THOMAS L. MARSALIS ELEMENTARY SCHOOL

SCHOOL NUMBER 183

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DATA

P E C F D

PACKET

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2019-20 C

L E **PLAN** C T

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JULY 23, 2019

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ASSESSMENT

INSTITUTIONAL

RESEARCH **MYDATA**
.DALLASISD.ORG

OIR@DALLAS
ISD.ORG
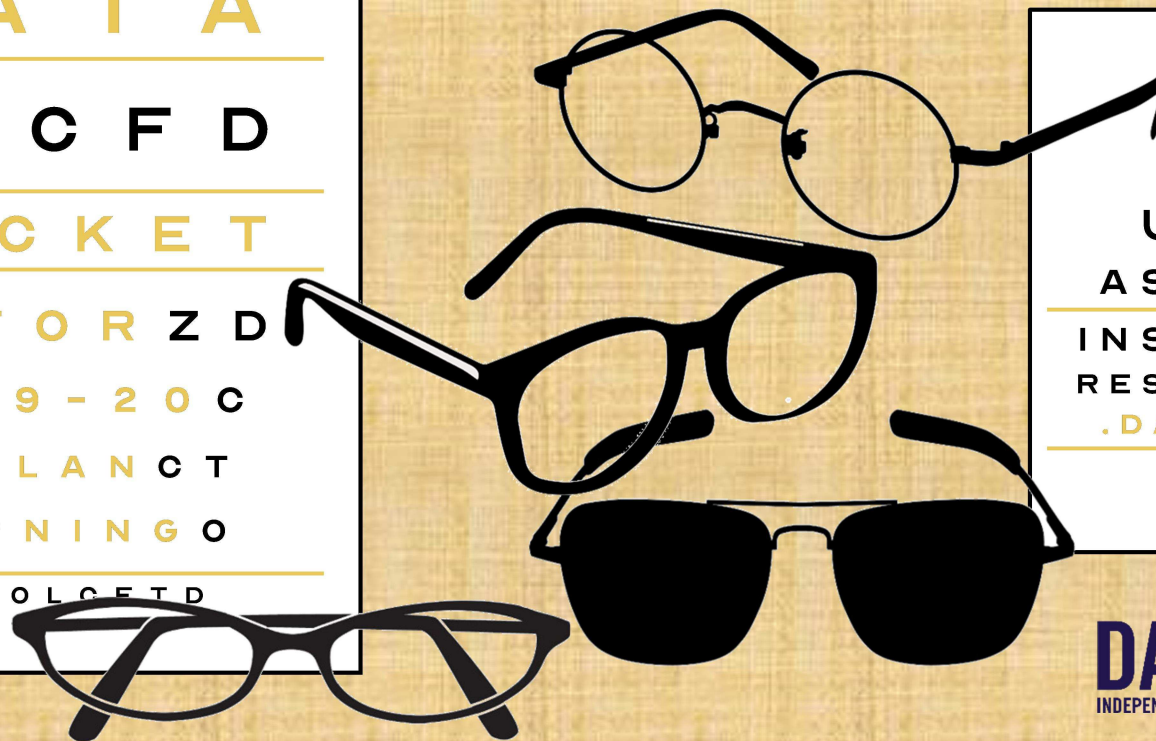
DALLAS
INDEPENDENT SCHOOL DISTRICT

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 administations 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
PK	68
KN	64
1	70
2	56
3	76
4	71
5	74
ALL	479

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	342	71.4	22	71.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	119	24.8	7	22.6
White	2	0.4	0	0.0
Multiple	16	3.3	1	3.2
Other* (teachers only)	—	—	1	3.2
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	154	32.2
Economically disadvantaged	434	90.6
Limited English proficient (LEP)	82	17.1
Special education	41	8.6
Talented and Gifted (TAG)	72	15.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017	49	32	65.3	0	0.0	0	0.0	14	28.6	1	2.0	2	4.1
	2018	76	50	65.8	0	0.0	0	0.0	21	27.6	0	0.0	5	6.6
	2019	68	45	66.2	0	0.0	0	0.0	17	25.0	0	0.0	6	8.8
KN	2017	52	39	75.0	0	0.0	0	0.0	12	23.1	0	0.0	1	1.9
	2018	70	53	75.7	0	0.0	0	0.0	15	21.4	0	0.0	2	2.9
	2019	64	50	78.1	0	0.0	0	0.0	12	18.8	0	0.0	2	3.1
1	2017	65	45	69.2	0	0.0	0	0.0	18	27.7	0	0.0	2	3.1
	2018	57	42	73.7	0	0.0	0	0.0	14	24.6	0	0.0	1	1.8
	2019	70	48	68.6	0	0.0	0	0.0	16	22.9	2	2.9	4	5.7
2	2017	78	56	71.8	0	0.0	0	0.0	19	24.4	0	0.0	3	3.8
	2018	77	55	71.4	0	0.0	0	0.0	19	24.7	0	0.0	3	3.9
	2019	56	36	64.3	0	0.0	0	0.0	19	33.9	0	0.0	1	1.8
3	2017	89	61	68.5	0	0.0	0	0.0	28	31.5	0	0.0	0	0.0
	2018	76	59	77.6	0	0.0	0	0.0	16	21.1	0	0.0	1	1.3
	2019	76	55	72.4	0	0.0	0	0.0	18	23.7	0	0.0	3	3.9
4	2017	81	61	75.3	0	0.0	0	0.0	20	24.7	0	0.0	0	0.0
	2018	82	57	69.5	0	0.0	0	0.0	25	30.5	0	0.0	0	0.0
	2019	71	56	78.9	0	0.0	0	0.0	15	21.1	0	0.0	0	0.0
5	2017	76	56	73.7	0	0.0	0	0.0	18	23.7	0	0.0	2	2.6
	2018	87	67	77.0	0	0.0	0	0.0	20	23.0	0	0.0	0	0.0
	2019	74	52	70.3	0	0.0	0	0.0	22	29.7	0	0.0	0	0.0
PK-5	2017	490	350	71.4	0	0.0	0	0.0	129	26.3	1	0.2	10	2.0
	2018	525	383	73.0	0	0.0	0	0.0	130	24.8	0	0.0	12	2.3
	2019	479	342	71.4	0	0.0	0	0.0	119	24.8	2	0.4	16	3.3

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	2017	49	48	98.0	14	28.6	3	6.1	15	30.6	0	0.0	49	100.0	36.7	63.3	0.0
	2018	76	71	93.4	21	27.6	6	7.9	30	39.5	0	0.0	67	88.2	52.6	47.4	9.2
	2019	68	67	98.5	14	20.6	7	10.3	9	13.2	0	0.0	45	66.2	45.6	54.4	32.4
KN	2017	52	43	82.7	9	17.3	5	9.6	12	23.1	6	11.5	17	32.7	53.8	46.2	0.0
	2018	70	58	82.9	14	20.0	4	5.7	15	21.4	9	12.9	26	37.1	44.3	55.7	1.4
	2019	64	57	89.1	7	10.9	5	7.8	8	12.5	10	15.6	27	42.2	64.1	35.9	1.6
1	2017	65	54	83.1	11	16.9	3	4.6	16	24.6	8	12.3	12	18.5	43.1	56.9	4.6
	2018	57	51	89.5	12	21.1	5	8.8	16	28.1	7	12.3	10	17.5	50.9	49.1	7.0
	2019	70	64	91.4	14	20.0	1	1.4	19	27.1	9	12.9	15	21.4	42.9	57.1	4.3
2	2017	78	71	91.0	12	15.4	2	2.6	19	24.4	10	12.8	10	12.8	56.4	43.6	3.8
	2018	77	68	88.3	14	18.2	5	6.5	21	27.3	12	15.6	13	16.9	49.4	50.6	9.1
	2019	56	52	92.9	12	21.4	9	16.1	17	30.4	8	14.3	10	17.9	57.1	42.9	5.4
3	2017	89	84	94.4	21	23.6	8	9.0	34	38.2	8	9.0	15	16.9	56.2	43.8	5.6
	2018	76	68	89.5	10	13.2	5	6.6	19	25.0	15	19.7	14	18.4	48.7	51.3	9.2
	2019	76	66	86.8	12	15.8	6	7.9	20	26.3	12	15.8	12	15.8	47.4	52.6	1.3
4	2017	81	76	93.8	16	19.8	5	6.2	46	56.8	12	14.8	11	13.6	49.4	50.6	0.0
	2018	82	76	92.7	16	19.5	9	11.0	49	59.8	16	19.5	12	14.6	52.4	47.6	1.2
	2019	71	63	88.7	8	11.3	5	7.0	34	47.9	18	25.4	10	14.1	57.7	42.3	1.4
5	2017	76	72	94.7	13	17.1	7	9.2	52	68.4	15	19.7	8	10.5	51.3	48.7	0.0
	2018	87	79	90.8	14	16.1	6	6.9	56	64.4	13	14.9	10	11.5	42.5	57.5	1.1
	2019	74	65	87.8	15	20.3	8	10.8	47	63.5	15	20.3	9	12.2	55.4	44.6	1.4
PK-5	2017	490	448	91.4	96	19.6	33	6.7	194	39.6	59	12.0	122	24.9	50.4	49.6	2.2
	2018	525	471	89.7	101	19.2	40	7.6	206	39.2	72	13.7	152	29.0	48.6	51.4	5.3
	2019	479	434	90.6	82	17.1	41	8.6	154	32.2	72	15.0	128	26.7	52.6	47.4	6.7

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	49	11,388	46	95.2	10,888	95.6	16	32.8	19.6	43	10,240	88.1	89.9
	2018	67	11,061	63	94.6	10,520	95.1	10	15.0	17.8	62	9,830	93.1	88.9
	2019	60	10,918	56	93.4	10,368	95.0	4	6.7	7.1	46	9,637	76.9	88.3
1	2017	67	12,278	65	96.2	11,800	96.1	11	16.4	18.4	60	11,169	89.4	91.0
	2018	58	11,550	55	94.1	11,055	95.7	16	27.5	16.6	48	10,347	82.4	89.6
	2019	69	11,198	65	94.1	10,714	95.7	2	2.9	6.3	52	10,067	75.8	89.9
2	2017	75	12,938	72	95.9	12,476	96.4	19	25.2	16.9	64	11,850	84.8	91.6
	2018	80	11,864	77	96.1	11,398	96.1	12	15.0	15.9	71	10,717	89.0	90.3
	2019	55	11,232	52	95.6	10,778	96.0	5	9.1	5.9	46	10,167	84.1	90.5
3	2017	89	13,158	87	96.9	12,734	96.8	23	25.7	15.9	80	12,162	89.5	92.4
	2018	78	12,536	74	95.6	12,080	96.4	13	16.7	14.4	71	11,431	91.5	91.2
	2019	74	11,452	71	95.3	11,021	96.2	5	6.7	5.8	66	10,472	89.0	91.4
4	2017	78	12,873	76	97.4	12,467	96.8	16	20.4	15.4	70	11,953	89.3	92.9
	2018	82	12,675	80	96.6	12,235	96.5	19	23.0	14.1	74	11,637	89.7	91.8
	2019	70	12,118	67	96.7	11,678	96.4	3	4.3	6.0	65	11,110	93.2	91.7
5	2017	76	12,220	74	97.2	11,838	96.9	4	5.2	6.1	70	11,367	91.6	93.0
	2018	86	12,498	83	96.2	12,078	96.6	7	8.1	6.1	80	11,513	92.7	92.1
	2019	77	12,193	74	96.4	11,764	96.5	7	9.1	5.4	69	11,300	89.9	92.7
KN-5	2017	436	74,855	421	96.6	72,203	96.5	89	20.4	15.3	387	68,741	88.8	91.8
	2018	451	72,186	432	95.7	69,366	96.1	77	17.1	14.0	406	65,475	90.0	90.7
	2019	404	69,110	385	95.3	66,323	96.0	26	6.4	6.1	344	62,753	85.2	90.8

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	22	71.0
Hispanic	7	22.6
White	0	0.0
Multiple	1	3.2
Other	1	3.2

Gender	Number	Percentage
Female	27	87.1
Male	4	12.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	8.4	82.9
2017-18	8.6	93.5
2018-19	8.0	75.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.5
1	0	0.0
2	3	9.7
3	1	3.2
4	4	12.9
5	2	6.5
1-3	4	12.9
More than 3	25	80.6
1 - 5	10	32.3
6 - 10	6	19.4
11 - 20	8	25.8
More than 20	5	16.1

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		45.2	57.1	45.2	0.0		23.5		50.0	41.9	46.4	59.5	69
	2018		81.4	*	78.0	*		62.5		82.4	83.9	83.1	67.4	65
	2019		78.2	*	77.8	*		62.5		80.0	78.8	79.4	67.4	63
4	2017		55.7	*	56.5	*		30.0		51.5	62.5	56.9	56.4	65
	2018		50.9	66.7	45.1	28.6		26.5		54.5	51.5	53.0	61.9	66
	2019		62.5	85.7	61.8	*		40.7		66.7	62.5	65.1	67.2	63
5	2017		75.4	88.9	75.4	42.9	*	67.4		73.0	80.6	76.5	71.7	68
	2018		68.6	100.0	71.4	14.3		54.5		71.0	71.1	71.1	76.0	76
	2019	*	74.1	85.7	72.2	42.9		63.6		81.3	66.7	74.2	81.0	62
3-5	2017		58.3	75.0	58.6	16.7	*	46.7		58.3	61.7	59.9	62.7	202
	2018		67.2	85.0	65.2	31.6		44.2		69.4	68.8	69.1	68.7	207
	2019	*	71.5	84.2	70.6	50.0		54.4		75.2	70.1	72.9	72.3	188

	NUMBER TESTED IN GRADES 3-5												
2017		180	20	181	18	4	90		108	94	202	23,084
2018		186	20	164	19		86		98	109	207	22,610
2019	1	165	19	163	16		68		101	87	188	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		34	3	34	7		13		19	18	37	3,014	69
	2018		11	*	11	*		3		6	5	11	2,309	65
	2019		12	*	12	*		3		6	7	13	2,153	63
4	2017		27	*	27	*		21		16	12	28	3,323	65
	2018		28	3	28	5		25		15	16	31	2,811	66
	2019		21	1	21	*		16		13	9	22	2,376	63
5	2017		14	1	14	4	*	14		10	6	16	2,269	68
	2018		22	0	18	6		20		9	13	22	1,956	76
	2019	*	14	1	15	4		12		6	10	16	1,508	62
3-5	2017		75	5	75	15	*	48		45	36	81	8,606	202
	2018		61	3	57	13		48		30	34	64	7,076	207
	2019	*	47	3	48	8		31		25	26	51	6,037	188

	NUMBER TESTED IN GRADES 3-5												
2017		180	20	181	18	4	90		108	94	202	23,084
2018		186	20	164	19		86		98	109	207	22,610
2019	1	165	19	163	16		68		101	87	188	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**		22.6	57.1	27.4	0.0		5.9		21.1	32.3	26.1	32.9	69
	2018		39.0	*	32.0	*		12.5		35.3	41.9	38.5	33.6	65
	2019		38.2	*	38.9	*		0.0		33.3	45.5	39.7	35.9	63
4	**2017**		27.9	*	29.0	*		3.3		24.2	34.4	29.2	32.4	65
	2018		17.5	55.6	23.5	0.0		5.9		18.2	27.3	22.7	35.6	66
	2019		32.1	28.6	29.1	*		11.1		28.2	37.5	31.7	37.1	63
5	**2017**		45.6	66.7	45.6	0.0	*	32.6		48.6	45.2	47.1	38.2	68
	2018		31.4	66.7	33.3	0.0		15.9		45.2	26.7	34.2	44.1	76
	2019	*	44.4	57.1	38.9	0.0		18.2		46.9	43.3	45.2	45.9	62
3-5	**2017**		31.7	60.0	33.7	0.0	*	17.8		31.5	37.2	34.2	34.6	202
	2018		29.6	50.0	29.9	10.5		11.6		32.7	31.2	31.9	38.0	207
	2019	*	38.2	36.8	35.6	6.3		13.2		35.6	42.5	38.8	39.9	188

		NUMBER TESTED IN GRADES 3-5												
2017		180	20	181	18	4	90		108	94	202	23,084
2018		186	20	164	19		86		98	109	207	22,610
2019	1	165	19	163	16		68		101	87	188	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		16.1	28.6	17.7	0.0		5.9		10.5	25.8	17.4	20.0	69
	2018		16.9	*	16.0	*		12.5		11.8	22.6	16.9	19.3	65
	2019		27.3	*	24.1	*		0.0		20.0	27.3	23.8	21.9	63
4	2017		13.1	*	12.9	*		0.0		12.1	15.6	13.8	16.9	65
	2018		8.8	11.1	11.8	0.0		2.9		6.1	12.1	9.1	17.7	66
	2019		8.9	14.3	9.1	*		0.0		5.1	16.7	9.5	18.2	63
5	2017		8.8	22.2	10.5	0.0	*	0.0		8.1	12.9	10.3	19.4	68
	2018		7.1	33.3	4.8	0.0		0.0		3.2	13.3	9.2	20.1	76
	2019	*	14.8	28.6	14.8	0.0		6.1		12.5	20.0	16.1	24.1	62
3-5	2017		12.8	25.0	13.8	0.0	*	1.1		10.2	18.1	13.9	18.8	202
	2018		10.8	20.0	10.4	10.5		2.3		7.1	15.6	11.6	19.1	207
	2019	*	17.0	15.8	16.0	0.0		2.9		11.9	21.8	16.5	21.5	188

					NUMBER TESTED IN GRADE 3-5								
2017		180	20	181	18	4	90		108	94	202	23,084
2018		186	20	164	19		86		98	109	207	22,610
2019	1	165	19	163	16		68		101	87	188	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	62.3	53.3	53.5
	2018	79.7	66.8	61.3
	2019	74.3	70.8	62.0
4	2017	63.5	54.8	53.8
	2018	57.2	55.4	53.8
	2019	65.1	61.3	56.8
5	2017	67.8	71.0	68.1
	2018	61.2	68.1	61.0
	2019	73.0	64.8	67.2
3-5	2017	64.5	59.7	58.5
	2018	65.7	63.6	58.8
	2019	70.8	65.6	62.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**		50.0	*	50.8	*		27.6		36.4	67.7	51.6	54.4	64
	2018		43.9	77.8	43.1	0.0		26.5		48.5	48.5	48.5	51.2	66
	2019		61.8	71.4	60.0	*		29.6		65.8	58.3	62.9	56.9	62

	NUMBER TESTED IN GRADE 4												
2017		60	4	61	4		29		33	31	64	7,530
2018		57	9	51	7		34		33	33	66	7,361
2019		55	7	55	5		27		38	24	62	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		30	*	30	*		21		21	10	31	3,435	64
	2018		32	2	29	7		25		17	17	34	3,589	66
	2019		21	2	22	*		19		13	10	23	3,091	62

					NUMBER TESTED IN GRADE 4									
2017			60	4	61	4		29		33	31	64	7,530	
2018			57	9	51	7		34		33	33	66	7,361	
2019			55	7	55	5		27		38	24	62	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**		16.7	*	18.0	*		3.4		12.1	25.8	18.8	26.0	64
	2018		33.3	77.8	35.3	0.0		14.7		42.4	36.4	39.4	29.2	66
	2019		21.8	14.3	16.4	*		7.4		21.1	20.8	21.0	26.4	62

	NUMBER TESTED IN GRADE 4												
2017		60	4	61	4		29		33	31	64	7,530	
2018		57	9	51	7		34		33	33	66	7,361	
2019		55	7	55	5		27		38	24	62	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**		5.0	*	6.6	*		0.0		3.0	9.7	6.3	7.4	64
	2018		5.3	22.2	7.8	0.0		0.0		6.1	9.1	7.6	7.1	66
	2019		1.8	0.0	1.8	*		0.0		2.6	0.0	1.6	7.6	62

					NUMBER TESTED IN GRADE 4									
2017		60	4	61	4		29		33	31	64	7,530		
2018		57	9	51	7		34		33	33	66	7,361		
2019		55	7	55	5		27		38	24	62	7,170		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition[1] (Expository)	2. Revision	3. Editing
4	**2017**	3.4	55.9	57.9
	2018	3.7	43.0	64.9
	2019	3.7	56.3	63.9

[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

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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	**2017**		66.1	77.8	70.1	12.5	75.0	67.6		70.0	69.2	69.7	70.0	89
	2018		76.3	62.5	72.9	*	60.0	66.7		83.8	64.1	73.7	74.5	76
	2019		74.5	93.8	78.5	*	100.0	83.3		83.3	76.3	79.7	75.5	74
4	**2017**		59.0	94.7	67.1	*	93.3	60.0		67.5	67.5	67.5	68.1	80
	2018		71.9	80.0	72.6	50.0	75.0	61.2		72.1	76.9	74.4	75.2	82
	2019		75.0	68.8	71.4	*	87.5	57.1		76.2	70.0	73.6	74.7	72
5	**2017**		94.7	94.1	95.4	85.7	100.0	94.1		95.0	94.4	94.7	80.6	76
	2018		84.1	100.0	85.3	50.0	100.0	82.5		94.6	82.7	87.6	86.9	89
	2019	*	94.4	86.4	89.6	87.5	86.7	89.6		95.1	86.1	90.9	88.0	77
3-5	**2017**		72.8	87.3	76.6	36.8	87.2	75.4		76.9	76.5	76.7	72.7	245
	2018		77.8	82.0	77.6	52.6	80.0	71.8		82.9	75.4	78.9	78.8	247
	2019	*	81.2	83.3	80.0	66.7	90.9	77.2		84.9	77.9	81.6	79.5	223

		NUMBER TESTED IN GRADES 3-5												
2017			180	63	218	19	47	124		130	115	245	37,278	
2018			185	61	196	19	40	124		117	130	247	36,318	
2019		1	165	54	195	18	33	101		119	104	223	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		21	6	23	7	5	11		15	12	27	3,851	89
	2018		14	6	16	*	4	6		6	14	20	3,072	76
	2019		14	1	14	*	0	3		6	9	15	2,726	74
4	2017		25	1	25	*	1	18		13	13	26	4,016	80
	2018		16	5	17	4	4	19		12	9	21	3,028	82
	2019		14	5	18	*	1	15		10	9	19	2,959	72
5	2017		3	1	3	1	0	3		2	2	4	2,308	76
	2018		11	0	11	3	0	10		2	9	11	1,582	89
	2019	*	3	3	7	1	2	5		2	5	7	1,420	77
3-5	2017		49	8	51	12	6	32		30	27	57	10,175	245
	2018		41	11	44	9	8	35		20	32	52	7,682	247
	2019	*	31	9	39	6	3	23		18	23	41	7,105	223

	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
NUMBER TESTED IN GRADES 3-5													
	2017		180	63	218	19	47	124		130	115	245	37,278
	2018		185	61	196	19	40	124		117	130	247	36,318
	2019	1	165	54	195	18	33	101		119	104	223	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		35.5	40.7	37.7	0.0	35.0	35.3		38.0	35.9	37.1	39.9	89
	2018		37.3	43.8	40.7	*	40.0	38.9		40.5	38.5	39.5	41.8	76
	2019		36.4	68.8	44.6	*	80.0	44.4		44.4	42.1	43.2	42.8	74
4	2017		29.5	78.9	39.5	*	73.3	31.1		40.0	42.5	41.3	39.4	80
	2018		36.8	56.0	41.9	12.5	43.8	30.6		39.5	46.2	42.7	44.2	82
	2019		37.5	50.0	36.5	*	62.5	28.6		45.2	33.3	40.3	44.8	72
5	2017		40.4	58.8	44.6	14.3	58.3	33.3		52.5	33.3	43.4	42.4	76
	2018		44.9	75.0	53.3	0.0	78.6	42.1		51.4	51.9	51.7	53.8	89
	2019	*	48.1	68.2	49.3	0.0	66.7	45.8		51.2	55.6	53.2	55.5	77
3-5	2017		35.0	57.1	40.4	5.3	53.2	33.1		43.1	37.4	40.4	40.5	245
	2018		40.0	59.0	45.9	5.3	55.0	37.1		43.6	46.2	44.9	46.6	247
	2019	*	40.6	63.0	43.6	0.0	69.7	39.6		47.1	44.2	45.7	47.8	223

				NUMBER TESTED IN GRADES 3-5										
2017			180	63	218	19	47	130		130	115	245	37,278	
2018			185	61	196	19	40	124		117	130	247	36,318	
2019		1	165	54	195	18	33	101		119	104	223	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**		21.0	11.1	15.6	0.0	15.0	17.6		18.0	17.9	18.0	19.9	89
	2018		6.8	18.8	8.5	*	20.0	11.1		8.1	10.3	9.2	19.6	76
	2019		14.5	43.8	23.1	*	50.0	27.8		19.4	21.1	20.3	20.3	74
4	**2017**		23.0	52.6	28.9	*	53.3	20.0		25.0	35.0	30.0	22.1	80
	2018		10.5	28.0	11.3	0.0	12.5	4.1		9.3	23.1	15.9	23.8	82
	2019		10.7	18.8	14.3	*	25.0	11.4		14.3	10.0	12.5	25.1	72
5	**2017**		7.0	47.1	16.9	0.0	41.7	9.8		17.5	13.9	15.8	19.3	76
	2018		17.4	40.0	24.0	0.0	35.7	10.5		21.6	23.1	22.5	27.6	89
	2019	*	22.2	50.0	28.4	0.0	46.7	22.9		26.8	33.3	29.9	34.0	77
3-5	**2017**		17.2	33.3	20.6	0.0	34.0	15.4		20.0	22.6	21.2	20.4	245
	2018		11.9	29.5	15.3	0.0	22.5	8.1		12.8	19.2	16.2	23.7	247
	2019	*	15.8	38.9	22.1	0.0	42.4	19.8		20.2	22.1	21.1	26.6	223

		NUMBER TESTED IN GRADE 3-5												
2017		180	63	218	19	47	130		130	115	245	37,278	
2018		185	61	196	19	40	124		117	130	247	36,318	
2019	1	165	54	195	18	33	101		119	104	223	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	63.8	60.4	59.1	55.1
	2018	73.0	62.8	52.3	66.8
	2019	65.9	68.4	66.2	68.9
4	2017	72.5	59.7	58.5	56.3
	2018	66.0	65.7	59.0	62.5
	2019	68.5	55.1	61.5	71.2
5	2017	68.4	69.1	63.5	67.8
	2018	62.5	69.5	66.9	61.2
	2019	77.7	75.7	59.9	57.5
3-5	2017	68.1	62.9	60.2	59.4
	2018	66.9	66.2	59.8	63.4
	2019	70.8	66.6	62.5	65.7

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)
5	2017		68.4	76.5	68.2	28.6	66.7	58.8		75.0	61.1	68.4	65.9	76
	2018		59.7	75.0	63.0	33.3	71.4	51.8		75.7	54.0	63.2	68.8	87
	2019		77.8	76.2	75.4	37.5	80.0	68.8		80.5	73.5	77.3	69.3	75

		NUMBER TESTED IN GRADE 5											
2017		57	17	66	7	12	51		40	36	76	9,759
2018		67	20	73	6	14	56		37	50	87	10,271
2019		54	21	65	8	15	48		41	34	75	10,432

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NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017		18	4	21	5	4	21		10	14	24	3328	76
	2018		27	5	27	4	4	27		9	23	32	3208	87
	2019		12	5	16	5	3	15		8	9	17	3203	75

		NUMBER TESTED IN GRADE 5											
2017		57	17	66	7	12	51		40	36	76	9,759
2018		67	20	73	6	14	56		37	50	87	10,271
2019		54	21	65	8	15	48		41	34	75	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		29.8	47.1	33.3	0.0	50.0	21.6		40.0	25.0	32.9	33.0	76
	2018		16.4	25.0	17.8	0.0	21.4	7.1		24.3	14.0	18.4	32.6	87
	2019		53.7	61.9	52.3	12.5	60.0	45.8		63.4	47.1	56.0	42.0	75

					NUMBER TESTED IN GRADE 5									
2017		57	17	66	7	12	51		40	36	76	9,759
2018		67	20	73	6	14	56		37	50	87	10,271
2019		54	21	65	8	15	48		41	34	75	10,432

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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**		10.5	29.4	15.2	0.0	33.3	7.8		15.0	13.9	14.5	12.8	76
	2018		1.5	10.0	4.1	0.0	7.1	1.8		0.0	6.0	3.4	12.1	87
	2019		25.9	33.3	26.2	12.5	20.0	18.8		22.0	35.3	28.0	19.7	75

		NUMBER TESTED IN GRADE 5											
2017		57	17	66	7	12	51		40	36	76	9,759
2018		67	20	73	6	14	56		37	50	87	10,271
2019		54	21	65	8	15	48		41	34	75	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**	66.0	67.8	69.2	63.4
	2018	64.2	65.7	58.9	59.6
	2019	78.2	69.7	75.7	75.9

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			66.7	62.5	*	66.7	66.7		69.2	62.5	66.7	66.0	21
	2018			45.5	44.4		40.0	40.0		*	50.0	45.5	76.6	11
	2019			76.9	75.0	*	75.0	75.0		71.4	83.3	76.9	75.1	13
4	2017			62.5	71.4		62.5	62.5		85.7	44.4	62.5	64.2	16
	2018			87.5	90.9	*	87.5	86.7		80.0	100.0	87.5	68.2	16
	2019			66.7	62.5		62.5	62.5		*	66.7	66.7	67.8	9
5	2017			100.0	100.0		100.0	100.0		*	100.0	100.0	87.3	9
	2018			100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.1	14
	2019			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.6	15
3-5	2017			71.7	73.7	*	71.7	72.1		78.3	65.2	71.7	71.3	46
	2018			80.5	81.8	*	80.0	79.5		78.9	81.8	80.5	77.0	41
	2019			83.8	81.8	*	82.9	82.9		84.2	83.3	83.8	77.0	37

							NUMBER TESTED IN GRADES 3-5							
2017			46	38	1	46	43		23	23	46	14,762	
2018			41	33	1	40	39		19	22	41	14,242	
2019			37	33	3	35	35		19	18	37	13,576	

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			7	6	*	7	6		4	3	7	1,887	21
	2018			6	5		6	6		*	4	6	1,205	11
	2019			3	3	*	3	3		2	1	3	1,179	13
4	2017			6	4		6	6		1	5	6	1,830	16
	2018			2	1	*	2	2		2	0	2	1,581	16
	2019			3	3		3	3		*	2	3	1,506	9
5	2017			0	0		0	0		*	0	0	521	9
	2018			0	0		0	0		0	0	0	488	14
	2019			0	0	*	0	0		0	0	0	432	15
3-5	2017			13	10	*	13	12		5	8	13	4,238	46
	2018			8	6	*	8	8		4	4	8	3,274	41
	2019			6	6	*	6	6		3	3	6	3,117	37

	NUMBER TESTED IN GRADES 3-5												
2017			46	38	1	46	43		23	23	46	14,762
2018			41	33	1	40	39		19	22	41	14,242
2019			37	33	3	35	35		19	18	37	13,576

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			38.1	31.3	*	38.1	44.4		38.5	37.5	38.1	39.2	21
	2018			45.5	44.4		40.0	40.0		*	50.0	45.5	45.3	11
	2019			53.8	58.3	*	50.0	50.0		42.9	66.7	53.8	46.3	13
4	2017			43.8	50.0		43.8	43.8		71.4	22.2	43.8	36.0	16
	2018			37.5	36.4	*	37.5	40.0		40.0	33.3	37.5	36.9	16
	2019			44.4	37.5		50.0	50.0		*	66.7	44.4	38.4	9
5	2017			77.8	75.0		77.8	77.8		*	83.3	77.8	49.1	9
	2018			71.4	76.9		71.4	71.4		83.3	62.5	71.4	62.6	14
	2019			86.7	84.6	*	86.7	86.7		77.8	100.0	86.7	63.7	15
3-5	2017			47.8	47.4	*	47.8	51.2		52.2	43.5	47.8	40.8	46
	2018			51.2	54.5	*	50.0	51.3		52.6	50.0	51.2	47.4	41
	2019			64.9	63.6	*	65.7	65.7		52.6	77.8	64.9	48.9	37

	Year													
	NUMBER TESTED IN GRADES 3-5													
	2017			46	38	1	46	43		23	23	46	14,762	
	2018			41	33	1	40	39		19	22	41	14,242	
	2019			37	33	3	35	35		19	18	37	13,576	

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			14.3	6.3	*	14.3	16.7		15.4	12.5	14.3	25.4	21
	2018			27.3	22.2		30.0	30.0		*	37.5	27.3	24.1	11
	2019			46.2	50.0	*	41.7	41.7		42.9	50.0	46.2	27.4	13
4	2017			18.8	21.4		18.8	18.8		28.6	11.1	18.8	17.3	16
	2018			12.5	0.0	*	12.5	13.3		10.0	16.7	12.5	18.4	16
	2019			33.3	37.5		37.5	37.5		*	50.0	33.3	17.9	9
5	2017			33.3	37.5		33.3	33.3		*	33.3	33.3	22.7	9
	2018			28.6	30.8		28.6	28.6		16.7	37.5	28.6	30.5	14
	2019			53.3	53.8	*	53.3	53.3		44.4	66.7	53.3	29.9	15
3-5	2017			19.6	18.4	*	19.6	20.9		21.7	17.4	19.6	21.9	46
	2018			22.0	18.2	*	22.5	23.1		10.5	31.8	22.0	24.0	41
	2019			45.9	48.5	*	45.7	45.7		36.8	55.6	45.9	24.9	37

					NUMBER TESTED IN GRADE 3-5									
2017			46	38	1	46	43		23	23	46	14,762
2018			41	33	1	40	39		19	22	41	14,242
2019			37	33	3	35	35		19	18	37	13,576

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2017	64.8	57.5	58.8
	2018	63.6	57.6	53.2
	2019	72.3	77.4	63.2
4	2017	53.9	73.3	63.5
	2018	72.7	67.9	64.4
	2019	56.9	68.1	72.6
5	2017	76.4	79.9	72.2
	2018	75.9	72.8	79.6
	2019	82.5	82.1	76.7
3-5	2017	63.3	67.4	63.1
	2018	71.3	66.8	66.6
	2019	72.7	77.1	71.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**			87.5	92.9		87.5	87.5		100.0	77.8	87.5	70.3	16
	2018			75.0	72.7	*	75.0	80.0		60.0	100.0	75.0	71.0	16
	2019			88.9	87.5		87.5	87.5		*	83.3	88.9	75.5	9

				NUMBER TESTED IN GRADE 4									
2017			16	14		16	16		7	9	16	5,207
2018			16	11	1	16	15		10	6	16	4,977
2019			9	8		8	8		3	6	9	4,698

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**			2	1		2	2		0	2	2	1,548	16
	2018			4	3	*	4	3		4	0	4	1,444	16
	2019			1	1		1	1		*	1	1	1,149	9

				NUMBER TESTED IN GRADE 4										
2017			16	14		16	16		7	9	16	5,207		
2018			16	11	1	16	15		10	6	16	4,977		
2019			9	8		8	8		3	6	9	4,698		

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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**			37.5	42.9		37.5	37.5		57.1	22.2	37.5	44.4	16
	2018			43.8	45.5	*	43.8	46.7		20.0	83.3	43.8	44.9	16
	2019			77.8	75.0		75.0	75.0		*	66.7	77.8	51.0	9

	NUMBER TESTED IN GRADE 4												
2017			16	14		16	16		7	9	16	5,207	
2018			16	11	1	16	15		10	6	16	4,977	
2019			9	8		8	8		3	6	9	4,698	

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**			6.3	7.1		6.3	6.3		14.3	0.0	6.3	14.4	16
	2018			25.0	18.2	*	25.0	26.7		20.0	33.3	25.0	19.0	16
	2019			33.3	25.0		37.5	37.5		*	50.0	33.3	21.5	9

				NUMBER TESTED IN GRADE 4									
2017			16	14		16	16		7	9	16	5,207
2018			16	11	1	16	15		10	6	16	4,977
2019			9	8		8	8		3	6	9	4,698

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition[1] (Expository)	2. Revision	3. Editing
4	**2017**	4.5	56.3	76.2
	2018	4.3	61.7	74.6
	2019	4.1	73.6	82.6

[1]Average score points (range 0-8). A STAAR 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

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

| Grade | Year | TERRANOVA/SUPERA READING | | | | | Grade | Year | TERRANOVA/SUPERA MATHEMATICS | | | | |
		At Risk	Not At Risk	All	District	Number Tested (All Students)			At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	90.9	81.1	83.3	81.7	48	K	2017	90.9	75.7	79.2	59.6	48
	2018	92.9	80.0	82.8	82.2	64		2018	85.7	64.0	68.8	61.3	64
	2019	71.4	80.0	78.9	80.8	57		2019	42.9	77.6	73.2	62.8	56
1	2017	68.8	73.5	72.3	74.0	65	1	2017	68.8	61.2	63.1	54.2	65
	2018	92.9	62.8	70.2	73.1	57		2018	69.2	56.1	59.3	55.6	54
	2019	78.9	72.5	74.3	72.9	70		2019	68.4	60.0	62.3	56.4	69
2	2017	73.7	66.7	68.4	70.7	79	2	2017	47.4	58.3	55.7	57.7	79
	2018	78.9	77.2	77.6	70.6	76		2018	52.6	66.7	63.2	58.8	76
	2019	76.5	67.6	70.4	68.5	54		2019	52.9	63.9	60.4	58.9	53
K-2	2017	76.1	72.6	73.4	75.2	192	K-2	2017	65.2	63.7	64.1	57.1	192
	2018	87.2	74.0	77.2	75.2	197		2018	67.4	62.8	63.9	58.5	194
	2019	76.7	73.9	74.6	74.0	181		2019	58.1	67.4	65.2	59.3	178
# Tested (GR K-2)	2017	46	146	192	35,859		# Tested (GR K-2)	2017	46	146	192	35,697	
	2018	47	150	197	33,518			2018	46	148	194	33,476	
	2019	43	138	181	32,206			2019	43	135	178	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		81.1	*	82.9	*	*	*		85.0	76.2	80.5	77.8	41
	2018		78.7	*	79.1					75.0	83.3	80.0	80.0	50
	2019		79.5	*	76.2			*		86.7	70.0	80.0	78.4	50
1	2017		68.9	66.7	67.4	*		*		57.1	78.1	69.8	63.5	53
	2018		61.9	*	70.0	*	*	*		56.0	76.2	65.2	63.1	46
	2019	*	66.7	*	68.0	*		33.3		63.6	70.6	67.9	65.0	56
2	2017		58.9	87.5	65.6	*	*	50.0		53.8	78.6	64.2	60.4	67
	2018		71.4	*	69.1	*		42.9		72.4	73.5	73.0	60.0	63
	2019		65.7	57.1	63.4	*	*	57.1		62.5	68.4	65.1	59.8	43
K-2	2017		68.1	76.5	70.4	*	*	52.9		62.5	77.8	70.2	66.7	161
	2018		71.0	87.5	72.5	*	*	60.0		67.6	77.6	73.0	67.4	159
	2019	*	70.9	69.2	69.2	16.7	*	50.0		72.4	69.9	71.1	67.5	149
# Tested (GR K-2)	2017		138	17	142	5	2	17		80	81	161	19,128	
	2018		145	8	138	4	1	10		74	85	159	17,696	
	2019	2	127	13	133	6	1	14		76	73	149	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		13	*	13	*	*	*		6	8	14	2,012	41
	2018		16	*	16					7	11	18	2,066	50
	2019		14	*	12			*		9	7	16	1,898	50
1	2017		5	0	3	*		*		1	4	5	1,504	53
	2018		4	*	5	*	*	*		2	3	5	1,368	46
	2019	*	10	*	12	*		0		3	10	13	1,275	56
2	2017		7	2	8	*	*	0		6	3	9	1,299	67
	2018		10	*	9	*		0		6	6	12	1,203	63
	2019		10	2	13	*	*	0		8	5	13	1,212	43
K-2	2017		25	3	24	*	*	0		13	15	28	4,815	161
	2018		30	2	30	*	*	1		15	20	35	4,637	159
	2019	*	34	4	37	0	*	1		20	22	42	4,385	149
# Tested (GR K-2)	2017		138	17	142	5	2	17		80	81	161	19,128	
	2018		145	8	138	4	1	10		74	85	159	17,696	
	2019	2	127	13	133	6	1	14		76	73	149	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		73.0	*	77.1	*	*	*		70.0	76.2	73.2	70.7	41
	2018		74.5	*	76.7					80.0	73.3	76.0	71.4	50
	2019		75.0	*	71.4			*		70.0	80.0	74.0	71.9	50
1	2017		55.6	50.0	56.5	*		*		42.9	65.6	56.6	49.0	53
	2018		50.0	*	52.5	*	*	*		48.0	57.1	52.2	48.4	46
	2019	*	52.1	*	50.0	*		16.7		36.4	55.9	48.2	47.7	56
2	2017		58.9	62.5	59.0	*	*	12.5		59.0	57.1	58.2	47.2	67
	2018		66.1	*	60.0	*		28.6		65.5	64.7	65.1	47.2	63
	2019		51.4	71.4	53.7	*	*	28.6		50.0	63.2	55.8	46.2	43
K-2	2017		61.6	58.8	62.7	*	*	29.4		57.5	65.4	61.5	54.9	161
	2018		64.1	62.5	63.0	*	*	40.0		63.5	65.9	64.8	55.3	159
	2019	*	59.8	61.5	57.9	0.0	*	28.6		53.9	64.4	59.1	54.9	149
# Tested (GR K-2)	2017		138	17	142	5	2	17		80	81	161	19,124	
	2018		145	8	138	4	1	10		74	85	159	17,696	
	2019	2	127	13	133	6	1	14		76	73	149	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		12	*	12	*	*	*		5	9	14	1,361	41
	2018		17	*	17					8	11	19	1,368	50
	2019		12	*	11			*		9	5	14	1,322	50
1	2017		8	0	6	*		*		3	5	8	712	53
	2018		1	*	1	*	*	*		0	1	1	642	46
	2019	*	1	*	1	*		0		0	1	1	583	56
2	2017		3	2	4	*	*	0		2	3	5	986	67
	2018		6	*	3	*		0		2	4	6	937	63
	2019		7	2	9	*	*	0		5	4	9	802	43
K-2	2017		23	4	22	*	*	2		10	17	27	3,059	161
	2018		24	0	21	*	*	0		10	16	26	2,947	159
	2019	*	20	3	21	0	*	1		14	10	24	2,707	149
# Tested (GR K-2)	2017		138	17	142	5	2	17		80	81	161	19,124	
	2018		145	8	138	4	1	10		74	85	159	17,696	
	2019	2	127	13	133	6	1	14		76	73	149	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		75.7	90.0	84.6	*	100.0	90.9		76.0	82.6	79.2	59.7	48
	2018		61.7	86.7	70.9	*	85.7	85.7		66.7	70.3	68.8	61.3	64
	2019		79.1	54.5	74.5		28.6	42.9		80.0	61.9	73.2	62.8	56
1	2017		60.0	66.7	61.1	*	81.8	68.8		60.7	64.9	63.1	54.3	65
	2018		56.1	66.7	58.3	*	63.6	69.2		60.0	58.3	59.3	55.5	54
	2019	*	61.7	68.8	66.1	*	78.6	68.4		53.3	69.2	62.3	56.4	69
2	2017		52.6	68.4	53.5	*	66.7	47.4		54.5	57.1	55.7	57.7	79
	2018		57.1	76.5	60.3	*	83.3	52.6		63.2	63.2	63.2	58.8	76
	2019		57.1	64.7	58.0	28.6	63.6	52.9		67.7	50.0	60.4	58.9	53
K-2	2017		61.2	72.3	63.4	33.3	80.6	65.2		61.9	66.3	64.1	57.2	192
	2018		58.3	77.3	63.2	50.0	78.4	67.4		63.2	64.6	63.9	58.5	194
	2019	*	66.4	63.6	66.0	25.0	62.5	58.1		67.7	62.2	65.2	59.3	178
# Tested (GR K-2)	2017		139	47	164	6	31	46		97	95	192	35,543	
	2018		144	44	171	8	37	46		95	99	194	33,396	
	2019	2	125	44	159	8	32	43		96	82	178	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		9	4	11	*	3	3		6	7	13	1,889	48
	2018		9	5	14	*	5	5		5	11	16	2,135	64
	2019		13	1	10		0	1		9	5	14	2,112	56
1	2017		7	2	7	*	1	1		4	5	9	1,610	65
	2018		1	1	2	*	1	1		0	2	2	1,689	54
	2019	*	9	1	11	*	1	1		5	7	12	1,580	69
2	2017		4	2	5	*	2	2		2	4	6	2,115	79
	2018		11	8	16	*	6	6		11	8	19	2,139	76
	2019		5	4	10	0	3	3		6	4	10	2,338	53
K-2	2017		20	8	23	1	6	6		12	16	28	5,614	192
	2018		21	14	32	0	12	12		16	21	37	5,963	194
	2019	*	27	6	31	0	4	5		20	16	36	6,030	178
# Tested (GR K-2)	2017		139	47	164	6	31	46		97	95	192	35,543	
	2018		144	44	171	8	37	46		95	99	194	33,396	
	2019	2	125	44	159	8	32	43		96	82	178	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			100.0	*		100.0	100.0		*	*	100.0	85.8	7
	2018			92.9	91.7	*	92.9	92.9		100.0	85.7	92.9	84.6	14
	2019			71.4	83.3		71.4	66.7		*	*	71.4	83.5	7
1	2017			83.3	87.5	*	81.8	81.8		85.7	*	83.3	86.1	12
	2018			90.9	90.9	*	90.9	90.9		83.3	*	90.9	84.0	11
	2019			100.0	100.0		100.0	100.0		100.0	100.0	100.0	82.0	14
2	2017		*	90.9	90.0		90.9	90.9		*	85.7	91.7	83.2	12
	2018			100.0	100.0	*	100.0	100.0		100.0	*	100.0	83.1	13
	2019			90.9	88.9	*	90.9	90.0		85.7	*	90.9	79.0	11
K-2	2017		*	90.0	90.9	*	89.7	89.7		94.1	85.7	90.3	85.0	31
	2018			94.7	94.4	*	94.6	94.6		95.5	93.8	94.7	83.9	38
	2019			90.6	92.9	*	90.6	89.7		90.0	91.7	90.6	81.5	32
# Tested (GR K-2)	2017		1	30	22	1	29	29		17	14	31	16,731	
	2018			38	36	4	37	37		22	16	38	15,822	
	2019			32	28	2	32	29		20	12	32	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			6	*		6	6		*	*	6	3,104	7
	2018			8	6	*	8	8		3	5	8	2,790	14
	2019			1	1		1	1		*	*	1	2,430	7
1	2017			7	5	*	6	6		3	*	7	2,825	12
	2018			3	3	*	3	3		2	*	3	2,544	11
	2019			9	9		9	9		5	4	9	2,256	14
2	2017		*	3	3		3	3		*	3	3	1,598	12
	2018			5	5	*	5	5		1	*	5	1,450	13
	2019			4	2	*	4	3		3	*	4	1,349	11
K-2	2017		*	16	11	*	15	15		8	8	16	7,527	31
	2018			16	14	*	16	16		6	10	16	6,784	38
	2019			14	12	*	14	13		8	6	14	6,035	32
# Tested (GR K-2)	2017		1	30	22	1	29	29		17	14	31	16,731	
	2018			38	36	4	37	37		22	16	38	15,822	
	2019			32	28	2	32	29		20	12	32	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			85.7	*		85.7	85.7		*	*	85.7	83.5	7
K	2018			92.9	91.7	*	92.9	92.9		100.0	85.7	92.9	83.0	14
K	2019			42.9	33.3		42.9	50.0		*	*	42.9	80.6	7
1	2017			83.3	87.5	*	81.8	81.8		85.7	*	83.3	78.4	12
1	2018			72.7	72.7	*	72.7	72.7		83.3	*	72.7	75.9	11
1	2019			85.7	84.6		85.7	84.6		75.0	100.0	85.7	73.6	14
2	2017		*	72.7	70.0		72.7	72.7		*	85.7	75.0	72.6	12
2	2018			76.9	76.9	*	75.0	75.0		66.7	*	76.9	72.2	13
2	2019			63.6	66.7	*	63.6	60.0		57.1	*	63.6	69.7	11
K-2	2017		*	80.0	77.3	*	79.3	79.3		82.4	78.6	80.6	78.1	31
K-2	2018			81.6	80.6	*	81.1	81.1		81.8	81.3	81.6	77.0	38
K-2	2019			68.8	67.9	*	68.8	69.0		55.0	91.7	68.8	74.6	32
# Tested (GR K-2)	2017		1	30	22	1	29	29		17	14	31	16,731	
# Tested (GR K-2)	2018			38	36	4	37	37		22	16	38	15,822	
# Tested (GR K-2)	2019			32	28	2	32	29		20	12	32	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			1	*		1	1		*	*	1	2,065	7
	2018			4	2	*	4	4		2	2	4	1,986	14
	2019			0	0		0	0		*	*	0	1,686	7
1	2017			5	3	*	4	4		2	*	5	2,260	12
	2018			3	3	*	3	3		2	*	3	2,110	11
	2019			6	6		6	6		3	3	6	1,898	14
2	2017		*	3	3		3	3		*	3	3	1,537	12
	2018			2	2	*	2	2		0	*	2	1,439	13
	2019			2	1	*	2	1		1	*	2	1,254	11
K-2	2017		*	9	6	*	8	8		2	7	9	5,862	31
	2018			9	7	*	9	9		4	5	9	5,535	38
	2019			8	7	*	8	7		4	4	8	4,838	32
# Tested (GR K-2)	2017		1	30	22	1	29	29		17	14	31	16,731	
	2018			38	36	4	37	37		22	16	38	15,822	
	2019			32	28	2	32	29		20	12	32	14,948	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (7)	Beginning	3	42.9	7	100.0	7	100.0	7	100.0	7	100.0
	Intermediate	4	57.1	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (14)	Beginning	0	0.0	0	0.0	4	28.6	3	21.4	0	0.0
	Intermediate	1	7.1	4	28.6	10	71.4	11	78.6	7	50.0
	Advanced	13	92.9	10	71.4	0	0.0	0	0.0	7	50.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (12)	Beginning	1	8.3	4	33.3	5	41.7	2	16.7	2	16.7
	Intermediate	3	25.0	7	58.3	5	41.7	5	41.7	7	58.3
	Advanced	4	33.3	1	8.3	2	16.7	3	25.0	3	25.0
	Advanced High	4	33.3	0	0.0	0	0.0	2	16.7	0	0.0
3 (12)	Beginning	1	8.3	1	8.3	2	16.7	1	8.3	1	8.3
	Intermediate	1	8.3	2	16.7	0	0.0	2	16.7	1	8.3
	Advanced	3	25.0	3	25.0	9	75.0	3	25.0	5	41.7
	Advanced High	7	58.3	6	50.0	1	8.3	6	50.0	5	41.7
4 (9)	Beginning	0	0.0	1	11.1	2	22.2	0	0.0	0	0.0
	Intermediate	4	44.4	3	33.3	3	33.3	4	44.4	4	44.4
	Advanced	3	33.3	2	22.2	1	11.1	1	11.1	2	22.2
	Advanced High	2	22.2	3	33.3	3	33.3	4	44.4	3	33.3

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years — N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
– –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
14 **9 (64.3%)**	Beginning	0			
	Intermediate	2	5		
	Advanced	2	5	0	
	Advanced High	0	0	0	
11 **1 (9.1%)**	Beginning	1			
	Intermediate	1	6		
	Advanced	0	0	3	
	Advanced High	0	0	0	
12 **5 (41.7%)**	Beginning	1			
	Intermediate	0	1		
	Advanced	0	0	5	
	Advanced High	0	0	5	
9 **3 (33.3%)**	Beginning	0			
	Intermediate	0	4		
	Advanced	0	0	2	
	Advanced High	0	0	3	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (15)	Beginning	0	0.0	2	13.3	1	6.7	0	0.0	0	0.0
	Intermediate	3	20.0	2	13.3	4	26.7	1	6.7	4	26.7
	Advanced	6	40.0	3	20.0	4	26.7	3	20.0	4	26.7
	Advanced High	6	40.0	8	53.3	6	40.0	11	73.3	7	46.7
ALL (69)	Beginning	5	7.2	15	21.7	21	30.4	13	18.8	10	14.5
	Intermediate	16	23.2	18	26.1	22	31.9	23	33.3	23	33.3
	Advanced	29	42.0	19	27.5	16	23.2	10	14.5	21	30.4
	Advanced High	19	27.5	17	24.6	10	14.5	23	33.3	15	21.7

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
15	Beginning	0			
	Intermediate	0		4	
7 (46.7%)	Advanced	0	0	4	
	Advanced High	0	0	7	
61	Beginning	2			
	Intermediate	3		20	
25 (41.0%)	Advanced	2	5	14	
	Advanced High	0	0	15	

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

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (14)	Beginning	0	0.0	4	28.6	13	92.9	13	92.9	4	28.6
	Intermediate	14	100.0	10	71.4	1	7.1	1	7.1	10	71.4
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (11)	Beginning	1	9.1	1	9.1	3	27.3	6	54.5	1	9.1
	Intermediate	5	45.5	6	54.5	8	72.7	5	45.5	6	54.5
	Advanced	5	45.5	4	36.4	0	0.0	0	0.0	4	36.4
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (14)	Beginning	1	7.1	0	0.0	5	35.7	5	35.7	1	7.1
	Intermediate	4	28.6	4	28.6	5	35.7	4	28.6	4	28.6
	Advanced	6	42.9	9	64.3	4	28.6	3	21.4	8	57.1
	Advanced High	3	21.4	1	7.1	0	0.0	2	14.3	1	7.1
3 (10)	Beginning	0	0.0	1	10.0	1	10.0	2	20.0	1	10.0
	Intermediate	2	20.0	1	10.0	3	30.0	3	30.0	2	20.0
	Advanced	2	20.0	6	60.0	2	20.0	2	20.0	3	30.0
	Advanced High	6	60.0	2	20.0	4	40.0	3	30.0	4	40.0
4 (17)	Beginning	1	6.3	1	6.3	4	23.5	1	6.3	1	6.3
	Intermediate	6	37.5	3	18.8	3	17.6	5	31.3	4	25.0
	Advanced	3	18.8	9	56.3	6	35.3	6	37.5	7	43.8
	Advanced High	6	37.5	3	18.8	4	23.5	4	25.0	4	25.0

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years / N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
10 / 10 (100.0%)	Beginning	0			
	Intermediate	6	0		
	Advanced	4	0	0	
	Advanced High	0	0	0	
11 / 10 (90.9%)	Beginning	1			
	Intermediate	2	0		
	Advanced	6	1	0	
	Advanced High	1	0	0	
9 / 9 (100.0%)	Beginning	0			
	Intermediate	2	0		
	Advanced	0	3	0	
	Advanced High	0	0	4	
14 / 8 (57.1%)	Beginning	0			
	Intermediate	2	1		
	Advanced	0	2	5	
	Advanced High	0	0	4	

PERFORMANCE IN 2018　　　　　　　　　　**PROGRESSION FROM 2017 TO 2018**

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	14.3	5	35.7	2	14.3	0	0.0
	Advanced	8	57.1	12	85.7	6	42.9	7	50.0	10	71.4
	Advanced High	6	42.9	0	0.0	3	21.4	5	35.7	4	28.6
ALL (80)	Beginning	3	3.8	7	8.9	26	32.5	27	34.2	8	10.1
	Intermediate	31	39.2	26	32.9	25	31.3	20	25.3	26	32.9
	Advanced	24	30.4	40	50.6	18	22.5	18	22.8	32	40.5
	Advanced High	21	26.6	6	7.6	11	13.8	14	17.7	13	16.5

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
14 **9 (64.3%)**	Beginning		0		
	Intermediate	0		0	
	Advanced	0	5		5
	Advanced High	0	0		4
58 **46 (79.3%)**	Beginning		1		
	Intermediate	12		1	
	Advanced	10	11		10
	Advanced High	1	0		12

☐ 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	%
English	PK	4	*	*	*	*	*	*				
	1	1					*	*				
	2	1	*	*								
	5	15			*	*	*	*	*	*	9	60.0
	ALL	21	*	*	*	*	*	*	*	*	9	42.9
Spanish	PK	4	*	*	*	*						
	1	1							*	*		
	2	1									*	*
	ALL	6	*	*	*	*			*	*	*	*

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning N	Beginning %	Early Intermediate N	Early Intermediate %	Intermediate N	Intermediate %	Early Advanced N	Early Advanced %	Advanced N	Advanced %
English	PK	7	*	*			*	*	*	*		
	KN	2	*	*			*	*				
	1	1	*	*								
	2	3	*	*			*	*				
	3	1	*	*								
	4	1	*	*								
	5	14			*	*			*	*	11	78.6
	ALL	29	11	37.9	*	*	*	*	*	*	11	37.9
Spanish	PK	7	*	*			*	*	*	*	*	*
	KN	2					*	*				
	1	1							*	*		
	2	3					*	*	*	*		
	3	1					*	*				
	4	1							*	*		
	ALL	15	*	*			7	46.7	*	*	*	*

SEMESTER 1 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

| 53 | 81.8 | 88.4 | | | 88.7 | | 87.2 | |

KINDERGARTEN READING

| 45 | 88.0 | 92.0 | | | 97.8 | | 91.7 | |

KINDERGARTEN READING SPANISH

| 8 | 72.9 | 79.2 | | | 87.5 | | 91.9 | |

GRADE 1 MATHEMATICS

| 68 | 79.1 | 81.5 | | | 75.0 | | 77.8 | |

GRADE 1 READING

| 52 | 75.9 | 81.9 | | | 92.3 | | 86.4 | |

GRADE 1 READING SPANISH

| 15 | 86.0 | 86.0 | | | 93.3 | | 87.3 | |

GRADE 2 MATHEMATICS

| 50 | 70.9 | 79.7 | 76.5 | | 78.0 | 78.0 | 78.4 | 93.0 |

GRADE 2 READING

| 39 | 67.9 | 78.6 | 77.3 | | 69.2 | 66.7 | 76.8 | 91.5 |

GRADE 2 READING SPANISH

| 11 | 70.0 | 77.5 | 88.5 | | 90.9 | 100.0 | 74.0 | 92.7 |

GRADE 3 MATHEMATICS

| 73 | 62.7 | 75.1 | 82.6 | | 68.5 | 90.4 | 65.9 | 90.6 |

SEMESTER 2 TESTS

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

KINDERGARTEN MATHEMATICS

KINDERGARTEN READING

KINDERGARTEN READING SPANISH

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

SEMESTER 1 TESTS

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

GRADE 3 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 49.2 | * |

GRADE 3 READING

| 61 | 59.0 | 72.7 | 78.0 | | 73.8 | 77.0 | 54.4 | 89.1 |

GRADE 3 READING SPANISH

| 13 | 62.7 | 77.6 | | | 84.6 | | 54.5 | 89.6 |

GRADE 4 LANGUAGE ARTS

| 61 | 58.8 | 73.7 | 72.2 | | 65.6 | 65.6 | 66.0 | 92.3 |

GRADE 4 LANGUAGE ARTS SPANISH

| 10 | 75.9 | 79.9 | 80.9 | | 80.0 | 90.0 | 70.3 | 92.6 |

GRADE 4 MATHEMATICS

| 71 | 66.5 | 75.5 | 82.5 | | 67.6 | 97.2 | 66.6 | 91.0 |

GRADE 4 READING

| 61 | 57.5 | 74.5 | 71.8 | | 70.5 | 63.9 | 68.8 | 91.6 |

GRADE 4 READING SPANISH

| 10 | 63.0 | 77.8 | 80.9 | | 70.0 | 90.0 | 76.0 | 92.7 |

GRADE 5 MATHEMATICS

| 77 | 70.0 | 80.4 | 82.8 | | 81.8 | 96.1 | 76.6 | 92.2 |

GRADE 5 READING

| 62 | 66.1 | 77.4 | 77.6 | | 75.8 | 82.3 | 78.4 | 93.9 |

GRADE 5 READING SPANISH

| 15 | 77.9 | 85.3 | 82.3 | | 93.3 | 93.3 | 76.8 | 94.3 |

SEMESTER 2 TESTS

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

GRADE 3 MATHEMATICS SPANISH

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 READING

GRADE 5 READING SPANISH

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SEMESTER 1 TESTS

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

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
77	85.1	85.1	86.2		85.7	97.4	75.6	95.2

SEMESTER 2 TESTS

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

GRADE 5 SCIENCE

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