

School Number 217

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Data Packet
2018-19

Evaluation & Assessment
Institutional Research
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WILLIAM B. TRAVIS VANGUARD FOR TALENTED AND GIFTED

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2018-19 DATA PACKET INFORMATION

TELPAS: Performance standards for the new 2018 TELPAS were not available at publication. New data packets will be generated when all TELPAS composite ratings and yearly progress indicators can be reported.

2017-18 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 2017-18. They are counted as new if not enrolled in a district campus before the last day of the 2016-17 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 2016-17 and 2017-18.

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.

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
4	87
5	109
ALL	196

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	8	4.1	1	6.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	18	9.2	*	*
Hispanic	43	21.9	1	6.7
White	115	58.7	11	73.3
Multiple	11	5.6	2	13.3
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	4	2.0
Economically disadvantaged	36	18.4
Limited English proficient (LEP)	4	2.0
Special education	8	4.1
Talented and Gifted (TAG)	196	100.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2016	66	3	4.5	0	0.0	11	16.7	6	9.1	44	66.7	2	3.0
	2017	113	4	3.5	0	0.0	14	12.4	23	20.4	68	60.2	4	3.5
	2018	87	5	5.7	0	0.0	5	5.7	19	21.8	52	59.8	5	5.7
5	2016	64	3	4.7	0	0.0	7	10.9	7	10.9	45	70.3	2	3.1
	2017	79	5	6.3	0	0.0	13	16.5	15	19.0	45	57.0	1	1.3
	2018	109	3	2.8	0	0.0	13	11.9	24	22.0	63	57.8	6	5.5
4-5	2016	130	6	4.6	0	0.0	18	13.8	13	10.0	89	68.5	4	3.1
	2017	192	9	4.7	0	0.0	27	14.1	38	19.8	113	58.9	5	2.6
	2018	196	8	4.1	0	0.0	18	9.2	43	21.9	115	58.7	11	5.6

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	
4	2016	66	7	10.6	2	3.0	0	0.0	2	3.0	66	100.0	9	13.6	47.0	53.0	0.0
	2017	113	21	18.6	3	2.7	7	6.2	3	2.7	113	100.0	17	15.0	48.7	51.3	0.0
	2018	87	17	19.5	1	1.1	2	2.3	1	1.1	87	100.0	11	12.6	39.1	60.9	0.0
5	2016	64	8	12.5	4	6.3	0	0.0	5	7.8	64	100.0	1	1.6	57.8	42.2	0.0
	2017	79	15	19.0	4	5.1	0	0.0	4	5.1	79	100.0	7	8.9	46.8	53.2	0.0
	2018	109	19	17.4	3	2.8	6	5.5	3	2.8	109	100.0	0	0.0	48.6	51.4	0.0
4-5	2016	130	15	11.5	6	4.6	0	0.0	7	5.4	130	100.0	10	7.7	52.3	47.7	0.0
	2017	192	36	18.8	7	3.6	7	3.6	7	3.6	192	100.0	24	12.5	47.9	52.1	0.0
	2018	196	36	18.4	4	2.0	8	4.1	4	2.0	196	100.0	11	5.6	44.4	55.6	0.0

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
4	2016	66	12,688	65	97.8	12,300	96.9	1	1.5	15.8	66	11,676	99.6	92.0
	2017	113	12,873	110	97.8	12,467	96.8	0	0.0	15.4	113	11,953	100.0	92.9
	2018	87	12,675	86	98.1	12,235	96.5	0	0.0	14.1	87	11,637	99.5	91.8
5	2016	65	12,178	63	97.4	11,815	97.0	0	0.0	5.7	64	11,217	99.1	92.1
	2017	80	12,220	78	97.7	11,838	96.9	0	0.0	6.1	79	11,367	98.5	93.0
	2018	111	12,498	108	97.5	12,078	96.6	0	0.0	6.1	109	11,513	98.5	92.1
4-5	2016	131	77,308	128	97.6	74,608	96.5	1	0.8	15.2	130	70,344	99.3	91.0
	2017	193	74,855	189	97.7	72,203	96.5	0	0.0	15.3	192	68,741	99.4	91.8
	2018	198	72,186	194	97.8	69,366	96.1	0	0.0	14.0	196	65,475	99.0	90.7

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	6.7
Hispanic	1	6.7
White	11	73.3
Multiple	2	13.3
Other	0	0.0

Gender	Number	Percentage
Female	8	53.3
Male	7	46.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2015-16	9.1	72.7
2016-17	6.4	90.9
2017-18	6.6	91.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	13.3
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	0	0.0
More than 3	13	86.7
1 - 5	0	0.0
6 - 10	4	26.7
11 - 20	4	26.7
More than 20	5	33.3

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)
4	2016	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	62.6	66
	2017	100.0	*	100.0	100.0	100.0	*	*		100.0	100.0	100.0	56.4	111
	2018	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	61.9	87
5	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	70.6	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	71.7	79
	2018	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	76.0	109
3-5	2016	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	63.9	130
	2017	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	62.7	190
	2018	100.0	100.0	100.0	100.0	100.0	*	*		100.0	100.0	100.0	68.7	196

NUMBER TESTED IN GRADES 3-5													
2016	89	6	13	16	2	6	8		68	62	130	22,529	
2017	112	9	37	42	7	7	7		91	99	190	23,084	
2018	115	8	43	44	6	4	4		87	109	196	22,610	

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	2016	0	*	0	0	*	*	*		0	0	0	2,728	66
	2017	0	*	0	0	0	*	*		0	0	0	3,323	111
	2018	0	*	0	0	*	*	*		0	0	0	2,811	87
5	2016	0	*	0	0		*	*		0	0	0	2,294	64
	2017	0	*	0	0		*	*		0	0	0	2,269	79
	2018	0	*	0	0	*	*	*		0	0	0	1,956	109
3-5	2016	0	0	0	0	*	0	0		0	0	0	8,136	130
	2017	0	0	0	0	0	0	0		0	0	0	8,606	190
	2018	0	0	0	0	0	*	*		0	0	0	7,076	196

NUMBER TESTED IN GRADES 3-5													
2016	89	6	13	16	2	6	8		68	62	130	22,529	
2017	112	9	37	42	7	7	7		91	99	190	23,084	
2018	115	8	43	44	6	4	4		87	109	196	22,610	

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	2016	100.0	*	83.3	100.0	*	*	*		96.8	100.0	98.5	28.6	66
	2017	100.0	*	90.9	96.2	100.0	*	*		96.3	100.0	98.2	32.4	111
	2018	100.0	*	100.0	100.0	*	*	*		97.1	100.0	98.9	35.6	87
5	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	36.3	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	38.2	79
	2018	100.0	*	95.8	100.0	*	*	*		98.1	100.0	99.1	44.1	109
3-5	2016	100.0	100.0	92.3	100.0	*	100.0	100.0		98.5	100.0	99.2	31.4	130
	2017	100.0	100.0	94.6	97.6	100.0	85.7	85.7		97.8	100.0	98.9	34.6	190
	2018	100.0	100.0	97.7	100.0	100.0	*	*		97.7	100.0	99.0	38.0	196

NUMBER TESTED IN GRADES 3-5													
2016	89	6	13	16	2	6	8		68	62	130	22,529	
2017	112	9	37	42	7	7	7		91	99	190	23,084	
2018	115	8	43	44	6	4	4		87	109	196	22,610	

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	2016	84.1	*	66.7	71.4	*	*	*		74.2	91.4	83.3	13.4	66
	2017	89.6	*	59.1	84.6	71.4	*	*		75.9	91.2	83.8	16.9	111
	2018	84.6	*	84.2	77.8	*	*	*		82.4	86.8	85.1	17.7	87
5	2016	84.4	*	85.7	55.6		*	*		78.4	96.3	85.9	16.6	64
	2017	93.3	*	80.0	81.3		*	*		83.8	95.2	89.9	19.4	79
	2018	88.9	*	75.0	88.5	*	*	*		84.9	87.5	86.2	20.1	109
3-5	2016	84.3	50.0	76.9	62.5	*	66.7	75.0		76.5	93.5	84.6	15.1	130
	2017	91.1	77.8	67.6	83.3	71.4	42.9	42.9		79.1	92.9	86.3	18.8	190
	2018	87.0	87.5	79.1	84.1	83.3	*	*		83.9	87.2	85.7	19.1	196

NUMBER TESTED IN GRADE 3-5													
2016	89	6	13	16	2	6	8		68	62	130	22,529	
2017	112	9	37	42	7	7	7		91	99	190	23,084	
2018	115	8	43	44	6	4	4		87	109	196	22,610	

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
4	2016	95.8	85.7	92.0
	2017	92.9	90.8	90.9
	2018	93.0	91.3	90.7
5	2016	93.0	90.7	94.7
	2017	94.8	93.0	93.0
	2018	94.2	93.5	91.1
3-5	2016	94.4	88.2	93.3
	2017	93.7	91.7	91.8
	2018	93.6	92.5	90.9

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	2016	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	57.3	66
	2017	100.0	*	95.7	96.2	100.0	*	*		98.2	100.0	99.1	54.4	113
	2018	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	51.2	87

NUMBER TESTED IN GRADE 4													
2016	44	3	6	7	2	2	3		31	35	66	7,239	
2017	68	4	23	26	7	3	3		55	58	113	7,530	
2018	52	5	19	18	1	1	1		34	53	87	7,361	

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	2016	0	*	0	0	*	*	*		0	0	0	3,090	66
	2017	0	*	1	1	0	*	*		1	0	1	3,435	113
	2018	0	*	0	0	*	*	*		0	0	0	3,589	87

NUMBER TESTED IN GRADE 4													
2016	44	3	6	7	2	2	3		31	35	66	7,239	
2017	68	4	23	26	7	3	3		55	58	113	7,530	
2018	52	5	19	18	1	1	1		34	53	87	7,361	

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	2016	97.7	*	100.0	100.0	*	*	*		93.5	100.0	97.0	28.7	66
	2017	97.1	*	87.0	96.2	100.0	*	*		90.9	98.3	94.7	26.0	113
	2018	96.2	*	94.7	88.9	*	*	*		97.1	92.5	94.3	29.2	87

NUMBER TESTED IN GRADE 4													
2016	44	3	6	7	2	2	3		31	35	66	7,239	
2017	68	4	23	26	7	3	3		55	58	113	7,530	
2018	52	5	19	18	1	1	1		34	53	87	7,361	

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	2016	75.0	*	33.3	57.1	*	*	*		67.7	80.0	74.2	10.9	66
	2017	58.8	*	47.8	69.2	42.9	*	*		60.0	60.3	60.2	7.4	113
	2018	76.9	*	31.6	55.6	*	*	*		58.8	64.2	62.1	7.1	87

NUMBER TESTED IN GRADE 4													
2016	44	3	6	7	2	2	3		31	35	66	7,239	
2017	68	4	23	26	7	3	3		55	58	113	7,530	
2018	52	5	19	18	1	1	1		34	53	87	7,361	

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	2016	—	5.6	92.2	91.4
	2017	—	5.4	89.0	90.9
	2018	—	5.9	81.3	90.4

¹Average score points (range 0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

NOTE: Beginning in 2016, only one composition was required.

PERCENTAGE 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	2016	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	63.5	66
	2017	100.0	*	100.0	100.0	100.0	*	*		100.0	100.0	100.0	68.1	111
	2018	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	75.2	87
5	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	79.6	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	80.6	79
	2018	100.0	*	100.0	100.0	*	*	*		100.0	100.0	100.0	86.9	109
3-5	2016	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	69.3	130
	2017	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	72.7	190
	2018	100.0	100.0	100.0	100.0	100.0	*	*		100.0	100.0	100.0	78.8	196

NUMBER TESTED IN GRADES 3-5													
2016	89	6	13	16	2	6	7		68	62	130	36,959	
2017	112	9	37	42	7	7	7		91	99	190	37,278	
2018	115	8	43	44	6	4	4		87	109	196	36,318	

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	2016	0	*	0	0	*	*	*		0	0	0	4,463	66
	2017	0	*	0	0	0	*	*		0	0	0	4,016	111
	2018	0	*	0	0	*	*	*		0	0	0	3,028	87
5	2016	0	*	0	0		*	*		0	0	0	2,412	64
	2017	0	*	0	0		*	*		0	0	0	2,308	79
	2018	0	*	0	0	*	*	*		0	0	0	1,582	109
3-5	2016	0	0	0	0	*	0	0		0	0	0	11,353	130
	2017	0	0	0	0	0	0	0		0	0	0	10,175	190
	2018	0	0	0	0	0	*	*		0	0	0	7,682	196

NUMBER TESTED IN GRADES 3-5													
2016	89	6	13	16	2	6	7		68	62	130	36,959	
2017	112	9	37	42	7	7	7		91	99	190	37,278	
2018	115	8	43	44	6	4	4		87	109	196	36,318	

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	2016	93.2	*	100.0	100.0	*	*	*		93.5	94.3	93.9	28.9	66
	2017	98.5	*	95.5	96.2	100.0	*	*		98.1	96.5	97.3	39.4	111
	2018	100.0	*	89.5	83.3	*	*	*		94.1	96.2	95.4	44.2	87
5	2016	97.8	*	71.4	77.8		*	*		94.6	96.3	95.3	35.3	64
	2017	97.8	*	86.7	93.8		*	*		89.2	95.2	92.4	42.4	79
	2018	93.7	*	95.8	96.2	*	*	*		96.2	94.6	95.4	53.8	109
3-5	2016	95.5	83.3	84.6	87.5	*	83.3	87.5		94.1	95.2	94.6	32.3	130
	2017	98.2	66.7	91.9	95.2	100.0	71.4	71.4		94.5	96.0	95.3	40.5	190
	2018	96.5	87.5	93.0	90.9	83.3	*	*		95.4	95.4	95.4	46.6	196

NUMBER TESTED IN GRADES 3-5													
2016	89	6	13	16	2	6	8		68	62	130	36,959	
2017	112	9	37	42	7	7	7		91	99	190	37,278	
2018	115	8	43	44	6	4	4		87	109	196	36,318	

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	2016	79.5	*	66.7	57.1	*	*	*		77.4	80.0	78.8	14.6	66
	2017	79.1	*	77.3	80.8	100.0	*	*		77.8	75.4	76.6	22.1	111
	2018	82.7	*	68.4	55.6	*	*	*		76.5	75.5	75.9	23.8	87
5	2016	88.9	*	28.6	55.6		*	*		73.0	85.2	78.1	13.9	64
	2017	68.9	*	40.0	62.5		*	*		64.9	69.0	67.1	19.3	79
	2018	71.4	*	58.3	69.2	*	*	*		67.9	73.2	70.6	27.6	109
3-5	2016	84.3	16.7	46.2	56.3	*	16.7	25.0		75.0	82.3	78.5	13.6	130
	2017	75.0	55.6	62.2	73.8	100.0	28.6	28.6		72.5	72.7	72.6	20.4	190
	2018	76.5	50.0	62.8	63.6	83.3	*	*		71.3	74.3	73.0	23.7	196

NUMBER TESTED IN GRADE 3-5													
2016	89	6	13	16	2	6	8		68	62	130	36,959	
2017	112	9	37	42	7	7	7		91	99	190	37,278	
2018	115	8	43	44	6	4	4		87	109	196	36,318	

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
4	2016	93.7	88.5	84.1	86.1
	2017	92.9	88.9	85.9	93.0
	2018	90.2	89.1	83.9	92.8
5	2016	92.6	89.1	89.2	88.5
	2017	87.6	87.2	88.9	91.1
	2018	83.5	85.1	85.4	91.7
3-5	2016	93.1	88.8	86.6	87.3
	2017	90.7	88.2	87.1	92.2
	2018	86.5	86.9	84.8	92.2

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)
5	2016	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	66.1	64
	2017	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	65.9	77
	2018	100.0	*	95.8	96.2	*	*	*		98.1	100.0	99.1	68.8	108

NUMBER TESTED IN GRADE 5													
2016	45	3	7	9		4	5		37	27	64	9,626	
2017	43	5	15	16		4	4		37	40	77	9,759	
2018	62	3	24	26	5	3	3		53	55	108	10,271	

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	2016	0	*	0	0		*	*		0	0	0	3263	64
	2017	0	*	0	0		*	*		0	0	0	3328	77
	2018	0	*	1	1	*	*	*		1	0	1	3208	108

NUMBER TESTED IN GRADE 5													
2016	45	3	7	9		4	5		37	27	64	9,626	
2017	43	5	15	16		4	4		37	40	77	9,759	
2018	62	3	24	26	5	3	3		53	55	108	10,271	

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	2016	97.8	*	71.4	77.8		*	*		91.9	96.3	93.8	26.7	64
	2017	93.0	*	73.3	87.5		*	*		89.2	90.0	89.6	33.0	77
	2018	98.4	*	70.8	92.3	*	*	*		92.5	92.7	92.6	32.6	108

NUMBER TESTED IN GRADE 5													
2016	45	3	7	9		4	5		37	27	64	9,626	
2017	43	5	15	16		4	4		37	40	77	9,759	
2018	62	3	24	26	5	3	3		53	55	108	10,271	

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	2016	53.3	*	28.6	44.4		*	*		56.8	48.1	53.1	6.7	64
	2017	65.1	*	46.7	50.0		*	*		62.2	65.0	63.6	12.8	77
	2018	69.4	*	54.2	61.5	*	*	*		71.7	56.4	63.9	12.1	108

NUMBER TESTED IN GRADE 5													
2016	45	3	7	9		4	5		37	27	64	9,626	
2017	43	5	15	16		4	4		37	40	77	9,759	
2018	62	3	24	26	5	3	3		53	55	108	10,271	

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	2016	82.8	88.6	86.5	92.2
	2017	87.7	84.6	92.5	87.9
	2018	94.6	92.8	82.8	89.9

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

GRADE 4 LANGUAGE ARTS (tested with 2017-2018 test)

87	84.0	89.8	89.9		100.0	100.0	58.8	92.2
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GRADE 4 MATHEMATICS (tested with 2017-2018 test)

88	89.3	92.8	94.1		100.0	98.9	64.3	91.0
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GRADE 4 READING (tested with 2017-2018 test)

88	85.7	91.1	92.6		100.0	98.9	66.3	91.9
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GRADE 5 MATHEMATICS (tested with 2017-2018 test)

112	88.5	91.6	93.2		100.0	100.0	73.3	91.1
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GRADE 5 READING (tested with 2017-2018 test)

112	87.1	90.6	95.1		100.0	100.0	76.4	92.5
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GRADE 5 SCIENCE (tested with 2017-2018 test)

112	90.5	90.5	92.7		100.0	100.0	67.1	94.1
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GRADE 4 LANGUAGE ARTS (tested with 2017-2018 test)

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GRADE 4 MATHEMATICS (tested with 2017-2018 test)

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GRADE 4 READING (tested with 2017-2018 test)

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GRADE 5 MATHEMATICS (tested with 2017-2018 test)

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GRADE 5 READING (tested with 2017-2018 test)

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GRADE 5 SCIENCE (tested with 2017-2018 test)

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