

Data Packet

for 2016-17 planning

Evaluation & Assessment
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School Number 196

J.W. RAY LEARNING CENTER

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2015-16 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 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 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 2014-15 and 2015-16.

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 and reported separately.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) 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.

SCE COMPLIANCE and TERRANOVA/SUPERA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The district changed norm-referenced tests in 2015-16 to the TerraNova (English language) and SUPERA (Spanish language) assessments.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

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 2015 to 2016, the TEA did not report the 2015 composite rating.
- If a student is rated as advanced high in 2016, the TEA does not differentiate between the advanced and advanced high levels from 2015.

Assessments of Course Performance (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). "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 here 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	23
KN	43
1	45
2	50
3	54
4	45
5	61
ALL	321

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	260	81.0	18	78.3
American Indian/Alaska Native	3	0.9	*	*
Asian/Hawaiian/Pacific Islander	5	1.6	*	*
Hispanic	47	14.6	0	0.0
White	5	1.6	3	13.0
Multiple	1	0.3	1	4.3
Other* (teachers only)	—	—	1	4.3
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	131	40.8
Economically disadvantaged	313	97.5
Limited English proficient (LEP)	18	5.6
Special education	24	7.5
Talented and Gifted (TAG)	56	17.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2014	34	31	91.2	2	5.9	0	0.0	1	2.9	0	0.0	0	0.0
	2015	38	31	81.6	0	0.0	0	0.0	7	18.4	0	0.0	0	0.0
	2016	23	21	91.3	0	0.0	0	0.0	2	8.7	0	0.0	0	0.0
KN	2014	72	61	84.7	1	1.4	1	1.4	9	12.5	0	0.0	0	0.0
	2015	42	36	85.7	1	2.4	0	0.0	5	11.9	0	0.0	0	0.0
	2016	43	35	81.4	0	0.0	0	0.0	6	14.0	2	4.7	0	0.0
1	2014	66	52	78.8	0	0.0	3	4.5	11	16.7	0	0.0	0	0.0
	2015	58	53	91.4	0	0.0	0	0.0	5	8.6	0	0.0	0	0.0
	2016	45	37	82.2	0	0.0	0	0.0	7	15.6	1	2.2	0	0.0
2	2014	55	49	89.1	0	0.0	1	1.8	4	7.3	0	0.0	1	1.8
	2015	60	49	81.7	0	0.0	2	3.3	8	13.3	1	1.7	0	0.0
	2016	50	46	92.0	0	0.0	0	0.0	4	8.0	0	0.0	0	0.0
3	2014	69	56	81.2	0	0.0	3	4.3	10	14.5	0	0.0	0	0.0
	2015	57	47	82.5	0	0.0	0	0.0	10	17.5	0	0.0	0	0.0
	2016	54	41	75.9	0	0.0	2	3.7	10	18.5	1	1.9	0	0.0
4	2014	57	36	63.2	0	0.0	1	1.8	19	33.3	1	1.8	0	0.0
	2015	57	42	73.7	0	0.0	3	5.3	10	17.5	1	1.8	1	1.8
	2016	45	35	77.8	2	4.4	0	0.0	8	17.8	0	0.0	0	0.0
5	2014	60	45	75.0	1	1.7	1	1.7	11	18.3	2	3.3	0	0.0
	2015	54	37	68.5	0	0.0	1	1.9	16	29.6	0	0.0	0	0.0
	2016	61	45	73.8	1	1.6	3	4.9	10	16.4	1	1.6	1	1.6
PK-5	2014	413	330	79.9	4	1.0	10	2.4	65	15.7	3	0.7	1	0.2
	2015	366	295	80.6	1	0.3	6	1.6	61	16.7	2	0.5	1	0.3
	2016	321	260	81.0	3	0.9	5	1.6	47	14.6	5	1.6	1	0.3

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	2014	34	32	94.1	0	0.0	0	0.0	1	2.9	0	0.0	34	100.0	55.9	44.1	0.0
	2015	38	38	100.0	2	5.3	3	7.9	2	5.3	0	0.0	36	94.7	39.5	60.5	5.3
	2016	23	23	100.0	0	0.0	0	0.0	0	0.0	0	0.0	21	91.3	60.9	39.1	8.7
KN	2014	72	63	87.5	2	2.8	1	1.4	4	5.6	3	4.2	29	40.3	54.2	45.8	0.0
	2015	42	42	100.0	0	0.0	2	4.8	3	7.1	4	9.5	10	23.8	64.3	35.7	2.4
	2016	43	41	95.3	3	7.0	3	7.0	4	9.3	11	25.6	15	34.9	34.9	65.1	0.0
1	2014	66	61	92.4	3	4.5	6	9.1	6	9.1	9	13.6	10	15.2	50.0	50.0	3.0
	2015	58	58	100.0	2	3.4	1	1.7	5	8.6	8	13.8	4	6.9	46.6	53.4	3.4
	2016	45	44	97.8	0	0.0	7	15.6	4	8.9	5	11.1	4	8.9	68.9	31.1	13.3
2	2014	55	51	92.7	1	1.8	4	7.3	21	38.2	10	18.2	5	9.1	47.3	52.7	3.6
	2015	60	60	100.0	4	6.7	1	1.7	40	66.7	9	15.0	5	8.3	41.7	58.3	5.0
	2016	50	50	100.0	2	4.0	2	4.0	7	14.0	11	22.0	4	8.0	50.0	50.0	4.0
3	2014	69	63	91.3	2	2.9	7	10.1	44	63.8	11	15.9	6	8.7	50.7	49.3	0.0
	2015	57	57	100.0	5	8.8	3	5.3	37	64.9	12	21.1	7	12.3	47.4	52.6	1.8
	2016	54	53	98.1	5	9.3	1	1.9	37	68.5	13	24.1	3	5.6	38.9	61.1	3.7
4	2014	57	51	89.5	6	10.5	10	17.5	35	61.4	11	19.3	6	10.5	43.9	56.1	0.0
	2015	57	57	100.0	4	7.0	4	7.0	34	59.6	8	14.0	6	10.5	47.4	52.6	1.8
	2016	45	43	95.6	3	6.7	5	11.1	33	73.3	6	13.3	2	4.4	40.0	60.0	2.2
5	2014	60	59	98.3	7	11.7	8	13.3	39	65.0	13	21.7	3	5.0	60.0	40.0	1.7
	2015	54	52	96.3	4	7.4	8	14.8	40	74.1	8	14.8	4	7.4	44.4	55.6	1.9
	2016	61	59	96.7	5	8.2	6	9.8	46	75.4	10	16.4	3	4.9	55.7	44.3	1.6
PK-5	2014	413	380	92.0	21	5.1	36	8.7	150	36.3	57	13.8	93	22.5	51.6	48.4	1.2
	2015	366	364	99.5	21	5.7	22	6.0	161	44.0	49	13.4	72	19.7	47.0	53.0	3.0
	2016	321	313	97.5	18	5.6	24	7.5	131	40.8	56	17.4	52	16.2	49.2	50.8	4.4

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	2014	75	13,557	72	96.1	12,997	95.9	15	20.0	18.6	66	11,773	87.9	86.8
	2015	44	13,283	42	95.0	12,675	95.4	16	36.1	19.2	34	11,627	76.8	87.5
	2016	39	12,185	37	93.3	11,638	95.5	12	30.7	19.4	31	10,883	79.3	89.3
1	2014	61	14,264	58	95.0	13,734	96.3	14	22.9	18.0	54	12,511	88.4	87.7
	2015	58	13,984	54	94.1	13,437	96.1	16	27.7	18.1	46	12,405	79.6	88.7
	2016	45	13,397	42	92.1	12,877	96.1	17	37.4	18.1	35	12,066	77.0	90.1
2	2014	53	13,664	51	95.9	13,220	96.8	12	22.6	16.0	44	12,162	82.7	89.0
	2015	56	13,916	54	95.4	13,422	96.4	15	26.7	16.6	46	12,453	81.7	89.5
	2016	49	13,532	47	95.9	13,066	96.6	13	26.7	16.6	40	12,286	82.2	90.8
3	2014	66	13,166	64	96.4	12,770	97.0	10	15.0	16.2	60	11,764	90.3	89.4
	2015	57	13,237	54	95.6	12,793	96.6	17	30.0	16.2	48	11,910	84.7	90.0
	2016	57	13,328	54	94.9	12,911	96.9	12	21.0	15.3	48	12,216	83.8	91.7
4	2014	58	12,546	55	95.6	12,183	97.1	13	22.5	15.0	49	11,321	84.9	90.2
	2015	57	12,745	54	95.3	12,343	96.9	16	28.0	16.2	50	11,520	87.5	90.4
	2016	48	12,688	46	94.8	12,300	96.9	13	26.9	15.8	43	11,676	89.0	92.0
5	2014	60	12,130	58	96.9	11,794	97.2	1	1.7	4.0	53	10,985	88.9	90.6
	2015	53	12,122	50	95.3	11,747	96.9	6	11.3	6.6	48	11,052	90.7	91.2
	2016	57	12,178	55	96.0	11,815	97.0	12	21.0	6.5	49	11,217	85.9	92.1
KN-5	2014	373	79,327	358	96.0	76,697	96.7	65	17.4	14.8	326	70,516	87.4	88.9
	2015	325	79,286	309	95.1	76,417	96.4	86	26.5	15.6	272	70,967	83.7	89.5
	2016	296	77,308	280	94.6	74,608	96.5	79	26.7	15.4	246	70,344	83.2	91.0

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	78.3
Hispanic	0	0.0
White	3	13.0
Multiple	1	4.3
Other	1	4.3

Gender	Number	Percentage
Female	17	73.9
Male	6	26.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	5.2	82.1
2014-15	5.0	68.0
2015-16	7.8	68.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	8.7
1	3	13.0
2	2	8.7
3	2	8.7
4	0	0.0
5	0	0.0
1-3	7	30.4
More than 3	14	60.9
1 - 5	7	30.4
6 - 10	4	17.4
11 - 20	7	30.4
More than 20	3	13.0

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	2014		62.3	33.3	59.7	*	*	48.8		51.6	66.7	59.4	61.7	64
	2015		45.7	30.0	40.8	*	*	27.8		26.9	56.7	42.9	60.8	56
	2016	*	24.4	50.0	34.6	*	*	21.6		19.0	42.4	33.3	59.7	54
4	2014		54.5	47.1	50.0	*	33.3	41.4		43.5	57.1	51.0	59.4	51
	2015	*	41.5	33.3	42.6		*	22.6		60.9	30.0	43.4	57.9	53
	2016		36.1	50.0	36.4	*	*	24.2		31.6	42.3	37.8	65.0	45
5	2014	*	67.5	75.0	68.8	*	*	54.8		66.7	68.2	67.3	78.5	52
	2015		52.9	69.2	60.5	*	*	50.0		69.6	48.0	58.3	77.5	48
	2016	*	55.8	40.0	51.8	*	*	41.7		55.9	48.0	52.5	72.8	59
3-5	2014	*	61.9	50.0	59.5	50.0	54.5	48.5		54.8	63.9	59.3	66.7	167
	2015	*	46.3	46.9	47.5	*	36.4	34.3		51.4	44.7	47.8	65.7	157
	2016	*	39.2	46.4	41.4	0.0	53.8	30.5		39.2	44.0	41.8	65.9	158

NUMBER TESTED IN GRADES 3-5													
2014	2	126	34	158	6	11	103			84	83	167	21,304
2015	1	121	32	139	4	11	105			72	85	157	21,526
2016	2	120	28	152	9	13	118			74	84	158	21,651

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	2014		20	6	25	*	*	22		15	11	26	2,649	64
	2015		25	7	29	*	*	26		19	13	32	2,771	56
	2016	*	31	5	34	*	*	29		17	19	36	2,901	54
4	2014		15	9	24	*	4	17		13	12	25	2,858	51
	2015	*	24	6	27		*	24		9	21	30	2,928	53
	2016		23	4	28	*	*	25		13	15	28	2,439	45
5	2014	*	13	2	15	*	*	14		10	7	17	1,582	52
	2015		16	4	17	*	*	19		7	13	20	1,692	48
	2016	*	19	6	27	*	*	28		15	13	28	2,037	59
3-5	2014	*	48	17	64	3	5	53		38	30	68	7,089	167
	2015	*	65	17	73	*	7	69		35	47	82	7,391	157
	2016	*	73	15	89	9	6	82		45	47	92	7,377	158

NUMBER TESTED IN GRADES 3-5													
2014	2	126	34	158	6	11	103			84	83	167	21,304
2015	1	121	32	139	4	11	105			72	85	157	21,526
2016	2	120	28	152	9	13	118			74	84	158	21,651

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	2014		5.7	0.0	4.8	*	*	4.7		6.5	6.1	6.3	9.6	64
	2015		6.5	0.0	6.1	*	*	0.0		0.0	10.0	5.4	13.6	56
	2016	*	12.2	20.0	17.3	*	*	5.4		19.0	15.2	16.7	15.7	54
4	2014		3.0	17.6	6.3	*	16.7	3.4		8.7	7.1	7.8	12.0	51
	2015	*	0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	12.8	53
	2016		2.8	0.0	2.3	*	*	0.0		0.0	3.8	2.2	14.1	45
5	2014	*	10.0	0.0	10.4	*	*	0.0		13.3	4.5	9.6	11.5	52
	2015		2.9	23.1	7.0	*	*	5.3		13.0	4.0	8.3	14.9	48
	2016	*	2.3	20.0	7.1	*	*	6.3		5.9	8.0	6.8	17.3	59
3-5	2014	*	6.3	8.8	7.0	0.0	18.2	2.9		9.5	6.0	7.8	11.1	167
	2015	*	3.3	9.4	4.3	*	9.1	1.9		4.2	4.7	4.5	13.8	157
	2016	*	5.8	14.3	9.2	0.0	23.1	4.2		8.1	9.5	8.9	15.7	158

NUMBER TESTED IN GRADE 3-5													
2014	2	126	34	158	6	11	103		84	83	167	21,304	
2015	1	121	32	139	4	11	105		72	85	157	21,526	
2016	2	120	28	152	9	13	118		74	84	158	21,651	

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	2014	62.8	58.3	50.8
	2015	50.6	48.5	49.7
	2016	51.2	49.7	41.6
4	2014	55.1	52.1	53.8
	2015	46.0	53.9	43.9
	2016	54.7	46.5	46.3
5	2014	65.6	63.0	56.2
	2015	57.1	61.0	54.7
	2016	58.3	57.1	52.6
3-5	2014	61.3	57.9	53.4
	2015	51.0	54.1	49.2
	2016	54.9	51.6	47.0

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	2014		42.4	58.8	43.8	*	33.3	37.9		47.8	46.4	47.1	61.9	51
	2015	*	58.5	66.7	61.7		*	45.2		65.2	60.0	62.3	59.4	53
	2016		40.5	50.0	42.2	*	*	32.4		35.0	46.2	41.3	59.4	46

NUMBER TESTED IN GRADE 4													
2014		33	17	48	3	6	29		23	28	51	7,022	
2015	1	41	9	47		3	31		23	30	53	6,988	
2016		37	8	45	4	3	34		20	26	46	6,961	

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	2014		19	7	27	*	4	18		12	15	27	2,675	51
	2015	*	17	3	18		*	17		8	12	20	2,837	53
	2016		22	4	26	*	*	23		13	14	27	2,829	46

NUMBER TESTED IN GRADE 4													
2014		33	17	48	3	6	29		23	28	51	7,022	
2015	1	41	9	47		3	31		23	30	53	6,988	
2016		37	8	45	4	3	34		20	26	46	6,961	

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	2014		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	3.7	51
	2015	*	0.0	11.1	2.1		*	0.0		0.0	3.3	1.9	4.2	53
	2016		5.4	0.0	4.4	*	*	0.0		5.0	3.8	4.3	3.7	46

NUMBER TESTED IN GRADE 4													
2014		33	17	48	3	6	29		23	28	51	7,022	
2015	1	41	9	47		3	31		23	30	53	6,988	
2016		37	8	45	4	3	34		20	26	46	7,022	

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	2014	3.8	3.1	56.4	50.3
	2015	4.5	3.9	60.8	52.5
	2016	—	3.3	47.8	54.3

¹Average score points (range 0-8). A 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

NOTE: Beginning in 2016, only one composition was required.

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	2014		41.5	33.3	41.9	*	*	25.6		35.5	48.5	42.2	59.3	64
	2015		44.7	30.0	42.0	*	*	21.6		38.5	45.2	42.1	65.2	57
	2016	*	24.4	50.0	30.8	*	*	16.2		23.8	36.4	31.5	66.8	54
4	2014		24.2	52.9	33.3	*	33.3	17.2		30.4	35.7	33.3	59.0	51
	2015	*	29.3	37.5	34.8		*	20.0		45.5	26.7	34.6	61.9	52
	2016		27.8	37.5	27.3	*	*	12.1		21.1	34.6	28.9	65.3	45
5	2014	*	57.5	87.5	62.5	*	*	41.9		63.3	59.1	61.5	81.4	52
	2015		45.5	53.3	44.4	*	*	36.8		52.2	42.3	46.9	68.5	49
	2016	*	50.0	50.0	50.9	*	*	40.8		47.1	57.7	51.7	81.3	60
3-5	2014	*	42.1	55.9	45.6	33.3	63.6	28.2		44.0	47.0	45.5	66.3	167
	2015	*	39.7	42.4	40.4	*	33.3	26.7		45.1	37.9	41.1	65.1	158
	2016	*	34.7	46.4	37.3	0.0	38.5	25.2		33.8	42.4	38.4	71.0	159

NUMBER TESTED IN GRADES 3-5													
2014	2	126	34	158	6	11	105			84	83	167	35,222
2015	1	121	33	141	5	12	105			71	87	158	35,738
2016	2	121	28	153	9	13	119			74	85	159	35,762

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	2014		31	6	36	*	*	32		20	17	37	4,988	64
	2015		26	7	29	*	*	29		16	17	33	4,347	57
	2016	*	31	5	36	*	*	31		16	21	37	4,153	54
4	2014		25	8	32	*	4	24		16	18	34	4,803	51
	2015	*	29	5	30		*	24		12	22	34	4,556	52
	2016		26	5	32	*	*	29		15	17	32	4,100	45
5	2014	*	17	1	18	*	*	18		11	9	20	2,088	52
	2015		18	7	25	*	*	24		11	15	26	3,559	49
	2016	*	22	5	28	*	*	29		18	11	29	2,135	60
3-5	2014	*	73	15	86	4	4	74		47	44	91	11,879	167
	2015	*	73	19	84	*	8	77		39	54	93	12,462	158
	2016	*	79	15	96	9	8	89		49	49	98	10,388	159

NUMBER TESTED IN GRADES 3-5													
2014	2	126	34	158	6	11	105		84	83	167	35,222	
2015	1	121	33	141	5	12	105		71	87	158	35,738	
2016	2	121	28	153	9	13	119		74	85	159	35,762	

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	2014		1.9	0.0	0.0	*	*	0.0		0.0	3.0	1.6	10.4	64
	2015		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	9.3	57
	2016	*	2.4	0.0	1.9	*	*	0.0		0.0	3.0	1.9	12.9	54
4	2014		3.0	17.6	8.3	*	16.7	3.4		13.0	3.6	7.8	14.0	51
	2015	*	0.0	25.0	6.5		*	3.3		9.1	3.3	5.8	10.4	52
	2016		2.8	0.0	2.3	*	*	0.0		0.0	3.8	2.2	15.1	45
5	2014	*	5.0	0.0	4.2	*	*	0.0		6.7	0.0	3.8	15.7	52
	2015		3.0	20.0	6.7	*	*	5.3		13.0	3.8	8.2	12.3	49
	2016	*	0.0	0.0	1.8	*	*	2.0		2.9	0.0	1.7	14.3	60
3-5	2014	*	3.2	8.8	3.8	0.0	9.1	1.0		6.0	2.4	4.2	13.3	167
	2015	*	0.8	15.2	4.3	*	16.7	2.9		7.0	2.3	4.4	10.6	158
	2016	*	1.7	0.0	2.0	0.0	7.7	0.8		1.4	2.4	1.9	14.1	159

NUMBER TESTED IN GRADE 3-5													
2014	2	126	34	158	6	11	103			84	83	167	35,222
2015	1	121	33	141	5	12	105			71	87	158	35,738
2016	2	121	28	153	9	13	119			74	85	159	35,762

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	2014				
	2015	48.1	45.1	38.6	50.6
	2016	50.3	43.8	45.4	41.4
4	2014				
	2015	53.2	41.0	34.9	43.5
	2016	49.6	37.2	29.6	40.0
5	2014				
	2015	44.4	49.7	43.2	41.2
	2016	53.5	44.4	48.5	50.6
3-5	2014				
	2015	48.6	45.2	38.8	45.3
	2016	51.3	42.2	42.1	44.4

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	2014	*	51.2	62.5	53.1	*	*	31.3		53.3	52.2	52.8	61.3	53
	2015		27.3	46.7	33.3	*	*	23.7		43.5	26.9	34.7	59.1	49
	2016	*	53.3	50.0	50.0	*	50.0	39.6		54.3	50.0	52.5	67.8	61

NUMBER TESTED IN GRADE 5													
2014	2	41	8	49	2	4	32		30	23	53	9,073	
2015		33	15	45	3	4	38		23	26	49	9,009	
2016	1	45	10	58	5	6	48		35	26	61	9,281	

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	2014	*	20	3	23	*	*	22		14	11	25	3511	53
	2015		24	8	30	*	*	29		13	19	32	3685	49
	2016	*	21	5	29	*	3	29		16	13	29	2988	61

NUMBER TESTED IN GRADE 5													
2014	2	41	8	49	2	4	32		30	23	53	9,073	
2015		33	15	45	3	4	38		23	26	49	9,009	
2016	1	45	10	58	5	6	48		35	26	61	9,281	

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	2014	*	0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	5.3	53
	2015		0.0	0.0	0.0	*	*	0.0		0.0	0.0	0.0	6.6	49
	2016	*	2.2	20.0	6.9	*	16.7	6.3		8.6	3.8	6.6	6.9	61

NUMBER TESTED IN GRADE 5													
2014	2	41	8	49	2	4	32		30	23	53	9,073	
2015		33	15	45	3	4	38		23	26	49	9,009	
2016	1	45	10	58	5	6	48		35	26	61	9,281	

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	2014	63.0	67.9	53.1	58.4
	2015	48.0	47.8	44.7	52.6
	2016	56.4	58.9	58.9	56.6

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the TERRANOVA/SUPERA

		TERRANOVA/SUPERA READING				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	*	67.6	70.0	83.2	40
1	2014					
	2015					
	2016	*	53.5	54.2	75.8	48
2	2014					
	2015					
	2016	33.3	53.5	51.0	53.4	49
K-2	2014					
	2015					
	2016	57.1	57.7	57.7	70.4	137
# Tested (GR K-2)	2014					
	2015					
	2016	14	123	137	38,047	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	*	37.8	42.5	59.4	40
1	2014					
	2015					
	2016	*	41.9	39.6	52.0	48
2	2014					
	2015					
	2016	33.3	51.2	49.0	56.8	49
K-2	2014					
	2015					
	2016	42.9	43.9	43.8	56.0	137
# Tested (GR K-2)	2014					
	2015					
	2016	14	123	137	37,912	

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	2014													
	2015													
	2016	*	71.9	83.3	68.4	*	*	*		61.5	74.1	70.0	79.4	40
1	2014													
	2015													
	2016	*	53.7	66.7	52.2	16.7		*		51.6	58.8	54.2	66.3	48
2	2014													
	2015													
	2016		50.0	*	52.1	*	*	33.3		40.0	62.5	51.0	60.9	49
K-2	2014													
	2015													
	2016	*	57.1	73.3	56.8	10.0	*	57.1		49.3	66.2	57.7	68.4	137
# Tested (GR K-2)	2014													
	2015													
	2016	3	119	15	132	10	4	14		69	68	137	20,617	

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	2014													
	2015													
	2016	*	14	0	13	*	*	*		3	11	14	2,353	40
1	2014													
	2015													
	2016	*	4	1	5	0		*		4	1	5	1,605	48
2	2014													
	2015													
	2016		7	*	7	*	*	0		2	5	7	1,345	49
K-2	2014													
	2015													
	2016	*	25	1	25	0	*	0		9	17	26	5,303	137
# Tested (GR K-2)	2014													
	2015													
	2016	3	119	15	132	10	4	14		69	68	137	20,617	

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	2014													
	2015													
	2016	*	37.5	66.7	39.5	*	*	*		38.5	44.4	42.5	59.5	40
1	2014													
	2015													
	2016	*	36.6	66.7	39.1	0.0		*		41.9	35.3	39.6	52.2	48
2	2014													
	2015													
	2016		47.8	*	47.9	*	*	33.3		52.0	45.8	49.0	56.9	49
K-2	2014													
	2015													
	2016	*	41.2	66.7	42.4	0.0	*	42.9		44.9	42.6	43.8	56.1	137
# Tested (GR K-2)	2014													
	2015													
	2016	3	119	15	132	10	4	14		69	68	137	37,758	

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	2014													
	2015													
	2016	*	3	1	4	*	*	*		1	3	4	2,114	40
1	2014													
	2015													
	2016	*	2	0	2	0		*		1	1	2	1,519	48
2	2014													
	2015													
	2016		7	*	8	*	*	0		4	4	8	2,167	49
K-2	2014													
	2015													
	2016	*	12	2	14	0	*	1		6	8	14	5,800	137
# Tested (GR K-2)	2014													
	2015													
	2016	3	119	15	132	10	4	14		69	68	137	37,758	

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2016 Level										
ALL <hr/> (17)	Beginning	0	0.0	0	0.0	3	17.6	3	17.6	2	11.8
	Intermediate	2	11.8	5	29.4	5	29.4	3	17.6	3	17.6
	Advanced	7	41.2	7	41.2	6	35.3	7	41.2	7	41.2
	Advanced High	8	47.1	5	29.4	3	17.6	4	23.5	5	29.4

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
13 <hr/> 6 (46.2%)	Beginning	2			
	Intermediate	0	2		
	Advanced	0	2	3	
	Advanced High	0	0	4	

 Indicates students who progressed at least one level from 2015 to 2016.

SEMESTER 1 TESTS

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

KINDERGARTEN MATHEMATICS

39	64.3	73.2			66.7		85.4	
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KINDERGARTEN READING

39	77.4	84.9			89.7		94.0	
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GRADE 1 MATHEMATICS

43	69.1	76.2			67.4		82.5	
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GRADE 1 READING

43	61.2	74.1			62.8		83.9	
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GRADE 2 MATHEMATICS

47	71.4	80.1	81.6		83.0	87.2	82.9	90.4
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GRADE 2 READING

47	71.3	80.9	77.5		76.6	74.5	72.8	88.1
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GRADE 3 LANGUAGE ARTS

57	53.4	70.8	76.7		57.9	71.9	51.0	89.6
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GRADE 3 MATHEMATICS

57	41.2	61.6	80.0		21.1	96.5	51.4	86.4
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GRADE 3 MUSIC

57	42.2	70.6	86.5		63.2	98.2	75.5	98.7
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GRADE 3 READING

57	46.8	64.5	76.4		42.1	73.7	52.3	86.2
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GRADE 3 SCIENCE

57	69.6	75.3	81.5		71.9	96.5	58.3	94.1
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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 MATHEMATICS

43	69.0	76.7			74.4		88.8	
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KINDERGARTEN READING

43	83.1	85.1			90.7		89.3	
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GRADE 1 MATHEMATICS

44	62.1	73.6			63.6		88.0	
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GRADE 1 READING

44	57.4	68.0			54.5		75.6	
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GRADE 2 MATHEMATICS

49	64.4	72.6	80.2		63.3	85.7	74.8	92.9
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GRADE 2 READING

49	65.9	70.8	79.9		55.1	87.8	68.0	89.8
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GRADE 3 LANGUAGE ARTS

53	58.8	65.7	78.1		43.4	81.1	62.5	90.6
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GRADE 3 MATHEMATICS

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GRADE 3 MUSIC

53	66.2	77.5	85.3		90.6	100.0	68.2	99.0
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GRADE 3 READING

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GRADE 3 SCIENCE

53	57.7	69.0	80.9		45.3	94.3	63.4	95.2
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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

57	64.4	76.3	83.4		75.4	96.5	63.8	94.9
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GRADE 4 LANGUAGE ARTS

47	58.1	70.1	79.0		57.4	89.4	57.9	89.4
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GRADE 4 MATHEMATICS

47	36.7	66.7	74.3		31.9	66.0	61.7	88.0
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GRADE 4 PHYSICAL EDUCATION

50	77.7	77.7	89.7		76.0	98.0	88.6	98.9
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GRADE 4 READING

47	51.0	67.3	76.7		44.7	78.7	64.6	88.6
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GRADE 4 SCIENCE

47	65.6	72.1	74.8		57.4	78.7	63.4	95.1
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GRADE 4 SOCIAL STUDIES

47	41.8	61.2	77.4		25.5	87.2	40.1	95.6
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GRADE 5 ART

55	65.8	76.7	90.2		80.0	100.0	79.8	98.5
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GRADE 5 LANGUAGE ARTS

54	68.3	72.0	81.2		57.4	90.7	68.1	93.2
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GRADE 5 MATHEMATICS

54	42.8	67.6	61.3		37.0	44.4	61.1	88.8
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GRADE 5 READING

54	56.0	71.3	76.6		51.9	83.3	70.8	91.8
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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

53	63.0	67.4	82.0		56.6	92.5	59.0	95.0
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GRADE 4 LANGUAGE ARTS

42	52.0	65.7	77.5		45.2	81.0	65.0	89.8
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GRADE 4 MATHEMATICS

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GRADE 4 PHYSICAL EDUCATION

41	80.0	80.0	86.8		92.7	100.0	91.4	98.9
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GRADE 4 READING

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GRADE 4 SCIENCE

42	66.8	73.8	80.5		64.3	95.2	62.7	94.4
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GRADE 4 SOCIAL STUDIES

42	40.2	59.2	84.3		19.0	100.0	47.2	95.4
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GRADE 5 ART

55	78.5	78.5	89.8		76.4	100.0	85.9	98.9
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GRADE 5 LANGUAGE ARTS

59	59.3	72.9	78.3		69.5	93.2	74.2	94.4
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GRADE 5 MATHEMATICS

59	56.4	65.5	70.1		40.7	55.9	70.0	92.4
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GRADE 5 READING

59	55.5	67.5	75.9		44.1	81.4	65.8	91.8
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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

54	66.7	66.7	78.8		48.1	94.4	66.3	92.8
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GRADE 5 SOCIAL STUDIES

54	39.1	66.8	79.2		48.1	94.4	53.6	96.0
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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

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GRADE 5 SOCIAL STUDIES

59	41.3	56.0	78.0		15.3	96.6	53.6	95.2
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