

DATA PACKET

for 2015-16 planning

Evaluation & Assessment
Office of Institutional Research

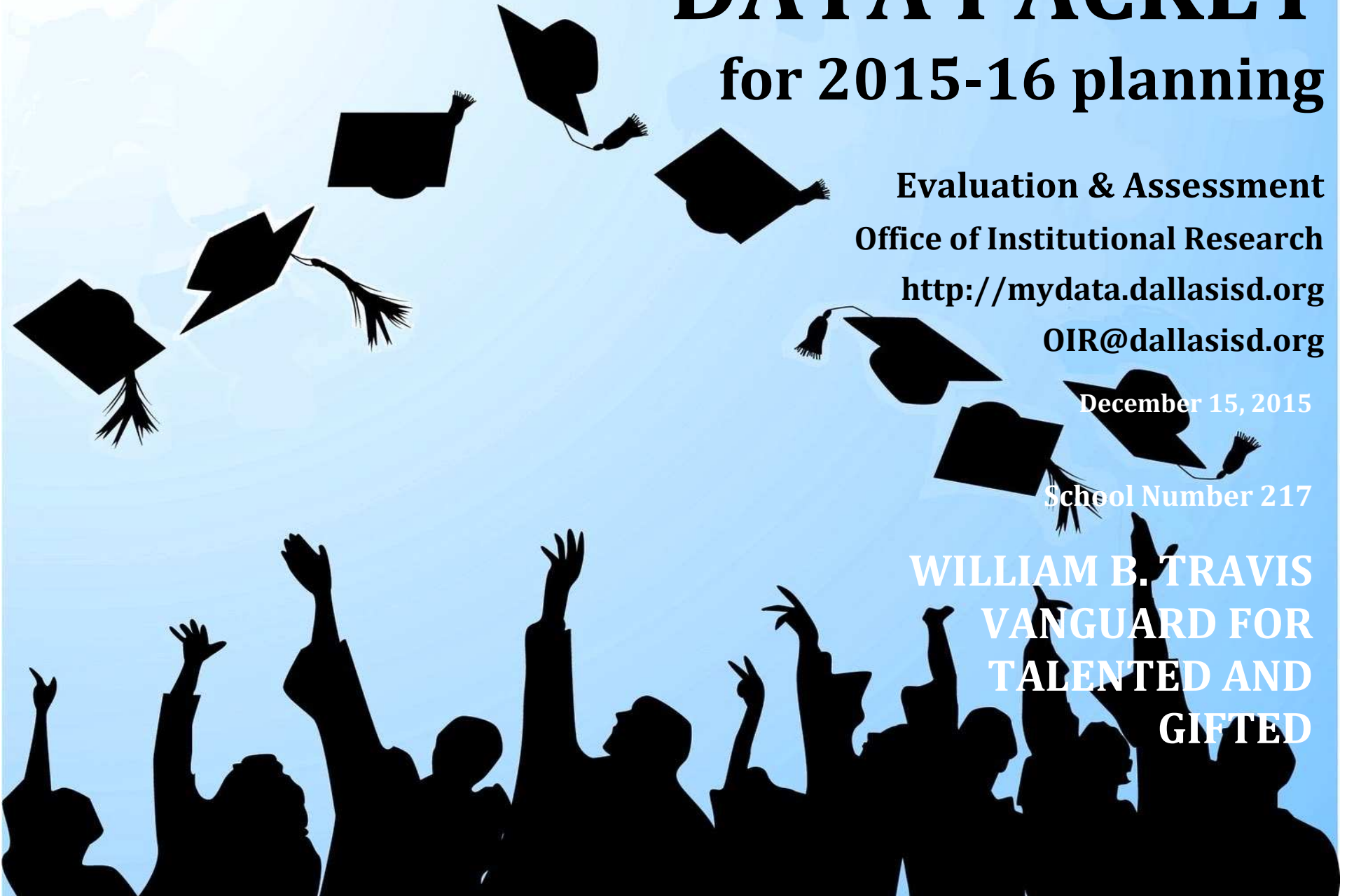
<http://mydata.dallasisd.org>

OIR@dallasisd.org

December 15, 2015

School Number 217

**WILLIAM B. TRAVIS
VANGUARD FOR
TALENTED AND
GIFTED**



2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 9. Teachers Teacher Statistics

STAAR (English)

- 10. Reading (3-8) STAAR 3-8 Reading in English
- 18. Math (3-8) STAAR 3-8 Mathematics in English

ENGLISH PROFICIENCY

- 26. TELPAS Texas English Language Proficiency Assessment System

LOCAL ASSESSMENT

- 27. ACP Assessments of Course Performance

3. Notes Notes and Data Descriptions

- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 14. Writing (3-8) STAAR 3-8 Writing in English
- 22. Science (3-8) STAAR 3-8 Science in English

2014-15 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, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- 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 who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

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, 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.

STAAR, STAAR L, and STAAR A

- 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.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR A statistics are computed separately, following TEA reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- 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.
- Reading statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration.

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 2014 to 2015, the TEA did not report the 2014 composite rating.
- If a student is rated as advanced high in 2015, the TEA does not differentiate between the advanced and advanced high levels from 2014.

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
4	65
5	67
ALL	132

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	5	3.8	1	9.1
American Indian/Alaska Native	1	0.8	*	*
Asian/Hawaiian/Pacific Islander	9	6.8	*	*
Hispanic	20	15.2	1	9.1
White	96	72.7	8	72.7
Multiple	1	0.8	1	9.1
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	11	8.3
Economically disadvantaged	20	15.2
Limited English proficient (LEP)	8	6.1
Special education	0	0.0
Talented and Gifted (TAG)	132	100.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2013	65	10	15.4	0	0.0	3	4.6	14	21.5	36	55.4	2	3.1
	2014	66	2	3.0	0	0.0	2	3.0	13	19.7	49	74.2	0	0.0
	2015	65	3	4.6	1	1.5	7	10.8	7	10.8	46	70.8	1	1.5
5	2013	66	9	13.6	0	0.0	5	7.6	19	28.8	30	45.5	3	4.5
	2014	64	9	14.1	0	0.0	3	4.7	16	25.0	34	53.1	2	3.1
	2015	67	2	3.0	0	0.0	2	3.0	13	19.4	50	74.6	0	0.0
4-6	2013	131	19	14.5	0	0.0	8	6.1	33	25.2	66	50.4	5	3.8
	2014	130	11	8.5	0	0.0	5	3.8	29	22.3	83	63.8	2	1.5
	2015	132	5	3.8	1	0.8	9	6.8	20	15.2	96	72.7	1	0.8

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	
4	2013	65	21	32.3	4	6.2	2	3.1	4	6.2	65	100.0	5	7.7	36.9	63.1	0.0
	2014	66	10	15.2	4	6.1	0	0.0	6	9.1	66	100.0	9	13.6	43.9	56.1	0.0
	2015	65	10	15.4	4	6.2	0	0.0	6	9.2	65	100.0	10	15.4	58.5	41.5	0.0
5	2013	66	17	25.8	1	1.5	1	1.5	5	7.6	66	100.0	1	1.5	56.1	43.9	0.0
	2014	64	18	28.1	3	4.7	3	4.7	4	6.3	64	100.0	1	1.6	35.9	64.1	0.0
	2015	67	10	14.9	4	6.0	0	0.0	5	7.5	67	100.0	0	0.0	43.3	56.7	0.0
4-6	2013	131	38	29.0	5	3.8	3	2.3	9	6.9	131	100.0	6	4.6	46.6	53.4	0.0
	2014	130	28	21.5	7	5.4	3	2.3	10	7.7	130	100.0	10	7.7	40.0	60.0	0.0
	2015	132	20	15.2	8	6.1	0	0.0	11	8.3	132	100.0	10	7.6	50.8	49.2	0.0

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
4	2013	65	12,400	64	97.9	12,023	97.0	1	1.5	16.5	65	11,167	99.5	90.1
	2014	67	12,546	66	98.4	12,183	97.1	0	0.0	15.0	67	11,321	100.0	90.2
	2015	65	12,745	64	98.0	12,343	96.9	0	0.0	16.2	65	11,520	99.7	90.4
5	2013	66	12,055	65	98.7	11,698	97.0	0	0.0	6.2	66	10,918	100.0	90.6
	2014	65	12,130	64	98.4	11,794	97.2	0	0.0	4.0	64	10,985	98.8	90.6
	2015	67	12,122	65	97.7	11,747	96.9	0	0.0	6.6	67	11,052	100.0	91.2
4-6	2013	131	35,880	129	98.3	34,747	96.8	1	0.8	14.5	131	32,325	99.7	90.1
	2014	132	35,500	130	98.4	34,406	96.9	0	0.0	12.0	131	31,904	99.4	89.9
	2015	132	35,763	129	97.8	34,584	96.7	0	0.0	14.0	132	32,219	99.8	90.1

*Prior-year statistics were recomputed to reflect current attendance requirements.

Teachers: 11

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	9.1
Hispanic	1	9.1
White	8	72.7
Multiple	1	9.1
Other	0	0.0

Gender	Number	Percentage
Female	4	36.4
Male	7	63.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	5.1	90.9
2013-14	7.2	100.0
2014-15	3.4	90.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	0	0.0
4	2	18.2
5	0	0.0
1-3	0	0.0
More than 3	11	100.0
1 - 5	2	18.2
6 - 10	2	18.2
11 - 20	2	18.2
More than 20	5	45.5

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	100.0	100.0	100.0	100.0	*	*	*	*	100.0	100.0	100.0	62.3	65
	2014	100.0	*	100.0	100.0		*	100.0		100.0	100.0	100.0	59.4	67
	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	57.9	65
5	2013	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	81.5	66
	2014	100.0	100.0	100.0	100.0	*	*	*	*	100.0	100.0	100.0	78.5	63
	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	77.5	67
3-5	2013	100.0	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	71.1	131
	2014	100.0	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	66.7	130
	2015	100.0	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	65.7	132

NUMBER TESTED IN GRADES 3-5													
2013	66	19	33	38	3	9	9	1	61	70	131	21,619	
2014	83	11	29	26	1	7	10	1	52	78	130	21,304	
2015	96	5	20	21		8	10		66	66	132	21,526	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	0	0	0	0	*	*	*	*	0	0	0	2,581	65
	2014	0	*	0	0		*	0		0	0	0	2,858	67
	2015	0	*	0	0		*	*		0	0	0	2,928	65
5	2013	0	0	0	0	*	*	*		0	0	0	1,484	66
	2014	0	0	0	0	*	*	*	*	0	0	0	1,582	63
	2015	0	*	0	0		*	*		0	0	0	1,692	67
3-5	2013	0	0	0	0	*	0	0	*	0	0	0	6,246	131
	2014	0	0	0	0	*	0	0	*	0	0	0	7,089	130
	2015	0	*	0	0		0	0		0	0	0	7,391	132

NUMBER TESTED IN GRADES 3-5													
2013	66	19	33	38	3	9	9	1	61	70	131	21,619	
2014	83	11	29	26	1	7	10	1	52	78	130	21,304	
2015	96	5	20	21		8	10		66	66	132	21,526	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	91.7	50.0	64.3	47.6	*	*	*	*	75.0	82.9	80.0	13.5	65
	2014	90.0	*	69.2	71.4		*	66.7		83.3	89.2	86.6	12.0	67
	2015	89.1	*	57.1	80.0		*	*		86.5	82.1	84.6	12.8	65
5	2013	70.0	33.3	84.2	64.7	*	*	*		64.9	75.9	69.7	13.3	66
	2014	87.9	55.6	56.3	42.1	*	*	*	*	63.6	82.9	76.2	11.5	63
	2015	100.0	*	84.6	81.8		*	*		96.6	97.4	97.0	14.9	67
3-5	2013	81.8	42.1	75.8	55.3	*	66.7	66.7	*	68.9	80.0	74.8	13.5	131
	2014	89.2	63.6	62.1	50.0	*	57.1	50.0	*	75.0	85.9	81.5	11.1	130
	2015	94.8	*	75.0	81.0		75.0	80.0		90.9	90.9	90.9	13.8	132

NUMBER TESTED IN GRADE 3-5													
2013	66	19	33	38	3	9	9	1	61	70	131	21,619	
2014	83	11	29	26	1	7	10	1	52	78	130	21,304	
2015	96	5	20	21		8	10		66	66	132	21,526	

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
4	2013	91.7	86.8	87.8
	2014	92.1	91.3	90.0
	2015	92.3	91.5	90.0
5	2013	92.3	88.3	88.8
	2014	93.2	89.7	89.7
	2015	94.9	94.3	92.1
3-5	2013	92.0	87.5	88.3
	2014	92.6	90.5	89.9
	2015	93.6	92.9	91.1

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	100.0	100.0	100.0	100.0	*	*	*	*	100.0	100.0	100.0	63.9	65
	2014	100.0	*	100.0	100.0		*	100.0		100.0	100.0	100.0	61.9	67
	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	59.4	65

NUMBER TESTED IN GRADE 4													
2013	36	10	14	21	2	4	4	1	24	41	65	6,771	
2014	50	2	13	7		4	6		30	37	67	7,022	
2015	46	3	7	10		4	5		37	28	65	6,988	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	0	0	0	0	*	*	*	*	0	0	0	2,442	65
	2014	0	*	0	0		*	0		0	0	0	2,675	67
	2015	0	*	0	0		*	*		0	0	0	2,837	65

NUMBER TESTED IN GRADE 4													
2013	36	10	14	21	2	4	4	1	24	41	65	6,771	
2014	50	2	13	7		4	6		30	37	67	7,022	
2015	46	3	7	10		4	5		37	28	65	6,988	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	80.6	40.0	28.6	23.8	*	*	*	*	62.5	63.4	63.1	4.7	65
	2014	76.0	*	30.8	42.9		*	33.3		53.3	75.7	65.7	3.7	67
	2015	63.0	*	42.9	50.0		*	*		62.2	67.9	64.6	4.2	65

NUMBER TESTED IN GRADE 4													
2013	36	10	14	21	2	4	4	1	24	41	65	6,771	
2014	50	2	13	7		4	6		30	37	67	7,022	
2015	46	3	7	10		4	5		37	28	65	6,988	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2013	6.4	5.4	87.0	92.1
	2014	6.5	6.0	92.0	88.4
	2015	7.0	5.9	84.1	90.5

¹Average 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=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	97.2	100.0	100.0	100.0	*	*	100.0	*	95.8	100.0	98.5	57.5	65
	2014	100.0	*	100.0	100.0		*	100.0		100.0	100.0	100.0	59.0	67
	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	61.9	65
5	2013	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	81.7	66
	2014	100.0	100.0	100.0	100.0	*	*	*	*	100.0	100.0	100.0	81.4	63
	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	68.5	67
3-5	2013	98.5	100.0	100.0	100.0	*	100.0	100.0	*	98.4	100.0	99.2	65.3	131
	2014	100.0	100.0	100.0	100.0	*	100.0	100.0	*	100.0	100.0	100.0	66.3	130
	2015	100.0	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	65.1	132

NUMBER TESTED IN GRADES 3-5													
2013	66	19	33	38	3	9	10	1	61	70	131	34,686	
2014	83	11	29	26	1	7	10	1	52	78	130	35,222	
2015	96	5	20	21		8	10		66	66	132	35,738	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	1	0	0	0	*	*	0	*	1	0	1	4,919	65
	2014	0	*	0	0		*	0		0	0	0	4,803	67
	2015	0	*	0	0		*	*		0	0	0	4,556	65
5	2013	0	0	0	0	*	*	*		0	0	0	2,035	66
	2014	0	0	0	0	*	*	*	*	0	0	0	2,088	63
	2015	0	*	0	0		*	*		0	0	0	3,559	67
3-5	2013	1	0	0	0	*	0	0	*	1	0	1	12,040	131
	2014	0	0	0	0	*	0	0	*	0	0	0	11,879	130
	2015	0	*	0	0		0	0		0	0	0	12,462	132

NUMBER TESTED IN GRADES 3-5													
2013	66	19	33	38	3	9	10	1	61	70	131	34,686	
2014	83	11	29	26	1	7	10	1	52	78	130	35,222	
2015	96	5	20	21		8	10		66	66	132	35,738	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2013	77.8	20.0	35.7	23.8	*	*	*	*	50.0	68.3	61.5	9.5	65
	2014	76.0	*	69.2	57.1		*	66.7		76.7	70.3	73.1	14.0	67
	2015	84.8	*	42.9	70.0		*	*		81.1	71.4	76.9	10.4	65
5	2013	63.3	77.8	57.9	58.8	*	*	*		75.7	51.7	65.2	12.8	66
	2014	90.9	55.6	56.3	52.6	*	*	*	*	77.3	78.0	77.8	15.7	63
	2015	66.0	*	69.2	54.5		*	*		75.9	57.9	65.7	12.3	67
3-5	2013	71.2	47.4	48.5	39.5	*	33.3	33.3	*	65.6	61.4	63.4	10.4	131
	2014	81.9	63.6	62.1	53.8	*	57.1	60.0	*	76.9	74.4	75.4	13.3	130
	2015	75.0	*	60.0	61.9		25.0	40.0		78.8	63.6	71.2	10.6	132

NUMBER TESTED IN GRADE 3-5													
2013	66	19	33	38	3	9	9	1	61	70	131	34,686	
2014	83	11	29	26	1	7	10	1	52	78	130	35,222	
2015	96	5	20	21		8	10		66	66	132	35,738	

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
4	2013				
	2014				
	2015	92.7	88.0	83.8	85.8
5	2013				
	2014				
	2015	83.8	86.7	90.4	90.8
3-5	2013				
	2014				
	2015	88.2	87.3	87.2	88.4

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2013	100.0	100.0	94.7	100.0	*	*	*		100.0	96.6	98.5	65.1	66
	2014	100.0	88.9	93.8	89.5	*	*	*	*	95.7	97.6	96.9	61.3	64
	2015	100.0	*	100.0	100.0		*	*		100.0	100.0	100.0	59.1	67

NUMBER TESTED IN GRADE 5													
2013	30	9	19	17	1	5	5			37	29	66	10,180
2014	34	9	16	19	1	3	4	1		23	41	64	9,073
2015	50	2	13	11		4	5			29	38	67	9,009

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2013	0	0	1	0	*	*	*		0	1	1	3551	66
	2014	0	1	1	2	*	*	*	*	1	1	2	3511	64
	2015	0	*	0	0		*	*		0	0	0	3685	67

NUMBER TESTED IN GRADE 5													
2013	30	9	19	17	1	5	5		37	29	66	10,180	
2014	34	9	16	19	1	3	4	1	23	41	64	9,073	
2015	50	2	13	11		4	5		29	38	67	9,009	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2013	60.0	22.2	36.8	23.5	*	*	*		51.4	41.4	47.0	6.6	66
	2014	44.1	11.1	31.3	21.1	*	*	*	*	47.8	26.8	34.4	5.3	64
	2015	48.0	*	46.2	18.2		*	*		58.6	36.8	46.3	6.6	67

NUMBER TESTED IN GRADE 5													
2013	30	9	19	17	1	5	5			37	29	66	10,180
2014	34	9	16	19	1	3	4	1		23	41	64	9,073
2015	50	2	13	11		4	5			29	38	67	9,009

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	2013	91.7	90.6	85.0	84.4
	2014	80.5	85.9	78.5	86.6
	2015	93.1	87.8	84.8	91.2

PERFORMANCE IN 2015

Grade 2014-15	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2015 Level										
ALL <hr/> (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	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	8	100.0	8	100.0	8	100.0	8	100.0	8	100.0

**PROGRESSION FROM
2014 TO 2015**

Number Rated Both Years	2015 Level	2014 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
8 <hr/> 8 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	8	

 Indicates students who progressed at least one level from 2014 to 2015.

SEMESTER 1 TESTS

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

GRADE 4 LANGUAGE ARTS

65	93.8	94.9	93.2		100.0	100.0	60.2	89.7
----	------	------	------	--	-------	-------	------	------

GRADE 4 MATHEMATICS

65	80.7	90.0	93.3		98.5	100.0	57.0	88.5
----	------	------	------	--	------	-------	------	------

GRADE 4 MUSIC

62	74.4	81.7	99.0		83.9	100.0	76.3	99.9
----	------	------	------	--	------	-------	------	------

GRADE 4 READING

65	84.6	89.7	94.3		98.5	100.0	61.0	90.2
----	------	------	------	--	------	-------	------	------

GRADE 4 SCIENCE

65	86.2	89.9	94.2		96.9	100.0	58.5	95.4
----	------	------	------	--	------	-------	------	------

GRADE 4 SOCIAL STUDIES

65	80.4	86.9	95.1		96.9	100.0	38.0	95.5
----	------	------	------	--	------	-------	------	------

GRADE 5 LANGUAGE ARTS

67	96.3	96.6	92.2		100.0	100.0	71.9	92.8
----	------	------	------	--	-------	-------	------	------

GRADE 5 MATHEMATICS

67	69.4	84.7	93.3		98.5	100.0	49.3	88.1
----	------	------	------	--	------	-------	------	------

GRADE 5 PHYSICAL EDUCATION

66	96.2	96.2	97.7		100.0	100.0	88.5	100.0
----	------	------	------	--	-------	-------	------	-------

GRADE 5 READING

67	90.0	92.7	90.8		98.5	100.0	66.2	89.7
----	------	------	------	--	------	-------	------	------

GRADE 5 SCIENCE

67	86.9	90.1	87.3		100.0	100.0	56.7	93.0
----	------	------	------	--	-------	-------	------	------

SEMESTER 2 TESTS

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

GRADE 4 LANGUAGE ARTS

65	89.6	92.6	93.6		98.5	100.0	63.1	88.9
----	------	------	------	--	------	-------	------	------

GRADE 4 MATHEMATICS

64	85.2	91.9	95.6		100.0	100.0	48.5	86.9
----	------	------	------	--	-------	-------	------	------

GRADE 4 MUSIC

65	72.4	81.6	99.1		84.6	100.0	66.4	99.7
----	------	------	------	--	------	-------	------	------

GRADE 4 READING

65	81.1	87.4	91.9		100.0	100.0	55.4	88.2
----	------	------	------	--	-------	-------	------	------

GRADE 4 SCIENCE

64	85.6	90.4	93.9		100.0	100.0	61.7	95.4
----	------	------	------	--	-------	-------	------	------

GRADE 4 SOCIAL STUDIES

65	71.3	82.4	94.7		98.5	100.0	38.2	95.2
----	------	------	------	--	------	-------	------	------

GRADE 5 LANGUAGE ARTS

67	94.6	95.7	91.3		100.0	100.0	66.7	93.3
----	------	------	------	--	-------	-------	------	------

GRADE 5 MATHEMATICS

67	82.0	89.2	93.2		100.0	100.0	57.9	88.1
----	------	------	------	--	-------	-------	------	------

GRADE 5 PHYSICAL EDUCATION

63	95.7	95.7	97.3		100.0	100.0	93.6	100.0
----	------	------	------	--	-------	-------	------	-------

GRADE 5 READING

67	88.9	91.7	91.3		100.0	100.0	66.6	89.6
----	------	------	------	--	-------	-------	------	------

GRADE 5 SCIENCE

67	90.4	91.8	90.1		100.0	100.0	65.6	92.3
----	------	------	------	--	-------	-------	------	------

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 SOCIAL STUDIES

67	78.5	88.9	88.8		100.0	100.0	51.7	96.6
----	------	------	------	--	-------	-------	------	------

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 SOCIAL STUDIES

67	87.4	92.1	89.8		100.0	100.0	52.1	95.9
----	------	------	------	--	-------	-------	------	------