AUGUST 25, 2023 (UPDATED)
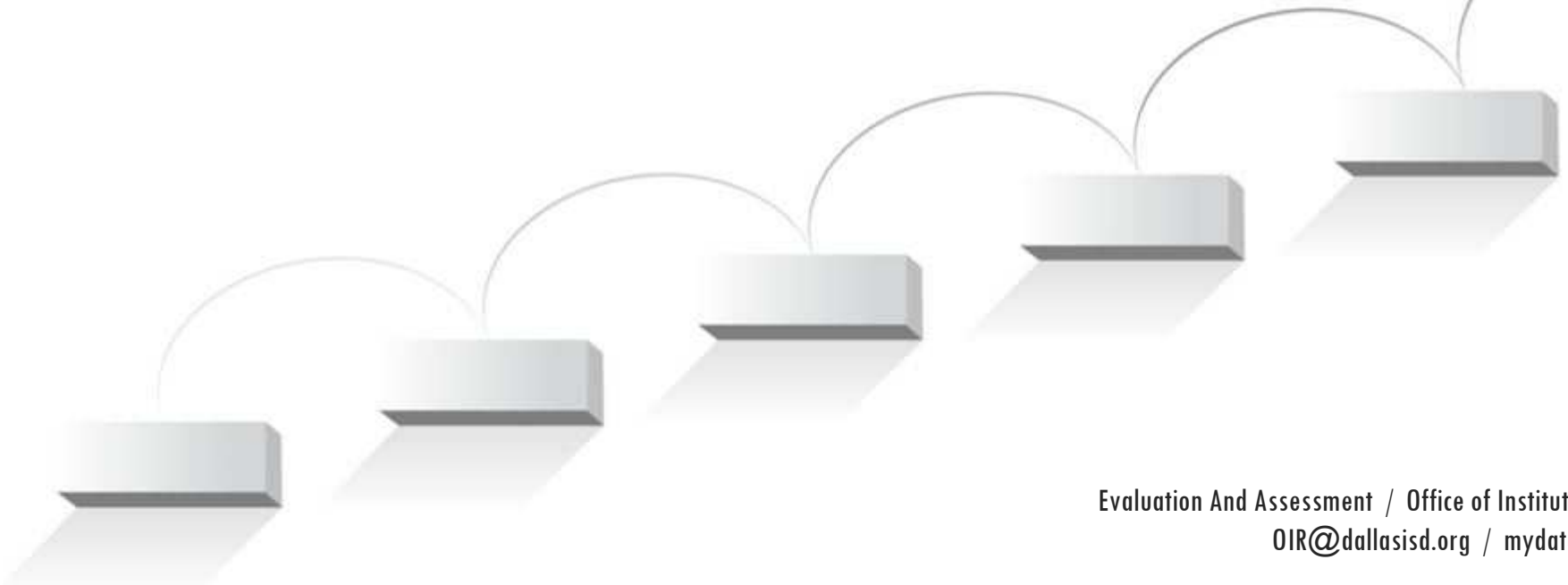
SCHOOL # 322

PRESTONWOOD MONTESSORI ACADEMY AT E.D. WALKER
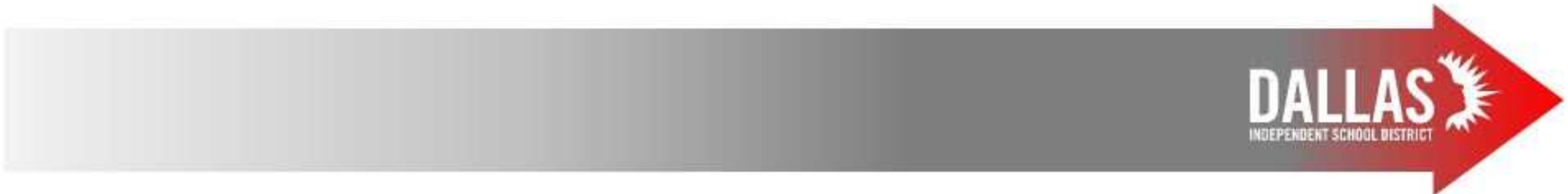
DATA PACKET
FOR 2023-2024
PLANNING

DALLAS
INDEPENDENT SCHOOL DISTRICT

2023-24 DATA PACKET INFORMATION

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 school year.
- "New" students were new to the district in 2022-23. They are counted as new if not enrolled in a district campus before the last day of the 2021-22 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 2021-22 and 2022-23.

ATTENDANCE
- Statistics are based on student attendance through 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 of items 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".

MAP GROWTH FROM NWEA

• 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.

• Due to the emergency closure in Spring 2020, the first year in which Spring results are available is 2020-21.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

• 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 is rated as Advanced High on the TELPAS in 2023, the TEA does not differentiate between the Advanced and Advanced High levels from 2022.

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 1-12. 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	74
KN	52
1	73
2	50
3	36
ALL	285

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	43	15.1	3	18.8
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	7	2.5	*	*
Hispanic	148	51.9	8	50.0
White	75	26.3	4	25.0
Multiple	11	3.9	0	0.0
Other* (teachers only)	—	—	1	6.3
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	96	33.7
Economically disadvantaged	149	52.3
Limited English proficient (LEP)	101	35.4
Special education	43	15.1
Talented and Gifted (TAG)	77	27.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2021													
	2022	70	16	22.9	0	0.0	2	2.9	32	45.7	15	21.4	5	7.1
	2023	74	14	18.9	0	0.0	1	1.4	40	54.1	16	21.6	3	4.1
KN	2021													
	2022	53	4	7.5	0	0.0	0	0.0	30	56.6	16	30.2	3	5.7
	2023	52	8	15.4	0	0.0	4	7.7	22	42.3	15	28.8	3	5.8
1	2021													
	2022	39	6	15.4	0	0.0	0	0.0	23	59.0	7	17.9	3	7.7
	2023	73	9	12.3	1	1.4	0	0.0	36	49.3	24	32.9	3	4.1
2	2021													
	2022	28	2	7.1	0	0.0	0	0.0	17	60.7	8	28.6	1	3.6
	2023	50	7	14.0	0	0.0	1	2.0	32	64.0	9	18.0	1	2.0
3	2021													
	2022													
	2023	36	5	13.9	0	0.0	1	2.8	18	50.0	11	30.6	1	2.8
PK-3	2021													
	2022	190	28	14.7	0	0.0	2	1.1	102	53.7	46	24.2	12	6.3
	2023	285	43	15.1	1	0.4	7	2.5	148	51.9	75	26.3	11	3.9

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2021																	
	2022	70	41	58.6	24	34.3	6	8.6	25	35.7	0	0.0	65	92.9	45.7	54.3	7.1
	2023	74	46	62.2	33	44.6	8	10.8	32	43.2	0	0.0	49	66.2	35.1	64.9	35.1
KN	2021																	
	2022	53	20	37.7	15	28.3	3	5.7	15	28.3	14	26.4	34	64.2	41.5	58.5	0.0
	2023	52	21	40.4	15	28.8	5	9.6	15	28.8	20	38.5	14	26.9	50.0	50.0	0.0
1	2021																	
	2022	39	26	66.7	14	35.9	4	10.3	14	35.9	7	17.9	14	35.9	41.0	59.0	0.0
	2023	73	30	41.1	21	28.8	13	17.8	19	26.0	28	38.4	11	15.1	45.2	54.8	1.4
2	2021																	
	2022	28	13	46.4	7	25.0	4	14.3	6	21.4	6	21.4	7	25.0	50.0	50.0	0.0
	2023	50	32	64.0	20	40.0	7	14.0	19	38.0	20	40.0	7	14.0	46.0	54.0	2.0
3	2021																	
	2022																	
	2023	36	20	55.6	12	33.3	10	27.8	11	30.6	9	25.0	6	16.7	55.6	44.4	0.0
PK-3	2021																	
	2022	190	100	52.6	60	31.6	17	8.9	60	31.6	27	14.2	120	63.2	44.2	55.8	2.6
	2023	285	149	52.3	101	35.4	43	15.1	96	33.7	77	27.0	87	30.5	44.9	55.1	9.8

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	2021		10,216			10,002	97.9			4.7		9,094		89.0
	2022	53	10,601	50	95.0	9,857	93.0	2	3.8	8.0	51	8,573	96.7	80.9
	2023	51	9,795	48	95.4	9,098	92.9	0	0.0	4.9	52	8,293	100.0	84.7
1	2021		10,568			10,378	98.2			4.0		9,515		90.0
	2022	39	10,904	38	96.7	10,206	93.6	4	10.3	7.3	37	8,976	95.5	82.3
	2023	72	10,625	67	93.5	9,918	93.3	2	2.8	5.3	67	9,021	93.1	84.9
2	2021		10,574			10,394	98.3			3.8		9,653		91.3
	2022	29	10,614	28	96.2	9,987	94.1	3	10.3	6.0	26	8,941	89.7	84.2
	2023	50	10,350	47	94.5	9,734	94.0	2	4.0	4.7	44	8,998	88.6	86.9
3	2021		10,452			10,254	98.1			3.4		9,519		91.1
	2022		10,392			9,829	94.6			6.3		8,798		84.7
	2023	34	9,927	32	95.0	9,395	94.6	2	5.9	4.3	34	8,837	100.0	89.0
KN-3	2021		41,809			41,029	98.1			4.0		37,781		90.4
	2022	121	42,510	116	95.9	39,880	93.8	9	7.5	6.9	114	35,288	94.6	83.0
	2023	206	40,697	195	94.5	38,144	93.7	6	2.9	4.8	197	35,149	95.6	86.4

Teachers: 16

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	18.8
Hispanic	8	50.0
White	4	25.0
Multiple	0	0.0
Other	1	6.3

Gender	Number	Percentage
Female	15	93.8
Male	1	6.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2020-21		
2021-22	8.0	
2022-23	9.9	57.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	6.3
1	1	6.3
2	1	6.3
3	1	6.3
4	4	25.0
5	1	6.3
1-3	3	18.8
More than 3	12	75.0
1 - 5	8	50.0
6 - 10	3	18.8
11 - 20	3	18.8
More than 20	1	6.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2021												60.2	0
	2022												69.7	0
	2023	80.0	*	78.6	83.3	88.9	100.0	100.0		76.5	92.9	83.9	71.5	31

						NUMBER TESTED IN GRADE 3							
2021													5,489
2022													6,015
2023	10	5	14	18	9	8	7		17	14	31	6,107

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	**2021**												2,182	0
	2022												1,825	0
	2023	2	*	3	3	1	0	0		4	1	5	1,743	31

	NUMBER TESTED IN GRADE 3												
2021												5,489
2022												6,015
2023	10	5	14	18	9	8	7		17	14	31	6,107

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	2021												32.1	0
	2022												45.3	0
	2023	80.0	*	42.9	55.6	44.4	75.0	71.4		52.9	78.6	64.5	46.8	31

	NUMBER TESTED IN GRADE 3											
2021												5,489
2022												6,015
2023	10	5	14	18	9	8	7		17	14	31	6,107

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	**2021**												15.6	0
	2022												26.5	0
	2023	40.0	*	14.3	33.3	11.1	25.0	14.3		29.4	28.6	29.0	18.2	31

						NUMBER TESTED IN GRADE 3							
2021													5,489
2022													6,015
2023	10	5	14	18	9	8	7		17	14	31	6,107

PRESTONWOOD MONTESSORI ACADEMY AT E.D. WALKER (322)   **14**

August 25, 2023   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_read_per_mst   2023-24 Data Packet

AVERAGE PERCENTAGE OF POINTS EARNED BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		OLD: Understanding/Analysis Across Genres NEW in 2023: Reading	OLD: Literary Texts NEW in 2023: Writing (Revising and Editing)	OLD: Informational Texts NEW 2023: Extended Constructed Response[1]
3	**2021**			
	2022			
	2023	67.1	48.0	3.0 / 10

[1]Average score points on constructed responses. 0=Nonscorable or unsuccessful; 1=Ineffective; 2=Not Developed; 3=Between Not Developed and Limited; 4=Limited; 5=Between Limited and Partially Developed; 6=Partially Developed; 7=Between Partially Developed and Effective; 8=Effective; 9=Between Effective and Fully Developed; 10=Fully Developed.

PRESTONWOOD MONTESSORI ACADEMY AT E.D. WALKER (322)   **15**

August 25, 2023   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_read_obj   2023-24 Data Packet

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	2021												57.1	0
	2022												65.9	0
	2023	63.6	*	64.7	68.4	50.0	81.8	77.8		75.0	60.0	68.6	68.7	35

						NUMBER TESTED IN GRADE 3							
2021													9,375
2022													9,558
2023	11	5	17	19	10	11	9		20	15	35	9,331

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	2021												4,023	0
	2022												3,258	0
	2023	4	*	6	6	5	2	2		5	6	11	2,924	35

		NUMBER TESTED IN GRADE 3											
2021													9,375
2022													9,558
2023	11	5	17	19	10	11	9		20	15	35	9,331

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	2021												25.6	0
	2022												37.6	0
	2023	36.4	*	35.3	42.1	20.0	54.5	55.6		60.0	20.0	42.9	41.0	35

						NUMBER TESTED IN GRADE 3							
2021													9,375
2022													9,558
2023	11	5	17	19	10	11	9		20	15	35	9,331

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	2021												11.6	0
	2022												17.9	0
	2023	9.1	*	11.8	10.5	0.0	18.2	22.2		25.0	0.0	14.3	15.6	35

	NUMBER TESTED IN GRADE 3											
2021												9,375
2022												9,558
2023	11	5	17	19	10	11	9		20	15	35	9,331

AVERAGE PERCENTAGE OF POINTS EARNED 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	2021				
	2022				
	2023	52.0	43.8	49.0	68.6

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)
1	2021												48.4	
	2022	66.7	*	46.7	66.7	*	33.3	33.3				55.2	36.6	29
	2023	80.0	66.7	39.5	45.5	28.6	27.3	21.1				58.4	39.9	77
K-1	2021												49.4	
	2022	66.7	*	46.7	66.7	*	33.3	33.3				55.2	37.9	29
	2023	80.0	66.7	39.5	45.5	28.6	27.3	21.1				58.4	41.4	77
# Tested (GR K-1)	2021												5,754	
	2022	6	5	15	12	5	6	6				29	5,967	
	2023	25	9	38	33	14	22	19				77	6,281	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												48.4	
	2022	77.8	*	69.2	69.2	33.3	66.7	75.0				71.4	39.9	28
	2023	75.0	57.1	33.3	32.3	0.0	15.8	22.2				42.0	41.8	50
# Tested (GR 2)	2021												5,792	
	2022	9	2	13	13	6	6	8				28	5,940	
	2023	8	7	33	31	6	19	18				50	6,246	

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)
1	2021												1,162	0
	2022	2	*	2	1	*	0	0				6	652	29
	2023	12	4	4	4	3	0	0				23	715	77
K-1	2021												1,277	0
	2022	2	*	2	1	*	0	0				6	724	29
	2023	12	4	4	4	3	0	0				23	818	77
# Tested (GR K-1)	2021												5,754	
	2022	6	5	15	12	5	6	6				29	5,967	
	2023	25	9	38	33	14	22	19				77	6,281	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												1,359	0
	2022	1	*	3	2	0	3	4				6	916	28
	2023	4	3	3	3	0	0	1				10	998	50
# Tested (GR 2)	2021												5,792	
	2022	9	2	13	13	6	6	8				28	5,940	
	2023	8	7	33	31	6	19	18				50	6,246	

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	2021												57.1	
	2022	75.0	*	22.2	16.7	25.0	8.3	11.1				44.0	41.1	50
	2023	71.4	50.0	45.5	42.9	*	40.0	40.0				58.8	57.4	51
1	2021												46.7	
	2022	50.0	33.3	47.4	37.5	*	25.0	25.0				44.1	35.7	34
	2023	95.8	55.6	36.1	36.7	23.1	19.0	15.8				61.6	44.1	73
K-1	2021												51.7	
	2022	68.2	40.0	32.6	28.6	15.4	15.0	17.6				44.0	38.3	84
	2023	86.8	52.9	39.7	39.2	33.3	27.8	26.5				60.5	50.3	124
# Tested (GR K-1)	2021												10,412	
	2022	22	10	46	28	13	20	17				84	11,314	
	2023	38	17	58	51	18	36	34				124	10,715	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												49.7	
	2022	77.8	*	73.3	75.0	50.0	100.0	100.0				71.4	44.5	28
	2023	87.5	71.4	45.2	50.0	33.3	42.1	44.4				56.3	48.7	48
# Tested (GR 2)	2021												6,004	
	2022	9	2	15	12	8	7	9				28	6,029	
	2023	8	7	31	30	6	19	18				48	6,046	

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	2021												1,120	0
	2022	2	*	1	0	0	0	0				4	655	50
	2023	6	1	3	5	*	4	4				14	894	51
1	2021												934	0
	2022	1	0	1	0	*	0	0				2	582	34
	2023	11	3	3	1	1	0	0				20	753	73
K-1	2021												2,054	0
	2022	3	0	2	0	0	0	0				6	1,237	84
	2023	17	4	6	6	3	4	4				34	1,647	124
# Tested (GR K-1)	2021												10,412	
	2022	22	10	46	28	13	20	17				84	11,314	
	2023	38	17	58	51	18	36	34				124	10,715	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												1,149	0
	2022	1	*	2	1	0	1	2				4	946	28
	2023	5	2	4	4	1	0	1				12	1,080	48
# Tested (GR 2)	2021												6,004	
	2022	9	2	15	12	8	7	9				28	6,029	
	2023	8	7	31	30	6	19	18				48	6,046	

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)
1	2021												52.9	
	2022	83.3	83.3	60.0	76.9	*	33.3	33.3				70.0	46.4	30
	2023	79.2	66.7	45.9	51.6	38.5	36.4	31.6				61.3	47.9	75
K-1	2021												53.5	
	2022	83.3	83.3	60.0	76.9	*	33.3	33.3				70.0	47.6	30
	2023	79.2	66.7	45.9	51.6	38.5	36.4	31.6				61.3	48.8	75
# Tested (GR K-1)	2021												10,304	
	2022	6	6	15	13	5	6	6				30	10,488	
	2023	24	9	37	31	13	22	19				75	10,786	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												46.7	
	2022	44.4	*	38.5	38.5	14.3	57.1	66.7				42.9	40.2	28
	2023	75.0	71.4	27.3	35.5	16.7	26.3	27.8				44.0	43.0	50
# Tested (GR 2)	2021												9,688	
	2022	9	2	13	13	7	7	9				28	9,585	
	2023	8	7	33	31	6	19	18				50	9,955	

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)
1	2021												1,950	
	2022	2	2	4	3	*	1	1				9	1,175	30
	2023	7	3	3	2	2	0	0				16	1,182	75
K-1	2021												2,117	
	2022	2	2	4	3	*	1	1				9	1,341	30
	2023	7	3	3	2	2	0	0				16	1,306	75
# Tested (GR K-1)	2021												10,304	
	2022	6	6	15	13	5	6	6				30	10,488	
	2023	24	9	37	31	13	22	19				75	10,786	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												1,397	
	2022	1	*	1	0	0	1	1				2	986	28
	2023	2	2	3	4	0	0	0				7	1,087	50
# Tested (GR 2)	2021												9,688	
	2022	9	2	13	13	7	7	9				28	9,585	
	2023	8	7	33	31	6	19	18				50	9,955	

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	2021												62.3	
	2022	87.5	*	39.3	30.8	33.3	30.8	20.0				60.8	49.1	51
	2023	80.0	62.5	54.5	42.9	*	60.0	60.0				67.3	60.2	52
1	2021												54.3	
	2022	83.3	66.7	57.9	68.8	*	37.5	37.5				67.6	46.0	34
	2023	87.5	66.7	42.4	48.1	33.3	27.8	18.8				64.3	53.8	70
K-1	2021												58.2	
	2022	86.4	70.0	46.8	51.7	35.7	33.3	27.8				63.5	47.5	85
	2023	84.6	64.7	47.3	45.8	47.1	42.4	38.7				65.6	56.8	122
# Tested (GR K-1)	2021												19,324	
	2022	22	10	47	29	14	21	18				85	19,784	
	2023	39	17	55	48	17	33	31				122	19,244	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												45.4	
	2022	44.4	*	46.7	41.7	25.0	71.4	66.7				46.4	40.9	28
	2023	87.5	85.7	50.0	58.1	50.0	47.4	44.4				63.3	48.6	49
# Tested (GR 2)	2021												9,836	
	2022	9	2	15	12	8	7	9				28	9,795	
	2023	8	7	32	31	6	19	18				49	9,787	

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	2021												2,140	
K	2022	8	*	1	1	1	0	0				13	1,309	51
K	2023	7	3	5	4	*	5	5				19	1,654	52
1	2021												1,882	
1	2022	3	2	1	2	*	0	0				8	1,298	34
1	2023	11	3	7	3	2	1	1				24	1,765	70
K-1	2021												4,022	
K-1	2022	11	3	2	3	2	0	0				21	2,607	85
K-1	2023	18	6	12	7	6	6	6				43	3,419	122
# Tested (GR K-1)	2021												19,324	
# Tested (GR K-1)	2022	22	10	47	29	14	21	18				85	19,784	
# Tested (GR K-1)	2023	39	17	55	48	17	33	31				122	19,244	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												1,182	
2	2022	0	*	0	0	0	0	0				0	903	28
2	2023	5	1	3	4	0	2	2				10	1,249	49
# Tested (GR 2)	2021												9,836	
# Tested (GR 2)	2022	9	2	15	12	8	7	9				28	9,795	
# Tested (GR 2)	2023	8	7	32	31	6	19	18				49	9,787	

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)
1	2021												65.2	
	2022			*	*		*	*				*	55.6	5
	2023	0.0	*	38.9	46.2	16.7	40.0	42.9				23.3	62.2	30
K-1	2021												64.9	
	2022			*	*		*	*				*	55.8	5
	2023	0.0	*	38.9	46.2	16.7	40.0	42.9				23.3	62.2	30
# Tested (GR K-1)	2021												4,901	
	2022			5	5		5	5				5	4,935	
	2023	8	2	18	13	6	15	14				30	5,283	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												61.5	
	2022												55.4	
	2023	*	*	18.8	23.1		23.1	27.3				20.0	60.3	20
# Tested (GR 2)	2021												4,772	
	2022												4,495	
	2023	3	1	16	13		13	11				20	4,527	

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)
1	2021												1,275	0
	2022			*	*		*	*				*	815	5
	2023	0	*	2	1	0	1	1				2	1,059	30
K-1	2021												1,327	0
	2022			*	*		*	*				*	884	5
	2023	0	*	2	1	0	1	1				2	1,153	30
# Tested (GR K-1)	2021												4,901	
	2022			5	5		5	5				5	4,935	
	2023	8	2	18	13	6	15	14				30	5,283	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												1,204	0
	2022												910	0
	2023	*	*	2	2		2	2				2	1,010	20
# Tested (GR 2)	2021												4,772	
	2022												4,495	
	2023	3	1	16	13		13	11				20	4,527	

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	2021												55.8	
	2022			*	*	*	*	*				*	52.5	3
	2023												57.1	
1	2021												57.6	
	2022			*	*		*	*				*	51.5	4
	2023	0.0	*	35.3	41.7	0.0	35.7	35.7				21.4	59.3	28
K-1	2021												56.7	
	2022			57.1	66.7	*	57.1	57.1				57.1	52.0	7
	2023	0.0	*	35.3	41.7	0.0	35.7	35.7				21.4	58.3	28
# Tested (GR K-1)	2021												9,529	
	2022			7	6	2	7	7				7	9,582	
	2023	8	2	17	12	6	14	14				28	9,515	
2	2021												54.2	
	2022												50.1	
	2023	*	*	38.9	40.0	*	40.0	38.5				31.8	54.7	22
# Tested (GR 2)	2021												4,788	
	2022												4,600	
	2023	3	1	18	15	2	15	13				22	4,630	

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	2021												602	0
	2022			*	*	*	*	*				*	356	3
	2023												459	0
1	2021												840	0
	2022			*	*		*	*				*	566	4
	2023	0	*	1	0	0	0	0				1	813	28
K-1	2021												1,442	0
	2022			2	2	*	2	2				2	922	7
	2023	0	*	1	0	0	0	0				1	1,272	28
# Tested (GR K-1)	2021												9,529	
	2022			7	6	2	7	7				7	9,582	
	2023	8	2	17	12	6	14	14				28	9,515	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2021												816	0
	2022												652	0
	2023	*	*	1	1	*	1	1				1	711	22
# Tested (GR 2)	2021												4,788	
	2022												4,600	
	2023	3	1	18	15	2	15	13				22	4,630	

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy N Tested	Literacy % Support / % Monitor / % On Track	Vocabulary N Tested	Vocabulary % Support / % Monitor / % On Track	Spelling N Tested	Spelling % Support / % Monitor / % On Track	Blending N Tested	Blending % Support / % Monitor / % On Track	Mathematics N Tested	Mathematics % Support / % Monitor / % On Track	Social Emotional N Tested	Social Emotional % Support / % Monitor / % On Track
Wave 1 (BOY)	2021	0		0		0		0		0		0	
	2022	32	6.3 / 12.5 / 81.3	38	23.7 / 0.0 / 76.3	36	13.9 / 5.6 / 80.6	37	18.9 / 2.7 / 78.4	40	25.0 / 22.5 / 52.5	26	7.7 / 7.7 / 84.6
	2023	47	4.3 / 10.6 / 85.1	48	4.2 / 6.3 / 89.6	42	11.9 / 9.5 / 78.6	47	2.1 / 12.8 / 85.1	51	21.6 / 2.0 / 76.5	46	8.7 / 0.0 / 91.3
Wave 2 (MOY)	2021	0		0		0		0		0		0	
	2022			44	11.4 / 0.0 / 88.6	47	19.1 / 2.1 / 78.7	44	18.2 / 4.5 / 77.3	49	20.4 / 8.2 / 71.4	51	3.9 / 0.0 / 96.1
	2023			47	4.3 / 2.1 / 93.6	39	2.6 / 0.0 / 97.4	41	2.4 / 2.4 / 95.1	52	15.4 / 3.8 / 80.8	38	5.3 / 0.0 / 94.7
Wave 3 (EOY)	2021	0		0		0		0		0		0	
	2022			44	15.9 / 4.5 / 79.5	44	11.4 / 6.8 / 81.8	41	39.0 / 4.9 / 56.1	48	33.3 / 4.2 / 62.5	36	2.8 / 0.0 / 97.2
	2023			48	2.1 / 4.2 / 93.8	45	6.7 / 4.4 / 88.9	45	4.4 / 4.4 / 91.1	50	12.0 / 4.0 / 84.0	50	2.0 / 0.0 / 98.0

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy N Tested	Literacy % Support % Monitor % On Track	Vocabulary N Tested	Vocabulary % Support % Monitor % On Track	Spelling N Tested	Spelling % Support % Monitor % On Track	Blending N Tested	Blending % Support % Monitor % On Track	Mathematics N Tested	Mathematics % Support % Monitor % On Track	Social Emotional N Tested	Social Emotional % Support % Monitor % On Track
Wave 2 (MOY)	**2021**	0		0		0		0		0		0	
	2022			6	0.0 0.0 100.0	6	16.7 0.0 83.3	6	16.7 16.7 66.7	2	* * *	0	
	2023			6	16.7 16.7 66.7	5	* * *	6	16.7 0.0 83.3	1	* * *	0	
Wave 3 (EOY)	**2021**	0		0		0		0		0		0	
	2022			4	* * *	4	* * *	4	* * *	0		0	
	2023			8	25.0 25.0 50.0	7	14.3 0.0 85.7	8	25.0 0.0 75.0	1	* * *	1	* * *

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Rapid Letter Naming		Rapid Vocabulary		Phonological Awareness		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	**2021**	0		0		0		0		0	
	2022	61	26.2 23.0 41.0	34	26.5 11.8 61.8	34	2.9 2.9 94.1	66	22.7 22.7 54.5	54	5.6 5.6 88.9
	2023	36	19.4 5.6 75.0	33	24.2 0.0 75.8	52	7.7 0.0 92.3	54	18.5 35.2 46.3	35	8.6 2.9 88.6
Wave 2 (MOY)	**2021**	0		0		0		0		0	
	2022	58	5.2 8.6 77.6	35	11.4 0.0 88.6	30	0.0 3.3 96.7	66	3.0 40.9 56.1	57	3.5 1.8 94.7
	2023	34	11.8 2.9 85.3	34	11.8 2.9 85.3	51	9.8 0.0 90.2	57	7.0 31.6 61.4	23	17.4 26.1 56.5
Wave 3 (EOY)	**2021**	0		0		0		0		0	
	2022	49	6.1 10.2 79.6	36	0.0 5.6 94.4	31	0.0 9.7 90.3	62	4.8 45.2 50.0	56	8.9 12.5 78.6
	2023	30	20.0 0.0 80.0	30	20.0 0.0 80.0	54	13.0 3.7 83.3	54	5.6 44.4 50.0	59	37.3 15.3 47.5

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Rapid Letter Naming N Tested	% Support % Monitor % On Track	Rapid Vocabulary N Tested	% Support % Monitor % On Track	Phonological Awareness N Tested	% Support % Monitor % On Track	Mathematics N Tested	% Support % Monitor % On Track	Social Emotional N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2021	0		0		0		0		0	
	2022	10	40.0 / 20.0 / 30.0	7	28.6 / 0.0 / 71.4	7	14.3 / 14.3 / 71.4	0		0	
	2023	12	75.0 / 0.0 / 16.7	8	12.5 / 0.0 / 87.5	18	5.6 / 0.0 / 94.4	21	38.1 / 42.9 / 19.0	0	
Wave 2 (MOY)	2021	0		0		0		0		0	
	2022	10	30.0 / 30.0 / 20.0	6	16.7 / 0.0 / 83.3	4	* / * / *	0		0	
	2023	10	50.0 / 0.0 / 40.0	10	30.0 / 0.0 / 70.0	19	21.1 / 0.0 / 78.9	14	14.3 / 42.9 / 42.9	0	
Wave 3 (EOY)	2021	0		0		0		0		0	
	2022	8	12.5 / 25.0 / 37.5	4	* / * / *	4	* / * / *	1	* / * / *	0	
	2023	12	50.0 / 0.0 / 50.0	11	45.5 / 0.0 / 54.5	20	15.0 / 5.0 / 80.0	20	10.0 / 40.0 / 50.0	0	

PERFORMANCE IN 2023

Grade 2022-23 (N Rated)	Domain: 2023 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (14)	Beginning	3	21.4	4	28.6	7	50.0	7	50.0	4	28.6
	Intermediate	4	28.6	3	21.4	0	0.0	1	7.1	3	21.4
	Advanced	3	21.4	1	7.1	3	21.4	1	7.1	2	14.3
	Advanced High	4	28.6	6	42.9	4	28.6	5	35.7	5	35.7
1 (21)	Beginning	7	33.3	9	42.9	12	57.1	11	52.4	8	38.1
	Intermediate	6	28.6	4	19.0	4	19.0	4	19.0	6	28.6
	Advanced	2	9.5	3	14.3	2	9.5	3	14.3	4	19.0
	Advanced High	6	28.6	5	23.8	3	14.3	3	14.3	3	14.3
2 (19)	Beginning	2	10.5	2	10.5	8	42.1	8	42.1	2	10.5
	Intermediate	3	15.8	13	68.4	7	36.8	10	52.6	12	63.2
	Advanced	6	31.6	4	21.1	4	21.1	1	5.3	5	26.3
	Advanced High	8	42.1	0	0.0	0	0.0	0	0.0	0	0.0
3 (11)	Beginning	0	0.0	0	0.0	2	18.2	2	18.2	0	0.0
	Intermediate	1	9.1	3	27.3	4	36.4	2	18.2	3	27.3
	Advanced	1	9.1	6	54.5	5	45.5	3	27.3	5	45.5
	Advanced High	9	81.8	2	18.2	0	0.0	4	36.4	3	27.3
ALL (65)	Beginning	12	18.5	15	23.1	29	44.6	28	43.1	14	21.5
	Intermediate	14	21.5	23	35.4	15	23.1	17	26.2	24	36.9
	Advanced	12	18.5	14	21.5	14	21.5	8	12.3	16	24.6
	Advanced High	27	41.5	13	20.0	7	10.8	12	18.5	11	16.9

PROGRESSION FROM 2022 TO 2023

Number Rated Both Years N (%) Progressed	2023 Level	2022 Level Beg	Int	Adv	Adv High
– — –	Beginning		–		
	Intermediate	–		–	
	Advanced	–	–	–	
	Advanced High	–	–	–	
20 — **7 (35.0%)**	Beginning		8		
	Intermediate	2		3	
	Advanced	1	1		2
	Advanced High	0	0		3
17 — **7 (41.2%)**	Beginning		2		
	Intermediate	5		6	
	Advanced	0	2		2
	Advanced High	0	0		0
10 — **7 (70.0%)**	Beginning		0		
	Intermediate	2		1	
	Advanced	0	3		2
	Advanced High	0	0		2
47 — **21 (44.7%)**	Beginning		10		
	Intermediate	9		10	
	Advanced	1	6		6
	Advanced High	0	0		5

☐ Indicates students who progressed at least one level from 2022 to 2023.

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

Elementary School Exams

GRADE 3 LANGUAGE ARTS READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
32	52.1	70.7	82.4		53.1	96.9	42.5	87.9

GRADE 3 LANGUAGE ARTS READING (Semester 2 — no data)

GRADE 3 LANGUAGE ARTS READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	58.3	*

GRADE 3 LANGUAGE ARTS READING SPANISH (Semester 2 — no data)

GRADE 3 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
32	50.6	70.3	82.3		59.4	93.8	60.9	87.0

GRADE 3 MATHEMATICS (Semester 2 — no data)

GRADE 3 MATHEMATICS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	38.1	*

GRADE 3 MATHEMATICS SPANISH (Semester 2 — no data)