

Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning



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

School Number 191

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ELISHA M. PEASE ELEMENTARY SCHOOL

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2016-17 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location 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.
- “New” students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location 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.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- 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 for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. “Approached Grade Level” is comparable to Level 2: Satisfactory (2015-16 standard). “Met Grade Level” is equivalent to Level 2: Satisfactory (final standard). “Mastered Grade Level” is equivalent to Level 3: Advanced. Statistics for a performance level (such as “Percentage Approached Grade Level”) include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average 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.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for “Grade 8”.
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

STATE COMPENSATORY EDUCATION (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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD 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 secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in 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% 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	60
KN	68
1	81
2	69
3	77
4	71
5	71
ALL	497

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	449	90.3	27	81.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	42	8.5	2	6.1
White	4	0.8	3	9.1
Multiple	2	0.4	1	3.0
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	127	25.6
Economically disadvantaged	462	93.0
Limited English proficient (LEP)	24	4.8
Special education	36	7.2
Talented and Gifted (TAG)	37	7.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2015	58	54	93.1	0	0.0	0	0.0	3	5.2	1	1.7	0	0.0
	2016	47	45	95.7	0	0.0	0	0.0	2	4.3	0	0.0	0	0.0
	2017	60	56	93.3	0	0.0	0	0.0	3	5.0	1	1.7	0	0.0
KN	2015	81	79	97.5	0	0.0	0	0.0	2	2.5	0	0.0	0	0.0
	2016	76	73	96.1	0	0.0	0	0.0	3	3.9	0	0.0	0	0.0
	2017	68	64	94.1	0	0.0	0	0.0	4	5.9	0	0.0	0	0.0
1	2015	83	77	92.8	0	0.0	0	0.0	6	7.2	0	0.0	0	0.0
	2016	86	82	95.3	0	0.0	0	0.0	4	4.7	0	0.0	0	0.0
	2017	81	72	88.9	0	0.0	0	0.0	7	8.6	2	2.5	0	0.0
2	2015	82	78	95.1	0	0.0	0	0.0	4	4.9	0	0.0	0	0.0
	2016	94	87	92.6	0	0.0	0	0.0	7	7.4	0	0.0	0	0.0
	2017	69	63	91.3	0	0.0	0	0.0	5	7.2	0	0.0	1	1.4
3	2015	88	86	97.7	0	0.0	0	0.0	1	1.1	0	0.0	1	1.1
	2016	99	93	93.9	0	0.0	0	0.0	6	6.1	0	0.0	0	0.0
	2017	77	65	84.4	0	0.0	0	0.0	12	15.6	0	0.0	0	0.0
4	2015	92	87	94.6	0	0.0	0	0.0	4	4.3	0	0.0	1	1.1
	2016	85	81	95.3	0	0.0	0	0.0	4	4.7	0	0.0	0	0.0
	2017	71	62	87.3	0	0.0	0	0.0	9	12.7	0	0.0	0	0.0
5	2015	75	69	92.0	0	0.0	0	0.0	4	5.3	2	2.7	0	0.0
	2016	93	85	91.4	0	0.0	0	0.0	8	8.6	0	0.0	0	0.0
	2017	71	67	94.4	0	0.0	0	0.0	2	2.8	1	1.4	1	1.4
PK-5	2015	559	530	94.8	0	0.0	0	0.0	24	4.3	3	0.5	2	0.4
	2016	580	546	94.1	0	0.0	0	0.0	34	5.9	0	0.0	0	0.0
	2017	497	449	90.3	0	0.0	0	0.0	42	8.5	4	0.8	2	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	2015	58	51	87.9	1	1.7	2	3.4	2	3.4	0	0.0	57	98.3	56.9	43.1	1.7
	2016	47	47	100.0	2	4.3	3	6.4	4	8.5	0	0.0	47	100.0	46.8	53.2	2.1
	2017	60	60	100.0	2	3.3	0	0.0	3	5.0	0	0.0	58	96.7	51.7	48.3	3.3
KN	2015	81	69	85.2	2	2.5	1	1.2	5	6.2	4	4.9	33	40.7	43.2	56.8	1.2
	2016	76	62	81.6	2	2.6	2	2.6	7	9.2	2	2.6	38	50.0	52.6	47.4	2.6
	2017	68	61	89.7	1	1.5	1	1.5	3	4.4	5	7.4	28	41.2	41.2	58.8	0.0
1	2015	83	79	95.2	2	2.4	6	7.2	10	12.0	4	4.8	11	13.3	56.6	43.4	6.0
	2016	86	79	91.9	3	3.5	5	5.8	4	4.7	7	8.1	13	15.1	44.2	55.8	2.3
	2017	81	70	86.4	4	4.9	5	6.2	9	11.1	3	3.7	19	23.5	51.9	48.1	4.9
2	2015	82	82	100.0	2	2.4	3	3.7	30	36.6	6	7.3	5	6.1	56.1	43.9	7.3
	2016	94	91	96.8	4	4.3	9	9.6	12	12.8	5	5.3	12	12.8	54.3	45.7	2.1
	2017	69	65	94.2	3	4.3	8	11.6	10	14.5	7	10.1	14	20.3	42.0	58.0	7.2
3	2015	88	84	95.5	0	0.0	2	2.3	48	54.5	11	12.5	11	12.5	51.1	48.9	4.5
	2016	99	95	96.0	4	4.0	8	8.1	46	46.5	9	9.1	12	12.1	55.6	44.4	1.0
	2017	77	72	93.5	7	9.1	10	13.0	16	20.8	6	7.8	17	22.1	54.5	45.5	1.3
4	2015	92	84	91.3	3	3.3	4	4.3	69	75.0	8	8.7	16	17.4	58.7	41.3	4.3
	2016	85	81	95.3	1	1.2	4	4.7	58	68.2	13	15.3	11	12.9	51.8	48.2	0.0
	2017	71	67	94.4	5	7.0	5	7.0	38	53.5	7	9.9	10	14.1	52.1	47.9	2.8
5	2015	75	71	94.7	3	4.0	8	10.7	53	70.7	10	13.3	5	6.7	57.3	42.7	2.7
	2016	93	87	93.5	5	5.4	8	8.6	80	86.0	8	8.6	14	15.1	60.2	39.8	2.2
	2017	71	67	94.4	2	2.8	7	9.9	48	67.6	9	12.7	12	16.9	56.3	43.7	0.0
PK-5	2015	559	520	93.0	13	2.3	26	4.7	217	38.8	43	7.7	138	24.7	54.2	45.8	4.1
	2016	580	542	93.4	21	3.6	39	6.7	211	36.4	44	7.6	147	25.3	52.8	47.2	1.7
	2017	497	462	93.0	24	4.8	36	7.2	127	25.6	37	7.4	158	31.8	50.1	49.9	2.8

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	2015	81	13,283	76	94.0	12,675	95.4	48	59.1	19.2	57	11,627	70.1	87.5
	2016	78	12,185	73	93.4	11,638	95.5	47	60.2	19.3	53	10,883	67.9	89.3
	2017	68	11,388	63	92.9	10,888	95.6	40	59.0	19.6	48	10,240	70.9	89.9
1	2015	86	13,984	81	94.6	13,437	96.1	41	47.9	18.1	63	12,405	73.7	88.7
	2016	88	13,397	83	94.0	12,877	96.1	53	60.3	18.1	64	12,066	72.9	90.1
	2017	77	12,278	71	92.5	11,800	96.1	33	42.9	18.4	56	11,169	72.8	91.0
2	2015	81	13,916	78	95.7	13,422	96.4	53	65.3	16.6	52	12,453	64.0	89.5
	2016	90	13,532	84	93.5	13,066	96.6	44	48.9	16.6	68	12,286	75.5	90.8
	2017	67	12,938	63	94.1	12,476	96.4	29	43.5	16.9	50	11,850	75.1	91.6
3	2015	85	13,237	81	95.4	12,793	96.6	43	50.7	16.2	62	11,910	73.1	90.0
	2016	98	13,328	94	95.8	12,911	96.9	52	53.1	15.3	70	12,216	71.5	91.7
	2017	74	13,158	69	93.8	12,734	96.8	41	55.5	15.9	55	12,162	74.5	92.4
4	2015	82	12,745	79	96.9	12,343	96.9	64	78.3	16.2	58	11,520	71.0	90.4
	2016	87	12,688	84	96.4	12,300	96.9	37	42.4	15.8	73	11,676	83.6	92.0
	2017	68	12,873	64	94.2	12,467	96.8	35	51.5	15.4	53	11,953	77.9	92.9
5	2015	73	12,122	70	96.3	11,747	96.9	18	24.7	6.6	61	11,052	83.7	91.2
	2016	96	12,178	91	94.8	11,815	97.0	18	18.8	5.7	71	11,217	74.3	92.1
	2017	68	12,220	65	95.7	11,838	96.9	26	38.3	6.1	58	11,367	85.5	93.0
KN-5	2015	487	79,286	465	95.5	76,417	96.4	267	54.8	15.6	353	70,967	72.4	89.5
	2016	537	77,308	508	94.7	74,608	96.5	251	46.8	15.2	399	70,344	74.4	91.0
	2017	421	74,855	395	93.8	72,203	96.5	204	48.5	15.3	320	68,741	76.0	91.8

Teachers: 33

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	27	81.8
Hispanic	2	6.1
White	3	9.1
Multiple	1	3.0
Other	0	0.0

Gender	Number	Percentage
Female	29	87.9
Male	4	12.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	6.6	40.0
2015-16	5.9	18.8
2016-17	5.9	76.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	9.1
1	1	3.0
2	1	3.0
3	0	0.0
4	2	6.1
5	1	3.0
1-3	2	6.1
More than 3	28	84.8
1 - 5	5	15.2
6 - 10	12	36.4
11 - 20	7	21.2
More than 20	6	18.2

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		25.8	*	30.9	*		12.0		25.0	30.2	27.5	59.1	91
	2016		47.3	33.3	48.4	12.5	*	38.3		35.7	60.5	46.5	58.1	99
	2017		56.9	33.3	53.4	11.1	57.1	56.3		53.7	52.8	53.2	59.5	77
4	2015		28.0	*	27.8	*	*	18.8		20.4	36.8	27.6	55.9	87
	2016		51.8	*	48.7	*		39.3		46.7	57.1	51.7	62.6	87
	2017		47.5	55.6	46.9	*	*	25.0		36.1	61.8	48.6	56.4	70
5	2015	*	46.4	*	52.9	16.7	*	36.4		47.6	54.5	50.7	74.6	75
	2016		46.4	75.0	44.7	0.0	*	42.5		52.9	43.9	48.9	70.6	92
	2017	*	47.8	*	49.2	33.3	*	36.4		47.5	54.8	50.7	71.7	71
3-5	2015	*	32.5	66.7	36.7	15.4	66.7	22.5		30.2	39.5	34.4	63.5	253
	2016		48.5	55.6	47.3	10.0	77.8	40.4		44.7	54.0	48.9	63.9	278
	2017	*	50.8	47.8	50.0	15.0	53.8	35.4		46.2	56.4	50.9	62.7	218

NUMBER TESTED IN GRADES 3-5													
2015	2	240	9	221	13	6	169		139	114	253	22,443	
2016		260	18	256	20	9	188		152	126	278	22,529	
2017	1	193	23	202	20	13	96		117	101	218	23,084	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		66	*	56	*		44		36	30	66	2,981	91
	2016		49	4	48	7	*	29		36	17	53	3,114	99
	2017		28	8	34	8	3	7		19	17	36	3,014	77
4	2015		59	*	52	*	*	52		39	24	63	3,197	87
	2016		40	*	40	*		37		24	18	42	2,728	87
	2017		32	4	34	*	*	27		23	13	36	3,323	70
5	2015	*	37	*	32	5	*	35		22	15	37	2,004	75
	2016		45	2	47	8	*	46		24	23	47	2,294	92
	2017	*	35	*	33	4	*	28		21	14	35	2,269	71
3-5	2015	*	162	3	140	11	2	131		97	69	166	8,182	253
	2016		134	8	135	18	2	112		84	58	142	8,136	278
	2017	*	95	12	101	17	6	62		63	44	107	8,606	218

NUMBER TESTED IN GRADES 3-5													
2015	2	240	9	221	13	6	169		139	114	253	22,443	
2016		260	18	256	20	9	188		152	126	278	22,529	
2017	1	193	23	202	20	13	96		117	101	218	23,084	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		4.5	*	6.2	*		0.0		4.2	7.0	5.5	26.4	91
	2016		26.9	16.7	28.0	0.0	*	12.8		19.6	34.9	26.3	29.2	99
	2017		30.8	8.3	26.0	11.1	14.3	31.3		24.4	30.6	27.3	32.9	77
4	2015		3.7	*	4.2	*	*	1.6		4.1	2.6	3.4	27.3	87
	2016		6.0	*	6.4	*		1.6		8.9	2.4	5.7	28.6	87
	2017		24.6	33.3	25.0	*	*	8.3		22.2	29.4	25.7	32.4	70
5	2015	*	8.7	*	8.8	0.0	*	5.5		14.3	3.0	9.3	29.2	75
	2016		11.9	25.0	11.8	0.0	*	8.8		17.6	7.3	13.0	36.3	92
	2017	*	22.4	*	20.0	0.0	*	2.3		17.5	25.8	21.1	38.2	71
3-5	2015	*	5.4	0.0	6.3	0.0	0.0	2.4		7.2	4.4	5.9	27.7	253
	2016		15.4	16.7	16.0	0.0	33.3	7.4		15.8	15.1	15.5	31.4	278
	2017	*	25.9	17.4	23.8	5.0	15.4	9.4		21.4	28.7	24.8	34.6	218

NUMBER TESTED IN GRADES 3-5													
2015	2	240	9	221	13	6	169		139	114	253	22,443	
2016		260	18	256	20	9	188		152	126	278	22,529	
2017	1	193	23	202	20	13	96		117	101	218	23,084	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		0.0	*	0.0	*		0.0		0.0	0.0	0.0	13.1	91
	2016		10.8	0.0	10.8	0.0	*	2.1		3.6	18.6	10.1	15.2	99
	2017		12.3	0.0	8.2	0.0	0.0	6.3		9.8	11.1	10.4	20.0	77
4	2015		1.2	*	1.4	*	*	0.0		0.0	2.6	1.1	12.2	87
	2016		3.6	*	3.8	*		1.6		4.4	2.4	3.4	13.4	87
	2017		8.2	22.2	7.8	*	*	2.8		2.8	17.6	10.0	16.9	70
5	2015	*	2.9	*	2.9	0.0	*	0.0		2.4	3.0	2.7	14.2	75
	2016		4.8	0.0	3.5	0.0	*	0.0		2.0	7.3	4.3	16.6	92
	2017	*	9.0	*	9.2	0.0	*	0.0		5.0	12.9	8.5	19.4	71
3-5	2015	*	1.3	0.0	1.4	0.0	0.0	0.0		0.7	1.8	1.2	13.2	253
	2016		6.5	0.0	6.3	0.0	0.0	1.1		3.3	9.5	6.1	15.1	278
	2017	*	9.8	8.7	8.4	0.0	7.7	2.1		6.0	13.9	9.6	18.8	218

NUMBER TESTED IN GRADE 3-5													
2015	2	240	9	221	13	6	169		139	114	253	22,443	
2016		260	18	256	20	9	188		152	126	278	22,529	
2017	1	193	23	202	20	13	96		117	101	218	23,084	

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	2015	42.5	38.8	42.2
	2016	50.2	51.8	47.3
	2017	53.5	53.5	53.2
4	2015	38.5	43.4	37.9
	2016	58.4	50.7	46.8
	2017	53.6	55.3	48.9
5	2015	54.0	56.4	50.8
	2016	51.2	51.4	52.9
	2017	61.3	55.5	59.1
3-5	2015	44.5	45.6	43.3
	2016	53.1	51.3	49.0
	2017	56.1	54.8	53.7

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015		38.1	*	40.3	*	*	26.6		35.3	45.9	39.8	57.9	88
	2016		49.4	*	50.0	*		41.0		48.9	48.8	48.8	57.3	86
	2017		43.5	50.0	44.6	*	*	18.9		35.1	54.5	44.3	54.4	70

NUMBER TESTED IN GRADE 4													
2015		84	3	72	3	3	64		51	37	88	7,215	
2016		83	3	78	4		61		45	41	86	7,239	
2017		62	8	65	5	5	37		37	33	70	7,530	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015		52	*	43	*	*	47		33	20	53	3,041	88
	2016		42	*	39	*		36		23	21	44	3,090	86
	2017		35	4	36	*	*	30		24	15	39	3,435	70

NUMBER TESTED IN GRADE 4													
2015		84	3	72	3	3	64		51	37	88	7,215	
2016		83	3	78	4		61		45	41	86	7,239	
2017		62	8	65	5	5	37		37	33	70	7,530	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015		4.8	*	4.2	*	*	1.6		3.9	5.4	4.5	19.5	88
	2016		22.9	*	21.8	*		13.1		22.2	22.0	22.1	28.7	86
	2017		17.7	0.0	15.4	*	*	0.0		8.1	24.2	15.7	26.0	70

NUMBER TESTED IN GRADE 4													
2015		84	3	72	3	3	64		51	37	88	7,215	
2016		83	3	78	4		61		45	41	86	7,239	
2017		62	8	65	5	5	37		37	33	70	7,530	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015		1.2	*	1.4	*	*	0.0		0.0	2.7	1.1	4.1	88
	2016		4.8	*	5.1	*		1.6		4.4	4.9	4.7	10.9	86
	2017		4.8	0.0	4.6	*	*	0.0		2.7	6.1	4.3	7.4	70

NUMBER TESTED IN GRADE 4													
2015		84	3	72	3	3	64		51	37	88	7,215	
2016		83	3	78	4		61		45	41	86	7,239	
2017		62	8	65	5	5	37		37	33	70	7,530	

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	2015	3.3	3.1	47.5	45.4
	2016	—	3.9	51.9	52.7
	2017	—	3.1	54.6	57.4

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 APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		33.7	*	34.6	*		14.0		35.4	32.6	34.1	63.8	91
	2016		53.2	50.0	55.3	12.5	*	41.7		46.4	61.4	53.0	65.3	100
	2017		55.4	58.3	54.8	33.3	85.7	62.5		53.7	58.3	55.8	70.0	77
4	2015		15.3	*	14.9	*	*	9.1		17.6	15.4	16.7	60.4	90
	2016		41.0	*	39.7	*		24.6		44.4	33.3	39.1	63.5	87
	2017		62.3	66.7	64.1	*	*	50.0		61.1	64.7	62.9	68.1	70
5	2015	*	32.4	*	39.7	16.7	*	21.8		31.0	43.8	36.5	66.4	74
	2016		50.6	62.5	52.3	0.0	*	48.1		51.9	51.2	51.6	79.6	93
	2017	*	68.7	*	67.7	50.0	*	59.1		62.5	80.6	70.4	80.6	71
3-5	2015	*	26.9	55.6	29.6	15.4	66.7	14.6		27.7	29.8	28.6	63.5	255
	2016		48.5	44.4	49.6	5.0	66.7	38.9		47.7	48.8	48.2	69.3	280
	2017	*	62.2	65.2	61.9	35.0	84.6	56.3		59.0	67.3	62.8	72.7	218

NUMBER TESTED IN GRADES 3-5													
2015	2	242	9	223	13	6	190		141	114	255	36,965	
2016		262	18	258	20	9	190		153	127	280	36,959	
2017	1	193	23	202	20	13	96		117	101	218	37,278	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		59	*	53	*		43		31	29	60	4,652	91
	2016		44	3	42	7	*	28		30	17	47	4,478	100
	2017		29	5	33	6	1	6		19	15	34	3,851	77
4	2015		72	*	63	*	*	60		42	33	75	4,897	90
	2016		49	*	47	*		46		25	28	53	4,463	87
	2017		23	3	23	*	*	18		14	12	26	4,016	70
5	2015	*	46	*	41	5	*	43		29	18	47	3,958	74
	2016		42	3	41	8	*	42		25	20	45	2,412	93
	2017	*	21	*	21	3	*	18		15	6	21	2,308	71
3-5	2015	*	177	4	157	11	2	146		102	80	182	13,507	255
	2016		135	10	130	19	3	116		80	65	145	11,353	280
	2017	*	73	8	77	13	2	42		48	33	81	10,175	218

NUMBER TESTED IN GRADES 3-5													
2015	2	242	9	223	13	6	190		141	114	255	36,965	
2016		262	18	258	20	9	190		153	127	280	36,959	
2017	1	193	23	202	20	13	96		117	101	218	37,278	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		4.5	*	4.9	*		0.0		4.2	4.7	4.4	28.2	91
	2016		31.9	33.3	34.0	0.0	*	22.9		26.8	38.6	32.0	32.6	100
	2017		24.6	16.7	21.9	0.0	28.6	18.8		24.4	22.2	23.4	39.9	77
4	2015		2.4	*	4.1	*	*	1.5		3.9	2.6	3.3	22.4	90
	2016		8.4	*	9.0	*		1.6		13.3	2.4	8.0	28.9	87
	2017		36.1	33.3	35.9	*	*	19.4		41.7	29.4	35.7	39.4	70
5	2015	*	4.4	*	4.4	0.0	*	0.0		2.4	6.3	4.1	30.5	74
	2016		8.2	50.0	10.5	0.0	*	7.4		11.5	12.2	11.8	35.3	93
	2017	*	19.4	*	21.5	0.0	*	6.8		25.0	19.4	22.5	42.4	71
3-5	2015	*	3.7	11.1	4.5	0.0	16.7	0.6		3.5	4.4	3.9	27.0	255
	2016		16.8	33.3	18.6	0.0	55.6	9.5		17.6	18.1	17.9	32.3	280
	2017	*	26.4	26.1	26.2	0.0	38.5	13.5		29.9	23.8	27.1	40.5	218

NUMBER TESTED IN GRADES 3-5													
2015	2	242	9	223	13	6	171		141	114	255	36,965	
2016		262	18	258	20	9	190		153	127	280	36,959	
2017	1	193	23	202	20	13	96		117	101	218	37,278	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		0.0	*	0.0	*		0.0		0.0	0.0	0.0	9.0	91
	2016		12.8	0.0	12.8	0.0	*	6.3		7.1	18.2	12.0	12.5	100
	2017		6.2	8.3	5.5	0.0	14.3	0.0		12.2	0.0	6.5	19.9	77
4	2015		0.0	*	0.0	*	*	0.0		0.0	0.0	0.0	10.1	90
	2016		1.2	*	1.3	*		0.0		2.2	0.0	1.1	14.6	87
	2017		19.7	22.2	20.3	*	*	8.3		22.2	17.6	20.0	22.1	70
5	2015	*	1.5	*	1.5	0.0	*	0.0		0.0	3.1	1.4	11.8	74
	2016		2.4	0.0	1.2	0.0	*	2.5		3.8	0.0	2.2	13.9	93
	2017	*	1.5	*	1.5	0.0	*	0.0		2.5	0.0	1.4	19.3	71
3-5	2015	*	0.4	0.0	0.4	0.0	0.0	0.0		0.0	0.9	0.4	10.3	255
	2016		5.7	0.0	5.4	0.0	11.1	2.6		4.6	6.3	5.4	13.6	280
	2017	*	8.8	13.0	8.9	0.0	23.1	3.1		12.0	5.9	9.2	20.4	218

NUMBER TESTED IN GRADE 3-5													
2015	2	242	9	223	13	6	171		141	114	255	36,965	
2016		262	18	258	20	9	190		153	127	280	36,959	
2017	1	193	23	202	20	13	96		117	101	218	37,278	

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	2015	46.2	35.0	43.2	40.7
	2016	60.2	52.7	55.6	54.7
	2017	54.2	52.2	52.3	50.3
4	2015	47.5	36.1	27.0	30.2
	2016	61.3	44.1	32.0	47.1
	2017	67.9	51.6	52.4	61.1
5	2015	43.4	39.7	35.5	39.2
	2016	46.0	49.7	46.2	47.5
	2017	54.2	58.4	52.7	56.3
3-5	2015	45.9	36.7	35.2	36.5
	2016	55.8	49.1	45.1	49.9
	2017	58.6	54.0	52.5	55.7

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	21.4	*	28.2	0.0	*	10.5		23.8	29.4	26.3	57.1	76
	2016		42.4	62.5	44.2	0.0	*	38.8		50.9	34.2	44.1	66.1	93
	2017	*	61.2	*	63.2	16.7	*	55.3		62.5	64.5	63.4	65.9	71

NUMBER TESTED IN GRADE 5													
2015	2	70	4	71	6	3	57		42	34	76	9,453	
2016		85	8	86	8	5	80		55	38	93	9,626	
2017	1	67	2	68	6	1	47		40	31	71	9,759	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	55	*	51	6	*	51		32	24	56	4059	76
	2016		49	3	48	8	*	49		27	25	52	3263	93
	2017	*	26	*	25	5	*	21		15	11	26	3328	71

NUMBER TESTED IN GRADE 5													
2015	2	70	4	71	6	3	57		42	34	76	9,453	
2016		85	8	86	8	5	80		55	38	93	9,626	
2017	1	67	2	68	6	1	47		40	31	71	9,759	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	4.3	*	4.2	0.0	*	3.5		4.8	2.9	3.9	21.8	76
	2016		10.6	25.0	10.5	0.0	*	10.0		16.4	5.3	11.8	26.7	93
	2017	*	16.4	*	17.6	0.0	*	6.4		12.5	22.6	16.9	33.0	71

NUMBER TESTED IN GRADE 5													
2015	2	70	4	71	6	3	57		42	34	76	9,453	
2016		85	8	86	8	5	80		55	38	93	9,626	
2017	1	67	2	68	6	1	47		40	31	71	9,759	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	0.0	*	0.0	0.0	*	0.0		0.0	0.0	0.0	6.3	76
	2016		4.7	0.0	2.3	0.0	*	1.3		3.6	5.3	4.3	6.7	93
	2017	*	3.0	*	4.4	0.0	*	0.0		5.0	3.2	4.2	12.8	71

NUMBER TESTED IN GRADE 5													
2015	2	70	4	71	6	3	57		42	34	76	9,453	
2016		85	8	86	8	5	80		55	38	93	9,626	
2017	1	67	2	68	6	1	47		40	31	71	9,759	

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	2015	49.8	48.6	42.2	46.2
	2016	57.3	56.3	51.8	53.5
	2017	59.4	59.2	68.5	57.5

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	2015					
	2016	100.0	82.6	84.0	83.2	75
	2017	*	72.7	73.5	81.7	68
1	2015					
	2016	*	59.0	58.0	75.9	88
	2017	55.6	52.2	52.6	74.6	78
2	2015					
	2016	71.4	50.6	53.8	53.4	91
	2017	40.0	50.9	49.3	54.1	67
K-2	2015					
	2016	72.0	63.3	64.2	70.4	254
	2017	52.4	58.9	58.2	69.6	213
# Tested (GR K-2)	2015					
	2016	25	229	254	38023	
	2017	21	192	213	35,622	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	83.3	63.8	65.3	59.4	75
	2017	*	52.3	52.2	59.7	67
1	2015					
	2016	*	37.8	39.1	52.0	87
	2017	33.3	42.6	41.6	54.2	77
2	2015					
	2016	71.4	49.4	52.7	56.8	91
	2017	66.7	50.9	53.0	57.7	66
K-2	2015					
	2016	72.0	49.6	51.8	56.0	253
	2017	50.0	48.4	48.6	57.2	210
# Tested (GR K-2)	2015					
	2016	25	228	253	37912	
	2017	20	190	210	35,436	

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	2015													
	2016		83.3	*	81.7	*	*	100.0		87.5	80.0	84.0	79.4	75
	2017		72.7	*	73.8	*		*		80.8	69.0	73.5	77.8	68
1	2015													
	2016	*	56.6	*	58.0	*	*	*		50.0	64.6	58.0	66.5	88
	2017	*	51.4	71.4	55.2	*	*	55.6		45.2	61.1	52.6	63.3	78
2	2015													
	2016		53.6	57.1	55.7	28.6	*	71.4		51.0	57.5	53.8	61.0	91
	2017		47.5	*	50.8	0.0	*	40.0		44.4	52.5	49.3	60.0	67
K-2	2015													
	2016	*	63.6	71.4	63.3	18.2	66.7	72.0		61.8	66.7	64.2	68.5	254
	2017	*	57.4	78.6	59.7	16.7	71.4	52.4		54.7	61.0	58.2	66.5	213
# Tested (GR K-2)	2015													
	2016	1	239	14	229	11	9	25		131	123	254	20,593	
	2017	1	197	14	191	12	7	21		95	118	213	19,080	

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	2015													
	2016		40	*	31	*	*	4		23	19	42	2,353	75
	2017		26	*	24	*		*		9	18	27	1,995	68
1	2015													
	2016	*	15	*	15	*	*	*		4	13	17	1,605	88
	2017	*	11	1	12	*	*	0		6	6	12	1,502	78
2	2015													
	2016		6	1	7	0	*	2		6	1	7	1,345	91
	2017		7	*	9	0	*	1		3	6	9	1,298	67
K-2	2015													
	2016	*	61	4	53	0	3	7		33	33	66	5,303	254
	2017	*	44	4	45	0	1	2		18	30	48	4,795	213
# Tested (GR K-2)	2015													
	2016	1	239	14	229	11	9	25		131	123	254	20,593	
	2017	1	197	14	191	12	7	21		95	118	213	19,080	

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	2015													
	2016		91.7	*	90.0	*	*	100.0		90.0	94.3	92.0	72.6	75
	2017		69.7	*	72.1	*		*		73.1	69.0	70.6	70.8	68
1	2015													
	2016	*	46.3	*	46.3	*	*	*		37.5	55.3	47.1	50.2	87
	2017	*	42.9	28.6	44.8	*	*	33.3		35.7	47.2	41.0	48.9	78
2	2015													
	2016		45.2	71.4	48.9	0.0	*	50.0		43.1	52.5	47.3	46.7	91
	2017		43.3	*	46.8	0.0	*	50.0		40.7	46.2	43.9	46.9	66
K-2	2015													
	2016	*	59.7	71.4	58.8	10.0	88.9	60.0		55.7	65.6	60.5	55.8	253
	2017	*	52.0	50.0	54.2	16.7	42.9	47.6		47.4	54.7	51.4	54.8	212
# Tested (GR K-2)	2015													
	2016	1	238	14	228	10	9	25		131	122	253	20,570	
	2017	1	196	14	190	12	7	21		95	117	212	19,076	

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	2015													
	2016		32	*	25	*	*	3		20	14	34	1,583	75
	2017		21	*	21	*		*		10	13	23	1,348	68
1	2015													
	2016	*	7	*	7	*	*	*		3	5	8	733	87
	2017	*	3	1	4	*	*	0		3	1	4	712	78
2	2015													
	2016		5	0	5	0	*	1		3	2	5	977	91
	2017		5	*	7	0	*	2		2	5	7	985	66
K-2	2015													
	2016	*	44	2	37	0	2	4		26	21	47	3,293	253
	2017	*	29	5	32	1	1	2		15	19	34	3,045	212
# Tested (GR K-2)	2015													
	2016	1	238	14	228	10	9	25		131	122	253	20,570	
	2017	1	196	14	190	12	7	21		95	117	212	19,076	

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	2015													
	2016		63.9	*	65.0	*	*	83.3		67.5	62.9	65.3	59.5	75
	2017		50.8	*	55.0	*		*		53.8	51.2	52.2	59.7	67
1	2015													
	2016	*	36.6	*	40.0	*	*	*		35.0	42.6	39.1	52.2	87
	2017	*	44.9	14.3	42.4	*	*	33.3		36.6	47.2	41.6	54.4	77
2	2015													
	2016		52.4	57.1	54.5	42.9	*	71.4		49.0	57.5	52.7	56.9	91
	2017		50.0	*	54.8	16.7	*	66.7		57.7	50.0	53.0	57.9	66
K-2	2015													
	2016	*	50.4	71.4	52.2	40.0	100.0	72.0		50.4	53.3	51.8	56.1	253
	2017	*	48.5	50.0	50.5	41.7	42.9	50.0		47.3	49.6	48.6	57.3	210
# Tested (GR K-2)	2015													
	2016	1	238	14	228	10	9	25		131	122	253	37,758	
	2017	1	194	14	188	12	7	20		93	117	210	35,282	

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	2015													
	2016		27	*	22	*	*	3		14	14	28	2,114	75
	2017		17	*	17	*		*		6	13	19	1,868	67
1	2015													
	2016	*	5	*	6	*	*	*		2	4	6	1,519	87
	2017	*	8	1	9	*	*	1		6	3	9	1,607	77
2	2015													
	2016		5	2	7	0	*	1		3	4	7	2,167	91
	2017		4	*	4	0	*	0		0	4	4	2,111	66
K-2	2015													
	2016	*	37	4	35	1	4	5		19	22	41	5,800	253
	2017	*	29	3	30	1	0	1		12	20	32	5,586	210
# Tested (GR K-2)	2015													
	2016	1	238	14	228	10	9	25		131	122	253	37,758	
	2017	1	194	14	188	12	7	20		93	117	210	35,282	

PERFORMANCE IN 2017

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2017 Level										
ALL (18)	Beginning	0	0.0	2	11.1	6	33.3	7	38.9	6	33.3
	Intermediate	7	38.9	5	27.8	9	50.0	5	27.8	4	22.2
	Advanced	9	50.0	9	50.0	3	16.7	4	22.2	7	38.9
	Advanced High	2	11.1	2	11.1	0	0.0	2	11.1	1	5.6

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
15 8 (53.3%)	Beginning	3			
	Intermediate	3	1		
	Advanced	0	4	3	
	Advanced High	0	0	1	

 Indicates students who progressed at least one level from 2016 to 2017.

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
PK	4			*	*								
1	2			*	*								
3	4			*	*	*	*						
4	2					*	*						
5	2			*	*	*	*						
ALL	14			8	57.1	6	42.9						

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

70	77.8	80.4			78.6		85.6	
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KINDERGARTEN READING

68	80.0	86.7			89.7		92.8	
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GRADE 1 MATHEMATICS

71	77.5	80.1			69.0		82.8	
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GRADE 1 READING

71	76.3	82.3			85.9		90.4	
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GRADE 2 MATHEMATICS

64	67.6	78.4	81.5		78.1	84.4	80.7	91.6
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GRADE 2 READING

64	70.6	80.4	82.9		75.0	96.9	77.0	89.0
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GRADE 3 MATHEMATICS

77	52.3	68.2	79.5		42.9	94.8	60.9	88.5
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GRADE 3 READING

76	52.9	68.6	74.9		47.4	76.3	56.4	85.8
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GRADE 4 LANGUAGE ARTS

66	58.6	65.5	78.6		42.4	89.4	58.3	90.0
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GRADE 4 MATHEMATICS

67	47.8	68.7	80.1		43.3	89.6	64.7	90.3
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KINDERGARTEN MATHEMATICS

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KINDERGARTEN READING

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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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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 4 READING

67	58.4	72.3	79.0		55.2	80.6	68.1	90.5
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GRADE 5 MATHEMATICS

67	54.4	69.6	81.2		49.3	85.1	63.5	90.2
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GRADE 5 READING

68	59.1	69.3	78.3		55.9	86.8	70.8	90.8
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GRADE 5 SCIENCE

68	74.0	74.0	84.5		63.2	94.1	67.9	93.3
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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 READING

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 SCIENCE

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