

Data Packet

for 2016-17 planning

Evaluation & Assessment
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School Number 828

**K.B. POLK CENTER FOR TALENTED AND
GIFTED**

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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.
- MAGNET PROGRAMS: Teacher statistics are not available for a magnet, academy, or vanguard program within the school. See statistics for the whole campus.

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.”

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.

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
4	23
5	51
ALL	74

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	16	21.6		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	1.4		
Hispanic	45	60.8		
White	12	16.2		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available separately for magnets, academies, or vanguards.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	28	37.8
Economically disadvantaged	56	75.7
Limited English proficient (LEP)	26	35.1
Special education	0	0.0
Talented and Gifted (TAG)	48	64.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2014	57	9	15.8	1	1.8	1	1.8	37	64.9	7	12.3	2	3.5
	2015	51	11	21.6	0	0.0	2	3.9	31	60.8	7	13.7	0	0.0
	2016	23	6	26.1	0	0.0	0	0.0	10	43.5	7	30.4	0	0.0
5	2014	44	4	9.1	0	0.0	1	2.3	32	72.7	6	13.6	1	2.3
	2015	53	11	20.8	1	1.9	1	1.9	35	66.0	4	7.5	1	1.9
	2016	51	10	19.6	0	0.0	1	2.0	35	68.6	5	9.8	0	0.0
4-6	2014	101	13	12.9	1	1.0	2	2.0	69	68.3	13	12.9	3	3.0
	2015	104	22	21.2	1	1.0	3	2.9	66	63.5	11	10.6	1	1.0
	2016	74	16	21.6	0	0.0	1	1.4	45	60.8	12	16.2	0	0.0

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	2014	57	43	75.4	28	49.1	0	0.0	30	52.6	37	64.9	0	0.0	49.1	50.9	0.0
	2015	51	42	82.4	19	37.3	0	0.0	20	39.2	33	64.7	8	15.7	39.2	60.8	0.0
	2016	23	13	56.5	5	21.7	0	0.0	5	21.7	14	60.9	6	26.1	43.5	56.5	0.0
5	2014	44	36	81.8	3	6.8	2	4.5	5	11.4	32	72.7	0	0.0	63.6	36.4	0.0
	2015	53	47	88.7	25	47.2	0	0.0	26	49.1	37	69.8	1	1.9	50.9	49.1	0.0
	2016	51	43	84.3	21	41.2	0	0.0	23	45.1	34	66.7	1	2.0	45.1	54.9	2.0
4-6	2014	101	79	78.2	31	30.7	2	2.0	35	34.7	69	68.3	0	0.0	55.4	44.6	0.0
	2015	104	89	85.6	44	42.3	0	0.0	46	44.2	70	67.3	9	8.7	45.2	54.8	0.0
	2016	74	56	75.7	26	35.1	0	0.0	28	37.8	48	64.9	7	9.5	44.6	55.4	1.4

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
4	2014	58	12,546	56	97.0	12,183	97.1	0	0.0	15.0	56	11,321	96.9	90.2
	2015	51	12,745	50	97.4	12,343	96.9	0	0.0	16.2	51	11,520	100.0	90.4
	2016	23	12,688	23	98.5	12,300	96.9	0	0.0	15.8	23	11,676	98.0	92.0
5	2014	44	12,130	43	97.9	11,794	97.2	0	0.0	4.0	43	10,985	97.3	90.6
	2015	55	12,122	53	96.9	11,747	96.9	0	0.0	6.6	53	11,052	97.0	91.2
	2016	51	12,178	50	96.9	11,815	97.0	0	0.0	6.5	50	11,217	97.3	92.1
4-6	2014	102	35,500	99	97.4	34,406	96.9	0	0.0	12.0	99	31,904	97.1	89.9
	2015	106	35,763	103	97.1	34,584	96.7	0	0.0	14.0	104	32,219	98.5	90.1
	2016	75	35,388	73	97.4	34,287	96.9	0	0.0	13.0	73	32,492	97.5	91.8

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	100.0	100.0	97.3	97.5		96.4	96.7		100.0	96.4	98.2	59.4	57
	2015	100.0	100.0	93.5	95.0		94.7	95.0		94.7	96.8	96.0	57.9	50
	2016	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	65.0	23
5	2014	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.5	44
	2015	*	100.0	97.1	97.8		96.0	96.2		96.4	100.0	98.1	77.5	53
	2016	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	72.8	50
3-5	2014	100.0	100.0	98.6	98.7	*	97.8	98.0		100.0	97.7	99.0	66.7	101
	2015	100.0	100.0	95.5	96.5		95.5	95.7		95.7	98.2	97.1	65.7	103
	2016	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	65.9	73

NUMBER TESTED IN GRADES 3-5													
2014	13	13	69	76	2	46	49		57	44	101	21,304	
2015	11	21	66	85		44	46		47	56	103	21,526	
2016	12	15	45	55		26	28		33	40	73	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)
4	2014	0	0	1	1		1	1		0	1	1	2,858	57
	2015	0	0	2	2		1	1		1	1	2	2,928	50
	2016	0	0	0	0		*	*		0	0	0	2,439	23
5	2014	0	*	0	0	*	0	0		0	0	0	1,582	44
	2015	*	0	1	1		1	1		1	0	1	1,692	53
	2016	*	0	0	0		0	0		0	0	0	2,037	50
3-5	2014	0	0	1	1	*	1	1		0	1	1	7,089	101
	2015	0	0	3	3		2	2		2	1	3	7,391	103
	2016	0	0	0	0		0	0		0	0	0	7,377	73

NUMBER TESTED IN GRADES 3-5													
2014	13	13	69	76	2	46	49			57	44	101	21,304
2015	11	21	66	85		44	46			47	56	103	21,526
2016	12	15	45	55		26	28			33	40	73	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)
4	2014	100.0	11.1	40.5	40.0		42.9	40.0		37.9	46.4	42.1	12.0	57
	2015	71.4	70.0	35.5	45.0		42.1	45.0		63.2	41.9	50.0	12.8	50
	2016	85.7	16.7	70.0	53.8		*	*		80.0	46.2	60.9	14.1	23
5	2014	100.0	*	43.8	36.1	*	27.8	26.3		46.4	50.0	47.7	11.5	44
	2015	*	45.5	31.4	37.8		28.0	26.9		32.1	48.0	39.6	14.9	53
	2016	*	55.6	54.3	52.4		42.9	39.1		60.9	55.6	58.0	17.3	50
3-5	2014	100.0	7.7	42.0	38.2	*	37.0	34.7		42.1	47.7	44.6	11.1	101
	2015	81.8	57.1	33.3	41.2		34.1	34.8		44.7	44.6	44.7	13.8	103
	2016	83.3	40.0	57.8	52.7		46.2	42.9		66.7	52.5	58.9	15.7	73

NUMBER TESTED IN GRADE 3-5													
2014	13	13	69	76	2	46	49		57	44	101	21,304	
2015	11	21	66	85		44	46		47	56	103	21,526	
2016	12	15	45	55		26	28		33	40	73	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
4	2014	80.0	80.9	79.2
	2015	81.4	84.3	81.0
	2016	91.7	85.3	86.1
5	2014	83.9	81.6	78.5
	2015	82.5	81.7	80.0
	2016	86.2	85.6	84.7
3-5	2014	81.7	81.2	78.9
	2015	81.9	83.0	80.5
	2016	87.9	85.5	85.2

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	100.0	100.0	91.9	92.5		89.3	90.0		89.7	100.0	94.7	61.9	57
	2015	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	59.4	51
	2016	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	59.4	23

NUMBER TESTED IN GRADE 4													
2014	7	9	37	40		28	30		29	28	57	7,022	
2015	7	11	31	41		19	20		19	32	51	6,988	
2016	7	6	10	13		5	5		10	13	23	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	0	0	3	3		3	3		3	0	3	2,675	57
	2015	0	0	0	0		0	0		0	0	0	2,837	51
	2016	0	0	0	0		*	*		0	0	0	2,829	23

NUMBER TESTED IN GRADE 4													
2014	7	9	37	40		28	30		29	28	57	7,022	
2015	7	11	31	41		19	20		19	32	51	6,988	
2016	7	6	10	13		5	5		10	13	23	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	28.6	22.2	10.8	15.0		7.1	6.7		6.9	21.4	14.0	3.7	57
	2015	28.6	18.2	12.9	12.2		15.8	15.0		10.5	18.8	15.7	4.2	51
	2016	28.6	33.3	40.0	30.8		*	*		40.0	30.8	34.8	3.7	23

NUMBER TESTED IN GRADE 4													
2014	7	9	37	40		28	30		29	28	57	7,022	
2015	7	11	31	41		19	20		19	32	51	6,988	
2016	7	6	10	13		5	5		10	13	23	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	5.2	4.9	78.2	70.9
	2015	5.8	5.0	78.2	79.2
	2016	—	4.6	87.7	83.3

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=Nonscorable; 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)
4	2014	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	59.0	57
	2015	100.0	100.0	96.8	97.6		100.0	100.0		94.7	100.0	98.0	61.9	51
	2016	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	65.3	23
5	2014	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.4	44
	2015	*	90.9	100.0	100.0		100.0	100.0		96.4	100.0	98.1	68.5	53
	2016	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	81.3	50
3-5	2014	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	66.3	101
	2015	100.0	95.5	98.5	98.8		100.0	100.0		95.7	100.0	98.1	65.1	104
	2016	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	71.0	73

NUMBER TESTED IN GRADES 3-5													
2014	13	13	69	76	2	46	46		57	44	101	35,222	
2015	11	22	66	86		44	46		47	57	104	35,738	
2016	12	15	45	55		26	28		33	40	73	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)
4	2014	0	0	0	0		0	0		0	0	0	4,803	57
	2015	0	0	1	1		0	0		1	0	1	4,556	51
	2016	0	0	0	0		*	*		0	0	0	4,100	23
5	2014	0	*	0	0	*	0	0		0	0	0	2,088	44
	2015	*	1	0	0		0	0		1	0	1	3,559	53
	2016	*	0	0	0		0	0		0	0	0	2,135	50
3-5	2014	0	0	0	0	*	0	0		0	0	0	11,879	101
	2015	0	1	1	1		0	0		2	0	2	12,462	104
	2016	0	0	0	0		0	0		0	0	0	10,388	73

NUMBER TESTED IN GRADES 3-5													
2014	13	13	69	76	2	46	46		57	44	101	35,222	
2015	11	22	66	86		44	46		47	57	104	35,738	
2016	12	15	45	55		26	28		33	40	73	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)
4	2014	85.7	11.1	59.5	55.0		60.7	56.7		69.0	42.9	56.1	14.0	57
	2015	42.9	18.2	9.7	7.3		5.3	5.0		26.3	12.5	17.6	10.4	51
	2016	85.7	50.0	50.0	46.2		*	*		60.0	61.5	60.9	15.1	23
5	2014	66.7	*	28.1	25.0	*	22.2	26.3		32.1	43.8	36.4	15.7	44
	2015	*	36.4	48.6	51.1		48.0	46.2		53.6	40.0	47.2	12.3	53
	2016	*	55.6	31.4	31.0		23.8	21.7		52.2	29.6	40.0	14.3	50
3-5	2014	76.9	15.4	44.9	40.8	*	45.7	44.9		50.9	43.2	47.5	13.3	101
	2015	54.5	27.3	30.3	30.2		29.5	28.3		42.6	24.6	32.7	10.6	104
	2016	75.0	53.3	35.6	34.5		26.9	25.0		54.5	40.0	46.6	14.1	73

NUMBER TESTED IN GRADE 3-5													
2014	13	13	69	76	2	46	49		57	44	101	35,222	
2015	11	22	66	86		44	46		47	57	104	35,738	
2016	12	15	45	55		26	28		33	40	73	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
4	2014				
	2015	80.2	78.6	53.9	71.4
	2016	89.1	82.9	76.2	86.1
5	2014				
	2015	80.2	80.8	82.7	81.1
	2016	80.3	78.9	81.3	82.7
3-5	2014				
	2015	80.2	79.7	68.6	76.3
	2016	83.0	80.2	79.7	83.7

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	2014	100.0	*	75.0	74.3	*	61.1	61.1		70.4	93.8	79.1	61.3	43
	2015	*	100.0	97.1	97.8		100.0	96.2		100.0	96.0	98.1	59.1	53
	2016	*	100.0	97.1	97.6		95.2	95.7		95.5	100.0	98.0	67.8	49

NUMBER TESTED IN GRADE 5													
2014	6	3	32	35	1	18	18		27	16	43	9,073	
2015	4	11	35	45		25	26		28	25	53	9,009	
2016	4	9	35	41		21	23		22	27	49	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	0	*	8	9	*	7	7		8	1	9	3511	43
	2015	*	0	1	1		0	1		0	1	1	3685	53
	2016	*	0	1	1		1	1		1	0	1	2988	49

NUMBER TESTED IN GRADE 5													
2014	6	3	32	35	1	18	18		27	16	43	9,073	
2015	4	11	35	45		25	26		28	25	53	9,009	
2016	4	9	35	41		21	23		22	27	49	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	33.3	*	6.3	8.6	*	0.0	0.0		7.4	12.5	9.3	5.3	43
	2015	*	36.4	34.3	40.0		36.0	34.6		35.7	44.0	39.6	6.6	53
	2016	*	22.2	11.4	2.4		0.0	0.0		13.6	14.8	14.3	6.9	49

NUMBER TESTED IN GRADE 5													
2014	6	3	32	35	1	18	18		27	16	43	9,073	
2015	4	11	35	45		25	26		28	25	53	9,009	
2016	4	9	35	41		21	23		22	27	49	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	69.2	72.1	71.5	73.6
	2015	84.2	84.2	84.0	83.6
	2016	76.5	77.8	76.7	85.9

PERCENTAGE PROFICIENCY LEVELS


Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
5	19											19	100.0
ALL	19											19	100.0

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (21)	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	2	9.5	3	14.3	7	33.3	2	9.5
	Advanced High	21	100.0	19	90.5	18	85.7	14	66.7	19	90.5
ALL (26)	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	4	15.4	5	19.2	8	30.8	3	11.5
	Advanced High	26	100.0	22	84.6	21	80.8	18	69.2	23	88.5

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
21 19 (90.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	19	
26 23 (88.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	23	

 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

GRADE 4 LANGUAGE ARTS

24	82.4	87.4	90.8		100.0	100.0	57.9	89.4
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GRADE 4 MATHEMATICS

24	76.4	87.6	93.0		95.8	100.0	61.7	88.0
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GRADE 4 PHYSICAL EDUCATION

23	96.8	96.8	93.6		100.0	100.0	88.6	98.9
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GRADE 4 READING

24	90.2	93.5	94.7		100.0	100.0	64.6	88.6
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GRADE 4 SCIENCE

24	94.6	95.6	95.0		100.0	100.0	63.4	95.1
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GRADE 4 SOCIAL STUDIES

24	72.1	81.4	90.4		95.8	100.0	40.1	95.6
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GRADE 5 ART

52	78.3	85.2	99.0		98.1	100.0	79.8	98.5
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GRADE 5 LANGUAGE ARTS

52	90.9	92.0	91.4		98.1	98.1	68.1	93.2
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GRADE 5 MATHEMATICS

52	67.1	81.4	87.0		90.4	100.0	61.1	88.8
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GRADE 5 READING

52	77.8	85.5	90.1		98.1	100.0	70.8	91.8
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GRADE 5 SCIENCE

52	88.4	88.4	88.3		98.1	100.0	66.3	92.8
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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 4 LANGUAGE ARTS

23	89.0	92.1	91.2		100.0	95.7	65.0	89.8
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GRADE 4 MATHEMATICS

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GRADE 4 PHYSICAL EDUCATION

23	93.8	93.8	93.0		100.0	100.0	91.4	98.9
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GRADE 4 READING

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GRADE 4 SCIENCE

23	95.3	96.3	94.0		100.0	100.0	62.7	94.4
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GRADE 4 SOCIAL STUDIES

23	71.0	80.2	92.6		95.7	100.0	47.2	95.4
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GRADE 5 ART

49	90.3	90.3	99.6		100.0	100.0	85.9	98.9
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GRADE 5 LANGUAGE ARTS

51	79.7	86.5	90.1		96.1	100.0	74.2	94.4
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GRADE 5 MATHEMATICS

51	86.8	89.6	87.1		100.0	100.0	70.0	92.4
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GRADE 5 READING

51	77.1	83.2	85.5		96.1	100.0	65.8	91.8
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GRADE 5 SCIENCE

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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
52	65.8	81.3	87.3		96.2	100.0	53.6	96.0

GRADE 5 SOCIAL STUDIES

52	65.8	81.3	87.3		96.2	100.0	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
51	84.0	88.0	86.7		100.0	100.0	53.6	95.2

GRADE 5 SOCIAL STUDIES

51	84.0	88.0	86.7		100.0	100.0	53.6	95.2
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