

N.W. HARLLEE EARLY CHILDHOOD CENTER

SCHOOL NUMBER 285

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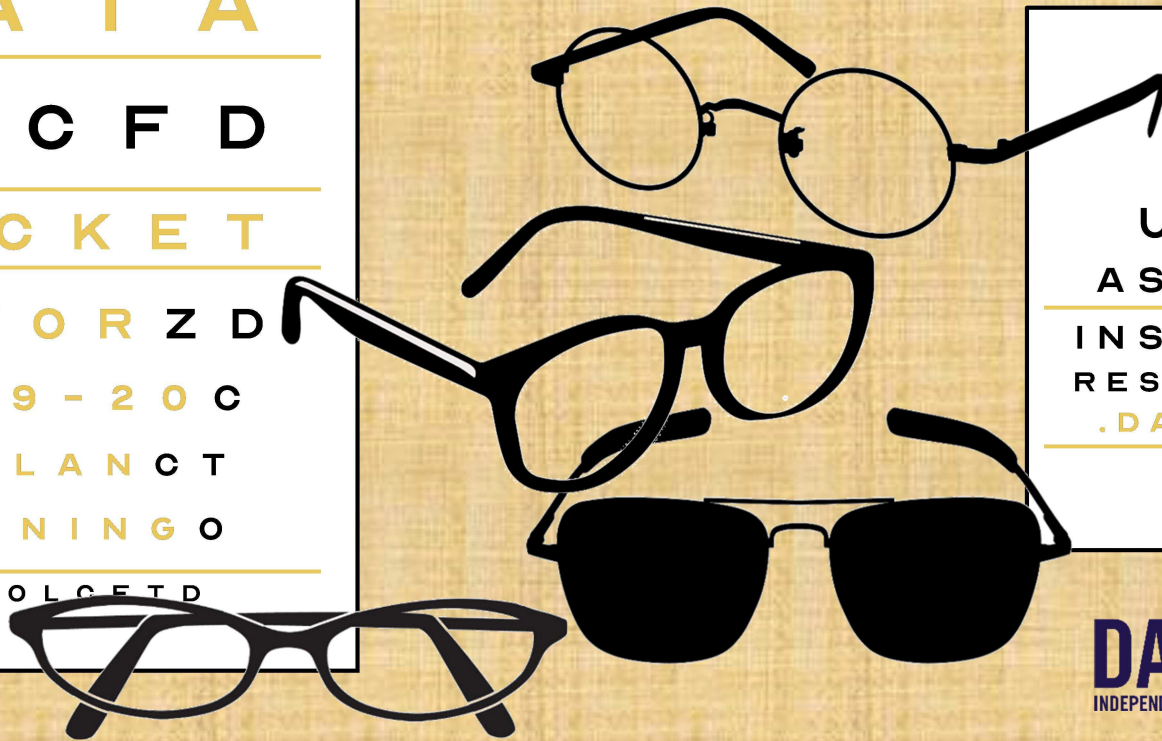
I N S T I T U T I O N A L

R E S E A R C H M Y D A T A

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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 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
PK	113
KN	60
1	52
2	25
ALL	250

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	177	70.8	9	50.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	58	23.2	7	38.9
White	8	3.2	2	11.1
Multiple	6	2.4	0	0.0
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	39	15.6
Economically disadvantaged	229	91.6
Limited English proficient (LEP)	40	16.0
Special education	18	7.2
Talented and Gifted (TAG)	58	23.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017	130	90	69.2	0	0.0	1	0.8	38	29.2	0	0.0	1	0.8
	2018	118	85	72.0	0	0.0	1	0.8	31	26.3	1	0.8	0	0.0
	2019	113	79	69.9	0	0.0	0	0.0	27	23.9	4	3.5	3	2.7
KN	2017	29	20	69.0	0	0.0	0	0.0	9	31.0	0	0.0	0	0.0
	2018	51	37	72.5	0	0.0	0	0.0	12	23.5	1	2.0	1	2.0
	2019	60	41	68.3	0	0.0	1	1.7	14	23.3	3	5.0	1	1.7
1	2017													
	2018	28	20	71.4	0	0.0	0	0.0	8	28.6	0	0.0	0	0.0
	2019	52	39	75.0	0	0.0	0	0.0	10	19.2	1	1.9	2	3.8
2	2017													
	2018													
	2019	25	18	72.0	0	0.0	0	0.0	7	28.0	0	0.0	0	0.0
EC,PK,K-2	2017	159	110	69.2	0	0.0	1	0.6	47	29.6	0	0.0	1	0.6
	2018	197	142	72.1	0	0.0	1	0.5	51	25.9	2	1.0	1	0.5
	2019	250	177	70.8	0	0.0	1	0.4	58	23.2	8	3.2	6	2.4

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	130	125	96.2	24	18.5	7	5.4	26	20.0	0	0.0	86	66.2	48.5	51.5	33.8
	2018	118	111	94.1	21	17.8	10	8.5	29	24.6	0	0.0	73	61.9	45.8	54.2	37.3
	2019	113	112	99.1	18	15.9	7	6.2	18	15.9	0	0.0	69	61.1	54.9	45.1	37.2
KN	2017	29	24	82.8	4	13.8	3	10.3	4	13.8	10	34.5	5	17.2	48.3	51.7	0.0
	2018	51	47	92.2	7	13.7	3	5.9	7	13.7	14	27.5	8	15.7	49.0	51.0	0.0
	2019	60	51	85.0	13	21.7	3	5.0	11	18.3	21	35.0	6	10.0	48.3	51.7	0.0
1	2017																
	2018	28	21	75.0	3	10.7	4	14.3	3	10.7	12	42.9	2	7.1	42.9	57.1	0.0
	2019	52	46	88.5	6	11.5	4	7.7	7	13.5	24	46.2	6	11.5	55.8	44.2	0.0
2	2017																
	2018																
	2019	25	20	80.0	3	12.0	4	16.0	3	12.0	13	52.0	2	8.0	48.0	52.0	0.0
EC,PK,K-2	2017	159	149	93.7	28	17.6	10	6.3	30	18.9	10	6.3	91	57.2	48.4	51.6	27.7
	2018	197	179	90.9	31	15.7	17	8.6	39	19.8	26	13.2	83	42.1	46.2	53.8	22.3
	2019	250	229	91.6	40	16.0	18	7.2	39	15.6	58	23.2	83	33.2	52.8	47.2	16.8

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2017	29	11,388	27	93.7	10,888	95.6	2	6.8	19.6	27	10,240	92.2	89.9
	2018	52	11,061	50	94.8	10,520	95.1	3	5.7	17.8	46	9,830	87.9	88.9
	2019	58	10,918	55	94.6	10,368	95.0	0	0.0	7.1	54	9,637	92.6	88.3
1	2017		12,278			11,800	96.1			18.4		11,169		91.0
	2018	29	11,550	27	94.4	11,055	95.7	0	0.0	16.6	26	10,347	90.9	89.6
	2019	49	11,198	47	95.4	10,714	95.7	1	2.0	6.3	46	10,067	93.1	89.9
2	2017		12,938			12,476	96.4			16.9		11,850		91.6
	2018		11,864			11,398	96.1			15.9		10,717		90.3
	2019	25	11,232	24	95.9	10,778	96.0	0	0.0	5.9	24	10,167	97.5	90.5
EC,PK,K-2	2017	29	36,604	27	93.7	35,164	96.1	2	6.8	18.2	27	33,259	92.2	90.9
	2018	81	34,476	77	94.6	32,972	95.6	3	3.7	16.7	72	30,894	89.0	89.6
	2019	132	33,347	126	95.1	31,860	95.5	1	0.8	6.5	124	29,871	93.7	89.6

Teachers: 18

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	50.0
Hispanic	7	38.9
White	2	11.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	16	88.9
Male	2	11.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	4.9	100.0
2017-18	6.8	90.0
2018-19	4.8	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	11.1
1	1	5.6
2	2	11.1
3	0	0.0
4	2	11.1
5	1	5.6
1-3	3	16.7
More than 3	13	72.2
1 - 5	6	33.3
6 - 10	3	16.7
11 - 20	4	22.2
More than 20	3	16.7

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	*	92.0	89.7	81.7	29
	2018	83.3	93.2	92.0	82.2	50
	2019	63.6	93.5	87.7	80.8	57
1	2017				74.0	0
	2018	*	92.0	92.9	73.1	28
	2019	83.3	87.8	87.2	72.9	47
2	2017				70.7	0
	2018				70.6	0
	2019	*	70.0	69.6	68.5	23
K-2	2017	*	92.0	89.7	75.2	29
	2018	88.9	92.8	92.3	75.2	78
	2019	70.0	86.9	84.3	74.0	127
# Tested (GR K-2)	2017	4	25	29	35,859	
	2018	9	69	78	33,518	
	2019	20	107	127	32,206	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	*	68.0	65.5	59.6	29
	2018	100.0	81.8	84.0	61.3	50
	2019	54.5	78.3	73.7	62.8	57
1	2017				54.2	0
	2018	*	72.0	71.4	55.6	28
	2019	83.3	73.8	75.0	56.4	48
2	2017				57.7	0
	2018				58.8	0
	2019	*	65.0	69.6	58.9	23
K-2	2017	*	68.0	65.5	57.1	29
	2018	88.9	78.3	79.5	58.5	78
	2019	70.0	74.1	73.4	59.3	128
# Tested (GR K-2)	2017	4	25	29	35,697	
	2018	9	69	78	33,476	
	2019	20	108	128	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		90.0	88.9	87.5	*	*	*		92.9	86.7	89.7	77.8	29
	2018	*	97.1	*	94.4	*				94.7	95.2	95.0	80.0	40
	2019		97.4	*	94.9	*	*	*		89.5	100.0	95.5	78.4	44
1	2017												63.5	
	2018		90.0	100.0	90.5	*	*	*		91.7	93.8	92.9	63.1	28
	2019	*	85.7	*	86.1	*		*		81.8	94.7	87.8	65.0	41
2	2017												60.4	
	2018												60.0	
	2019		64.7	83.3	61.1	*	*	*		70.0	69.2	69.6	59.8	23
K-2	2017		90.0	88.9	87.5	*	*	*		92.9	86.7	89.7	66.7	29
	2018	*	94.5	90.9	93.0	*	*	*		93.5	94.6	94.1	67.4	68
	2019	*	86.8	91.7	84.9	85.7	*	*		82.4	91.2	87.0	67.5	108
# Tested (GR K-2)	2017		20	9	24	3	4	4		14	15	29	19,128	
	2018	1	55	11	57	5	3	3		31	37	68	17,696	
	2019	1	91	12	93	7	4	5		51	57	108	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		7	5	9	*	*	*		5	7	12	2,012	29
	2018	*	21	*	21	*				8	16	24	2,066	40
	2019		22	*	22	*	*	*		11	15	26	1,898	44
1	2017												1,504	0
	2018		11	4	8	*	*	*		4	11	15	1,368	28
	2019	*	9	*	12	*		*		5	8	13	1,275	41
2	2017												1,299	0
	2018												1,203	0
	2019		5	1	4	*	*	*		2	4	6	1,212	23
K-2	2017		7	5	9	*	*	*		5	7	12	4,815	29
	2018	*	32	5	29	*	*	*		12	27	39	4,637	68
	2019	*	36	6	38	3	*	*		18	27	45	4,385	108
# Tested (GR K-2)	2017		20	9	24	3	4	4		14	15	29	19,128	
	2018	1	55	11	57	5	3	3		31	37	68	17,696	
	2019	1	91	12	93	7	4	5		51	57	108	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		90.0	88.9	87.5	*	*	*		78.6	100.0	89.7	70.7	29
	2018	*	91.4	*	94.4	*				84.2	100.0	92.5	71.4	40
	2019		92.3	*	89.7	*	*	*		84.2	96.0	90.9	71.9	44
1	2017												49.0	
	2018		70.0	50.0	57.1	*	*	*		66.7	62.5	64.3	48.4	28
	2019	*	68.6	*	72.2	*		*		68.2	78.9	73.2	47.7	41
2	2017												47.2	
	2018												47.2	
	2019		64.7	66.7	55.6	*	*	*		60.0	69.2	65.2	46.2	23
K-2	2017		90.0	88.9	87.5	*	*	*		78.6	100.0	89.7	54.9	29
	2018	*	83.6	63.6	80.7	*	*	*		77.4	83.8	80.9	55.3	68
	2019	*	78.0	83.3	76.3	57.1	*	*		72.5	84.2	78.7	54.9	108
# Tested (GR K-2)	2017		20	9	24	3	4	4		14	15	29	19,124	
	2018	1	55	11	57	5	3	3		31	37	68	17,696	
	2019	1	91	12	93	7	4	5		51	57	108	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		6	3	7	*	*	*		4	5	9	1,361	29
	2018	*	24	*	24	*				11	16	27	1,368	40
	2019		13	*	14	*	*	*		6	10	16	1,322	44
1	2017												712	0
	2018		7	2	4	*	*	*		3	6	9	642	28
	2019	*	10	*	13	*		*		5	9	14	583	41
2	2017												986	0
	2018												937	0
	2019		3	1	3	*	*	*		1	3	4	802	23
K-2	2017		6	3	7	*	*	*		4	5	9	3,059	29
	2018	*	31	3	28	*	*	*		14	22	36	2,947	68
	2019	*	26	5	30	2	*	*		12	22	34	2,707	108
# Tested (GR K-2)	2017		20	9	24	3	4	4		14	15	29	19,124	
	2018	1	55	11	57	5	3	3		31	37	68	17,696	
	2019	1	91	12	93	7	4	5		51	57	108	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		60.0	77.8	66.7	*	*	*		71.4	60.0	65.5	59.7	29
	2018	*	78.4	100.0	84.8	*	100.0	100.0		68.0	100.0	84.0	61.3	50
	2019	*	82.1	61.5	75.5	*	53.8	54.5		70.4	76.7	73.7	62.8	57
1	2017												54.3	
	2018		65.0	87.5	61.9	*	*	*		75.0	68.8	71.4	55.5	28
	2019	*	66.7	100.0	73.8	*	*	83.3		70.4	81.0	75.0	56.4	48
2	2017												57.7	
	2018												58.8	
	2019		58.8	100.0	61.1	*	*	*		70.0	69.2	69.6	58.9	23
K-2	2017		60.0	77.8	66.7	*	*	*		71.4	60.0	65.5	57.2	29
	2018	*	73.7	94.7	77.6	66.7	88.9	88.9		70.3	87.8	79.5	58.5	78
	2019	*	71.7	82.1	72.5	66.7	71.4	70.0		70.3	76.6	73.4	59.3	128
# Tested (GR K-2)	2017		20	9	24	3	4	4		14	15	29	35,543	
	2018	1	57	19	67	6	9	9		37	41	78	33,396	
	2019	4	92	28	109	9	21	20		64	64	128	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		4	2	4	*	*	*		3	3	6	1,889	29
	2018	*	12	1	12	*	0	0		6	9	15	2,135	50
	2019	*	8	2	9	*	1	1		6	5	11	2,112	57
1	2017												1,610	
	2018		9	2	5	*	*	*		3	8	11	1,689	28
	2019	*	10	5	15	*	*	2		11	6	17	1,580	48
2	2017												2,115	
	2018												2,139	
	2019		5	3	6	*	*	*		3	5	8	2,338	23
K-2	2017		4	2	4	*	*	*		3	3	6	5,614	29
	2018	*	21	3	17	0	0	0		9	17	26	5,963	78
	2019	*	23	10	30	2	5	5		20	16	36	6,030	128
# Tested (GR K-2)	2017		20	9	24	3	4	4		14	15	29	35,543	
	2018	1	57	19	67	6	9	9		37	41	78	33,396	
	2019	4	92	28	109	9	21	20		64	64	128	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	
	2018		*	87.5	80.0	*	83.3	83.3		66.7	*	80.0	84.6	10
	2019	*		60.0	60.0	*	58.3	60.0		62.5	*	61.5	83.5	13
1	2017												86.1	
	2018												84.0	
	2019			83.3	*	*	*	*		*	*	83.3	82.0	6
K-2	2017												85.0	
	2018		*	87.5	80.0	*	83.3	83.3		66.7	*	80.0	83.9	10
	2019	*		68.8	66.7	*	64.7	66.7		66.7	71.4	68.4	81.5	19
# Tested (GR K-2)	2017												16,731	
	2018		2	8	10	1	6	6		6	4	10	15,822	
	2019	3		16	15	2	17	15		12	7	19	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	0
	2018		*	4	4	*	4	4		2	*	4	2,790	10
	2019	*		1	1	*	1	1		0	*	1	2,430	13
1	2017												2,825	0
	2018												2,544	0
	2019			3	*	*	*	*		*	*	3	2,256	6
K-2	2017												7,527	0
	2018		*	4	4	*	4	4		2	*	4	6,784	10
	2019	*		4	3	*	4	4		1	3	4	6,035	19
# Tested (GR K-2)	2017												16,731	
	2018		2	8	10	1	6	6		6	4	10	15,822	
	2019	3		16	15	2	17	15		12	7	19	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	
	2018		*	100.0	100.0	*	100.0	100.0		100.0	*	100.0	83.0	10
	2019	*		70.0	70.0	*	75.0	70.0		87.5	*	76.9	80.6	13
1	2017												78.4	
	2018												75.9	
	2019			66.7	*	*	*	*		*	*	66.7	73.6	6
K-2	2017												78.1	
	2018		*	100.0	100.0	*	100.0	100.0		100.0	*	100.0	77.0	10
	2019	*		68.8	66.7	*	70.6	66.7		75.0	71.4	73.7	74.6	19
# Tested (GR K-2)	2017												16,731	
	2018		2	8	10	1	6	6		6	4	10	15,822	
	2019	3		16	15	2	17	15		12	7	19	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	0
	2018		*	3	4	*	2	2		2	*	4	1,986	10
	2019	*		0	0	*	0	0		0	*	0	1,686	13
1	2017												2,260	0
	2018												2,110	0
	2019			2	*	*	*	*		*	*	2	1,898	6
K-2	2017												5,862	0
	2018		*	3	4	*	2	2		2	*	4	5,535	10
	2019	*		2	2	*	1	1		1	1	2	4,838	19
# Tested (GR K-2)	2017												16,731	
	2018		2	8	10	1	6	6		6	4	10	15,822	
	2019	3		16	15	2	17	15		12	7	19	14,948	

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (13)	Beginning	5	38.5	5	38.5	11	84.6	11	84.6	5	38.5
	Intermediate	4	30.8	4	30.8	1	7.7	1	7.7	6	46.2
	Advanced	3	23.1	4	30.8	1	7.7	0	0.0	1	7.7
	Advanced High	1	7.7	0	0.0	0	0.0	1	7.7	1	7.7
1 (6)	Beginning	0	0.0	1	16.7	3	50.0	2	33.3	1	16.7
	Intermediate	1	16.7	2	33.3	2	33.3	3	50.0	3	50.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7
	Advanced High	5	83.3	3	50.0	1	16.7	1	16.7	1	16.7
ALL (22)	Beginning	5	22.7	6	27.3	14	63.6	13	59.1	6	27.3
	Intermediate	5	22.7	8	36.4	4	18.2	6	27.3	10	45.5
	Advanced	5	22.7	4	18.2	3	13.6	0	0.0	4	18.2
	Advanced High	7	31.8	4	18.2	1	4.5	3	13.6	2	9.1

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
6 4 (66.7%)	Beginning	1			
	Intermediate	2	1		
	Advanced	1	0	0	
	Advanced High	0	1	0	
9 4 (44.4%)	Beginning	1			
	Intermediate	2	2		
	Advanced	1	0	2	
	Advanced High	0	1	0	


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

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
KN (7)	Beginning	6	85.7	6	85.7	6	85.7	6	85.7	6	85.7
	Intermediate	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3
	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
ALL (10)	Beginning	6	60.0	6	60.0	6	60.0	6	60.0	6	60.0
	Intermediate	1	10.0	1	10.0	2	20.0	2	20.0	1	10.0
	Advanced	0	0.0	1	10.0	2	20.0	0	0.0	1	10.0
	Advanced High	3	30.0	2	20.0	0	0.0	2	20.0	2	20.0

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years		2018 Level			
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
0 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

 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>	PK	8	*	*			*	*	*	*	*	*
	KN	2	*	*							*	*
	ALL	11	*	*			*	*	*	*	*	*
<i>Spanish</i>	PK	8	*	*	*	*			*	*	*	*
	KN	2	*	*							*	*
	ALL	11	*	*	*	*			*	*	*	*

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	PK	9	*	*			*	*	*	*		
	ALL	9	*	*			*	*	*	*		
<i>Spanish</i>	PK	9	7	77.8			*	*	*	*		
	1	4	*	*	*	*						
	ALL	13	9	69.2	*	*	*	*	*	*		

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

56	80.6	87.6			91.1		87.2	
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KINDERGARTEN READING

47	91.7	94.5			100.0		91.7	
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KINDERGARTEN READING SPANISH

9	69.1	76.3			77.8		91.9	
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GRADE 1 MATHEMATICS

48	83.6	85.6			83.3		77.8	
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GRADE 1 READING

42	81.1	85.8			92.9		86.4	
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GRADE 1 READING SPANISH

6	86.7	86.7			83.3		87.3	
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GRADE 2 MATHEMATICS

23	78.1	84.7	92.0		91.3	100.0	78.4	93.0
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GRADE 2 READING

23	84.3	89.6	92.8		95.7	100.0	76.8	91.5
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KINDERGARTEN MATHEMATICS

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KINDERGARTEN READING

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KINDERGARTEN READING SPANISH

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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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