23	3263	53
	2017		14	*	12	*	*	12		7	7	14	3328	61

		NUMBER TESTED IN GRADE 5											
2015		62	3	44	5	3	47		37	28	65	9,453
2016	1	49	3	40	6	2	39		33	20	53	9,626
2017		58	3	50	2	1	34		31	30	61	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		11.3	*	9.1	*	*	4.3		8.1	14.3	10.8	21.8	65
	2016	*	22.4	*	17.5	16.7	*	10.3		33.3	5.0	22.6	26.7	53
	2017		29.3	*	30.0	*	*	17.6		32.3	33.3	32.8	33.0	61

	NUMBER TESTED IN GRADE 5												
2015		62	3	44	5	3	47		37	28	65	9,453
2016	1	49	3	40	6	2	39		33	20	53	9,626
2017		58	3	50	2	1	34		31	30	61	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**		1.6	*	2.3	*	*	0.0		0.0	3.6	1.5	6.3	65
	2016	*	4.1	*	2.5	0.0	*	0.0		6.1	0.0	3.8	6.7	53
	2017		8.6	*	8.0	*	*	5.9		9.7	6.7	8.2	12.8	61

	NUMBER TESTED IN GRADE 5												
2015		62	3	44	5	3	47		37	28	65	9,453
2016	1	49	3	40	6	2	39		33	20	53	9,626
2017		58	3	50	2	1	34		31	30	61	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**	61.5	58.0	50.1	55.2
	2016	64.6	65.1	55.0	63.6
	2017	56.0	66.0	72.1	69.8

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	*	87.5	86.0	83.2	43
	2017	*	87.1	84.8	81.7	33
1	2015					
	2016	*	82.6	81.3	75.9	48
	2017	62.5	80.0	77.4	74.6	53
2	2015					
	2016	*	69.8	71.4	53.4	56
	2017	*	60.9	58.0	54.1	50
K-2	2015					
	2016	75.0	79.1	78.9	70.4	147
	2017	50.0	74.6	72.1	69.6	136
# Tested (GR K-2)	2015					
	2016	8	139	147	38023	
	2017	14	122	136	35,622	

Grade	Year	TERRANOVA/SUPERA MATHEMATICS				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	*	55.0	53.5	59.4	43
	2017	*	71.0	66.7	59.7	33
1	2015					
	2016	*	54.3	52.1	52.0	48
	2017	25.0	60.0	54.7	54.2	53
2	2015					
	2016	*	54.7	55.4	56.8	56
	2017	*	63.0	60.0	57.7	50
K-2	2015					
	2016	37.5	54.7	53.7	56.0	147
	2017	21.4	63.9	59.6	57.2	136
# Tested (GR K-2)	2015					
	2016	8	139	147	37912	
	2017	14	122	136	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		87.5	*	84.6	*	*	*		81.5	93.8	86.0	79.4	43
	2017		85.2	83.3	85.2		*	*		84.2	85.7	84.8	77.8	33
1	2015													
	2016		82.9	66.7	80.0	*	*	*		74.1	90.5	81.3	66.5	48
	2017		79.2	*	69.2		*	62.5		76.5	78.9	77.4	63.3	53
2	2015													
	2016		70.6	*	68.8	*	*	*		59.4	87.5	71.4	61.0	56
	2017		61.9	42.9	54.1	*	*	*		50.0	68.2	58.0	60.0	50
K-2	2015													
	2016		79.5	71.4	76.1	71.4	62.5	75.0		70.9	90.2	78.9	68.5	147
	2017		74.4	58.8	68.0	*	33.3	50.0		69.1	76.4	72.1	66.5	136
# Tested (GR K-2)	2015													
	2016		132	14	109	7	8	8		86	61	147	20,593	
	2017		117	17	103	5	6	14		81	55	136	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		21	*	11	*	*	*		13	9	22	2,353	43
	2017		10	2	9		*	*		7	5	12	1,995	33
1	2015													
	2016		14	3	12	*	*	*		6	11	17	1,605	48
	2017		10	*	8		*	0		6	6	12	1,502	53
2	2015													
	2016		9	*	7	*	*	*		4	5	9	1,345	56
	2017		10	0	7	*	*	*		5	5	10	1,298	50
K-2	2015													
	2016		44	4	30	1	2	2		23	25	48	5,303	147
	2017		30	3	24	*	0	0		18	16	34	4,795	136
# Tested (GR K-2)	2015													
	2016		132	14	109	7	8	8		86	61	147	20,593	
	2017		117	17	103	5	6	14		81	55	136	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		85.0	*	80.8	*	*	*		85.2	87.5	86.0	72.6	43
	2017		81.5	83.3	81.5		*	*		78.9	85.7	81.8	70.8	33
1	2015													
	2016		48.8	66.7	48.6	*	*	*		44.4	57.1	50.0	50.2	48
	2017		66.7	*	64.1		*	25.0		52.9	84.2	64.2	48.9	53
2	2015													
	2016		56.9	*	56.3	*	*	*		40.6	83.3	58.9	46.7	56
	2017		57.1	42.9	51.4	*	*	*		50.0	59.1	54.0	46.9	50
K-2	2015													
	2016		62.9	78.6	59.6	14.3	75.0	75.0		55.8	75.4	63.9	55.8	147
	2017		66.7	52.9	64.1	*	0.0	21.4		58.0	74.5	64.7	54.8	136
# Tested (GR K-2)	2015													
	2016		132	14	109	7	8	8		86	61	147	20,570	
	2017		117	17	103	5	6	14		81	55	136	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		14	*	7	*	*	*		10	4	14	1,583	43
	2017		6	3	7		*	*		5	4	9	1,348	33
1	2015													
	2016		2	2	3	*	*	*		2	2	4	733	48
	2017		6	*	2		*	0		5	2	7	712	53
2	2015													
	2016		10	*	9	*	*	*		2	9	11	977	56
	2017		8	1	6	*	*	*		4	5	9	985	50
K-2	2015													
	2016		26	3	19	0	2	2		14	15	29	3,293	147
	2017		20	4	15	*	0	0		14	11	25	3,045	136
# Tested (GR K-2)	2015													
	2016		132	14	109	7	8	8		86	61	147	20,570	
	2017		117	17	103	5	6	14		81	55	136	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		55.0	*	38.5	*	*	*		51.9	56.3	53.5	59.5	43
	2017		66.7	66.7	66.7		*	*		68.4	64.3	66.7	59.7	33
1	2015													
	2016		53.7	33.3	48.6	*	*	*		48.1	57.1	52.1	52.2	48
	2017		54.2	*	51.3		*	25.0		50.0	63.2	54.7	54.4	53
2	2015													
	2016		52.9	*	56.3	*	*	*		40.6	75.0	55.4	56.9	56
	2017		64.3	28.6	56.8	*	*	*		60.7	59.1	60.0	57.9	50
K-2	2015													
	2016		53.8	50.0	49.5	14.3	37.5	37.5		46.5	63.9	53.7	56.1	147
	2017		60.7	47.1	57.3	*	16.7	21.4		58.0	61.8	59.6	57.3	136
# Tested (GR K-2)	2015													
	2016		132	14	109	7	8	8		86	61	147	37,758	
	2017		117	17	103	5	6	14		81	55	136	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													
K	2016		6	*	2	*	*	*		4	2	6	2,114	43
K	2017		4	1	2		*	*		3	2	5	1,868	33
1	2015													
1	2016		6	0	3	*	*	*		2	4	6	1,519	48
1	2017		3	*	3		*	0		2	2	4	1,607	53
2	2015													
2	2016		4	*	5	*	*	*		0	5	5	2,167	56
2	2017		11	0	9	*	*	*		9	3	12	2,111	50
K-2	2015													
K-2	2016		16	1	10	0	1	1		6	11	17	5,800	147
K-2	2017		18	1	14	*	0	0		14	7	21	5,586	136
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016		132	14	109	7	8	8		86	61	147	37,758	
# Tested (GR K-2)	2017		117	17	103	5	6	14		81	55	136	35,282	

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
ALL (12)	**Beginning**	2	16.7	3	25.0	4	33.3	4	33.3	4	33.3
	Intermediate	5	41.7	4	33.3	4	33.3	4	33.3	4	33.3
	Advanced	5	41.7	5	41.7	3	25.0	2	16.7	2	16.7
	Advanced High	0	0.0	0	0.0	1	8.3	2	16.7	2	16.7

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
11	**Beginning**	3			
	Intermediate	2	2		
4 (36.4%)	**Advanced**	0	0	2	
	Advanced High	0	0	2	

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	**2**	*	*	*	*								
1	**2**	*	*										
2	**2**	*	*										
4	**2**			*	*	*	*						
ALL	**8**	*	*	*	*	*	*						

SEMESTER 1 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

| 31 | 89.7 | 90.9 | | | 100.0 | | 85.6 | |

KINDERGARTEN READING

| 31 | 83.9 | 89.2 | | | 96.8 | | 92.8 | |

GRADE 1 MATHEMATICS

| 52 | 83.4 | 85.4 | | | 86.5 | | 82.8 | |

GRADE 1 READING

| 52 | 78.6 | 83.9 | | | 92.3 | | 90.4 | |

GRADE 2 MATHEMATICS

| 46 | 72.2 | 81.4 | 79.0 | | 78.3 | 80.4 | 80.7 | 91.6 |

GRADE 2 READING

| 46 | 75.0 | 83.3 | 78.7 | | 78.3 | 78.3 | 77.0 | 89.0 |

GRADE 3 MATHEMATICS

| 49 | 58.1 | 72.1 | 76.8 | | 46.9 | 87.8 | 60.9 | 88.5 |

GRADE 3 READING

| 49 | 58.1 | 72.0 | 73.5 | | 57.1 | 81.6 | 56.4 | 85.8 |

GRADE 4 LANGUAGE ARTS

| 50 | 67.5 | 72.9 | 81.6 | | 68.0 | 92.0 | 58.3 | 90.0 |

GRADE 4 MATHEMATICS

| 49 | 48.8 | 69.3 | 75.9 | | 44.9 | 91.8 | 64.7 | 90.3 |

SEMESTER 2 TESTS

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

KINDERGARTEN MATHEMATICS

KINDERGARTEN READING

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 4 LANGUAGE ARTS

GRADE 4 MATHEMATICS

ADELLE TURNER ELEMENTARY SCHOOL (219)   40

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
50	62.8	75.2	82.1		68.0	96.0	68.1	90.5

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
60	60.7	73.8	78.8		63.3	83.3	63.5	90.2

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
60	73.0	79.7	80.8		80.0	93.3	70.8	90.8

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
60	76.2	76.2	85.0		71.7	96.7	67.9	93.3

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

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

GRADE 5 MATHEMATICS

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

GRADE 5 READING

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