

MOCKINGBIRD ELEMENTARY SCHOOL

SCHOOL NUMBER 162

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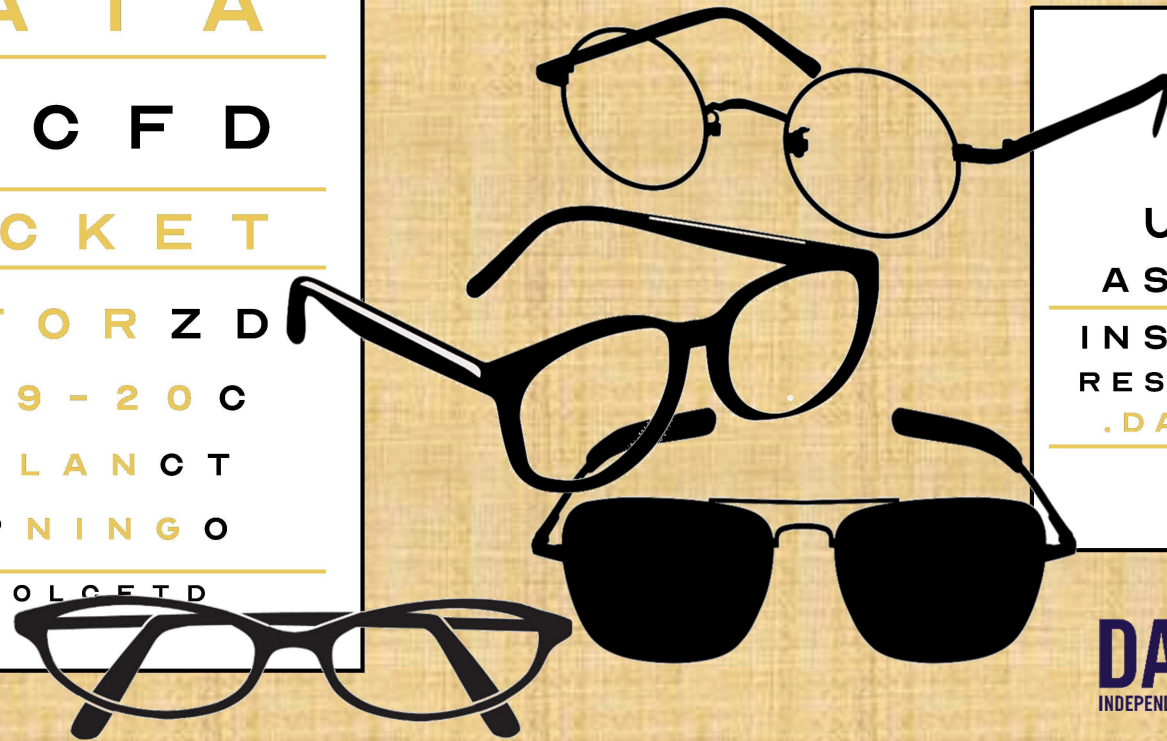
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JULY 23, 2019



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2018-19 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 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

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.
- 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 publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS 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 TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
KN	130
1	126
2	110
3	117
4	98
5	84
ALL	665

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	46	6.9	3	7.1
American Indian/Alaska Native	7	1.1	*	*
Asian/Hawaiian/Pacific Islander	32	4.8	*	*
Hispanic	165	24.8	7	16.7
White	356	53.5	31	73.8
Multiple	58	8.7	1	2.4
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	92	13.8
Economically disadvantaged	146	22.0
Limited English proficient (LEP)	63	9.5
Special education	79	11.9
Talented and Gifted (TAG)	96	14.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2017	110	13	11.8	0	0.0	6	5.5	21	19.1	65	59.1	4	3.6
	2018	122	3	2.5	2	1.6	10	8.2	26	21.3	79	64.8	2	1.6
	2019	130	3	2.3	4	3.1	9	6.9	26	20.0	69	53.1	18	13.8
1	2017	122	3	2.5	0	0.0	7	5.7	27	22.1	78	63.9	7	5.7
	2018	113	8	7.1	0	0.0	7	6.2	27	23.9	65	57.5	5	4.4
	2019	126	5	4.0	2	1.6	9	7.1	31	24.6	71	56.3	8	6.3
2	2017	112	5	4.5	0	0.0	4	3.6	23	20.5	73	65.2	7	6.3
	2018	122	5	4.1	0	0.0	6	4.9	26	21.3	79	64.8	6	4.9
	2019	110	8	7.3	0	0.0	5	4.5	28	25.5	60	54.5	9	8.2
3	2017	99	11	11.1	0	0.0	6	6.1	29	29.3	50	50.5	3	3.0
	2018	114	7	6.1	0	0.0	4	3.5	26	22.8	70	61.4	7	6.1
	2019	117	10	8.5	1	0.9	3	2.6	25	21.4	67	57.3	11	9.4
4	2017	89	10	11.2	0	0.0	2	2.2	32	36.0	41	46.1	3	3.4
	2018	88	8	9.1	0	0.0	6	6.8	26	29.5	45	51.1	3	3.4
	2019	98	10	10.2	0	0.0	3	3.1	32	32.7	48	49.0	5	5.1
5	2017	84	6	7.1	1	1.2	1	1.2	19	22.6	51	60.7	5	6.0
	2018	86	8	9.3	0	0.0	3	3.5	32	37.2	38	44.2	5	5.8
	2019	84	10	11.9	0	0.0	3	3.6	23	27.4	41	48.8	7	8.3
KN-5	2017	616	48	7.8	1	0.2	26	4.2	151	24.5	358	58.1	29	4.7
	2018	645	39	6.0	2	0.3	36	5.6	163	25.3	376	58.3	28	4.3
	2019	665	46	6.9	7	1.1	32	4.8	165	24.8	356	53.5	58	8.7

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
KN	2017	110	26	23.6	12	10.9	15	13.6	15	13.6	7	6.4	87	79.1	52.7	47.3	4.5
	2018	122	17	13.9	14	11.5	12	9.8	19	15.6	7	5.7	109	89.3	46.7	53.3	2.5
	2019	130	26	20.0	6	4.6	20	15.4	3	2.3	3	2.3	115	88.5	53.8	46.2	1.5
1	2017	122	22	18.0	12	9.8	9	7.4	16	13.1	13	10.7	22	18.0	54.9	45.1	1.6
	2018	113	19	16.8	14	12.4	14	12.4	18	15.9	18	15.9	16	14.2	52.2	47.8	0.9
	2019	126	28	22.2	19	15.1	12	9.5	22	17.5	15	11.9	13	10.3	47.6	52.4	1.6
2	2017	112	23	20.5	5	4.5	8	7.1	9	8.0	20	17.9	17	15.2	52.7	47.3	1.8
	2018	122	19	15.6	11	9.0	12	9.8	18	14.8	19	15.6	11	9.0	54.9	45.1	2.5
	2019	110	26	23.6	14	12.7	15	13.6	17	15.5	19	17.3	6	5.5	46.4	53.6	1.8
3	2017	99	29	29.3	8	8.1	9	9.1	10	10.1	23	23.2	12	12.1	47.5	52.5	0.0
	2018	114	24	21.1	6	5.3	10	8.8	16	14.0	22	19.3	11	9.6	56.1	43.9	3.5
	2019	117	24	20.5	9	7.7	12	10.3	11	9.4	23	19.7	11	9.4	55.6	44.4	0.0
4	2017	89	28	31.5	9	10.1	15	16.9	23	25.8	19	21.3	15	16.9	48.3	51.7	1.1
	2018	88	19	21.6	9	10.2	8	9.1	15	17.0	18	20.5	9	10.2	50.0	50.0	1.1
	2019	98	26	26.5	8	8.2	13	13.3	21	21.4	15	15.3	10	10.2	53.1	46.9	0.0
5	2017	84	22	26.2	7	8.3	9	10.7	25	29.8	22	26.2	4	4.8	51.2	48.8	0.0
	2018	86	24	27.9	8	9.3	11	12.8	28	32.6	20	23.3	8	9.3	53.5	46.5	0.0
	2019	84	16	19.0	7	8.3	7	8.3	18	21.4	21	25.0	10	11.9	47.6	52.4	0.0
KN-5	2017	616	150	24.4	53	8.6	65	10.6	98	15.9	104	16.9	157	25.5	51.5	48.5	1.6
	2018	645	122	18.9	62	9.6	67	10.4	114	17.7	104	16.1	164	25.4	52.2	47.8	1.9
	2019	665	146	22.0	63	9.5	79	11.9	92	13.8	96	14.4	165	24.8	50.8	49.2	0.9

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	2017	106	11,388	102	96.3	10,888	95.6	14	13.2	19.6	101	10,240	95.2	89.9
	2018	121	11,061	116	96.2	10,520	95.1	10	8.3	17.8	115	9,830	95.3	88.9
	2019	129	10,918	125	96.7	10,368	95.0	4	3.1	7.1	124	9,637	96.2	88.3
1	2017	123	12,278	119	97.1	11,800	96.1	6	4.9	18.4	121	11,169	98.6	91.0
	2018	114	11,550	111	96.7	11,055	95.7	4	3.5	16.6	111	10,347	97.1	89.6
	2019	124	11,198	119	96.1	10,714	95.7	3	2.4	6.3	120	10,067	97.1	89.9
2	2017	113	12,938	109	96.4	12,476	96.4	6	5.3	16.9	106	11,850	93.6	91.6
	2018	122	11,864	117	96.4	11,398	96.1	5	4.1	15.9	117	10,717	96.1	90.3
	2019	111	11,232	108	96.5	10,778	96.0	2	1.8	5.9	109	10,167	97.8	90.5
3	2017	98	13,158	94	96.5	12,734	96.8	5	5.1	15.9	96	12,162	98.1	92.4
	2018	113	12,536	110	96.6	12,080	96.4	7	6.2	14.4	109	11,431	96.1	91.2
	2019	118	11,452	114	96.5	11,021	96.2	1	0.8	5.8	114	10,472	96.5	91.4
4	2017	86	12,873	83	96.6	12,467	96.8	4	4.6	15.4	83	11,953	96.3	92.9
	2018	90	12,675	87	96.7	12,235	96.5	6	6.7	14.1	87	11,637	96.6	91.8
	2019	97	12,118	93	96.2	11,678	96.4	1	1.0	6.0	94	11,110	97.0	91.7
5	2017	86	12,220	83	96.2	11,838	96.9	1	1.2	6.1	82	11,367	95.6	93.0
	2018	86	12,498	84	97.0	12,078	96.6	1	1.2	6.1	85	11,513	98.5	92.1
	2019	86	12,193	83	96.8	11,764	96.5	2	2.3	5.4	80	11,300	93.4	92.7
KN-5	2017	612	74,855	591	96.5	72,203	96.5	36	5.9	15.3	589	68,741	96.2	91.8
	2018	647	72,186	624	96.6	69,366	96.1	33	5.1	14.0	624	65,475	96.5	90.7
	2019	665	69,110	641	96.5	66,323	96.0	13	2.0	6.1	641	62,753	96.4	90.8

Teachers: 42

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	7.1
Hispanic	7	16.7
White	31	73.8
Multiple	1	2.4
Other	0	0.0

Gender	Number	Percentage
Female	36	85.7
Male	6	14.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	4.9	73.8
2017-18	4.8	90.2
2018-19	5.2	80.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.1
1	0	0.0
2	5	11.9
3	3	7.1
4	3	7.1
5	2	4.8
1-3	8	19.0
More than 3	31	73.8
1 - 5	13	31.0
6 - 10	8	19.0
11 - 20	13	31.0
More than 20	5	11.9

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)
3	2017	100.0	72.7	85.2	76.7	77.8	83.3	87.5		93.3	90.4	91.8	59.5	97
	2018	94.2	71.4	75.0	59.1	40.0	*	60.0		88.7	89.8	89.2	67.4	111
	2019	89.2	90.0	56.5	63.6	58.3	57.1	50.0		82.8	82.4	82.6	67.4	115
4	2017	95.2	70.0	70.4	52.6	20.0	*	31.6		85.7	80.5	83.1	56.4	83
	2018	97.8	100.0	88.0	86.4	87.5	100.0	84.6		95.2	93.2	93.1	61.9	87
	2019	93.8	80.0	83.3	68.0	33.3	100.0	55.0		88.2	91.1	89.6	67.2	96
5	2017	100.0	83.3	86.7	86.4	66.7	*	85.7		92.7	100.0	96.3	71.7	80
	2018	100.0	87.5	85.2	68.8	50.0	*	78.3		95.5	91.9	93.8	76.0	81
	2019	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	81.0	83
3-5	2017	98.6	74.1	79.7	73.2	48.5	91.7	64.6		90.6	90.2	90.4	62.7	260
	2018	96.7	87.0	82.9	71.7	57.1	93.8	74.5		92.6	91.5	91.8	68.7	279
	2019	93.5	90.0	79.7	74.2	58.1	84.2	70.2		89.0	90.7	89.8	72.3	294

NUMBER TESTED IN GRADES 3-5													
2017	143	27	69	71	33	12	48			128	132	260	23,084
2018	152	23	76	60	28	16	51			148	130	279	22,610
2019	155	30	74	62	31	19	47			154	140	294	21,769

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	2017	0	3	4	7	2	1	1		3	5	8	3,014	97
	2018	4	2	6	9	6	*	6		7	5	12	2,309	111
	2019	7	1	10	8	5	3	5		11	9	20	2,153	115
4	2017	2	3	8	9	12	*	13		6	8	14	3,323	83
	2018	1	0	3	3	1	0	2		2	3	6	2,811	87
	2019	3	2	5	8	8	0	9		6	4	10	2,376	96
5	2017	0	1	2	3	3	*	3		3	0	3	2,269	80
	2018	0	1	4	5	5	*	5		2	3	5	1,956	81
	2019	0	0	0	0	0	0	0		0	0	0	1,508	83
3-5	2017	2	7	14	19	17	1	17		12	13	25	8,606	260
	2018	5	3	13	17	12	1	13		11	11	23	7,076	279
	2019	10	3	15	16	13	3	14		17	13	30	6,037	294

NUMBER TESTED IN GRADES 3-5													
2017	143	27	69	71	33	12	48		128	132	260	23,084	
2018	152	23	76	60	28	16	51		148	130	279	22,610	
2019	155	30	74	62	31	19	47		154	140	294	21,769	

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	2017	88.0	54.5	66.7	53.3	44.4	50.0	50.0		71.1	80.8	76.3	32.9	97
	2018	73.9	42.9	50.0	36.4	40.0	*	26.7		64.5	67.3	65.8	33.6	111
	2019	64.6	30.0	30.4	22.7	8.3	14.3	10.0		51.6	56.9	53.9	35.9	115
4	2017	76.2	70.0	55.6	42.1	13.3	*	15.8		61.9	73.2	67.5	32.4	83
	2018	88.9	62.5	60.0	63.6	62.5	85.7	53.8		76.2	79.5	77.0	35.6	87
	2019	75.0	70.0	60.0	44.0	25.0	50.0	25.0		74.5	62.2	68.8	37.1	96
5	2017	86.3	33.3	46.7	50.0	33.3	*	42.9		63.4	87.2	75.0	38.2	80
	2018	92.1	75.0	70.4	56.3	50.0	*	56.5		77.3	91.9	84.0	44.1	81
	2019	78.6	100.0	61.9	66.7	57.1	33.3	41.2		74.4	81.8	78.3	45.9	83
3-5	2017	83.9	55.6	58.0	49.3	27.3	50.0	33.3		65.6	80.3	73.1	34.6	260
	2018	82.9	60.9	60.5	51.7	50.0	56.3	47.1		71.6	78.5	74.6	38.0	279
	2019	71.6	66.7	51.4	41.9	25.8	31.6	27.7		64.9	66.4	65.6	39.9	294

NUMBER TESTED IN GRADES 3-5													
2017	143	27	69	71	33	12	48			128	132	260	23,084
2018	152	23	76	60	28	16	51			148	130	279	22,610
2019	155	30	74	62	31	19	47			154	140	294	21,769

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	2017	64.0	36.4	29.6	30.0	22.2	0.0	12.5		44.4	55.8	50.5	20.0	97
	2018	60.9	28.6	29.2	27.3	30.0	*	20.0		48.4	51.0	49.5	19.3	111
	2019	49.2	30.0	8.7	13.6	8.3	0.0	0.0		32.8	43.1	37.4	21.9	115
4	2017	54.8	30.0	44.4	21.1	13.3	*	5.3		38.1	56.1	47.0	16.9	83
	2018	57.8	25.0	32.0	31.8	25.0	42.9	23.1		40.5	52.3	46.0	17.7	87
	2019	52.1	20.0	33.3	12.0	8.3	16.7	5.0		43.1	35.6	39.6	18.2	96
5	2017	64.7	16.7	13.3	27.3	11.1	*	4.8		46.3	56.4	51.2	19.4	80
	2018	65.8	25.0	44.4	25.0	20.0	*	26.1		40.9	62.2	50.6	20.1	81
	2019	73.8	70.0	33.3	40.0	28.6	0.0	17.6		61.5	68.2	65.1	24.1	83
3-5	2017	61.5	29.6	31.9	26.8	15.2	8.3	6.3		43.0	56.1	49.6	18.8	260
	2018	61.2	26.1	35.5	28.3	25.0	37.5	23.5		43.9	54.6	48.7	19.1	279
	2019	56.8	40.0	25.7	19.4	12.9	5.3	8.5		43.5	48.6	45.9	21.5	294

NUMBER TESTED IN GRADE 3-5													
2017	143	27	69	71	33	12	48		128	132	260	23,084	
2018	152	23	76	60	28	16	51		148	130	279	22,610	
2019	155	30	74	62	31	19	47		154	140	294	21,769	

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	2017	89.7	78.9	78.5
	2018	89.9	76.0	74.7
	2019	81.9	77.0	64.7
4	2017	76.8	77.7	72.8
	2018	81.6	80.3	82.0
	2019	82.0	74.9	74.8
5	2017	83.3	81.6	82.9
	2018	83.5	83.2	78.5
	2019	91.9	86.7	84.2
3-5	2017	83.6	79.3	78.1
	2018	85.5	79.4	78.1
	2019	84.8	79.1	73.5

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2017	97.6	80.0	65.4	55.6	35.7	*	38.9		81.0	87.5	84.1	54.4	82
	2018	97.8	100.0	80.8	91.3	100.0	87.5	92.9		86.4	97.7	92.0	51.2	88
	2019	95.8	70.0	78.1	59.3	41.7	71.4	52.4		86.5	84.8	85.7	56.9	98

NUMBER TESTED IN GRADE 4													
2017	42	10	26	18	14	3	18		42	40	82	7,530	
2018	46	8	26	23	8	8	14		44	44	88	7,361	
2019	48	10	32	27	12	7	21		52	46	98	7,170	

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	2017	1	2	9	8	9	*	11		8	5	13	3,435	82
	2018	1	0	5	2	0	1	1		6	1	7	3,589	88
	2019	2	3	7	11	7	2	10		7	7	14	3,091	98

NUMBER TESTED IN GRADE 4													
2017	42	10	26	18	14	3	18		42	40	82	7,530	
2018	46	8	26	23	8	8	14		44	44	88	7,361	
2019	48	10	32	27	12	7	21		52	46	98	7,170	

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	2017	71.4	60.0	38.5	38.9	21.4	*	5.6		54.8	62.5	58.5	26.0	82
	2018	82.6	75.0	61.5	73.9	62.5	62.5	50.0		65.9	84.1	75.0	29.2	88
	2019	83.3	40.0	53.1	29.6	16.7	14.3	4.8		61.5	71.7	66.3	26.4	98

NUMBER TESTED IN GRADE 4													
2017	42	10	26	18	14	3	18		42	40	82	7,530	
2018	46	8	26	23	8	8	14		44	44	88	7,361	
2019	48	10	32	27	12	7	21		52	46	98	7,170	

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	2017	35.7	30.0	19.2	5.6	7.1	*	0.0		31.0	25.0	28.0	7.4	82
	2018	41.3	12.5	23.1	21.7	25.0	0.0	7.1		15.9	52.3	34.1	7.1	88
	2019	47.9	10.0	21.9	14.8	8.3	0.0	0.0		32.7	37.0	34.7	7.6	98

NUMBER TESTED IN GRADE 4													
2017	42	10	26	18	14	3	18		42	40	82	7,530	
2018	46	8	26	23	8	8	14		44	44	88	7,361	
2019	48	10	32	27	12	7	21		52	46	98	7,170	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition ¹ (Expository)	2. Revision	3. Editing
4	2017	4.4	74.2	75.4
	2018	4.6	75.3	85.2
	2019	4.3	78.1	80.2

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

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	2017	100.0	72.7	85.2	80.0	77.8	100.0	100.0		93.3	92.3	92.8	70.0	97
	2018	97.1	71.4	84.6	79.2	60.0	66.7	75.0		90.6	94.0	92.1	74.5	114
	2019	93.8	80.0	60.0	65.2	50.0	100.0	72.7		87.5	83.0	85.5	75.5	117
4	2017	90.5	70.0	56.3	60.9	33.3	75.0	45.8		76.7	75.6	76.1	68.1	88
	2018	100.0	100.0	80.8	87.0	87.5	75.0	78.6		93.0	95.5	93.2	75.2	88
	2019	95.8	90.0	81.3	76.9	50.0	75.0	61.9		90.4	91.3	90.8	74.7	98
5	2017	100.0	83.3	100.0	96.0	100.0	100.0	96.0		97.7	100.0	98.8	80.6	84
	2018	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	86.9	85
	2019	100.0	100.0	100.0	100.0	100.0	100.0	100.0		100.0	100.0	100.0	88.0	84
3-5	2017	97.2	74.1	76.9	79.5	63.6	90.5	75.4		89.3	89.1	89.2	72.7	269
	2018	98.7	91.3	89.2	87.9	82.1	81.8	87.7		94.1	96.3	94.8	78.8	287
	2019	96.1	90.0	79.7	78.5	61.3	91.7	78.0		91.7	90.9	91.3	79.5	299

NUMBER TESTED IN GRADES 3-5													
2017	143	27	78	78	33	21	57			131	138	269	37,278
2018	153	23	83	66	28	22	57			152	134	287	36,318
2019	155	30	79	65	31	24	50			156	143	299	34,690

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	2017	0	3	4	6	2	0	0		3	4	7	3,851	97
	2018	2	2	4	5	4	2	4		6	3	9	3,072	114
	2019	4	2	10	8	6	0	3		8	9	17	2,726	117
4	2017	4	3	14	9	10	2	13		10	11	21	4,016	88
	2018	0	0	5	3	1	2	3		3	2	6	3,028	88
	2019	2	1	6	6	6	2	8		5	4	9	2,959	98
5	2017	0	1	0	1	0	0	1		1	0	1	2,308	84
	2018	0	0	0	0	0	0	0		0	0	0	1,582	85
	2019	0	0	0	0	0	0	0		0	0	0	1,420	84
3-5	2017	4	7	18	16	12	2	14		14	15	29	10,175	269
	2018	2	2	9	8	5	4	7		9	5	15	7,682	287
	2019	6	3	16	14	12	2	11		13	13	26	7,105	299

NUMBER TESTED IN GRADES 3-5													
2017	143	27	78	78	33	21	57			131	138	269	37,278
2018	153	23	83	66	28	22	57			152	134	287	36,318
2019	155	30	79	65	31	24	50			156	143	299	34,690

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	2017	96.0	54.5	74.1	70.0	55.6	100.0	100.0		86.7	84.6	85.6	39.9	97
	2018	87.1	57.1	53.8	37.5	40.0	33.3	31.3		76.6	70.0	73.7	41.8	114
	2019	72.3	50.0	32.0	21.7	33.3	33.3	18.2		71.9	54.7	64.1	42.8	117
4	2017	57.1	30.0	31.3	26.1	20.0	37.5	12.5		46.5	37.8	42.0	39.4	88
	2018	97.8	62.5	69.2	73.9	75.0	75.0	64.3		79.1	93.2	85.2	44.2	88
	2019	79.2	50.0	56.3	42.3	25.0	50.0	23.8		73.1	63.0	68.4	44.8	98
5	2017	90.2	50.0	52.6	56.0	44.4	57.1	44.0		72.1	80.5	76.2	42.4	84
	2018	92.1	50.0	58.1	47.4	50.0	75.0	48.1		73.3	77.5	75.3	53.8	85
	2019	90.5	80.0	77.3	75.0	71.4	100.0	66.7		85.0	88.6	86.9	55.5	84
3-5	2017	82.5	44.4	51.3	52.6	36.4	61.9	38.6		68.7	68.1	68.4	40.5	269
	2018	91.5	56.5	60.2	53.0	53.6	63.6	47.4		76.3	79.9	77.7	46.6	287
	2019	79.4	60.0	54.4	43.1	38.7	58.3	38.0		75.6	67.8	71.9	47.8	299

NUMBER TESTED IN GRADES 3-5													
2017	143	27	78	78	33	21	57			131	138	269	37,278
2018	153	23	83	66	28	22	57			152	134	287	36,318
2019	155	30	79	65	31	24	50			156	143	299	34,690

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	2017	76.0	36.4	29.6	30.0	33.3	33.3	50.0		60.0	53.8	56.7	19.9	97
	2018	57.1	28.6	23.1	20.8	10.0	16.7	18.8		42.2	48.0	44.7	19.6	114
	2019	55.4	40.0	16.0	8.7	25.0	11.1	9.1		51.6	35.8	44.4	20.3	117
4	2017	23.8	10.0	12.5	8.7	13.3	12.5	4.2		18.6	15.6	17.0	22.1	88
	2018	73.3	50.0	46.2	60.9	37.5	75.0	57.1		60.5	63.6	61.4	23.8	88
	2019	66.7	30.0	31.3	26.9	25.0	12.5	4.8		50.0	47.8	49.0	25.1	98
5	2017	66.7	0.0	21.1	16.0	11.1	14.3	4.0		51.2	46.3	48.8	19.3	84
	2018	57.9	0.0	38.7	26.3	20.0	62.5	22.2		42.2	47.5	44.7	27.6	85
	2019	78.6	60.0	45.5	43.8	14.3	71.4	38.9		65.0	70.5	67.9	34.0	84
3-5	2017	57.3	18.5	20.5	19.2	18.2	19.0	10.5		43.5	39.1	41.3	20.4	269
	2018	62.1	26.1	36.1	36.4	21.4	54.5	29.8		47.4	53.0	49.8	23.7	287
	2019	65.2	43.3	30.4	24.6	22.6	29.2	18.0		54.5	50.3	52.5	26.6	299

NUMBER TESTED IN GRADE 3-5													
2017	143	27	78	78	33	21	57			131	138	269	37,278
2018	153	23	83	66	28	22	57			152	134	287	36,318
2019	155	30	79	65	31	24	50			156	143	299	34,690

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	2017	86.5	85.3	76.9	80.2
	2018	84.5	78.4	75.2	80.3
	2019	75.6	76.7	75.3	72.0
4	2017	69.8	65.0	56.7	73.3
	2018	87.5	80.0	80.6	86.6
	2019	80.2	70.0	76.8	83.7
5	2017	84.1	82.6	76.9	83.9
	2018	72.9	81.4	77.4	83.2
	2019	91.1	89.0	76.6	75.9
3-5	2017	80.3	77.8	70.3	79.1
	2018	82.0	79.8	77.5	83.1
	2019	81.5	78.0	76.2	76.9

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)
5	2017	100.0	83.3	93.3	90.9	88.9	*	90.5		95.1	100.0	97.5	65.9	80
	2018	100.0	62.5	77.4	52.6	40.0	87.5	63.0		86.7	87.5	87.1	68.8	85
	2019	95.1	100.0	87.0	87.5	85.7	100.0	77.8		97.5	90.9	94.0	69.3	84

NUMBER TESTED IN GRADE 5													
2017	51	6	15	22	9	3	21		41	39	80	9,759	
2018	38	8	31	19	10	8	27		45	40	85	10,271	
2019	41	10	23	16	7	7	18		40	44	84	10,432	

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	2017	0	1	1	2	1	*	2		2	0	2	3328	80
	2018	0	3	7	9	6	1	10		6	5	11	3208	85
	2019	2	0	3	2	1	0	4		1	4	5	3203	84

NUMBER TESTED IN GRADE 5													
2017	51	6	15	22	9	3	21		41	39	80	9,759	
2018	38	8	31	19	10	8	27		45	40	85	10,271	
2019	41	10	23	16	7	7	18		40	44	84	10,432	

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	2017	86.3	16.7	33.3	50.0	44.4	*	14.3		68.3	69.2	68.8	33.0	80
	2018	73.7	37.5	58.1	42.1	20.0	75.0	29.6		66.7	62.5	64.7	32.6	85
	2019	85.4	70.0	69.6	75.0	57.1	85.7	55.6		72.5	86.4	79.8	42.0	84

NUMBER TESTED IN GRADE 5													
2017	51	6	15	22	9	3	21		41	39	80	9,759	
2018	38	8	31	19	10	8	27		45	40	85	10,271	
2019	41	10	23	16	7	7	18		40	44	84	10,432	

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	2017	49.0	0.0	6.7	13.6	0.0	*	0.0		39.0	35.9	37.5	12.8	80
	2018	28.9	25.0	19.4	10.5	10.0	25.0	7.4		31.1	27.5	29.4	12.1	85
	2019	65.9	50.0	30.4	31.3	42.9	28.6	22.2		57.5	52.3	54.8	19.7	84

NUMBER TESTED IN GRADE 5													
2017	51	6	15	22	9	3	21		41	39	80	9,759	
2018	38	8	31	19	10	8	27		45	40	85	10,271	
2019	41	10	23	16	7	7	18		40	44	84	10,432	

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	2017	81.7	77.5	86.1	78.5
	2018	79.2	79.0	76.2	76.6
	2019	81.0	79.6	86.0	86.6

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	2017	84.6	89.4	88.8	81.7	107
	2018	65.0	96.0	90.8	82.2	119
	2019	*	90.6	90.8	80.8	131
1	2017	66.7	92.4	89.2	74.0	120
	2018	73.7	91.3	88.3	73.1	111
	2019	71.4	89.4	86.4	72.9	125
2	2017	77.8	91.2	90.1	70.7	111
	2018	64.7	88.3	85.0	70.6	120
	2019	82.4	84.9	84.5	68.5	110
K-2	2017	75.7	91.0	89.3	75.2	338
	2018	67.9	91.8	88.0	75.2	350
	2019	78.0	88.6	87.4	74.0	366
# Tested (GR K-2)	2017	37	301	338	35,859	
	2018	56	294	350	33,518	
	2019	41	325	366	32,206	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	76.9	87.2	86.0	59.6	107
	2018	85.0	97.0	95.0	61.3	119
	2019	*	85.2	84.7	62.8	131
1	2017	73.3	93.3	90.8	54.2	120
	2018	78.9	90.2	88.3	55.6	111
	2019	52.4	93.3	86.4	56.4	125
2	2017	66.7	86.1	84.5	57.7	110
	2018	52.9	87.4	82.5	58.8	120
	2019	82.4	89.2	88.2	58.9	110
K-2	2017	73.0	89.0	87.2	57.1	337
	2018	73.2	91.5	88.6	58.5	350
	2019	65.9	88.9	86.3	59.3	366
# Tested (GR K-2)	2017	37	300	337	35,697	
	2018	56	294	350	33,476	
	2019	41	325	366	32,054	

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	2017	88.9	92.3	84.2	75.0	50.0	75.0	81.8		87.3	90.0	88.6	77.8	105
	2018	96.2	*	80.0	66.7	50.0	63.6	62.5		86.8	95.1	91.2	80.0	114
	2019	93.0	*	80.0	76.0	60.0	*	*		91.4	90.2	90.8	78.4	131
1	2017	93.6	*	72.7	64.7	50.0	62.5	58.3		86.2	92.3	88.9	63.5	117
	2018	89.2	75.0	85.0	53.8	33.3	88.9	71.4		88.5	88.7	88.6	63.1	105
	2019	89.9	*	79.2	66.7	40.0	66.7	62.5		83.9	86.9	85.5	65.0	117
2	2017	95.8	*	76.2	72.7	57.1	*	75.0		91.2	88.5	89.9	60.4	109
	2018	91.1	*	71.4	42.9	22.2	50.0	57.1		86.2	82.7	84.6	60.0	117
	2019	88.1	75.0	77.3	72.7	25.0	100.0	81.8		86.4	83.1	84.5	59.8	103
K-2	2017	93.0	81.0	77.4	71.4	51.7	75.0	71.0		88.1	90.3	89.1	66.7	331
	2018	92.3	62.5	78.7	53.8	36.4	67.9	63.6		87.1	89.2	88.1	67.4	336
	2019	90.5	62.5	78.9	71.8	43.2	83.3	73.3		87.6	86.7	87.2	67.5	351
# Tested (GR K-2)	2017	213	21	62	63	29	20	31		177	154	331	19,128	
	2018	222	16	61	39	33	28	44		170	166	336	17,696	
	2019	199	16	71	71	37	24	30		170	181	351	17,258	

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	2017	38	4	10	10	4	1	3		32	24	56	2,012	105
	2018	58	*	9	5	2	3	4		32	47	79	2,066	114
	2019	45	*	12	9	3	*	*		42	38	80	1,898	131
1	2017	50	*	8	4	2	3	4		37	31	68	1,504	117
	2018	40	3	11	4	3	4	5		32	31	63	1,368	105
	2019	47	*	7	9	0	4	5		30	37	67	1,275	117
2	2017	43	*	5	4	2	*	0		29	25	54	1,299	109
	2018	41	*	6	1	0	1	1		31	22	53	1,203	117
	2019	31	1	9	5	2	5	6		21	29	50	1,212	103
K-2	2017	131	8	23	18	8	4	7		98	80	178	4,815	331
	2018	139	5	26	10	5	8	10		95	100	195	4,637	336
	2019	123	3	28	23	5	9	11		93	104	197	4,385	351
# Tested (GR K-2)	2017	213	21	62	63	29	20	31		177	154	331	19,128	
	2018	222	16	61	39	33	28	44		170	166	336	17,696	
	2019	199	16	71	71	37	24	30		170	181	351	17,258	

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	2017	84.1	84.6	84.2	62.5	35.7	87.5	90.9		85.5	84.0	84.8	70.7	105
	2018	96.2	*	65.0	66.7	16.7	54.5	56.3		83.0	93.4	88.6	71.4	114
	2019	91.5	*	80.0	72.0	46.7	*	*		87.1	90.2	88.5	71.9	131
1	2017	94.9	*	63.6	70.6	37.5	75.0	75.0		89.2	88.5	88.9	49.0	117
	2018	90.8	75.0	90.0	53.8	50.0	100.0	78.6		92.3	88.7	90.5	48.4	105
	2019	88.4	*	62.5	58.3	10.0	50.0	43.8		82.1	80.3	81.2	47.7	117
2	2017	88.9	*	61.9	63.6	42.9	*	62.5		87.7	80.8	84.4	47.2	109
	2018	91.1	*	66.7	57.1	22.2	50.0	57.1		84.6	84.6	84.6	47.2	117
	2019	89.8	62.5	72.7	68.2	25.0	100.0	81.8		81.8	86.4	84.5	46.2	103
K-2	2017	89.7	85.7	69.4	65.1	37.9	85.0	77.4		87.6	84.4	86.1	54.9	331
	2018	92.8	75.0	73.8	59.0	30.3	67.9	63.6		86.5	89.2	87.8	55.3	336
	2019	89.9	56.3	71.8	66.2	29.7	75.0	63.3		84.1	85.6	84.9	54.9	351
# Tested (GR K-2)	2017	213	21	62	63	29	20	31		177	154	331	19,124	
	2018	222	16	61	39	33	28	44		170	166	336	17,696	
	2019	199	16	71	71	37	24	30		170	181	351	17,258	

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	2017	31	3	7	8	4	2	3		26	20	46	1,361	105
	2018	35	*	10	3	1	3	3		24	27	51	1,368	114
	2019	36	*	7	4	2	*	*		27	33	60	1,322	131
1	2017	36	*	6	4	2	3	3		27	25	52	712	117
	2018	24	2	10	3	3	5	6		24	18	42	642	105
	2019	36	*	5	4	0	3	4		23	27	50	583	117
2	2017	51	*	7	6	2	*	2		34	29	63	986	109
	2018	46	*	8	2	0	1	3		35	29	64	937	117
	2019	30	3	6	6	2	2	3		21	25	46	802	103
K-2	2017	118	7	20	18	8	7	8		87	74	161	3,059	331
	2018	105	3	28	8	4	9	12		83	74	157	2,947	336
	2019	102	3	18	14	4	6	8		71	85	156	2,707	351
# Tested (GR K-2)	2017	213	21	62	63	29	20	31		177	154	331	19,124	
	2018	222	16	61	39	33	28	44		170	166	336	17,696	
	2019	199	16	71	71	37	24	30		170	181	351	17,258	

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	2017	88.9	61.5	85.7	64.0	57.1	70.0	76.9		82.5	90.0	86.0	59.7	107
	2018	98.7	*	80.0	93.8	83.3	80.0	85.0		96.4	93.8	95.0	61.3	119
	2019	90.1	*	68.0	68.0	46.7	*	*		85.7	83.6	84.7	62.8	131
1	2017	96.2	*	76.0	65.0	50.0	72.7	73.3		90.8	90.9	90.8	54.3	120
	2018	89.4	75.0	83.3	58.8	46.2	85.7	78.9		89.5	87.0	88.3	55.5	111
	2019	95.7	*	67.7	57.1	10.0	66.7	52.4		83.3	89.2	86.4	56.4	125
2	2017	93.1	*	63.6	68.2	42.9	*	66.7		89.5	79.2	84.5	57.7	110
	2018	89.9	*	58.3	47.1	11.1	63.6	52.9		84.6	80.0	82.5	58.8	120
	2019	93.3	75.0	78.6	69.2	23.1	92.9	82.4		90.2	86.4	88.2	58.9	110
K-2	2017	93.0	57.1	75.0	65.7	51.7	73.1	73.0		87.7	86.7	87.2	57.2	337
	2018	92.8	81.3	74.0	66.0	50.0	77.5	73.2		89.8	87.3	88.6	58.5	350
	2019	93.0	56.3	71.4	64.6	28.9	78.4	65.9		86.2	86.5	86.3	59.3	366
# Tested (GR K-2)	2017	213	21	68	67	29	26	37		179	158	337	35,543	
	2018	223	16	73	50	34	40	56		177	173	350	33,396	
	2019	201	16	84	79	38	37	41		181	185	366	31,962	

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	2017	30	5	9	9	5	2	4		24	25	49	1,889	107
	2018	50	*	8	4	2	5	6		28	42	70	2,135	119
	2019	40	*	7	7	3	*	*		38	32	70	2,112	131
1	2017	48	*	9	6	3	3	4		42	26	68	1,610	120
	2018	40	4	11	8	3	7	9		38	25	63	1,689	111
	2019	42	*	9	6	0	5	5		23	37	60	1,580	125
2	2017	51	*	10	7	1	*	3		36	28	64	2,115	110
	2018	42	*	6	3	1	3	3		36	20	56	2,139	120
	2019	30	4	11	8	2	6	6		28	25	53	2,338	110
K-2	2017	129	8	28	22	9	8	11		102	79	181	5,614	337
	2018	132	7	25	15	6	15	18		102	87	189	5,963	350
	2019	112	5	27	21	5	13	12		89	94	183	6,030	366
# Tested (GR K-2)	2017	213	21	68	67	29	26	37		179	158	337	35,543	
	2018	223	16	73	50	34	40	56		177	173	350	33,396	
	2019	201	16	84	79	38	37	41		181	185	366	31,962	

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	2017			*	*		*	*		*		*	85.8	2
	2018			*	*		*	*		*	*	*	84.6	5
	2019												83.5	
1	2017			*	*		*	*			*	*	86.1	3
	2018	*		*	*	*	*	*		*	*	83.3	84.0	6
	2019	*		100.0	*		100.0	*		*	*	100.0	82.0	8
2	2017	*		*			*	*		*	*	*	83.2	2
	2018			*	*		*	*			*	*	83.1	3
	2019	*		83.3	*	*	85.7	83.3		85.7		85.7	79.0	7
K-2	2017	*		100.0	*		100.0	100.0		*	*	100.0	85.0	7
	2018	*		83.3	81.8	*	83.3	83.3		71.4	100.0	85.7	83.9	14
	2019	*		92.3	100.0	*	92.3	90.9		90.9	*	93.3	81.5	15
# Tested (GR K-2)	2017	1		6	4		6	6		3	4	7	16,731	
	2018	1		12	11	1	12	12		7	7	14	15,822	
	2019	2		13	8	1	13	11		11	4	15	14,948	

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	2017			*	*		*	*		*		*	3,104	2
	2018			*	*		*	*		*	*	*	2,790	5
	2019												2,430	0
1	2017			*	*		*	*			*	*	2,825	3
	2018	*		*	*	*	*	*		*	*	4	2,544	6
	2019	*		4	*		3	*		*	*	4	2,256	8
2	2017	*		*			*	*		*	*	*	1,598	2
	2018			*	*		*	*			*	*	1,450	3
	2019	*		2	*	*	2	1		2		2	1,349	7
K-2	2017	*		3	*		3	3		*	*	4	7,527	7
	2018	*		5	5	*	5	5		3	4	7	6,784	14
	2019	*		6	4	*	5	3		5	*	6	6,035	15
# Tested (GR K-2)	2017	1		6	4		6	6		3	4	7	16,731	
	2018	1		12	11	1	12	12		7	7	14	15,822	
	2019	2		13	8	1	13	11		11	4	15	14,948	

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	2017			*	*		*	*		*		*	83.5	2
	2018			*	*		*	*		*	*	*	83.0	5
	2019												80.6	
1	2017			*	*		*	*			*	*	78.4	3
	2018	*		*	*	*	*	*		*	*	83.3	75.9	6
	2019	*		85.7	*		100.0	*		*	*	87.5	73.6	8
2	2017	*		*			*	*		*	*	*	72.6	2
	2018			*	*		*	*			*	*	72.2	3
	2019	*		66.7	*	*	71.4	66.7		71.4		71.4	69.7	7
K-2	2017	*		100.0	*		100.0	100.0		*	*	100.0	78.1	7
	2018	*		58.3	63.6	*	58.3	58.3		57.1	71.4	64.3	77.0	14
	2019	*		76.9	100.0	*	84.6	81.8		81.8	*	80.0	74.6	15
# Tested (GR K-2)	2017	1		6	4		6	6		3	4	7	16,731	
	2018	1		12	11	1	12	12		7	7	14	15,822	
	2019	2		13	8	1	13	11		11	4	15	14,948	

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	2017			*	*		*	*		*		*	2,065	2
	2018			*	*		*	*		*	*	*	1,986	5
	2019												1,686	0
1	2017			*	*		*	*			*	*	2,260	3
	2018	*		*	*	*	*	*		*	*	5	2,110	6
	2019	*		2	*		2	*		*	*	3	1,898	8
2	2017	*		*			*	*		*	*	*	1,537	2
	2018			*	*		*	*			*	*	1,439	3
	2019	*		2	*	*	2	1		2		2	1,254	7
K-2	2017	*		3	*		3	3		*	*	4	5,862	7
	2018	*		6	6	*	6	6		4	4	8	5,535	14
	2019	*		4	3	*	4	2		3	*	5	4,838	15
# Tested (GR K-2)	2017	1		6	4		6	6		3	4	7	16,731	
	2018	1		12	11	1	12	12		7	7	14	15,822	
	2019	2		13	8	1	13	11		11	4	15	14,948	

PERFORMANCE IN 2019

PROGRESSION FROM 2018 TO 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
1 (18)	Beginning	0	0.0	1	5.6	6	33.3	6	33.3	1	5.6
	Intermediate	3	16.7	5	27.8	4	22.2	4	22.2	6	33.3
	Advanced	10	55.6	11	61.1	6	33.3	6	33.3	9	50.0
	Advanced High	5	27.8	1	5.6	2	11.1	2	11.1	2	11.1
2 (14)	Beginning	0	0.0	0	0.0	1	7.1	1	7.1	0	0.0
	Intermediate	1	7.1	3	21.4	5	35.7	4	28.6	2	14.3
	Advanced	5	35.7	7	50.0	6	42.9	4	28.6	7	50.0
	Advanced High	8	57.1	4	28.6	2	14.3	5	35.7	5	35.7
3 (10)	Beginning	0	0.0	1	10.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	10.0	2	20.0	3	30.0	4	40.0	1	10.0
	Advanced	1	10.0	5	50.0	6	60.0	2	20.0	5	50.0
	Advanced High	8	80.0	2	20.0	1	10.0	4	40.0	4	40.0
4 (8)	Beginning	0	0.0	2	25.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	25.0	2	25.0	2	28.6	1	12.5	2	28.6
	Advanced	4	50.0	3	37.5	1	14.3	4	50.0	3	42.9
	Advanced High	2	25.0	1	12.5	4	57.1	3	37.5	2	28.6
5 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
	Advanced	3	42.9	1	14.3	3	42.9	1	14.3	1	14.3
	Advanced High	4	57.1	5	71.4	4	57.1	6	85.7	6	85.7


Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
16 13 (81.3%)	Beginning	1			
	Intermediate	4	0		
	Advanced	6	1	2	
	Advanced High	1	0	1	
13 10 (76.9%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	4	2	
	Advanced High	0	2	3	
9 5 (55.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	3	
	Advanced High	0	0	3	
5 2 (40.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	0	2	
6 6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	6	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2019 Level	N	%	N	%	N	%	N	%	N	%
ALL (62)	Beginning	1	1.6	5	8.1	9	14.8	9	14.5	2	3.3
	Intermediate	8	12.9	16	25.8	17	27.9	16	25.8	14	23.0
	Advanced	26	41.9	28	45.2	22	36.1	17	27.4	26	42.6
	Advanced High	27	43.5	13	21.0	13	21.3	20	32.3	19	31.1

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed		2018 Level			
	2019 Level	Beg	Int	Adv	Adv High
49 36 (73.5%)	Beginning	1			
	Intermediate	5	3		
	Advanced	6	7	9	
	Advanced High	1	2	15	

 Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

PROGRESSION FROM 2017 TO 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
KN (14)	Beginning	12	85.7	10	71.4	12	85.7	11	78.6	12	85.7
	Intermediate	0	0.0	3	21.4	0	0.0	1	7.1	0	0.0
	Advanced	1	7.1	0	0.0	1	7.1	1	7.1	1	7.1
	Advanced High	1	7.1	1	7.1	1	7.1	1	7.1	1	7.1
1 (14)	Beginning	2	14.3	1	7.1	2	14.3	2	14.3	2	14.3
	Intermediate	3	21.4	6	42.9	5	35.7	5	35.7	5	35.7
	Advanced	3	21.4	2	14.3	2	14.3	3	21.4	1	7.1
	Advanced High	6	42.9	5	35.7	5	35.7	4	28.6	6	42.9
2 (11)	Beginning	0	0.0	0	0.0	0	0.0	1	9.1	0	0.0
	Intermediate	4	36.4	7	63.6	2	18.2	5	45.5	3	27.3
	Advanced	4	36.4	4	36.4	8	72.7	4	36.4	6	54.5
	Advanced High	3	27.3	0	0.0	1	9.1	1	9.1	2	18.2
3 (6)	Beginning	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0
	Intermediate	0	0.0	5	83.3	2	33.3	0	0.0	1	16.7
	Advanced	2	33.3	0	0.0	3	50.0	1	16.7	4	66.7
	Advanced High	4	66.7	1	16.7	1	16.7	4	66.7	1	16.7
4 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	11.1	4	44.4	2	22.2	1	11.1	1	11.1
	Advanced	6	66.7	5	55.6	3	33.3	4	44.4	6	66.7
	Advanced High	2	22.2	0	0.0	4	44.4	4	44.4	2	22.2


Number Rated Both Years	2018 Level				
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
11 11 (100.0%)	Beginning	0			
	Intermediate	5	0		
	Advanced	1	0	0	
	Advanced High	3	1	1	
9 6 (66.7%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	4	0	
	Advanced High	0	2	0	
5 1 (20.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	3	
	Advanced High	0	0	1	
9 2 (22.2%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	6	
	Advanced High	0	0	2	

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	25.0	2	25.0	0	0.0	0	0.0	0	0.0
	Advanced	2	25.0	5	62.5	3	37.5	1	12.5	4	50.0
	Advanced High	4	50.0	1	12.5	5	62.5	7	87.5	4	50.0
ALL (62)	Beginning	14	22.6	11	17.7	14	22.6	15	24.2	14	22.6
	Intermediate	10	16.1	27	43.5	11	17.7	12	19.4	10	16.1
	Advanced	18	29.0	16	25.8	20	32.3	14	22.6	22	35.5
	Advanced High	20	32.3	8	12.9	17	27.4	21	33.9	16	25.8

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
7 3 (42.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	3	
41 23 (56.1%)	Beginning	0			
	Intermediate	5	5		
	Advanced	1	4	13	
	Advanced High	3	3	7	

 Indicates students who progressed at least one level from 2017 to 2018.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	KN	11	*	*			*	*	*	*	8	72.7
	1	4			*	*	*	*	*	*	*	*
	2	1	*	*								
	3	1	*	*								
	4	3					*	*			*	*
	ALL	20	*	*	*	*	*	*	*	*	11	55.0
<i>Spanish</i>	KN	3	*	*							*	*
	1	3					*	*	*	*	*	*
	2	1									*	*
	3	1									*	*
	4	2					*	*	*	*		
	ALL	10	*	*			*	*	*	*	*	*

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	KN	15	*	*			*	*	*	*	9	60.0
	1	1	*	*								
	2	2	*	*			*	*				
	3	3							*	*	*	*
	4	1			*	*						
	5	8							*	*	7	87.5
	ALL	30	*	*	*	*	*	*	6	20.0	18	60.0
Spanish	KN	10					*	*	*	*	*	*
	1	14	6	42.9	8	57.1						
	2	15	*	*	8	53.3	*	*	*	*		
	3	15	*	*	7	46.7	*	*	*	*	*	*
	4	11	*	*	8	72.7	*	*				
	ALL	65	11	16.9	31	47.7	12	18.5	*	*	6	9.2

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

122	88.3	92.5			97.5		87.2	
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KINDERGARTEN MATHEMATICS

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KINDERGARTEN READING

124	91.2	94.1			96.8		91.7	
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KINDERGARTEN READING

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GRADE 1 MATHEMATICS

121	90.1	91.2			99.2		77.8	
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GRADE 1 MATHEMATICS

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GRADE 1 READING

113	88.1	91.1			98.2		86.4	
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GRADE 1 READING

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GRADE 1 READING SPANISH

8	85.0	85.0			100.0		87.3	
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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

112	82.9	88.0	89.9		95.5	98.2	78.4	93.0
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GRADE 2 MATHEMATICS

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GRADE 2 READING

105	89.0	92.7	90.2		96.2	98.1	76.8	91.5
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GRADE 2 READING

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GRADE 2 READING SPANISH

6	74.2	80.6	93.8		66.7	100.0	74.0	92.7
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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

118	69.8	79.9	89.8		81.4	100.0	65.9	90.6
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GRADE 3 MATHEMATICS

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GRADE 3 READING

114	67.3	78.2	89.3		78.9	99.1	54.4	89.1
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GRADE 3 READING

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SEMESTER 1 TESTS

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

GRADE 3 READING SPANISH

4	*	*	*		*	*	54.5	*
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GRADE 4 LANGUAGE ARTS

98	74.8	83.9	85.3		87.8	95.9	66.0	92.3
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GRADE 4 MATHEMATICS

98	78.8	84.5	87.6		84.7	99.0	66.6	91.0
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GRADE 4 READING

95	72.4	83.4	84.4		86.3	96.8	68.8	91.6
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GRADE 4 READING SPANISH

3	*	*	*		*	*	76.0	*
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GRADE 5 MATHEMATICS

88	81.9	88.2	87.3		94.3	96.6	76.6	92.2
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GRADE 5 READING

87	80.0	86.7	87.6		95.4	100.0	78.4	93.9
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GRADE 5 READING SPANISH

1	*	*	*		*	*	76.8	*
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GRADE 5 SCIENCE

88	87.0	87.0	88.9		93.2	95.5	75.6	95.2
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SEMESTER 2 TESTS

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

GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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