

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



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School Number 235

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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	42
KN	57
1	65
2	63
3	50
4	61
5	53
ALL	391

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	313	80.1	19	63.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	1.0	*	*
Hispanic	65	16.6	5	16.7
White	7	1.8	5	16.7
Multiple	2	0.5	1	3.3
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	116	29.7
Economically disadvantaged	300	76.7
Limited English proficient (LEP)	41	10.5
Special education	33	8.4
Talented and Gifted (TAG)	29	7.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2015	47	36	76.6	1	2.1	0	0.0	10	21.3	0	0.0	0	0.0
	2016	49	35	71.4	0	0.0	0	0.0	12	24.5	1	2.0	1	2.0
	2017	42	29	69.0	0	0.0	0	0.0	12	28.6	0	0.0	1	2.4
KN	2015	66	49	74.2	0	0.0	0	0.0	15	22.7	2	3.0	0	0.0
	2016	53	39	73.6	1	1.9	0	0.0	11	20.8	1	1.9	1	1.9
	2017	57	46	80.7	0	0.0	1	1.8	9	15.8	1	1.8	0	0.0
1	2015	71	60	84.5	1	1.4	0	0.0	9	12.7	1	1.4	0	0.0
	2016	57	43	75.4	0	0.0	0	0.0	12	21.1	2	3.5	0	0.0
	2017	65	51	78.5	0	0.0	1	1.5	10	15.4	2	3.1	1	1.5
2	2015	60	57	95.0	0	0.0	0	0.0	2	3.3	1	1.7	0	0.0
	2016	64	54	84.4	1	1.6	0	0.0	9	14.1	0	0.0	0	0.0
	2017	63	49	77.8	0	0.0	1	1.6	13	20.6	0	0.0	0	0.0
3	2015	57	53	93.0	0	0.0	0	0.0	3	5.3	0	0.0	1	1.8
	2016	59	55	93.2	0	0.0	0	0.0	4	6.8	0	0.0	0	0.0
	2017	50	41	82.0	0	0.0	0	0.0	8	16.0	1	2.0	0	0.0
4	2015	56	47	83.9	2	3.6	0	0.0	5	8.9	1	1.8	1	1.8
	2016	53	49	92.5	0	0.0	0	0.0	4	7.5	0	0.0	0	0.0
	2017	61	53	86.9	0	0.0	1	1.6	5	8.2	2	3.3	0	0.0
5	2015	49	45	91.8	0	0.0	0	0.0	4	8.2	0	0.0	0	0.0
	2016	54	47	87.0	2	3.7	0	0.0	4	7.4	1	1.9	0	0.0
	2017	53	44	83.0	0	0.0	0	0.0	8	15.1	1	1.9	0	0.0
PK-5	2015	406	347	85.5	4	1.0	0	0.0	48	11.8	5	1.2	2	0.5
	2016	389	322	82.8	4	1.0	0	0.0	56	14.4	5	1.3	2	0.5
	2017	391	313	80.1	0	0.0	4	1.0	65	16.6	7	1.8	2	0.5

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	47	44	93.6	4	8.5	5	10.6	4	8.5	0	0.0	47	100.0	55.3	44.7	0.0
	2016	49	45	91.8	10	20.4	4	8.2	12	24.5	0	0.0	47	95.9	49.0	51.0	0.0
	2017	42	38	90.5	7	16.7	3	7.1	9	21.4	0	0.0	42	100.0	57.1	42.9	0.0
KN	2015	66	51	77.3	6	9.1	5	7.6	10	15.2	0	0.0	27	40.9	59.1	40.9	3.0
	2016	53	28	52.8	4	7.5	8	15.1	7	13.2	1	1.9	21	39.6	58.5	41.5	5.7
	2017	57	36	63.2	8	14.0	6	10.5	10	17.5	0	0.0	21	36.8	57.9	42.1	1.8
1	2015	71	61	85.9	4	5.6	3	4.2	7	9.9	1	1.4	12	16.9	53.5	46.5	7.0
	2016	57	49	86.0	5	8.8	8	14.0	10	17.5	6	10.5	9	15.8	66.7	33.3	3.5
	2017	65	41	63.1	5	7.7	7	10.8	14	21.5	4	6.2	14	21.5	61.5	38.5	10.8
2	2015	60	50	83.3	1	1.7	5	8.3	31	51.7	3	5.0	13	21.7	51.7	48.3	3.3
	2016	64	54	84.4	4	6.3	2	3.1	10	15.6	3	4.7	12	18.8	57.8	42.2	1.6
	2017	63	50	79.4	6	9.5	9	14.3	16	25.4	5	7.9	12	19.0	58.7	41.3	11.1
3	2015	57	48	84.2	3	5.3	3	5.3	33	57.9	3	5.3	11	19.3	64.9	35.1	3.5
	2016	59	49	83.1	3	5.1	4	6.8	27	45.8	6	10.2	10	16.9	45.8	54.2	0.0
	2017	50	40	80.0	3	6.0	0	0.0	6	12.0	3	6.0	11	22.0	56.0	44.0	0.0
4	2015	56	45	80.4	3	5.4	5	8.9	31	55.4	2	3.6	8	14.3	55.4	44.6	0.0
	2016	53	46	86.8	4	7.5	5	9.4	27	50.9	7	13.2	7	13.2	64.2	35.8	0.0
	2017	61	49	80.3	5	8.2	4	6.6	31	50.8	8	13.1	14	23.0	54.1	45.9	0.0
5	2015	49	42	85.7	1	2.0	6	12.2	27	55.1	3	6.1	7	14.3	49.0	51.0	2.0
	2016	54	44	81.5	3	5.6	5	9.3	28	51.9	9	16.7	10	18.5	51.9	48.1	0.0
	2017	53	46	86.8	7	13.2	4	7.5	30	56.6	9	17.0	10	18.9	62.3	37.7	1.9
PK-5	2015	406	341	84.0	22	5.4	32	7.9	143	35.2	12	3.0	125	30.8	55.7	44.3	3.0
	2016	389	315	81.0	33	8.5	36	9.3	121	31.1	32	8.2	116	29.8	56.3	43.7	1.5
	2017	391	300	76.7	41	10.5	33	8.4	116	29.7	29	7.4	124	31.7	58.3	41.7	4.1

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	64	13,283	61	95.0	12,675	95.4	25	39.1	19.2	51	11,627	79.8	87.5
	2016	52	12,185	49	95.6	11,638	95.5	22	42.5	19.3	43	10,883	83.1	89.3
	2017	56	11,388	53	95.5	10,888	95.6	16	28.8	19.6	49	10,240	88.2	89.9
1	2015	68	13,984	64	95.1	13,437	96.1	22	32.5	18.1	55	12,405	81.2	88.7
	2016	58	13,397	56	96.2	12,877	96.1	17	29.3	18.1	51	12,066	87.9	90.1
	2017	62	12,278	59	95.5	11,800	96.1	19	30.8	18.4	52	11,169	84.3	91.0
2	2015	61	13,916	59	96.5	13,422	96.4	16	26.4	16.6	53	12,453	87.4	89.5
	2016	62	13,532	60	96.2	13,066	96.6	17	27.3	16.6	58	12,286	93.0	90.8
	2017	66	12,938	63	95.4	12,476	96.4	17	25.9	16.9	58	11,850	88.2	91.6
3	2015	57	13,237	55	97.1	12,793	96.6	14	24.8	16.2	46	11,910	81.3	90.0
	2016	58	13,328	56	96.6	12,911	96.9	19	32.9	15.3	52	12,216	90.0	91.7
	2017	55	13,158	53	96.6	12,734	96.8	8	14.5	15.9	50	12,162	90.5	92.4
4	2015	54	12,745	53	98.0	12,343	96.9	11	20.4	16.2	48	11,520	88.9	90.4
	2016	53	12,688	51	96.9	12,300	96.9	9	16.9	15.8	50	11,676	94.1	92.0
	2017	60	12,873	58	96.0	12,467	96.8	16	26.5	15.4	53	11,953	87.7	92.9
5	2015	51	12,122	50	98.1	11,747	96.9	6	11.7	6.6	47	11,052	91.5	91.2
	2016	52	12,178	50	96.1	11,815	97.0	3	5.7	5.7	47	11,217	89.6	92.1
	2017	54	12,220	52	96.4	11,838	96.9	1	1.9	6.1	47	11,367	87.8	93.0
KN-5	2015	354	79,286	342	96.5	76,417	96.4	94	26.5	15.6	300	70,967	84.7	89.5
	2016	336	77,308	323	96.3	74,608	96.5	87	25.9	15.2	301	70,344	89.7	91.0
	2017	352	74,855	338	95.9	72,203	96.5	77	21.9	15.3	309	68,741	87.7	91.8

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	19	63.3
Hispanic	5	16.7
White	5	16.7
Multiple	1	3.3
Other	0	0.0

Gender	Number	Percentage
Female	22	73.3
Male	8	26.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	7.9	92.3
2015-16	10.7	63.0
2016-17	7.3	56.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.3
1	2	6.7
2	6	20.0
3	6	20.0
4	1	3.3
5	1	3.3
1-3	14	46.7
More than 3	15	50.0
1 - 5	16	53.3
6 - 10	3	10.0
11 - 20	7	23.3
More than 20	3	10.0

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		57.7	*	55.6	*	*	48.5		51.4	68.4	57.1	59.1	56
	2016		57.1	*	55.8	*	*	44.8		46.4	63.6	55.7	58.1	61
	2017		46.3	71.4	51.2		*	*		39.3	65.0	50.0	59.5	48
4	2015	*	43.8	*	48.9	*	*	27.8		43.8	56.0	49.1	55.9	57
	2016		65.3	*	58.7	*	*	32.1		58.8	68.4	62.3	62.6	53
	2017	*	45.3	*	47.4	*	*	24.1		38.2	55.6	45.9	56.4	61
5	2015		74.5	*	75.6	33.3	*	63.3		66.7	82.1	75.0	74.6	52
	2016	*	66.0	*	68.8	*	*	57.1		60.7	76.9	68.5	70.6	54
	2017	*	72.7	50.0	72.0	*	42.9	53.8		69.7	71.4	70.4	71.7	54
3-5	2015	*	58.5	61.5	59.4	23.1	37.5	45.5		52.7	69.4	60.0	63.5	165
	2016	*	62.5	50.0	61.0	0.0	50.0	44.7		55.6	69.2	61.9	63.9	168
	2017	*	54.3	65.0	56.7	22.2	38.5	40.7		49.5	63.2	55.2	62.7	163

NUMBER TESTED IN GRADES 3-5													
2015	1	147	13	133	13	8	99		93	72	165	22,443	
2016	1	152	12	146	13	10	85		90	78	168	22,529	
2017	4	138	20	150	9	13	59		95	68	163	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		22	*	20	*	*	17		18	6	24	2,981	56
	2016		24	*	23	*	*	16		15	12	27	3,114	61
	2017		22	2	21		*	*		17	7	24	3,014	48
4	2015	*	27	*	24	*	*	26		18	11	29	3,197	57
	2016		17	*	19	*	*	19		14	6	20	2,728	53
	2017	*	29	*	30	*	*	22		21	12	33	3,323	61
5	2015		12	*	10	4	*	11		8	5	13	2,004	52
	2016	*	16	*	15	*	*	12		11	6	17	2,294	54
	2017	*	12	4	14	*	4	12		10	6	16	2,269	54
3-5	2015	*	61	5	54	10	5	54		44	22	66	8,182	165
	2016	*	57	6	57	13	5	47		40	24	64	8,136	168
	2017	*	63	7	65	7	8	35		48	25	73	8,606	163

NUMBER TESTED IN GRADES 3-5													
2015	1	147	13	133	13	8	99		93	72	165	22,443	
2016	1	152	12	146	13	10	85		90	78	168	22,529	
2017	4	138	20	150	9	13	59		95	68	163	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		17.3	*	17.8	*	*	6.1		13.5	26.3	17.9	26.4	56
	2016		26.8	*	25.0	*	*	10.3		17.9	33.3	26.2	29.2	61
	2017		26.8	42.9	27.9		*	*		21.4	40.0	29.2	32.9	48
4	2015	*	8.3	*	17.0	*	*	8.3		6.3	24.0	14.0	27.3	57
	2016		20.4	*	21.7	*	*	0.0		17.6	21.1	18.9	28.6	53
	2017	*	26.4	*	28.1	*	*	6.9		23.5	29.6	26.2	32.4	61
5	2015		21.3	*	26.8	0.0	*	10.0		29.2	25.0	26.9	29.2	52
	2016	*	21.3	*	22.9	*	*	10.7		17.9	34.6	25.9	36.3	54
	2017	*	34.1	25.0	32.0	*	14.3	23.1		30.3	38.1	33.3	38.2	54
3-5	2015	*	15.6	46.2	20.3	0.0	12.5	8.1		15.1	25.0	19.4	27.7	165
	2016	*	23.0	33.3	23.3	0.0	30.0	7.1		17.8	30.8	23.8	31.4	168
	2017	*	29.0	35.0	29.3	0.0	23.1	15.3		25.3	35.3	29.4	34.6	163

NUMBER TESTED IN GRADES 3-5													
2015	1	147	13	133	13	8	99		93	72	165	22,443	
2016	1	152	12	146	13	10	85		90	78	168	22,529	
2017	4	138	20	150	9	13	59		95	68	163	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		7.7	*	8.9	*	*	3.0		5.4	15.8	8.9	13.1	56
	2016		14.3	*	15.4	*	*	3.4		14.3	15.2	14.8	15.2	61
	2017		9.8	28.6	14.0		*	*		10.7	15.0	12.5	20.0	48
4	2015	*	0.0	*	4.3	*	*	0.0		0.0	8.0	3.5	12.2	57
	2016		6.1	*	6.5	*	*	0.0		5.9	5.3	5.7	13.4	53
	2017	*	7.5	*	7.0	*	*	0.0		5.9	7.4	6.6	16.9	61
5	2015		8.5	*	9.8	0.0	*	0.0		4.2	14.3	9.6	14.2	52
	2016	*	0.0	*	4.2	*	*	3.6		0.0	7.7	3.7	16.6	54
	2017	*	15.9	0.0	12.0	*	0.0	3.8		9.1	19.0	13.0	19.4	54
3-5	2015	*	5.4	15.4	7.5	0.0	0.0	1.0		3.2	12.5	7.3	13.2	165
	2016	*	7.2	25.0	8.9	0.0	20.0	2.4		6.7	10.3	8.3	15.1	168
	2017	*	10.9	10.0	10.7	0.0	0.0	1.7		8.4	13.2	10.4	18.8	163

NUMBER TESTED IN GRADE 3-5													
2015	1	147	13	133	13	8	99		93	72	165	22,443	
2016	1	152	12	146	13	10	85		90	78	168	22,529	
2017	4	138	20	150	9	13	59		95	68	163	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	62.5	50.7	57.4
	2016	59.0	61.8	53.0
	2017	65.0	55.6	58.5
4	2015	46.7	54.6	50.0
	2016	62.5	58.7	58.0
	2017	58.4	56.3	48.4
5	2015	66.2	62.4	60.4
	2016	67.2	61.6	61.2
	2017	59.7	68.6	64.3
3-5	2015	58.2	55.7	55.8
	2016	62.7	60.8	57.2
	2017	60.8	60.2	56.6

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	*	50.0	*	53.2	*	*	33.3		40.6	68.0	52.6	57.9	57
	2016		67.3	*	60.9	*	*	39.3		58.8	73.7	64.2	57.3	53
	2017	*	52.9	*	50.9	*	*	26.7		41.9	64.3	52.5	54.4	59

NUMBER TESTED IN GRADE 4													
2015	1	48	5	47	5	4	36		32	25	57	7,215	
2016		49	4	46	5	4	28		34	19	53	7,239	
2017	2	51	5	55	4	5	30		31	28	59	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	*	24	*	22	*	*	24		19	8	27	3,041	57
	2016		16	*	18	*	*	17		14	5	19	3,090	53
	2017	*	24	*	27	*	*	22		18	10	28	3,435	59

NUMBER TESTED IN GRADE 4													
2015	1	48	5	47	5	4	36		32	25	57	7,215	
2016		49	4	46	5	4	28		34	19	53	7,239	
2017	2	51	5	55	4	5	30		31	28	59	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	*	8.3	*	10.6	*	*	5.6		3.1	24.0	12.3	19.5	57
	2016		20.4	*	15.2	*	*	3.6		17.6	21.1	18.9	28.7	53
	2017	*	27.5	*	27.3	*	*	3.3		25.8	28.6	27.1	26.0	59

NUMBER TESTED IN GRADE 4													
2015	1	48	5	47	5	4	36		32	25	57	7,215	
2016		49	4	46	5	4	28		34	19	53	7,239	
2017	2	51	5	55	4	5	30		31	28	59	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	*	0.0	*	2.1	*	*	0.0		0.0	4.0	1.8	4.1	57
	2016		10.2	*	8.7	*	*	0.0		8.8	10.5	9.4	10.9	53
	2017	*	7.8	*	7.3	*	*	0.0		3.2	10.7	6.8	7.4	59

NUMBER TESTED IN GRADE 4													
2015	1	48	5	47	5	4	36		32	25	57	7,215	
2016		49	4	46	5	4	28		34	19	53	7,239	
2017	2	51	5	55	4	5	30		31	28	59	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	4.0	3.6	58.1	54.7
	2016	—	3.7	55.0	61.9
	2017	—	3.6	60.0	59.4

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		55.8	*	55.6	*	*	42.4		51.4	63.2	55.4	63.8	56
	2016		55.4	*	55.8	*	*	37.9		46.4	63.6	55.7	65.3	61
	2017		58.5	62.5	56.8		*	*		57.1	61.9	59.2	70.0	49
4	2015	*	56.3	*	61.7	*	*	41.7		53.1	68.0	59.6	60.4	57
	2016		51.0	*	45.7	*	*	25.0		44.1	52.6	47.2	63.5	53
	2017	*	51.9	*	55.4	*	*	42.9		48.5	59.3	53.3	68.1	60
5	2015		56.5	*	63.4	0.0	*	33.3		52.2	64.3	58.8	66.4	51
	2016	*	72.3	*	75.0	*	*	64.3		64.3	84.6	74.1	79.6	54
	2017	*	72.7	100.0	77.6	*	85.7	63.3		75.8	81.0	77.8	80.6	54
3-5	2015	*	56.2	61.5	60.2	15.4	50.0	39.4		52.2	65.3	57.9	63.5	164
	2016	*	59.2	50.0	58.9	15.4	50.0	42.4		51.1	67.9	58.9	69.3	168
	2017	*	60.6	85.7	63.1	25.0	71.4	54.0		60.6	66.7	63.2	72.7	163

NUMBER TESTED IN GRADES 3-5													
2015	1	146	13	133	13	8	85		92	72	164	36,965	
2016	1	152	12	146	13	10	85		90	78	168	36,959	
2017	4	137	21	149	8	14	63		94	69	163	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		23	*	20	*	*	19		18	7	25	4,652	56
	2016		25	*	23	*	*	18		15	12	27	4,478	61
	2017		17	3	19		*	*		12	8	20	3,851	49
4	2015	*	21	*	18	*	*	21		15	8	23	4,897	57
	2016		24	*	25	*	*	21		19	9	28	4,463	53
	2017	*	25	*	25	*	*	16		17	11	28	4,016	60
5	2015		20	*	15	6	*	20		11	10	21	3,958	51
	2016	*	13	*	12	*	*	10		10	4	14	2,412	54
	2017	*	12	0	11	*	1	11		8	4	12	2,308	54
3-5	2015	*	64	5	53	11	4	60		44	25	69	13,507	164
	2016	*	62	6	60	11	5	49		44	25	69	11,353	168
	2017	*	54	3	55	6	4	29		37	23	60	10,175	163

NUMBER TESTED IN GRADES 3-5													
2015	1	146	13	133	13	8	85		92	72	164	36,965	
2016	1	152	12	146	13	10	85		90	78	168	36,959	
2017	4	137	21	149	8	14	63		94	69	163	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		17.3	*	15.6	*	*	3.0		13.5	26.3	17.9	28.2	56
	2016		25.0	*	26.9	*	*	13.8		21.4	30.3	26.2	32.6	61
	2017		29.3	50.0	29.5		*	*		28.6	38.1	32.7	39.9	49
4	2015	*	2.1	*	10.6	*	*	5.6		6.3	12.0	8.8	22.4	57
	2016		20.4	*	17.4	*	*	3.6		17.6	21.1	18.9	28.9	53
	2017	*	19.2	*	21.4	*	*	7.1		21.2	22.2	21.7	39.4	60
5	2015		19.6	*	24.4	0.0	*	0.0		21.7	21.4	21.6	30.5	51
	2016	*	21.3	*	27.1	*	*	14.3		25.0	30.8	27.8	35.3	54
	2017	*	27.3	0.0	24.5	*	0.0	6.7		21.2	23.8	22.2	42.4	54
3-5	2015	*	13.0	38.5	16.5	0.0	25.0	3.0		13.0	19.4	15.9	27.0	164
	2016	*	22.4	41.7	24.0	0.0	40.0	10.6		21.1	28.2	24.4	32.3	168
	2017	*	24.8	33.3	24.8	0.0	21.4	9.5		23.4	27.5	25.2	40.5	163

NUMBER TESTED IN GRADES 3-5													
2015	1	146	13	133	13	8	99		92	72	164	36,965	
2016	1	152	12	146	13	10	85		90	78	168	36,959	
2017	4	137	21	149	8	14	63		94	69	163	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		5.8	*	4.4	*	*	0.0		5.4	5.3	5.4	9.0	56
	2016		7.1	*	7.7	*	*	3.4		10.7	6.1	8.2	12.5	61
	2017		9.8	25.0	11.4		*	*		7.1	19.0	12.2	19.9	49
4	2015	*	0.0	*	6.4	*	*	2.8		0.0	12.0	5.3	10.1	57
	2016		6.1	*	4.3	*	*	0.0		5.9	5.3	5.7	14.6	53
	2017	*	13.5	*	12.5	*	*	0.0		12.1	11.1	11.7	22.1	60
5	2015		6.5	*	7.3	0.0	*	0.0		4.3	10.7	7.8	11.8	51
	2016	*	2.1	*	4.2	*	*	0.0		3.6	3.8	3.7	13.9	54
	2017	*	6.8	0.0	6.1	*	0.0	0.0		6.1	4.8	5.6	19.3	54
3-5	2015	*	4.1	23.1	6.0	0.0	12.5	1.0		3.3	9.7	6.1	10.3	164
	2016	*	5.3	16.7	5.5	0.0	10.0	1.2		6.7	5.1	6.0	13.6	168
	2017	*	10.2	9.5	10.1	0.0	0.0	0.0		8.5	11.6	9.8	20.4	163

NUMBER TESTED IN GRADE 3-5													
2015	1	146	13	133	13	8	99		92	72	164	36,965	
2016	1	152	12	146	13	10	85		90	78	168	36,959	
2017	4	137	21	149	8	14	63		94	69	163	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	58.3	52.1	43.8	51.8
	2016	59.3	52.7	63.8	55.5
	2017	65.8	58.2	53.1	57.7
4	2015	66.1	52.1	40.0	49.8
	2016	65.3	49.4	36.4	43.0
	2017	60.9	52.7	40.5	56.3
5	2015	54.7	55.6	44.4	48.4
	2016	61.3	59.3	52.2	55.2
	2017	59.3	61.9	49.8	48.6
3-5	2015	59.9	53.2	42.7	50.0
	2016	61.8	53.8	51.4	51.5
	2017	61.8	57.4	47.4	54.1

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		52.2	*	56.1	0.0	*	30.0		56.5	50.0	52.9	57.1	51
	2016	*	52.2	*	56.3	*	*	44.4		51.9	61.5	56.6	66.1	53
	2017	*	65.9	50.0	68.1	*	42.9	53.3		66.7	60.0	64.2	65.9	53

NUMBER TESTED IN GRADE 5													
2015		46	5	41	6	1	30		23	28	51	9,453	
2016	1	46	4	48	4	3	27		27	26	53	9,626	
2017	1	44	8	47	5	7	30		33	20	53	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		22	*	18	6	*	21		10	14	24	4059	51
	2016	*	22	*	21	*	*	15		13	10	23	3263	53
	2017	*	15	4	15	*	4	14		11	8	19	3328	53

NUMBER TESTED IN GRADE 5													
2015		46	5	41	6	1	30		23	28	51	9,453	
2016	1	46	4	48	4	3	27		27	26	53	9,626	
2017	1	44	8	47	5	7	30		33	20	53	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		23.9	*	26.8	0.0	*	10.0		30.4	21.4	25.5	21.8	51
	2016	*	4.3	*	8.3	*	*	3.7		7.4	11.5	9.4	26.7	53
	2017	*	22.7	12.5	23.4	*	14.3	6.7		24.2	20.0	22.6	33.0	53

NUMBER TESTED IN GRADE 5													
2015		46	5	41	6	1	30		23	28	51	9,453	
2016	1	46	4	48	4	3	27		27	26	53	9,626	
2017	1	44	8	47	5	7	30		33	20	53	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		4.3	*	7.3	0.0	*	0.0		8.7	3.6	5.9	6.3	51
	2016	*	0.0	*	0.0	*	*	0.0		0.0	0.0	0.0	6.7	53
	2017	*	9.1	0.0	10.6	*	0.0	3.3		12.1	5.0	9.4	12.8	53

NUMBER TESTED IN GRADE 5													
2015		46	5	41	6	1	30		23	28	51	9,453	
2016	1	46	4	48	4	3	27		27	26	53	9,626	
2017	1	44	8	47	5	7	30		33	20	53	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	66.7	58.8	58.3	64.0
	2016	63.9	49.6	64.9	64.0
	2017	60.7	67.2	64.0	62.6

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	2015					
	2016	100.0	93.0	93.9	83.2	49
	2017	100.0	83.7	86.3	81.7	51
1	2015					
	2016	66.7	73.8	72.5	75.9	51
	2017	75.0	59.6	62.7	74.6	59
2	2015					
	2016	22.2	51.0	46.7	53.4	60
	2017	53.3	68.3	64.3	54.1	56
K-2	2015					
	2016	58.3	71.3	69.4	70.4	160
	2017	71.4	70.2	70.5	69.6	166
# Tested (GR K-2)	2015					
	2016	24	136	160	38023	
	2017	35	131	166	35,622	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2015					
	2016	83.3	69.8	71.4	59.4	49
	2017	50.0	72.7	67.9	59.7	56
1	2015					
	2016	44.4	42.9	43.1	52.0	51
	2017	38.5	29.2	31.1	54.2	61
2	2015					
	2016	11.1	41.2	36.7	56.8	60
	2017	33.3	56.1	49.2	57.7	59
K-2	2015					
	2016	41.7	50.7	49.4	56.0	160
	2017	39.5	51.9	48.9	57.2	176
# Tested (GR K-2)	2015					
	2016	24	136	160	37912	
	2017	43	133	176	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	*	91.9	*	95.7	*		*		91.7	95.0	93.2	79.4	44
	2017	*	87.8	*	85.2	*	*	*		80.8	88.9	84.1	77.8	44
1	2015													
	2016	*	70.0	*	68.3	*	*	50.0		60.6	92.9	70.2	66.5	47
	2017	*	61.7	*	62.9	*		66.7		51.5	72.7	60.0	63.3	55
2	2015													
	2016		43.1	*	41.3	*		0.0		34.4	56.5	43.6	61.0	55
	2017		61.7	*	64.3	*	*	45.5		56.3	73.7	62.7	60.0	51
K-2	2015													
	2016	*	65.6	84.6	62.7	50.0	*	35.7		59.6	78.9	67.1	68.5	146
	2017	*	69.6	50.0	69.2	33.3	*	59.1		61.5	78.0	68.0	66.5	150
# Tested (GR K-2)	2015													
	2016	3	128	13	110	8	1	14		89	57	146	20,593	
	2017	3	135	10	104	9	2	22		91	59	150	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	*	14	*	10	*		*		12	6	18	2,353	44
	2017	*	11	*	10	*	*	*		7	5	12	1,995	44
1	2015													
	2016	*	5	*	6	*	*	1		4	3	7	1,605	47
	2017	*	6	*	6	*		1		4	5	9	1,502	55
2	2015													
	2016		3	*	3	*		0		2	2	4	1,345	55
	2017		3	*	4	*	*	1		3	2	5	1,298	51
K-2	2015													
	2016	*	22	5	19	1	*	3		18	11	29	5,303	146
	2017	*	20	3	20	3	*	4		14	12	26	4,795	150
# Tested (GR K-2)	2015													
	2016	3	128	13	110	8	1	14		89	57	146	20,593	
	2017	3	135	10	104	9	2	22		91	59	150	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	*	73.0	*	69.6	*		*		70.8	75.0	72.7	72.6	44
	2017	*	87.8	*	85.2	*	*	*		84.6	83.3	84.1	70.8	44
1	2015													
	2016	*	57.5	*	61.0	*	*	33.3		48.5	85.7	59.6	50.2	47
	2017	*	34.0	*	34.3	*		22.2		33.3	40.9	36.4	48.9	55
2	2015													
	2016		25.5	*	26.1	*		0.0		18.8	34.8	25.5	46.7	55
	2017		46.8	*	50.0	*	*	36.4		40.6	63.2	49.0	46.9	51
K-2	2015													
	2016	*	49.2	61.5	48.2	37.5	*	28.6		43.8	61.4	50.7	55.8	146
	2017	*	54.8	50.0	53.8	22.2	*	36.4		50.5	61.0	54.7	54.8	150
# Tested (GR K-2)	2015													
	2016	3	128	13	110	8	1	14		89	57	146	20,570	
	2017	3	135	10	104	9	2	22		91	59	150	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	*	4	*	2	*		*		5	1	6	1,583	44
	2017	*	16	*	11	*	*	*		11	5	16	1,348	44
1	2015													
	2016	*	2	*	3	*	*	1		2	2	4	733	47
	2017	*	2	*	2	*		0		1	3	4	712	55
2	2015													
	2016		4	*	3	*		0		3	2	5	977	55
	2017		1	*	1	*	*	1		0	2	2	985	51
K-2	2015													
	2016	*	10	4	8	1	*	1		10	5	15	3,293	146
	2017	*	19	1	14	2	*	2		12	10	22	3,045	150
# Tested (GR K-2)	2015													
	2016	3	128	13	110	8	1	14		89	57	146	20,570	
	2017	3	135	10	104	9	2	22		91	59	150	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	*	64.9	90.0	72.0	*	*	83.3		74.1	68.2	71.4	59.5	49
	2017	*	75.6	75.0	71.0	*	71.4	75.0		76.7	71.4	74.5	59.7	51
1	2015													
	2016	*	40.0	55.6	42.2	*	*	44.4		37.1	56.3	43.1	52.2	51
	2017	*	29.8	33.3	33.3	*	*	41.7		37.1	25.0	32.2	54.4	59
2	2015													
	2016		33.3	62.5	36.0	*	*	11.1		37.1	36.0	36.7	56.9	60
	2017		48.9	66.7	53.2	*	*	40.0		48.6	57.1	51.8	57.9	56
K-2	2015													
	2016	*	44.5	70.4	45.8	12.5	72.7	41.7		47.4	52.4	49.4	56.1	160
	2017	*	50.4	57.7	51.8	22.2	66.7	48.6		53.0	50.0	51.8	57.3	166
# Tested (GR K-2)	2015													
	2016	3	128	27	120	8	11	24		97	63	160	37,758	
	2017	3	135	26	114	9	15	35		100	66	166	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	*	3	3	2	*	*	2		5	2	7	2,114	49
	2017	*	6	5	6	*	5	5		7	5	12	1,868	51
1	2015													
	2016	*	3	3	5	*	*	2		3	3	6	1,519	51
	2017	*	0	1	0	*	*	0		1	1	2	1,607	59
2	2015													
	2016		1	4	4	*	*	1		4	1	5	2,167	60
	2017		3	0	3	*	*	0		1	2	3	2,111	56
K-2	2015													
	2016	*	7	10	11	0	5	5		12	6	18	5,800	160
	2017	*	9	6	9	1	5	5		9	8	17	5,586	166
# Tested (GR K-2)	2015													
	2016	3	128	27	120	8	11	24		97	63	160	37,758	
	2017	3	135	26	114	9	15	35		100	66	166	35,282	

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			*	*		*	*		*	*	*	87.5	5
	2017			100.0	*		100.0	100.0		*	*	100.0	85.8	7
1	2015													
	2016			*	*		*	*		*	*	*	87.2	4
	2017			*	*		*	*		*	*	*	87.7	4
2	2015													
	2016			*	*		*	*		*	*	*	44.0	5
	2017			*	*		*	*		*	*	*	46.9	5
K-2	2015													
	2016			92.9	90.0		90.0	90.0		87.5	100.0	92.9	72.7	14
	2017			93.8	90.0		92.3	92.3		88.9	100.0	93.8	73.2	16
# Tested (GR K-2)	2015													
	2016			14	10		10	10		8	6	14	17,430	
	2017			16	10		13	13		9	7	16	16,542	

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			*	*		*	*		*	*	*	3,369	5
	2017			5	*		4	4		*	*	5	3,098	7
1	2015													
	2016			*	*		*	*		*	*	*	2,597	4
	2017			*	*		*	*		*	*	*	2,483	4
2	2015													
	2016			*	*		*	*		*	*	*	334	5
	2017			*	*		*	*		*	*	*	383	5
K-2	2015													
	2016			10	7		8	8		6	4	10	6,300	14
	2017			10	6		7	7		4	6	10	5,964	16
# Tested (GR K-2)	2015													
	2016			14	10		10	10		8	6	14	17,430	
	2017			16	10		13	13		9	7	16	16,542	

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			*	*		*	*		*	*	*	85.4	5
	2017			100.0	*		100.0	100.0		*	*	100.0	83.5	7
1	2015													
	2016			*	*		*	*		*	*	*	69.4	4
	2017			*	*		*	*		*	*	*	69.5	4
2	2015													
	2016			*	*		*	*		*	*	*	38.6	5
	2017			*	*		*	*		*	*	*	42.0	5
K-2	2015													
	2016			85.7	80.0		80.0	80.0		87.5	83.3	85.7	64.2	14
	2017			93.8	100.0		92.3	92.3		88.9	100.0	93.8	64.7	16
# Tested (GR K-2)	2015													
	2016			14	10		10	10		8	6	14	17,429	
	2017			16	10		13	13		9	7	16	16,542	

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			*	*		*	*		*	*	*	2,430	5
	2017			4	*		3	3		*	*	4	2,063	7
1	2015													
	2016			*	*		*	*		*	*	*	1,001	4
	2017			*	*		*	*		*	*	*	947	4
2	2015													
	2016			*	*		*	*		*	*	*	642	5
	2017			*	*		*	*		*	*	*	655	5
K-2	2015													
	2016			7	3		5	5		4	3	7	4,073	14
	2017			7	5		5	5		2	5	7	3,665	16
# Tested (GR K-2)	2015													
	2016			14	10		10	10		8	6	14	17,429	
	2017			16	10		13	13		9	7	16	16,542	

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												47.6	0
	2017			*	*		*	*		*	*	*	45.0	5
1	2015													
	2016												15.7	0
	2017			*			*	*		*	*	*	24.6	2
2	2015													
	2016												22.2	0
	2017			*	*		*	*		*	*	*	26.5	3
K-2	2015													
	2016												22.7	0
	2017			0.0	0.0		0.0	0.0		*	*	0.0	30.5	10
# Tested (GR K-2)	2015													
	2016	0	0	0	0	0	0	0	0	0	0	0	154	
	2017	0	0	10	6	0	8	8	0	5	5	10	154	

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												8	0
	2017			*	*		*	*		*	*	*	4	5
1	2015													
	2016												4	0
	2017			*			*	*		*	*	*	5	2
2	2015													
	2016												7	0
	2017			*	*		*	*		*	*	*	3	3
K-2	2015													
	2016												19	0
	2017			0	0		0	0		*	*	0	12	10
# Tested (GR K-2)	2015													
	2016	0	0	0	0	0	0	0	0	0	0	0	154	
	2017	0	0	10	6	0	8	8	0	5	5	10	154	

PERFORMANCE IN 2017

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (7)	Beginning	1	14.3	2	28.6	6	85.7	6	85.7	6	85.7
	Intermediate	2	28.6	4	57.1	1	14.3	0	0.0	0	0.0
	Advanced	3	42.9	0	0.0	0	0.0	1	14.3	1	14.3
	Advanced High	1	14.3	1	14.3	0	0.0	0	0.0	0	0.0
2 (6)	Beginning	1	16.7	1	16.7	1	16.7	2	33.3	1	16.7
	Intermediate	4	66.7	4	66.7	4	66.7	1	16.7	2	33.3
	Advanced	1	16.7	1	16.7	1	16.7	1	16.7	2	33.3
	Advanced High	0	0.0	0	0.0	0	0.0	2	33.3	1	16.7
5 (7)	Beginning	1	14.3	1	14.3	1	14.3	2	28.6	1	14.3
	Intermediate	0	0.0	0	0.0	5	71.4	2	28.6	3	42.9
	Advanced	5	71.4	3	42.9	1	14.3	3	42.9	3	42.9
	Advanced High	1	14.3	3	42.9	0	0.0	0	0.0	0	0.0
ALL (34)	Beginning	8	23.5	10	29.4	16	47.1	19	55.9	15	44.1
	Intermediate	9	26.5	10	29.4	14	41.2	7	20.6	10	29.4
	Advanced	14	41.2	9	26.5	4	11.8	6	17.6	8	23.5
	Advanced High	3	8.8	5	14.7	0	0.0	2	5.9	1	2.9

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
- -	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
4 4 (100.0%)	Beginning	0			
	Intermediate	2	0		
	Advanced	1	0	0	
	Advanced High	0	0	1	
5 3 (60.0%)	Beginning	0			
	Intermediate	2	1		
	Advanced	0	1	1	
	Advanced High	0	0	0	
15 9 (60.0%)	Beginning	2			
	Intermediate	5	3		
	Advanced	1	2	1	
	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	13	7	53.8	*	*	*	*						
KN	3	*	*			*	*						
5	6			*	*	*	*					*	*
ALL	22	8	36.4	*	*	7	31.8					*	*

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

45	77.3	80.0			82.2		85.6	
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KINDERGARTEN MATHEMATICS

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KINDERGARTEN MATHEMATICS SPANISH

9	81.5	88.2			77.8		83.3	
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KINDERGARTEN MATHEMATICS SPANISH

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KINDERGARTEN READING

45	82.8	88.6			93.3		92.8	
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KINDERGARTEN READING

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KINDERGARTEN READING SPANISH

9	92.6	94.3			100.0		94.5	
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KINDERGARTEN READING SPANISH

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GRADE 1 MATHEMATICS

53	79.6	82.0			81.1		82.8	
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GRADE 1 MATHEMATICS

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GRADE 1 MATHEMATICS SPANISH

5	*	*			*		89.2	
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GRADE 1 MATHEMATICS SPANISH

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GRADE 1 READING

53	74.2	80.6			86.8		90.4	
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GRADE 1 READING

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GRADE 1 READING SPANISH

6	70.8	70.8			66.7		91.4	
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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

61	68.5	79.0	75.0		75.4	77.0	80.7	91.6
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GRADE 2 MATHEMATICS

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GRADE 2 READING

56	72.0	81.3	72.9		71.4	76.8	77.0	89.0
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GRADE 2 READING

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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 2 READING SPANISH

5	*	*	*		*	*	79.9	*
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GRADE 3 MATHEMATICS

54	57.9	72.0	72.2		55.6	79.6	60.9	88.5
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GRADE 3 MATHEMATICS SPANISH

3	*	*	*		*	*	44.3	*
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GRADE 3 READING

54	58.3	72.2	72.0		61.1	87.0	56.4	85.8
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GRADE 3 READING SPANISH

3	*	*	*		*	*	59.9	*
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GRADE 4 LANGUAGE ARTS

51	63.2	69.3	76.6		54.9	86.3	58.3	90.0
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GRADE 4 MATHEMATICS

51	44.1	66.5	79.8		37.3	96.1	64.7	90.3
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GRADE 4 READING

51	60.8	73.9	75.4		68.6	78.4	68.1	90.5
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GRADE 5 MATHEMATICS

47	58.3	72.2	77.0		61.7	93.6	63.5	90.2
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GRADE 5 READING

47	69.8	77.4	73.8		72.3	83.0	70.8	90.8
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GRADE 5 SCIENCE

51	69.9	69.9	81.3		52.9	92.2	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 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 MATHEMATICS SPANISH

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GRADE 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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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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