The background of the entire page is a light blue gradient. At the bottom, there is a black silhouette of a crowd of people with their arms raised in celebration. Above them, several black graduation caps (mortarboards) are shown in various stages of being tossed into the air, with their tassels trailing behind them.

DATA PACKET

for 2015-16 planning

Evaluation & Assessment
Office of Institutional Research

<http://mydata.dallasisd.org>

OIR@dallasisd.org

December 15, 2015

School Number 263*

**J.P. STARKS
ELEMENTARY SCHOOL
& STEM VANGUARD**

*Statistics based on all students at campus,
including those in vanguard

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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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

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
PK	18
KN	29
1	31
2	30
3	40
4	55
5	55
ALL	258

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	158	61.2	19	82.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.8	*	*
Hispanic	95	36.8	1	4.3
White	2	0.8	3	13.0
Multiple	1	0.4	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	136	52.7
Economically disadvantaged	253	98.1
Limited English proficient (LEP)	59	22.9
Special education	6	2.3
Talented and Gifted (TAG)	58	22.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2013	21	14	66.7	0	0.0	0	0.0	7	33.3	0	0.0	0	0.0
	2014	18	10	55.6	0	0.0	0	0.0	7	38.9	0	0.0	1	5.6
	2015	18	13	72.2	0	0.0	0	0.0	5	27.8	0	0.0	0	0.0
KN	2013	38	29	76.3	0	0.0	0	0.0	9	23.7	0	0.0	0	0.0
	2014	31	24	77.4	0	0.0	0	0.0	7	22.6	0	0.0	0	0.0
	2015	29	22	75.9	0	0.0	0	0.0	6	20.7	0	0.0	1	3.4
1	2013	62	51	82.3	0	0.0	0	0.0	11	17.7	0	0.0	0	0.0
	2014	41	31	75.6	0	0.0	0	0.0	10	24.4	0	0.0	0	0.0
	2015	31	24	77.4	0	0.0	0	0.0	7	22.6	0	0.0	0	0.0
2	2013	49	40	81.6	0	0.0	0	0.0	9	18.4	0	0.0	0	0.0
	2014	52	39	75.0	0	0.0	0	0.0	13	25.0	0	0.0	0	0.0
	2015	30	19	63.3	0	0.0	0	0.0	11	36.7	0	0.0	0	0.0
3	2013	49	42	85.7	0	0.0	0	0.0	7	14.3	0	0.0	0	0.0
	2014	32	23	71.9	0	0.0	0	0.0	9	28.1	0	0.0	0	0.0
	2015	40	27	67.5	0	0.0	0	0.0	13	32.5	0	0.0	0	0.0
4	2013	68	46	67.6	0	0.0	0	0.0	21	30.9	1	1.5	0	0.0
	2014	51	32	62.7	0	0.0	0	0.0	19	37.3	0	0.0	0	0.0
	2015	55	27	49.1	0	0.0	2	3.6	25	45.5	1	1.8	0	0.0
5	2013	74	45	60.8	0	0.0	0	0.0	28	37.8	1	1.4	0	0.0
	2014	54	34	63.0	0	0.0	0	0.0	18	33.3	1	1.9	1	1.9
	2015	55	26	47.3	0	0.0	0	0.0	28	50.9	1	1.8	0	0.0
PK-5	2013	361	267	74.0	0	0.0	0	0.0	92	25.5	2	0.6	0	0.0
	2014	279	193	69.2	0	0.0	0	0.0	83	29.7	1	0.4	2	0.7
	2015	258	158	61.2	0	0.0	2	0.8	95	36.8	2	0.8	1	0.4

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	2013	21	21	100.0	6	28.6	1	4.8	6	28.6	0	0.0	21	100.0	47.6	52.4	0.0
	2014	18	17	94.4	4	22.2	0	0.0	4	22.2	0	0.0	18	100.0	50.0	50.0	0.0
	2015	18	18	100.0	4	22.2	0	0.0	4	22.2	0	0.0	17	94.4	50.0	50.0	0.0
KN	2013	38	37	97.4	5	13.2	1	2.6	5	13.2	2	5.3	23	60.5	39.5	60.5	0.0
	2014	31	29	93.5	4	12.9	0	0.0	5	16.1	1	3.2	17	54.8	54.8	45.2	0.0
	2015	29	28	96.6	3	10.3	1	3.4	4	13.8	5	17.2	10	34.5	41.4	58.6	3.4
1	2013	62	59	95.2	8	12.9	2	3.2	14	22.6	8	12.9	5	8.1	59.7	40.3	11.3
	2014	41	39	95.1	4	9.8	3	7.3	7	17.1	2	4.9	5	12.2	56.1	43.9	9.8
	2015	31	31	100.0	5	16.1	0	0.0	9	29.0	1	3.2	4	12.9	51.6	48.4	12.9
2	2013	49	48	98.0	7	14.3	1	2.0	33	67.3	3	6.1	6	12.2	57.1	42.9	8.2
	2014	52	49	94.2	9	17.3	3	5.8	30	57.7	6	11.5	4	7.7	59.6	40.4	3.8
	2015	30	30	100.0	4	13.3	1	3.3	21	70.0	3	10.0	0	0.0	50.0	50.0	13.3
3	2013	49	48	98.0	4	8.2	1	2.0	36	73.5	9	18.4	5	10.2	51.0	49.0	8.2
	2014	32	29	90.6	6	18.8	1	3.1	23	71.9	3	9.4	3	9.4	53.1	46.9	3.1
	2015	40	40	100.0	8	20.0	3	7.5	30	75.0	9	22.5	2	5.0	55.0	45.0	5.0
4	2013	68	63	92.6	13	19.1	3	4.4	19	27.9	20	29.4	4	5.9	54.4	45.6	0.0
	2014	51	46	90.2	10	19.6	1	2.0	33	64.7	19	37.3	4	7.8	47.1	52.9	2.0
	2015	55	52	94.5	17	30.9	1	1.8	35	63.6	15	27.3	3	5.5	58.2	41.8	3.6
5	2013	74	65	87.8	12	16.2	3	4.1	25	33.8	30	40.5	6	8.1	64.9	35.1	0.0
	2014	54	48	88.9	12	22.2	1	1.9	33	61.1	21	38.9	4	7.4	51.9	48.1	0.0
	2015	55	54	98.2	18	32.7	0	0.0	33	60.0	25	45.5	4	7.3	40.0	60.0	1.8
PK-5	2013	361	341	94.5	55	15.2	12	3.3	138	38.2	72	19.9	70	19.4	55.4	44.6	4.2
	2014	279	257	92.1	49	17.6	9	3.2	135	48.4	52	18.6	55	19.7	53.4	46.6	2.9
	2015	258	253	98.1	59	22.9	6	2.3	136	52.7	58	22.5	40	15.5	49.6	50.4	5.4

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	2013	43	13,959	41	94.2	13,303	95.3	16	36.9	20.2	32	11,885	73.8	85.1
	2014	34	13,557	32	93.7	12,997	95.9	15	43.9	18.6	21	11,773	61.5	86.8
	2015	33	13,283	31	93.2	12,675	95.4	9	27.1	19.2	25	11,627	75.3	87.5
1	2013	63	14,131	59	93.7	13,568	96.0	18	28.6	18.8	51	12,378	81.1	87.6
	2014	41	14,264	38	94.4	13,734	96.3	23	56.5	18.0	26	12,511	63.8	87.7
	2015	33	13,984	31	93.9	13,437	96.1	12	36.2	18.1	24	12,405	72.4	88.7
2	2013	53	13,553	50	95.1	13,074	96.5	19	36.1	17.1	42	12,034	79.8	88.8
	2014	57	13,664	54	95.2	13,220	96.8	23	40.3	16.0	37	12,162	64.8	89.0
	2015	35	13,916	33	95.3	13,422	96.4	8	23.1	16.6	28	12,453	81.0	89.5
3	2013	48	12,877	46	95.3	12,463	96.8	18	37.5	15.9	40	11,544	83.4	89.7
	2014	38	13,166	36	95.0	12,770	97.0	12	31.9	16.2	27	11,764	71.8	89.4
	2015	43	13,237	41	95.1	12,793	96.6	18	42.2	16.2	30	11,910	70.4	90.0
4	2013	69	12,400	67	96.5	12,023	97.0	15	21.7	16.5	62	11,167	89.5	90.1
	2014	56	12,546	54	96.5	12,183	97.1	15	26.9	15.0	45	11,321	80.7	90.2
	2015	62	12,745	59	96.2	12,343	96.9	10	16.3	16.2	50	11,520	81.3	90.4
5	2013	74	12,055	72	97.2	11,698	97.0	10	13.5	6.2	64	10,918	86.7	90.6
	2014	59	12,130	57	97.6	11,794	97.2	2	3.4	4.0	50	10,985	85.5	90.6
	2015	54	12,122	53	97.2	11,747	96.9	6	11.1	6.6	47	11,052	86.7	91.2
KN-5	2013	350	78,974	334	95.5	76,128	96.4	96	27.4	16.0	291	69,926	83.1	88.5
	2014	284	79,327	271	95.6	76,697	96.7	90	31.7	14.8	206	70,516	72.6	88.9
	2015	259	79,286	247	95.4	76,417	96.4	63	24.3	15.6	204	70,967	78.7	89.5

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

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	19	82.6
Hispanic	1	4.3
White	3	13.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	87.0
Male	3	13.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	7.6	88.0
2013-14	6.3	57.7
2014-15	4.9	62.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	17.4
1	4	17.4
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	4	17.4
More than 3	15	65.2
1 - 5	4	17.4
6 - 10	3	13.0
11 - 20	10	43.5
More than 20	2	8.7

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)
3	2013		65.9	85.7	68.1		*	63.9		68.0	69.6	68.8	67.8	48
	2014		50.0	75.0	54.8		*	40.9		47.1	66.7	56.3	61.7	32
	2015		65.4	38.5	54.3	*	37.5	50.0		50.0	64.7	56.4	60.8	39
4	2013	*	55.6	85.7	62.9	*	84.6	61.9		67.6	61.3	64.7	62.3	68
	2014		65.6	89.5	74.4	*	90.0	69.7		83.3	66.7	74.5	59.4	51
	2015	*	69.2	88.0	78.3	*	88.2	73.5		77.4	82.6	79.6	57.9	54
5	2013	*	80.5	96.4	85.2		100.0	73.9		84.8	91.7	87.1	81.5	70
	2014	*	74.3	100.0	80.9	*	100.0	72.7		86.7	80.0	83.6	78.5	55
	2015		81.5	100.0	93.6		100.0	85.7		91.3	90.6	90.9	77.5	55
3-5	2013	*	66.9	91.1	72.4	*	90.6	66.3		75.0	73.1	74.2	71.1	186
	2014	*	64.8	91.1	71.9	*	92.6	63.6		76.1	71.6	73.9	66.7	138
	2015	*	72.2	83.3	77.3	*	83.7	70.7		73.7	81.9	77.7	65.7	148

NUMBER TESTED IN GRADES 3-5													
2013	2	127	56	170	2	32	80		108	78	186	21,619	
2014	1	91	45	121	2	27	88		71	67	138	21,304	
2015	1	79	66	128	3	43	99		76	72	148	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)
3	2013		14	1	15		*	13		8	7	15	2,181	48
	2014		12	2	14		*	13		9	5	14	2,649	32
	2015		9	8	16	*	5	15		11	6	17	2,771	39
4	2013	*	20	3	23	*	2	8		12	12	24	2,581	68
	2014		11	2	11	*	1	10		4	9	13	2,858	51
	2015	*	8	3	10	*	2	9		7	4	11	2,928	54
5	2013	*	8	1	9		0	6		7	2	9	1,484	70
	2014	*	9	0	9	*	0	9		4	5	9	1,582	55
	2015		5	0	3		0	5		2	3	5	1,692	55
3-5	2013	*	42	5	47	*	3	27		27	21	48	6,246	186
	2014	*	32	4	34	*	2	32		17	19	36	7,089	138
	2015	*	22	11	29	*	7	29		20	13	33	7,391	148

NUMBER TESTED IN GRADES 3-5													
2013	2	127	56	170	2	32	80		108	78	186	21,619	
2014	1	91	45	121	2	27	88		71	67	138	21,304	
2015	1	79	66	128	3	43	99		76	72	148	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)
3	2013		7.3	28.6	10.6		*	5.6		8.0	13.0	10.4	13.6	48
	2014		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	9.6	32
	2015		23.1	15.4	20.0	*	12.5	6.7		22.7	17.6	20.5	13.6	39
4	2013	*	15.6	47.6	22.6	*	30.8	19.0		29.7	22.6	26.5	13.5	68
	2014		9.4	31.6	14.0	*	40.0	15.2		20.8	14.8	17.6	12.0	51
	2015	*	15.4	40.0	28.3	*	35.3	20.6		22.6	39.1	29.6	12.8	54
5	2013	*	22.0	39.3	26.2		46.7	30.4		34.8	16.7	28.6	13.3	70
	2014	*	11.4	38.9	19.1	*	25.0	9.1		30.0	16.0	23.6	11.5	55
	2015		22.2	50.0	40.4		55.6	28.6		39.1	34.4	36.4	14.9	55
3-5	2013	*	15.0	41.1	20.6	*	37.5	16.3		26.9	17.9	23.1	13.5	186
	2014	*	7.7	28.9	12.4	*	25.9	9.1		19.7	11.9	15.9	11.1	138
	2015	*	20.3	39.4	30.5	*	39.5	19.2		27.6	31.9	29.7	13.8	148

NUMBER TESTED IN GRADE 3-5													
2013	2	127	56	170	2	32	80		108	78	186	21,619	
2014	1	91	45	121	2	27	88		71	67	138	21,304	
2015	1	79	66	128	3	43	99		76	72	148	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
3	2013	66.7	56.6	58.2
	2014	63.0	56.8	46.7
	2015	59.8	54.7	54.0
4	2013	66.2	65.3	63.0
	2014	69.2	63.5	65.9
	2015	65.9	75.5	71.5
5	2013	74.3	75.3	72.2
	2014	71.8	69.6	72.3
	2015	77.1	76.7	75.9
3-5	2013	69.4	66.8	65.2
	2014	68.8	64.4	64.0
	2015	68.5	70.5	68.5

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	*	68.9	90.5	74.2	*	84.6	61.9		75.7	74.2	75.0	63.9	68
	2014		84.4	94.7	90.7	*	100.0	81.8		87.5	88.9	88.2	61.9	51
	2015	*	73.1	88.0	82.6	*	88.2	73.5		77.4	87.0	81.5	59.4	54

NUMBER TESTED IN GRADE 4													
2013	1	45	21	62	2	13	21		37	31	68	6,771	
2014		32	19	43	1	10	33		24	27	51	7,022	
2015	1	26	25	46	1	17	34		31	23	54	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	*	14	2	16	*	2	8		9	8	17	2,442	68
	2014		5	1	4	*	0	6		3	3	6	2,675	51
	2015	*	7	3	8	*	2	9		7	3	10	2,837	54

NUMBER TESTED IN GRADE 4													
2013	1	45	21	62	2	13	21		37	31	68	6,771	
2014		32	19	43	1	10	33		24	27	51	7,022	
2015	1	26	25	46	1	17	34		31	23	54	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	*	4.4	23.8	8.1	*	15.4	9.5		16.2	6.5	11.8	4.7	68
	2014		0.0	10.5	2.3	*	10.0	3.0		0.0	7.4	3.9	3.7	51
	2015	*	15.4	8.0	10.9	*	11.8	8.8		6.5	21.7	13.0	4.2	54

NUMBER TESTED IN GRADE 4													
2013	1	45	21	62	2	13	21		37	31	68	6,771	
2014		32	19	43	1	10	33		24	27	51	7,022	
2015	1	26	25	46	1	17	34		31	23	54	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	4.9	4.1	57.4	70.0
	2014	5.0	5.2	71.5	67.2
	2015	5.0	4.6	72.2	64.6

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)
3	2013		39.0	85.7	44.7		*	41.7		36.0	56.5	45.8	57.5	48
	2014		41.7	75.0	48.4		*	31.8		47.1	53.3	50.0	59.3	32
	2015		34.6	38.5	37.1	*	37.5	30.0		40.9	29.4	35.9	65.2	39
4	2013	*	44.4	81.0	53.2	*	76.9	47.6		64.9	48.4	57.4	57.5	68
	2014		51.6	84.2	64.3		90.0	54.5		70.8	57.7	64.0	59.0	50
	2015	*	48.1	88.0	66.0	*	94.1	60.0		71.9	65.2	69.1	61.9	55
5	2013	*	83.3	96.4	87.1		100.0	79.2		87.0	92.0	88.7	81.7	71
	2014	*	70.6	100.0	78.3	*	100.0	69.7		86.2	76.0	81.5	81.4	54
	2015		55.6	100.0	83.0		100.0	70.6		78.3	78.1	78.2	68.5	55
3-5	2013	*	55.5	89.3	63.2	*	87.5	54.3		67.6	64.6	66.3	65.3	187
	2014	*	56.2	88.9	65.5	*	92.6	54.5		71.4	63.6	67.6	66.3	136
	2015	*	46.3	83.3	64.3	*	86.0	54.5		64.9	62.5	63.8	65.1	149

NUMBER TESTED IN GRADES 3-5													
2013	2	128	56	171	2	32	88		108	79	187	34,686	
2014	1	89	45	119	1	27	88		70	66	136	35,222	
2015	1	80	66	129	3	43	99		77	72	149	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)
3	2013		25	1	26		*	21		16	10	26	5,086	48
	2014		14	2	16		*	15		9	7	16	4,988	32
	2015		17	8	22	*	5	21		13	12	25	4,347	39
4	2013	*	25	4	29	*	3	11		13	16	29	4,919	68
	2014		15	3	15		1	15		7	11	18	4,803	50
	2015	*	14	3	16	*	1	14		9	8	17	4,556	55
5	2013	*	7	1	8		0	5		6	2	8	2,035	71
	2014	*	10	0	10	*	0	10		4	6	10	2,088	54
	2015		12	0	8		0	10		5	7	12	3,559	55
3-5	2013	*	57	6	63	*	4	37		35	28	63	12,040	187
	2014	*	39	5	41	*	2	40		20	24	44	11,879	136
	2015	*	43	11	46	*	6	45		27	27	54	12,462	149

NUMBER TESTED IN GRADES 3-5													
2013	2	128	56	171	2	32	88		108	79	187	34,686	
2014	1	89	45	119	1	27	88		70	66	136	35,222	
2015	1	80	66	129	3	43	99		77	72	149	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)
3	2013		2.4	0.0	2.1		*	0.0		0.0	4.3	2.1	9.1	48
	2014		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	10.4	32
	2015		7.7	7.7	8.6	*	0.0	0.0		4.5	11.8	7.7	9.3	39
4	2013	*	6.7	38.1	14.5	*	38.5	23.8		18.9	16.1	17.6	9.5	68
	2014		3.2	42.1	21.4		50.0	15.2		25.0	11.5	18.0	14.0	50
	2015	*	7.4	36.0	25.5	*	41.2	20.0		21.9	26.1	23.6	10.4	55
5	2013	*	11.9	57.1	29.0		73.3	45.8		34.8	20.0	29.6	12.8	71
	2014	*	11.8	50.0	26.1	*	58.3	21.2		37.9	16.0	27.8	15.7	54
	2015		14.8	53.6	36.2		55.6	32.4		39.1	31.3	34.5	12.3	55
3-5	2013	*	7.0	42.9	16.4	*	50.0	19.8		21.3	13.9	18.2	10.4	187
	2014	*	5.6	37.8	17.6	*	44.4	13.6		24.3	10.6	17.6	13.3	136
	2015	*	10.0	37.9	24.8	*	39.5	18.2		22.1	25.0	23.5	10.6	149

NUMBER TESTED IN GRADE 3-5													
2013	2	128	56	171	2	32	81		108	79	187	34,686	
2014	1	89	45	119	1	27	88		70	66	136	35,222	
2015	1	80	66	129	3	43	99		77	72	149	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
3	2013				
	2014				
	2015	51.5	47.3	42.6	54.3
4	2013				
	2014				
	2015	73.2	64.5	53.9	52.0
5	2013				
	2014				
	2015	73.6	70.2	66.4	65.8
3-5	2013				
	2014				
	2015	67.7	62.1	55.5	57.7

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	*	78.0	96.4	83.6		100.0	70.4		84.8	87.5	85.7	65.1	70
	2014	*	65.7	94.4	72.3	*	100.0	61.8		82.8	69.2	76.4	61.3	55
	2015		63.0	100.0	83.3		100.0	72.2		82.6	81.3	81.8	59.1	55

NUMBER TESTED IN GRADE 5													
2013	1	41	28	61		15	27		46	24	70	10,180	
2014	1	35	18	47	1	12	34		29	26	55	9,073	
2015		27	28	48		18	36		23	32	55	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	*	9	1	10		0	8		7	3	10	3551	70
	2014	*	12	1	13	*	0	13		5	8	13	3511	55
	2015		10	0	8		0	10		4	6	10	3685	55

NUMBER TESTED IN GRADE 5													
2013	1	41	28	61		15	27		46	24	70	10,180	
2014	1	35	18	47	1	12	34		29	26	55	9,073	
2015		27	28	48		18	36		23	32	55	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	*	4.9	17.9	8.2		33.3	18.5		13.0	4.2	10.0	6.6	70
	2014	*	2.9	22.2	8.5	*	16.7	5.9		17.2	3.8	10.9	5.3	55
	2015		7.4	32.1	22.9		27.8	13.9		30.4	12.5	20.0	6.6	55

NUMBER TESTED IN GRADE 5													
2013	1	41	28	61		15	27		46	24	70	10,180	
2014	1	35	18	47	1	12	34		29	26	55	9,073	
2015		27	28	48		18	36		23	32	55	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	77.7	80.6	70.5	73.5
	2014	67.7	68.7	72.3	69.9
	2015	76.4	70.0	72.0	75.5

PERFORMANCE IN 2015

Grade 2014-15	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
3 (8)	Beginning	0	0.0	2	25.0	2	25.0	3	37.5	2	25.0
	Intermediate	2	25.0	2	25.0	0	0.0	1	12.5	2	25.0
	Advanced	2	25.0	2	25.0	2	25.0	2	25.0	2	25.0
	Advanced High	4	50.0	2	25.0	4	50.0	2	25.0	2	25.0
4 (18)	Beginning	0	0.0	1	5.6	1	5.6	1	5.6	1	5.6
	Intermediate	10	55.6	9	50.0	7	38.9	3	16.7	3	16.7
	Advanced	6	33.3	4	22.2	7	38.9	4	22.2	10	55.6
	Advanced High	2	11.1	4	22.2	3	16.7	10	55.6	4	22.2
5 (18)	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	7	38.9	5	27.8	8	44.4	2	11.1	1	5.6
	Advanced High	11	61.1	13	72.2	10	55.6	16	88.9	17	94.4
ALL (56)	Beginning	1	1.8	4	7.1	5	8.9	5	8.9	4	7.1
	Intermediate	17	30.4	16	28.6	12	21.4	9	16.1	10	17.9
	Advanced	16	28.6	12	21.4	20	35.7	12	21.4	17	30.4
	Advanced High	22	39.3	24	42.9	19	33.9	30	53.6	25	44.6

**PROGRESSION FROM
2014 TO 2015**

Number Rated Both Years	2015 Level	2014 Level			
		Beg	Int	Adv	Adv High
8 2 (25.0%)	Beginning	2			
	Intermediate	0	2		
	Advanced	0	0	2	
	Advanced High	0	0	2	
18 4 (22.2%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	0	10	
	Advanced High	0	0	4	
18 17 (94.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	17	
53 27 (50.9%)	Beginning	4			
	Intermediate	1	8		
	Advanced	0	2	14	
	Advanced High	0	1	23	

 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 1 MATHEMATICS

34	68.6	79.1			76.5		80.1	
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GRADE 1 MUSIC

28	73.2	78.3			78.6		78.6	
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GRADE 1 READING

34	68.5	82.2			91.2		85.1	
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GRADE 2 MATHEMATICS

34	66.2	80.5	78.1		88.2	79.4	83.6	91.1
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GRADE 2 PHYSICAL EDUCATION

32	93.8	93.8	94.0		100.0	100.0	96.5	100.0
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GRADE 2 READING

34	64.0	80.3	76.3		82.4	81.8	68.2	87.9
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GRADE 3 ART

38	75.1	77.4	93.6		78.9	100.0	79.8	100.0
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GRADE 3 LANGUAGE ARTS

42	62.7	76.2	75.0		66.7	59.5	56.2	90.3
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GRADE 3 MATHEMATICS

43	43.1	69.5	75.0		46.5	71.4	50.2	86.7
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GRADE 3 READING

43	50.9	67.3	72.3		44.2	59.5	58.9	86.3
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GRADE 3 SCIENCE

42	62.7	72.7	77.8		47.6	73.8	53.2	94.6
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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 MATHEMATICS

31	73.3	81.4			93.5		92.1	
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GRADE 1 MUSIC

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GRADE 1 READING

31	56.0	76.0			80.6		76.4	
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GRADE 2 MATHEMATICS

31	79.1	82.1	76.1		83.9	70.0	72.6	91.1
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GRADE 2 PHYSICAL EDUCATION

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GRADE 2 READING

30	60.7	73.8	80.3		73.3	86.2	64.4	86.9
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GRADE 3 ART

40	78.8	83.3	94.1		92.5	100.0	85.7	100.0
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GRADE 3 LANGUAGE ARTS

40	68.8	74.0	77.5		67.5	70.0	63.1	88.2
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GRADE 3 MATHEMATICS

38	38.2	66.3	73.4		28.9	60.5	49.8	83.6
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GRADE 3 READING

40	53.6	65.2	71.9		42.5	57.5	59.6	82.6
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GRADE 3 SCIENCE

40	53.0	68.6	77.5		45.0	70.0	60.1	94.2
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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

GRADE 3 SOCIAL STUDIES

43	53.8	70.5	81.7		46.5	85.7	64.2	96.0
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GRADE 4 LANGUAGE ARTS

64	78.0	82.2	80.9		87.5	85.9	60.2	89.7
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GRADE 4 MATHEMATICS

64	48.8	73.5	80.2		64.1	82.8	57.0	88.5
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GRADE 4 MUSIC

59	71.6	79.7	93.9		88.1	100.0	76.3	99.9
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GRADE 4 READING

63	60.2	73.4	81.2		66.7	85.7	61.0	90.2
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GRADE 4 SCIENCE

64	68.5	77.0	84.9		75.0	100.0	58.5	95.4
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GRADE 4 SOCIAL STUDIES

64	65.4	76.9	85.4		79.7	98.4	38.0	95.5
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GRADE 5 LANGUAGE ARTS

53	84.0	85.4	86.0		94.3	100.0	71.9	92.8
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GRADE 5 MATHEMATICS

53	45.9	72.9	87.4		58.5	94.3	49.3	88.1
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GRADE 5 PHYSICAL EDUCATION

49	91.6	91.6	95.0		100.0	100.0	88.5	100.0
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GRADE 5 READING

53	74.7	81.5	85.6		81.1	98.1	66.2	89.7
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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 3 SOCIAL STUDIES

40	54.7	61.2	78.1		45.0	77.5	47.2	93.1
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GRADE 4 LANGUAGE ARTS

54	77.6	84.0	82.2		83.3	92.6	63.1	88.9
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GRADE 4 MATHEMATICS

54	53.9	74.9	82.9		66.7	85.2	48.5	86.9
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GRADE 4 MUSIC

46	66.9	78.0	92.5		82.6	100.0	66.4	99.7
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GRADE 4 READING

54	65.7	77.2	78.6		74.1	81.5	55.4	88.2
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GRADE 4 SCIENCE

54	75.8	83.9	86.3		94.4	96.3	61.7	95.4
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GRADE 4 SOCIAL STUDIES

54	71.2	82.4	82.7		92.6	94.4	38.2	95.2
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GRADE 5 LANGUAGE ARTS

55	78.8	83.3	84.9		90.9	98.2	66.7	93.3
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GRADE 5 MATHEMATICS

55	59.8	75.9	85.0		72.7	90.9	57.9	88.1
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GRADE 5 PHYSICAL EDUCATION

53	84.7	84.7	94.9		90.6	98.1	93.6	100.0
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GRADE 5 READING

55	76.7	82.5	85.3		81.8	98.2	66.6	89.6
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SEMESTER 1 TESTS

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

GRADE 5 SCIENCE

52	63.8	72.9	88.9		73.1	100.0	56.7	93.0
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GRADE 5 SOCIAL STUDIES

53	53.6	76.0	85.1		81.1	100.0	51.7	96.6
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KINDERGARTEN ART

32	95.2	95.2			96.9		94.8	
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KINDERGARTEN MATHEMATICS

33	90.1	93.4			97.0		82.2	
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KINDERGARTEN READING

33	87.4	91.6			97.0		89.5	
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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 5 SCIENCE

55	73.3	77.1	87.4		80.0	89.1	65.6	92.3
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GRADE 5 SOCIAL STUDIES

55	61.2	75.8	84.7		69.1	96.4	52.1	95.9
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KINDERGARTEN ART

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KINDERGARTEN MATHEMATICS

30	86.7	90.0			100.0		86.3	
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KINDERGARTEN READING

30	96.1	96.6			100.0		90.1	
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