

DATA PACKET

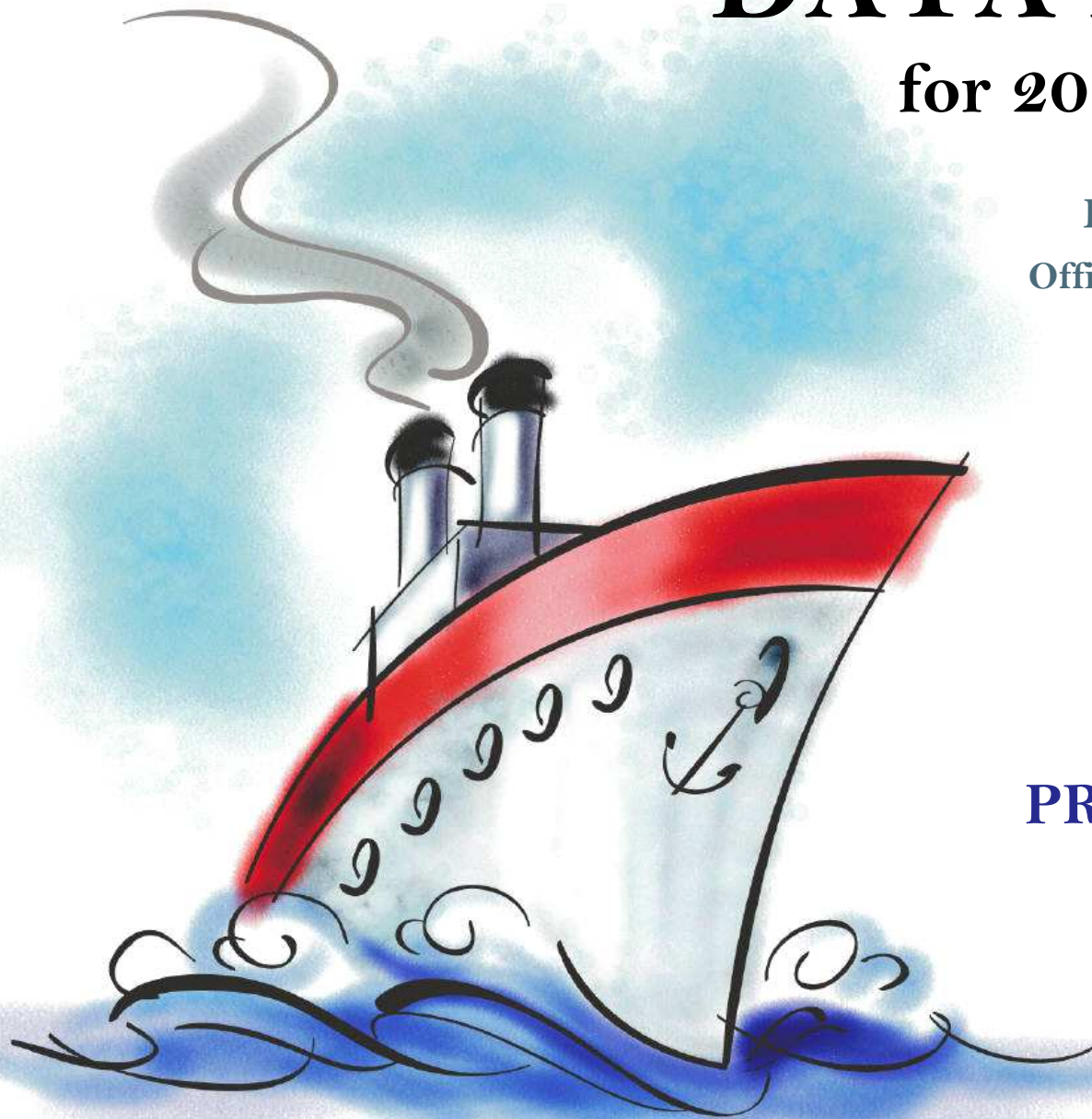
for 2014-15 planning

Evaluation & Assessment
Office of Institutional Research
<http://mydata.dallasisd.org>
OIR@dallasisd.org

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School Number 288

**ROSEMONT
PRIMARY SCHOOL
CHRIS V. SEMOS
CAMPUS**



Dallas Independent School District

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2013-14 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and 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.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

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 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, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and 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 (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the 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.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- 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.
- Kindergarten ITBS reading statistics are based on the Reading Profile Total summary score. All other grades' ITBS reading statistics, and Logramos reading statistics for all grades, are based on the Reading Total summary score. (Reading Total values not available with use of the ITBS form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest score. All other grades' statistics are based on the Mathematics Total summary score. (Mathematics Total values not available with use of the ITBS form administered in kindergarten.) “Number tested” statistics include kindergarten.
- Mathematics Total summary scores are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools that did not administer Mathematics Concepts or Mathematics Problems subtests, Mathematics Computation statistics are provided separately.

TELPAS

- Students are counted as having tested 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 composite rating did not increase at least one level from 2013 to 2014, the TEA did not report the 2013 composite rating.
- If a student is rated as advanced high in 2014, the TEA does not differentiate between the advanced and advanced high levels from 2013.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 percent is required to pass an ACP. A course mark of at least 70 percent 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	124
KN	193
1	187
2	161
ALL	665

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	23	3.5	5	12.5
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	3	0.5	*	*
Hispanic	561	84.4	17	42.5
White	76	11.4	16	40.0
Multiple	1	0.2	2	5.0
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	286	43.0
Economically disadvantaged	518	77.9
Limited English proficient (LEP)	234	35.2
Special education	62	9.3
Talented and Gifted (TAG)	32	4.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2012	109	2	1.8	0	0.0	1	0.9	104	95.4	2	1.8	0	0.0
	2013	129	6	4.7	0	0.0	0	0.0	121	93.8	2	1.6	0	0.0
	2014	124	6	4.8	0	0.0	0	0.0	111	89.5	6	4.8	1	0.8
KN	2012	162	2	1.2	0	0.0	0	0.0	141	87.0	19	11.7	0	0.0
	2013	199	6	3.0	1	0.5	2	1.0	165	82.9	25	12.6	0	0.0
	2014	193	7	3.6	1	0.5	1	0.5	160	82.9	24	12.4	0	0.0
1	2012	183	6	3.3	0	0.0	0	0.0	148	80.9	28	15.3	0	0.0
	2013	183	5	2.7	0	0.0	0	0.0	158	86.3	20	10.9	0	0.0
	2014	187	6	3.2	0	0.0	2	1.1	153	81.8	26	13.9	0	0.0
2	2012	161	4	2.5	0	0.0	1	0.6	128	79.5	26	16.1	1	0.6
	2013	180	7	3.9	0	0.0	0	0.0	152	84.4	20	11.1	0	0.0
	2014	161	4	2.5	0	0.0	0	0.0	137	85.1	20	12.4	0	0.0
PK-2	2012	615	14	2.3	0	0.0	2	0.3	521	84.7	75	12.2	1	0.2
	2013	691	24	3.5	1	0.1	2	0.3	596	86.3	67	9.7	0	0.0
	2014	665	23	3.5	1	0.2	3	0.5	561	84.4	76	11.4	1	0.2

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	2012	109	97	89.0	66	60.6	10	9.2	68	62.4	0	0.0	104	95.4	45.0	55.0	1.8
	2013	129	122	94.6	59	45.7	5	3.9	59	45.7	0	0.0	126	97.7	47.3	52.7	0.0
	2014	124	104	83.9	50	40.3	18	14.5	51	41.1	0	0.0	111	89.5	58.9	41.1	0.0
KN	2012	162	125	77.2	67	41.4	11	6.8	69	42.6	11	6.8	47	29.0	54.3	45.7	3.1
	2013	199	145	72.9	74	37.2	17	8.5	80	40.2	4	2.0	86	43.2	50.3	49.7	2.0
	2014	193	142	73.6	55	28.5	18	9.3	60	31.1	8	4.1	60	31.1	50.3	49.7	3.1
1	2012	183	138	75.4	71	38.8	18	9.8	84	45.9	6	3.3	16	8.7	55.7	44.3	4.4
	2013	183	137	74.9	71	38.8	13	7.1	77	42.1	13	7.1	15	8.2	54.1	45.9	6.0
	2014	187	144	77.0	67	35.8	13	7.0	78	41.7	11	5.9	9	4.8	50.8	49.2	4.3
2	2012	161	114	70.8	62	38.5	20	12.4	95	59.0	21	13.0	15	9.3	51.6	48.4	2.5
	2013	180	136	75.6	65	36.1	15	8.3	113	62.8	14	7.8	10	5.6	51.7	48.3	4.4
	2014	161	128	79.5	62	38.5	13	8.1	97	60.2	13	8.1	6	3.7	55.3	44.7	1.9
PK-2	2012	615	474	77.1	266	43.3	59	9.6	316	51.4	38	6.2	182	29.6	52.4	47.6	3.1
	2013	691	540	78.1	269	38.9	50	7.2	329	47.6	31	4.5	237	34.3	51.1	48.9	3.3
	2014	665	518	77.9	234	35.2	62	9.3	286	43.0	32	4.8	186	28.0	53.2	46.8	2.6

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	2012	164	13,633	158	96.1	13,086	96.0	10	6.1	19.9	151	11,731	92.0	86.0
	2013	199	14,067	190	95.7	13,411	95.3	18	9.1	20.0	189	12,178	95.1	86.6
	2014	194	13,618	187	96.3	13,058	95.9	7	3.6	19.8	178	11,271	91.9	82.8
1	2012	179	14,026	173	97.0	13,533	96.5	12	6.7	18.3	173	12,292	96.9	87.6
	2013	181	14,140	174	95.9	13,578	96.0	15	8.3	18.7	171	12,528	94.4	88.6
	2014	189	14,262	182	96.6	13,732	96.3	13	6.9	19.2	179	12,149	94.9	85.2
2	2012	158	13,338	154	97.4	12,932	97.0	2	1.3	16.8	150	11,883	94.9	89.1
	2013	177	13,555	171	96.7	13,077	96.5	4	2.3	17.1	169	12,206	95.7	90.0
	2014	162	13,652	157	97.0	13,209	96.8	3	1.9	17.0	155	11,868	95.9	86.9
KN-2	2012	501	---	485	96.8	---	---	24	4.8	---	474	---	94.7	---
	2013	556	---	535	96.1	---	---	37	6.6	---	529	---	95.1	---
	2014	544	---	526	96.6	---	---	23	4.2	---	512	---	94.2	---

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	12.5
Hispanic	17	42.5
White	16	40.0
Multiple	2	5.0
Other	0	0.0

Gender	Number	Percentage
Female	38	95.0
Male	2	5.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	7.4	—
2012-13	9.0	92.5
2013-14	6.0	87.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.5
1	1	2.5
2	2	5.0
3	3	7.5
4	1	2.5
5	0	0.0
1-3	6	15.0
More than 3	33	82.5
1 - 5	7	17.5
6 - 10	7	17.5
11 - 20	16	40.0
More than 20	9	22.5

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2012	27.3	82.2	76.2	62.2	101
	2013	45.5	65.2	63.5	60.8	126
	2014	33.3	57.4	56.2	60.7	121
1	2012	40.9	66.0	60.9	55.4	115
	2013	35.3	64.8	60.7	55.0	122
	2014	47.4	51.4	50.8	47.2	126
2	2012	46.3	91.8	73.3	49.8	101
	2013	38.2	89.2	65.5	50.2	119
	2014	40.9	89.1	69.4	44.4	108
K-2	2012	41.9	78.4	69.7	55.8	216
	2013	39.4	69.0	63.3	56.7	367
	2014	41.3	60.8	57.8	53.1	355
# Tested (GR K-2)	2012	74	245	317	21,034	
	2013	94	400	493	28,878	
	2014	75	401	476	28,063	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2012	54.3	74.2	65.6	55.1	163
	2013	38.2	65.0	54.4	55.1	193
	2014	22.6	51.6	42.9	55.0	175
1	2012	43.2	76.8	61.5	50.7	179
	2013	43.4	72.4	60.2	52.0	181
	2014	47.9	75.2	64.2	46.0	176
2	2012	60.0	87.9	71.3	57.9	160
	2013	59.3	94.0	72.1	56.2	179
	2014	59.4	87.3	70.4	52.0	159
K-2	2012	52.8	78.7	65.9	54.5	502
	2013	48.7	74.4	62.0	54.4	553
	2014	46.8	67.9	58.8	51.0	510
# Tested (GR K-2)	2012	246	258	502	40,477	
	2013	265	289	553	40,966	
	2014	220	290	510	40,233	

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**	2012	89.5	*	73.8	68.8	50.0	11.1	27.3		69.8	83.3	76.2	62.2	101
	2013	92.0	*	54.8	48.7	*	50.0	45.5		63.6	63.3	63.5	60.8	126
	2014	80.0	50.0	50.5	45.5	28.6	*	33.3		57.1	55.2	56.2	60.7	121
1	2012	72.0	50.0	58.3	53.5	22.2	20.0	40.9		56.3	66.7	60.9	55.4	115
	2013	75.0	*	56.7	50.6	11.1	27.3	35.3		59.4	62.3	60.7	55.0	122
	2014	69.2	66.7	44.6	42.5	14.3	37.5	47.4		52.3	49.2	50.8	47.2	126
2	2012	96.2	*	63.8	61.8	38.5	50.0	46.3		72.0	74.5	73.3	49.8	101
	2013	90.0	85.7	58.7	57.0	27.3	28.6	38.2		63.8	67.2	65.5	50.2	119
	2014	85.0	*	64.3	61.3	30.0	22.2	40.9		72.1	66.0	69.4	44.4	108
1-2	2012	84.3	60.0	60.8	57.1	31.8	33.3	44.4		63.2	70.6	66.7	52.7	216
	2013	86.2	76.5	56.7	52.2	16.0	33.3	38.6		62.2	64.4	63.2	55.4	367
	2014	77.3	68.8	52.8	49.6	25.0	26.3	42.0		60.3	56.0	58.3	50.6	355
# Tested (GR K-2)	2012	51	10	153	126	22	18	63		114	102	216	14,095	
	2013	65	17	282	232	25	24	83		193	174	367	21,640	
	2014	66	16	269	232	24	19	69		189	166	355	21,214	

**Kindergarten subscore is Reading Profile Total; no Reading Total subscore available.

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**	2012	16	*	24	19	1	0	1		23	17	40	2,027	101
	2013	19	*	14	8	*	0	2		21	14	35	2,108	126
	2014	11	0	17	11	1	*	1		11	18	29	1,938	121
1	2012	12	2	17	11	0	0	1		14	17	31	1,963	115
	2013	10	*	29	17	0	1	2		24	15	39	2,017	122
	2014	10	0	14	9	0	1	2		14	10	24	1,561	126
2	2012	18	*	11	3	3	1	4		15	16	31	1,017	101
	2013	13	1	8	6	0	0	1		7	15	22	1,045	119
	2014	14	*	17	14	2	0	3		19	14	33	950	108
1-2	2012	30	3	28	14	3	1	5		29	33	62	2,981	216
	2013	42	3	51	31	0	1	5		52	44	96	5,171	367
	2014	35	2	48	34	3	1	6		44	42	86	4,449	355
# Tested (GR K-2)	2012	51	10	153	126	22	18	63		114	102	216	14,095	
	2013	65	17	282	232	25	24	83		193	174	367	21,640	
	2014	66	16	269	232	24	19	69		189	166	355	21,214	

**Kindergarten subscore is Reading Profile Total; no Reading Total subscore available.

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**	2012	89.5	*	63.4	61.5	63.6	52.9	54.3		63.6	68.0	65.6	55.1	163
	2013	92.0	*	47.5	44.6	9.1	38.0	38.2		57.3	51.5	54.4	55.1	193
	2014	63.6	57.1	38.9	35.5	9.1	21.6	22.6		42.4	43.3	42.9	55.0	175
1	2012	84.6	83.3	56.5	55.3	35.7	37.7	43.2		60.4	62.8	61.5	50.7	179
	2013	90.0	*	56.7	52.2	46.2	41.4	43.4		59.2	61.4	60.2	52.0	181
	2014	88.9	66.7	59.2	54.0	15.4	44.4	47.9		61.8	66.7	64.2	46.0	176
2	2012	100.0	*	64.1	61.8	47.1	54.8	60.0		73.2	69.2	71.3	57.9	160
	2013	90.0	28.6	71.7	68.9	40.0	57.8	59.3		74.2	69.8	72.1	56.2	179
	2014	94.7	*	67.6	66.9	35.7	50.8	59.4		70.8	70.0	70.4	52.0	159
K-2	2012	91.5	75.0	61.2	59.3	47.6	48.2	52.8		65.3	66.7	65.9	54.5	502
	2013	90.8	43.8	58.4	55.1	33.3	45.4	48.7		63.4	60.5	62.0	54.4	553
	2014	82.4	58.8	55.0	52.0	21.1	39.8	46.8		58.6	59.1	58.8	51.0	510
# Tested (GR K-2)	2012	71	12	417	364	42	199	246		271	231	502	40,477	
	2013	65	16	469	410	39	205	265		287	266	553	40,966	
	2014	68	17	422	371	38	166	220		263	247	510	40,233	

**Kindergarten test is Mathematics; no Mathematics Total score available.

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**	2012	11	*	22	22	1	6	6		19	14	33	2,472	163
	2013	16	*	21	15	0	4	5		21	19	40	2,594	193
	2014	8	1	10	5	0	0	0		6	14	20	2,598	175
1	2012	14	1	27	22	1	4	8		24	18	42	2,473	179
	2013	13	*	36	28	2	8	9		31	19	50	2,609	181
	2014	16	2	23	18	0	2	3		22	20	42	2,166	176
2	2012	19	*	33	23	3	12	19		30	24	54	2,843	160
	2013	11	1	34	26	1	4	12		24	22	46	2,626	179
	2014	12	*	37	34	3	10	16		30	21	51	2,408	159
K-2	2012	44	2	82	67	5	22	33		73	56	129	7,788	502
	2013	40	3	91	69	3	16	26		76	60	136	7,829	553
	2014	36	5	70	57	3	12	19		58	55	113	7,172	510
# Tested (GR K-2)	2012	71	12	417	364	42	199	246		271	231	502	40,477	
	2013	65	16	469	410	39	205	265		287	266	553	40,966	
	2014	68	17	422	371	38	166	220		263	247	510	40,233	

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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	2012	73.1	83.3	77.6	78.0	71.4	66.7	70.4		78.2	75.6	77.1	62.5	179
	2013	80.0	*	67.5	64.7	100.0	53.7	56.2		71.1	67.5	69.5	63.6	177
	2014	85.2	33.3	56.1	54.6	33.3	50.9	51.4		62.0	57.8	59.9	58.6	182
2	2012	92.3	*	81.3	81.8	64.7	82.3	78.9		81.7	85.9	83.8	63.6	160
	2013	85.0	71.4	77.5	77.6	64.3	71.4	73.2		78.5	77.6	78.1	60.6	178
	2014	89.5	*	71.5	71.3	50.0	67.2	66.7		76.4	70.4	73.8	59.2	160
1-2	2012	82.7	90.0	79.3	79.8	67.7	74.0	75.0		79.8	80.8	80.2	63.0	339
	2013	82.5	80.0	72.5	71.2	78.3	62.3	66.5		74.7	72.7	73.8	62.1	355
	2014	87.0	50.0	63.5	62.7	42.3	59.5	60.0		69.1	63.4	66.4	58.9	342
# Tested (GR 1-2)	2012	52	10	275	242	31	131	176		183	156	339	26,880	
	2013	40	10	305	267	23	130	185		190	165	355	27,003	
	2014	46	10	285	252	26	116	170		181	161	342	26,955	

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	2012	15	3	56	50	5	17	22		50	24	74	4,060	179
	2013	10	*	44	36	4	11	13		32	23	55	4,150	177
	2014	10	0	40	31	2	14	19		26	25	51	3,708	182
2	2012	20	*	55	46	6	25	37		40	39	79	3,820	160
	2013	8	0	34	29	1	8	16		18	24	42	3,436	178
	2014	8	*	49	41	3	16	27		32	27	59	3,288	160
1-2	2012	35	5	111	96	11	42	59		90	63	153	7,880	339
	2013	18	1	78	65	5	19	29		50	47	97	7,586	355
	2014	18	2	89	72	5	30	46		58	52	110	6,996	342
# Tested (GR 1-2)	2012	52	10	275	242	31	131	176		183	156	339	26,880	
	2013	40	10	305	267	23	130	185		190	165	355	27,003	
	2014	46	10	285	252	26	116	170		181	161	342	26,955	

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	2012			84.5	83.6	*	84.5	84.5		80.6	88.9	84.5	89.9	58
	2013			80.3	80.6	66.7	81.5	81.5		72.4	86.5	80.3	89.7	66
	2014			88.0	86.7	*	88.0	88.0		81.8	92.9	88.0	88.6	50
1	2012			77.0	76.3	*	76.7	76.7		75.0	80.0	77.0	89.2	61
	2013			80.3	80.0	*	80.0	80.0		73.3	87.1	80.3	87.6	61
	2014			76.8	74.0	50.0	79.2	76.8		67.9	85.7	76.8	84.6	56
2	2012			89.3	88.5	*	92.6	92.6		88.2	90.9	89.3	93.3	28
	2013			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.6	41
	2014			94.4	93.9	*	96.2	96.2		96.4	92.3	94.4	91.8	54
K-2	2012			82.3	81.4	66.7	82.8	82.8		79.8	85.7	82.3	90.8	147
	2013			85.1	85.0	69.2	85.3	85.4		80.7	89.4	85.1	90.3	168
	2014			86.3	84.7	60.0	88.1	86.8		82.1	90.2	86.3	88.2	160
# Tested (GR K-2)	2012			147	140	9	145	145		84	63	147	18,911	
	2013			168	160	13	163	164		83	85	168	18,629	
	2014			160	144	15	151	159		78	82	160	18,008	

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	2012			20	19	*	20	20		11	9	20	3,679	58
	2013			19	17	0	19	19		4	15	19	3,798	66
	2014			22	21	*	22	22		7	15	22	3,313	50
1	2012			12	12	*	12	12		6	6	12	2,437	61
	2013			20	19	*	19	19		9	11	20	2,394	61
	2014			11	8	0	9	11		3	8	11	2,123	56
2	2012			6	5	*	6	6		2	4	6	2,934	28
	2013			20	19	*	18	18		11	9	20	2,899	41
	2014			23	20	*	23	23		8	15	23	2,596	54
K-2	2012			38	36	1	38	38		19	19	38	9,050	147
	2013			59	55	1	56	56		24	35	59	9,091	168
	2014			56	49	2	54	56		18	38	56	8,032	160
# Tested (GR K-2)	2012			147	140	9	145	145		84	63	147	18,911	
	2013			168	160	13	163	164		83	85	168	18,629	
	2014			160	144	15	151	159		78	82	160	18,008	

PERFORMANCE IN 2014

Grade 2013-14 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2014 Level	N	%	N	%	N	%	N	%	N	%
KN (55)	Beginning	17	30.9	26	47.3	55	100.0	52	94.5	49	89.1
	Intermediate	26	47.3	24	43.6	0	0.0	3	5.5	6	10.9
	Advanced	9	16.4	1	1.8	0	0.0	0	0.0	0	0.0
	Advanced High	3	5.5	4	7.3	0	0.0	0	0.0	0	0.0
1 (66)	Beginning	23	34.8	25	37.9	60	90.9	60	90.9	60	90.9
	Intermediate	38	57.6	35	53.0	3	4.5	3	4.5	3	4.5
	Advanced	4	6.1	5	7.6	2	3.0	2	3.0	2	3.0
	Advanced High	1	1.5	1	1.5	1	1.5	1	1.5	1	1.5
2 (62)	Beginning	5	8.1	5	8.1	11	17.7	10	16.1	5	8.1
	Intermediate	24	38.7	28	45.2	29	46.8	27	43.5	30	48.4
	Advanced	27	43.5	20	32.3	18	29.0	21	33.9	23	37.1
	Advanced High	6	9.7	9	14.5	4	6.5	4	6.5	4	6.5
ALL (183)	Beginning	45	24.6	56	30.6	126	68.9	122	66.7	114	62.3
	Intermediate	88	48.1	87	47.5	32	17.5	33	18.0	39	21.3
	Advanced	40	21.9	26	14.2	20	10.9	23	12.6	25	13.7
	Advanced High	10	5.5	14	7.7	5	2.7	5	2.7	5	2.7

**PROGRESSION FROM
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
63 5 (7.9%)	Beginning	57			
	Intermediate	2	1		
	Advanced	0	2	0	
	Advanced High	0	0	1	
61 51 (83.6%)	Beginning	5			
	Intermediate	24	5		
	Advanced	20	3	0	
	Advanced High	3	0	1	
126 56 (44.4%)	Beginning	64			
	Intermediate	26	6		
	Advanced	20	5	0	
	Advanced High	3	0	2	

 Indicates students who progressed at least one level from 2013 to 2014.

SEMESTER 1 TESTS

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

GRADE 1 ART

175	81.3	87.5			96.6		84.8	
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GRADE 1 MATHEMATICS

184	84.5	86.3			90.2		88.8	
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GRADE 1 READING

124	94.5	95.0			96.8		95.2	
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GRADE 1 SPANISH READING

56	90.8	91.7			92.9		97.9	
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GRADE 2 MATHEMATICS

158	67.1	81.0	88.6		84.2	99.4	80.4	91.8
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GRADE 2 MUSIC

148		79.8	91.7		83.8	100.0	64.3	100.0
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GRADE 2 READING

106	70.1	84.8	87.1		89.6	93.3	73.6	87.7
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GRADE 2 SPANISH READING

51	64.9	76.6	86.7		66.7	100.0	70.5	92.6
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KINDERGARTEN MATHEMATICS

185	80.8	86.3			88.1		87.6	
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KINDERGARTEN PHYSICAL EDUCATION

183		73.9			59.0		83.6	
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KINDERGARTEN READING

129	86.9	88.7			89.9		90.2	
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SEMESTER 2 TESTS

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

GRADE 1 ART

178		92.3			98.9		85.0	
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GRADE 1 MATHEMATICS

186	86.4	87.2			94.6		87.1	
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GRADE 1 READING

129	79.5	85.3			86.8		79.6	
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GRADE 1 SPANISH READING

57	83.9	83.9			80.7		86.5	
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GRADE 2 MATHEMATICS

160	64.5	78.7	86.7		79.4	98.1	75.6	91.8
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GRADE 2 MUSIC

156		90.4	89.2		100.0	100.0	91.4	99.9
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GRADE 2 READING

107	70.2	80.1	86.7		82.2	91.5	65.3	86.6
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GRADE 2 SPANISH READING

53	77.2	82.9	85.4		83.0	98.1	78.7	91.4
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KINDERGARTEN MATHEMATICS

188	74.9	83.3			85.1		82.0	
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KINDERGARTEN PHYSICAL EDUCATION

188		90.4			93.1		94.5	
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KINDERGARTEN READING

136	90.1	90.1			97.1		93.2	
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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

KINDERGARTEN SPANISH READING

49	81.0	83.7			87.8		88.1	
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SEMESTER 2 TESTS

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

KINDERGARTEN SPANISH READING

52	89.7	89.7			92.3		94.3	
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