

ELISHA M. PEASE ELEMENTARY SCHOOL

SCHOOL NUMBER 191

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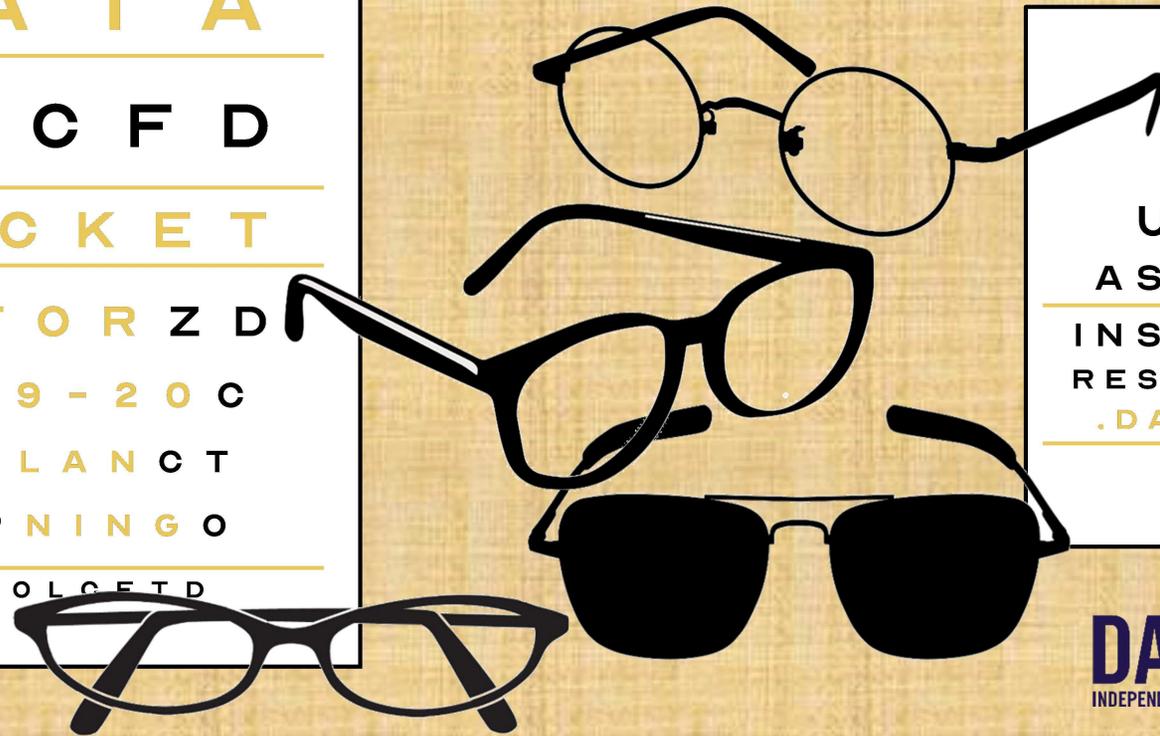
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JULY 23, 2019

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2018-19 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 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

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.
- 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 publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS 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 TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

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	56
KN	67
1	62
2	65
3	81
4	71
5	60
ALL	462

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	417	90.3	29	82.9
American Indian/Alaska Native	4	0.9	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	29	6.3	3	8.6
White	4	0.9	0	0.0
Multiple	8	1.7	3	8.6
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	113	24.5
Economically disadvantaged	457	98.9
Limited English proficient (LEP)	15	3.2
Special education	65	14.1
Talented and Gifted (TAG)	49	10.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017	60	56	93.3	0	0.0	0	0.0	3	5.0	1	1.7	0	0.0
	2018	53	51	96.2	1	1.9	0	0.0	0	0.0	0	0.0	1	1.9
	2019	56	49	87.5	2	3.6	0	0.0	1	1.8	0	0.0	4	7.1
KN	2017	68	64	94.1	0	0.0	0	0.0	4	5.9	0	0.0	0	0.0
	2018	54	51	94.4	0	0.0	0	0.0	2	3.7	1	1.9	0	0.0
	2019	67	64	95.5	1	1.5	0	0.0	1	1.5	0	0.0	1	1.5
1	2017	81	72	88.9	0	0.0	0	0.0	7	8.6	2	2.5	0	0.0
	2018	53	51	96.2	0	0.0	0	0.0	2	3.8	0	0.0	0	0.0
	2019	62	57	91.9	0	0.0	0	0.0	2	3.2	2	3.2	1	1.6
2	2017	69	63	91.3	0	0.0	0	0.0	5	7.2	0	0.0	1	1.4
	2018	76	68	89.5	0	0.0	0	0.0	6	7.9	2	2.6	0	0.0
	2019	65	59	90.8	0	0.0	0	0.0	6	9.2	0	0.0	0	0.0
3	2017	77	65	84.4	0	0.0	0	0.0	12	15.6	0	0.0	0	0.0
	2018	62	54	87.1	0	0.0	0	0.0	6	9.7	0	0.0	2	3.2
	2019	81	75	92.6	0	0.0	0	0.0	5	6.2	1	1.2	0	0.0
4	2017	71	62	87.3	0	0.0	0	0.0	9	12.7	0	0.0	0	0.0
	2018	65	56	86.2	0	0.0	0	0.0	9	13.8	0	0.0	0	0.0
	2019	71	62	87.3	1	1.4	0	0.0	6	8.5	1	1.4	1	1.4
5	2017	71	67	94.4	0	0.0	0	0.0	2	2.8	1	1.4	1	1.4
	2018	66	57	86.4	0	0.0	0	0.0	9	13.6	0	0.0	0	0.0
	2019	60	51	85.0	0	0.0	0	0.0	8	13.3	0	0.0	1	1.7
PK-5	2017	497	449	90.3	0	0.0	0	0.0	42	8.5	4	0.8	2	0.4
	2018	429	388	90.4	1	0.2	0	0.0	34	7.9	3	0.7	3	0.7
	2019	462	417	90.3	4	0.9	0	0.0	29	6.3	4	0.9	8	1.7

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	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
	2018	53	50	94.3	0	0.0	1	1.9	5	9.4	0	0.0	40	75.5	45.3	54.7	24.5
	2019	56	56	100.0	0	0.0	1	1.8	2	3.6	0	0.0	36	64.3	51.8	48.2	35.7
KN	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
	2018	54	48	88.9	1	1.9	1	1.9	4	7.4	3	5.6	24	44.4	48.1	51.9	0.0
	2019	67	67	100.0	0	0.0	3	4.5	1	1.5	0	0.0	22	32.8	52.2	47.8	3.0
1	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
	2018	53	41	77.4	2	3.8	5	9.4	5	9.4	10	18.9	10	18.9	49.1	50.9	1.9
	2019	62	62	100.0	1	1.6	5	8.1	8	12.9	7	11.3	11	17.7	51.6	48.4	1.6
2	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
	2018	76	64	84.2	5	6.6	4	5.3	11	14.5	7	9.2	14	18.4	55.3	44.7	1.3
	2019	65	65	100.0	3	4.6	14	21.5	8	12.3	12	18.5	12	18.5	53.8	46.2	3.1
3	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
	2018	62	58	93.5	3	4.8	9	14.5	8	12.9	9	14.5	10	16.1	37.1	62.9	0.0
	2019	81	79	97.5	3	3.7	11	13.6	11	13.6	12	14.8	14	17.3	55.6	44.4	0.0
4	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
	2018	65	59	90.8	6	9.2	9	13.8	37	56.9	11	16.9	7	10.8	44.6	55.4	0.0
	2019	71	69	97.2	4	5.6	17	23.9	38	53.5	12	16.9	12	16.9	38.0	62.0	2.8
5	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
	2018	66	61	92.4	6	9.1	6	9.1	44	66.7	11	16.7	8	12.1	54.5	45.5	1.5
	2019	60	59	98.3	4	6.7	14	23.3	45	75.0	6	10.0	9	15.0	55.0	45.0	5.0
PK-5	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
	2018	429	381	88.8	23	5.4	35	8.2	114	26.6	51	11.9	113	26.3	48.0	52.0	3.7
	2019	462	457	98.9	15	3.2	65	14.1	113	24.5	49	10.6	116	25.1	51.1	48.9	6.5

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	2017	68	11,388	63	92.9	10,888	95.6	40	59.0	19.6	48	10,240	70.9	89.9
	2018	58	11,061	53	91.2	10,520	95.1	23	39.6	17.8	41	9,830	70.5	88.9
	2019	69	10,918	63	91.3	10,368	95.0	18	26.0	7.1	47	9,637	67.9	88.3
1	2017	77	12,278	71	92.5	11,800	96.1	33	42.9	18.4	56	11,169	72.8	91.0
	2018	61	11,550	57	93.2	11,055	95.7	25	40.7	16.6	42	10,347	68.4	89.6
	2019	64	11,198	58	91.4	10,714	95.7	5	7.9	6.3	43	10,067	67.7	89.9
2	2017	67	12,938	63	94.1	12,476	96.4	29	43.5	16.9	50	11,850	75.1	91.6
	2018	80	11,864	76	94.4	11,398	96.1	25	31.1	15.9	64	10,717	79.6	90.3
	2019	64	11,232	58	90.7	10,778	96.0	4	6.2	5.9	44	10,167	68.6	90.5
3	2017	74	13,158	69	93.8	12,734	96.8	41	55.5	15.9	55	12,162	74.5	92.4
	2018	65	12,536	62	94.9	12,080	96.4	27	41.4	14.4	48	11,431	73.6	91.2
	2019	81	11,452	75	92.8	11,021	96.2	10	12.3	5.8	63	10,472	77.6	91.4
4	2017	68	12,873	64	94.2	12,467	96.8	35	51.5	15.4	53	11,953	77.9	92.9
	2018	66	12,675	61	93.1	12,235	96.5	31	47.2	14.1	48	11,637	73.1	91.8
	2019	68	12,118	62	91.5	11,678	96.4	14	20.7	6.0	46	11,110	68.0	91.7
5	2017	68	12,220	65	95.7	11,838	96.9	26	38.3	6.1	58	11,367	85.5	93.0
	2018	72	12,498	67	93.4	12,078	96.6	16	22.3	6.1	55	11,513	76.8	92.1
	2019	62	12,193	58	92.7	11,764	96.5	5	8.1	5.4	47	11,300	75.7	92.7
KN-5	2017	421	74,855	395	93.8	72,203	96.5	204	48.5	15.3	320	68,741	76.0	91.8
	2018	402	72,186	376	93.4	69,366	96.1	147	36.5	14.0	298	65,475	74.1	90.7
	2019	408	69,110	374	91.8	66,323	96.0	56	13.7	6.1	290	62,753	71.1	90.8

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	29	82.9
Hispanic	3	8.6
White	0	0.0
Multiple	3	8.6
Other	0	0.0

Gender	Number	Percentage
Female	29	82.9
Male	6	17.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	5.9	76.7
2017-18	7.5	42.4
2018-19	4.8	55.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	10	28.6
1	2	5.7
2	2	5.7
3	1	2.9
4	2	5.7
5	1	2.9
1-3	5	14.3
More than 3	20	57.1
1 - 5	8	22.9
6 - 10	5	14.3
11 - 20	9	25.7
More than 20	3	8.6

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)
3	2017		56.9	33.3	53.4	11.1	57.1	56.3		53.7	52.8	53.2	59.5	77
	2018		53.7	57.1	57.7	25.0	*	55.6		50.0	59.0	55.6	67.4	63
	2019	*	50.7	*	51.3	28.6	*	50.0		57.1	42.9	50.6	67.4	77
4	2017		47.5	55.6	46.9	*	*	25.0		36.1	61.8	48.6	56.4	70
	2018		42.9	50.0	44.6	44.4	*	30.6		41.4	45.7	43.8	61.9	64
	2019	*	50.9	*	54.8	11.1	*	41.7		45.8	60.0	54.7	67.2	64
5	2017	*	47.8	*	49.2	33.3	*	36.4		47.5	54.8	50.7	71.7	71
	2018		58.3	70.0	55.9	33.3	66.7	41.3		53.8	67.7	60.0	76.0	70
	2019		60.0	75.0	62.7	44.4	*	60.9		57.6	69.2	62.7	81.0	59
3-5	2017	*	50.8	47.8	50.0	15.0	53.8	35.4		46.2	56.4	50.9	62.7	218
	2018		51.8	60.0	52.7	34.8	71.4	38.5		48.9	57.1	53.3	68.7	197
	2019	*	53.4	70.6	55.8	28.0	80.0	52.2		54.5	56.4	55.5	72.3	200

NUMBER TESTED IN GRADES 3-5													
2017	1	193	23	202	20	13	96		117	101	218	23,084	
2018		170	25	167	23	14	91		92	105	197	22,610	
2019	2	178	17	197	25	10	92		99	101	200	21,769	

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	2017		28	8	34	8	3	7		19	17	36	3,014	77
	2018		25	3	22	6	*	4		12	16	28	2,309	63
	2019	*	35	*	37	5	*	5		18	20	38	2,153	77
4	2017		32	4	34	*	*	27		23	13	36	3,323	70
	2018		32	4	31	5	*	25		17	19	36	2,811	64
	2019	*	28	*	28	8	*	21		13	16	29	2,376	64
5	2017	*	35	*	33	4	*	28		21	14	35	2,269	71
	2018		25	3	26	4	2	27		18	10	28	1,956	70
	2019		20	2	22	5	*	18		14	8	22	1,508	59
3-5	2017	*	95	12	101	17	6	62		63	44	107	8,606	218
	2018		82	10	79	15	4	56		47	45	92	7,076	197
	2019	*	83	5	87	18	2	44		45	44	89	6,037	200

NUMBER TESTED IN GRADES 3-5													
2017	1	193	23	202	20	13	96			117	101	218	23,084
2018		170	25	167	23	14	91			92	105	197	22,610
2019	2	178	17	197	25	10	92			99	101	200	21,769

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	2017		30.8	8.3	26.0	11.1	14.3	31.3		24.4	30.6	27.3	32.9	77
	2018		18.5	57.1	25.0	12.5	*	33.3		12.5	30.8	23.8	33.6	63
	2019	*	11.3	*	11.8	0.0	*	20.0		14.3	8.6	11.7	35.9	77
4	2017		24.6	33.3	25.0	*	*	8.3		22.2	29.4	25.7	32.4	70
	2018		14.3	0.0	12.5	11.1	*	5.6		13.8	11.4	12.5	35.6	64
	2019	*	21.1	*	25.8	0.0	*	13.9		20.8	27.5	25.0	37.1	64
5	2017	*	22.4	*	20.0	0.0	*	2.3		17.5	25.8	21.1	38.2	71
	2018		20.0	20.0	23.7	0.0	16.7	8.7		23.1	16.1	20.0	44.1	70
	2019		24.0	12.5	23.7	22.2	*	19.6		18.2	30.8	23.7	45.9	59
3-5	2017	*	25.9	17.4	23.8	5.0	15.4	9.4		21.4	28.7	24.8	34.6	218
	2018		17.6	24.0	20.4	8.7	21.4	9.9		17.4	20.0	18.8	38.0	197
	2019	*	18.0	29.4	19.8	8.0	30.0	17.4		17.2	21.8	19.5	39.9	200

NUMBER TESTED IN GRADES 3-5													
2017	1	193	23	202	20	13	96		117	101	218	23,084	
2018		170	25	167	23	14	91		92	105	197	22,610	
2019	2	178	17	197	25	10	92		99	101	200	21,769	

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	2017		12.3	0.0	8.2	0.0	0.0	6.3		9.8	11.1	10.4	20.0	77
	2018		9.3	57.1	15.4	12.5	*	22.2		12.5	15.4	14.3	19.3	63
	2019	*	4.2	*	5.3	0.0	*	0.0		4.8	5.7	5.2	21.9	77
4	2017		8.2	22.2	7.8	*	*	2.8		2.8	17.6	10.0	16.9	70
	2018		5.4	0.0	5.4	11.1	*	5.6		3.4	5.7	4.7	17.7	64
	2019	*	8.8	*	12.9	0.0	*	5.6		8.3	15.0	12.5	18.2	64
5	2017	*	9.0	*	9.2	0.0	*	0.0		5.0	12.9	8.5	19.4	71
	2018		11.7	20.0	15.3	0.0	16.7	4.3		15.4	9.7	12.9	20.1	70
	2019		10.0	0.0	10.2	22.2	*	8.7		6.1	15.4	10.2	24.1	59
3-5	2017	*	9.8	8.7	8.4	0.0	7.7	2.1		6.0	13.9	9.6	18.8	218
	2018		8.8	24.0	12.0	8.7	21.4	6.6		10.9	10.5	10.7	19.1	197
	2019	*	7.3	17.6	9.1	8.0	20.0	6.5		6.1	11.9	9.0	21.5	200

NUMBER TESTED IN GRADE 3-5													
2017	1	193	23	202	20	13	96		117	101	218	23,084	
2018		170	25	167	23	14	91		92	105	197	22,610	
2019	2	178	17	197	25	10	92		99	101	200	21,769	

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	2017	53.5	53.5	53.2
	2018	65.7	56.2	51.9
	2019	58.4	57.7	43.1
4	2017	53.6	55.3	48.9
	2018	50.4	52.3	50.8
	2019	61.3	55.8	53.4
5	2017	61.3	55.5	59.1
	2018	57.5	60.4	56.5
	2019	66.5	59.4	59.0
3-5	2017	56.1	54.8	53.7
	2018	57.8	56.4	53.2
	2019	61.8	57.6	51.1

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)
4	2017		43.5	50.0	44.6	*	*	18.9		35.1	54.5	44.3	54.4	70
	2018		29.8	0.0	26.3	11.1	*	13.5		20.7	30.6	26.2	51.2	65
	2019	*	40.0	*	43.3	0.0	*	22.2		21.7	53.8	41.9	56.9	62

NUMBER TESTED IN GRADE 4													
2017		62	8	65	5	5	37		37	33	70	7,530	
2018		57	8	57	9	5	37		29	36	65	7,361	
2019	1	55	4	60	9	3	36		23	39	62	7,170	

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	2017		35	4	36	*	*	30		24	15	39	3,435	70
	2018		40	8	42	8	*	32		23	25	48	3,589	65
	2019	*	33	*	34	9	*	28		18	18	36	3,091	62

NUMBER TESTED IN GRADE 4													
2017		62	8	65	5	5	37		37	33	70	7,530	
2018		57	8	57	9	5	37		29	36	65	7,361	
2019	1	55	4	60	9	3	36		23	39	62	7,170	

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	2017		17.7	0.0	15.4	*	*	0.0		8.1	24.2	15.7	26.0	70
	2018		8.8	0.0	7.0	11.1	*	2.7		6.9	8.3	7.7	29.2	65
	2019	*	10.9	*	11.7	0.0	*	5.6		0.0	17.9	11.3	26.4	62

NUMBER TESTED IN GRADE 4													
2017		62	8	65	5	5	37		37	33	70	7,530	
2018		57	8	57	9	5	37		29	36	65	7,361	
2019	1	55	4	60	9	3	36		23	39	62	7,170	

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	2017		4.8	0.0	4.6	*	*	0.0		2.7	6.1	4.3	7.4	70
	2018		3.5	0.0	3.5	0.0	*	0.0		6.9	0.0	3.1	7.1	65
	2019	*	3.6	*	3.3	0.0	*	0.0		0.0	5.1	3.2	7.6	62

NUMBER TESTED IN GRADE 4													
2017		62	8	65	5	5	37		37	33	70	7,530	
2018		57	8	57	9	5	37		29	36	65	7,361	
2019	1	55	4	60	9	3	36		23	39	62	7,170	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition ¹ (Expository)	2. Revision	3. Editing
4	2017	3.1	54.6	57.4
	2018	3.2	32.7	53.8
	2019	3.2	53.8	51.4

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

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	2017		55.4	58.3	54.8	33.3	85.7	62.5		53.7	58.3	55.8	70.0	77
	2018		61.1	85.7	65.4	50.0	*	66.7		50.0	74.4	65.1	74.5	63
	2019	*	59.2	*	61.8	57.1	*	50.0		59.5	62.9	61.0	75.5	77
4	2017		62.3	66.7	64.1	*	*	50.0		61.1	64.7	62.9	68.1	70
	2018		53.6	55.6	54.4	22.2	66.7	40.5		58.6	50.0	53.8	75.2	65
	2019	*	56.1	*	59.7	22.2	*	41.7		41.7	70.0	59.4	74.7	64
5	2017	*	68.7	*	67.7	50.0	*	59.1		62.5	80.6	70.4	80.6	71
	2018		78.3	90.0	81.4	50.0	83.3	73.9		74.4	87.1	80.0	86.9	70
	2019		70.0	62.5	69.5	36.4	*	66.7		66.7	73.1	69.5	88.0	59
3-5	2017	*	62.2	65.2	61.9	35.0	84.6	56.3		59.0	67.3	62.8	72.7	218
	2018		64.7	76.9	67.3	39.1	80.0	59.8		63.0	69.8	66.7	78.8	198
	2019	*	61.2	70.6	63.5	37.0	90.0	55.3		57.6	68.3	63.0	79.5	200

NUMBER TESTED IN GRADES 3-5													
2017	1	193	23	202	20	13	92			117	101	218	37,278
2018		170	26	168	23	15	92			92	106	198	36,318
2019	2	178	17	197	27	10	94			99	101	200	34,690

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	2017		29	5	33	6	1	6		19	15	34	3,851	77
	2018		21	1	18	4	*	3		12	10	22	3,072	63
	2019	*	29	*	29	3	*	5		17	13	30	2,726	77
4	2017		23	3	23	*	*	18		14	12	26	4,016	70
	2018		26	4	26	7	2	22		12	18	30	3,028	65
	2019	*	25	*	25	7	*	21		14	12	26	2,959	64
5	2017	*	21	*	21	3	*	18		15	6	21	2,308	71
	2018		13	1	11	3	1	12		10	4	14	1,582	70
	2019		15	3	18	7	*	16		11	7	18	1,420	59
3-5	2017	*	73	8	77	13	2	42		48	33	81	10,175	218
	2018		60	6	55	14	3	37		34	32	66	7,682	198
	2019	*	69	5	72	17	1	42		42	32	74	7,105	200

NUMBER TESTED IN GRADES 3-5													
2017	1	193	23	202	20	13	92			117	101	218	37,278
2018		170	26	168	23	15	92			92	106	198	36,318
2019	2	178	17	197	27	10	94			99	101	200	34,690

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	2017		24.6	16.7	21.9	0.0	28.6	18.8		24.4	22.2	23.4	39.9	77
	2018		24.1	57.1	28.8	12.5	*	22.2		16.7	35.9	28.6	41.8	63
	2019	*	18.3	*	19.7	14.3	*	20.0		23.8	14.3	19.5	42.8	77
4	2017		36.1	33.3	35.9	*	*	19.4		41.7	29.4	35.7	39.4	70
	2018		17.9	11.1	17.5	0.0	16.7	5.4		20.7	13.9	16.9	44.2	65
	2019	*	17.5	*	21.0	0.0	*	5.6		4.2	30.0	20.3	44.8	64
5	2017	*	19.4	*	21.5	0.0	*	6.8		25.0	19.4	22.5	42.4	71
	2018		20.0	40.0	20.3	0.0	33.3	10.9		20.5	25.8	22.9	53.8	70
	2019		28.0	37.5	30.5	27.3	*	27.1		30.3	30.8	30.5	55.5	59
3-5	2017	*	26.4	26.1	26.2	0.0	38.5	13.5		29.9	23.8	27.1	40.5	218
	2018		20.6	34.6	22.0	4.3	33.3	9.8		19.6	25.5	22.7	46.6	198
	2019	*	20.8	47.1	23.4	14.8	60.0	18.1		21.2	24.8	23.0	47.8	200

NUMBER TESTED IN GRADES 3-5													
2017	1	193	23	202	20	13	96		117	101	218	37,278	
2018		170	26	168	23	15	92		92	106	198	36,318	
2019	2	178	17	197	27	10	94		99	101	200	34,690	

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	2017		6.2	8.3	5.5	0.0	14.3	0.0		12.2	0.0	6.5	19.9	77
	2018		5.6	28.6	9.6	0.0	*	11.1		4.2	10.3	7.9	19.6	63
	2019	*	4.2	*	3.9	0.0	*	10.0		4.8	2.9	3.9	20.3	77
4	2017		19.7	22.2	20.3	*	*	8.3		22.2	17.6	20.0	22.1	70
	2018		5.4	0.0	5.3	0.0	0.0	0.0		6.9	2.8	4.6	23.8	65
	2019	*	7.0	*	6.5	0.0	*	0.0		0.0	10.0	6.3	25.1	64
5	2017	*	1.5	*	1.5	0.0	*	0.0		2.5	0.0	1.4	19.3	71
	2018		3.3	10.0	5.1	0.0	16.7	2.2		7.7	0.0	4.3	27.6	70
	2019		14.0	12.5	15.3	9.1	*	10.4		15.2	15.4	15.3	34.0	59
3-5	2017	*	8.8	13.0	8.9	0.0	23.1	3.1		12.0	5.9	9.2	20.4	218
	2018		4.7	11.5	6.5	0.0	13.3	2.2		6.5	4.7	5.6	23.7	198
	2019	*	7.9	5.9	8.1	3.7	10.0	6.4		7.1	8.9	8.0	26.6	200

NUMBER TESTED IN GRADE 3-5													
2017	1	193	23	202	20	13	96			117	101	218	37,278
2018		170	26	168	23	15	92			92	106	198	36,318
2019	2	178	17	197	27	10	94			99	101	200	34,690

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	2017	54.2	52.2	52.3	50.3
	2018	62.1	55.4	52.2	62.3
	2019	54.1	54.2	57.1	59.4
4	2017	67.9	51.6	52.4	61.1
	2018	55.6	52.0	48.0	51.2
	2019	58.7	48.0	47.2	61.7
5	2017	54.2	58.4	52.7	56.3
	2018	47.6	57.3	59.5	51.8
	2019	59.6	58.4	52.5	53.4
3-5	2017	58.6	54.0	52.5	55.7
	2018	54.8	55.0	53.4	54.9
	2019	57.2	53.5	52.6	58.4

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	2017	*	61.2	*	63.2	16.7	*	55.3		62.5	64.5	63.4	65.9	71
	2018		38.6	60.0	38.6	33.3	50.0	28.9		42.1	41.4	41.8	68.8	67
	2019		44.0	75.0	49.2	33.3	*	41.3		51.5	46.2	49.2	69.3	59

NUMBER TESTED IN GRADE 5													
2017	1	67	2	68	6	1	47		40	31	71	9,759	
2018		57	10	57	6	6	45		38	29	67	10,271	
2019		50	8	59	9	4	46		33	26	59	10,432	

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	2017	*	26	*	25	5	*	21		15	11	26	3328	71
	2018		35	4	35	4	3	32		22	17	39	3208	67
	2019		28	2	30	6	*	27		16	14	30	3203	59

NUMBER TESTED IN GRADE 5													
2017	1	67	2	68	6	1	47		40	31	71	9,759	
2018		57	10	57	6	6	45		38	29	67	10,271	
2019		50	8	59	9	4	46		33	26	59	10,432	

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	2017	*	16.4	*	17.6	0.0	*	6.4		12.5	22.6	16.9	33.0	71
	2018		8.8	40.0	14.0	0.0	33.3	4.4		10.5	17.2	13.4	32.6	67
	2019		18.0	37.5	22.0	22.2	*	17.4		24.2	19.2	22.0	42.0	59

NUMBER TESTED IN GRADE 5													
2017	1	67	2	68	6	1	47		40	31	71	9,759	
2018		57	10	57	6	6	45		38	29	67	10,271	
2019		50	8	59	9	4	46		33	26	59	10,432	

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	2017	*	3.0	*	4.4	0.0	*	0.0		5.0	3.2	4.2	12.8	71
	2018		1.8	20.0	5.3	0.0	16.7	2.2		5.3	3.4	4.5	12.1	67
	2019		6.0	25.0	8.5	0.0	*	4.3		12.1	3.8	8.5	19.7	59

NUMBER TESTED IN GRADE 5													
2017	1	67	2	68	6	1	47		40	31	71	9,759	
2018		57	10	57	6	6	45		38	29	67	10,271	
2019		50	8	59	9	4	46		33	26	59	10,432	

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	2017	59.4	59.2	68.5	57.5
	2018	52.0	58.0	52.5	56.7
	2019	53.7	60.0	54.6	60.6

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	2017	*	72.7	73.5	81.7	68
	2018	*	94.2	92.9	82.2	56
	2019	*	86.2	86.4	80.8	66
1	2017	55.6	52.2	52.6	74.0	78
	2018	*	82.0	80.0	73.1	55
	2019	28.6	77.8	72.1	72.9	61
2	2017	40.0	50.9	49.3	70.7	67
	2018	80.0	55.1	58.2	70.6	79
	2019	0.0	48.0	42.9	68.5	56
K-2	2017	52.4	58.9	58.2	75.2	213
	2018	73.7	74.9	74.7	75.2	190
	2019	21.4	72.2	68.3	74.0	183
# Tested (GR K-2)	2017	21	192	213	35,859	
	2018	19	171	190	33,518	
	2019	14	169	183	32,206	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	*	52.3	52.2	59.6	67
	2018	*	68.6	67.3	61.3	55
	2019	*	72.3	72.7	62.8	66
1	2017	33.3	42.6	41.6	54.2	77
	2018	*	76.0	70.9	55.6	55
	2019	57.1	77.4	75.0	56.4	60
2	2017	66.7	50.9	53.0	57.7	66
	2018	70.0	52.2	54.4	58.8	79
	2019	0.0	41.2	36.8	58.9	57
K-2	2017	50.0	48.4	48.6	57.1	210
	2018	52.6	64.1	63.0	58.5	189
	2019	35.7	64.5	62.3	59.3	183
# Tested (GR K-2)	2017	20	190	210	35,697	
	2018	19	170	189	33,476	
	2019	14	169	183	32,054	

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	2017		72.7	*	73.8	*		*		80.8	69.0	73.5	77.8	68
	2018	*	92.2	*	92.0	*	*	*		92.6	93.1	92.9	80.0	56
	2019		85.7	*	86.2	*		*		91.2	81.3	86.4	78.4	66
1	2017	*	51.4	71.4	55.2	*	*	55.6		45.2	61.1	52.6	63.5	78
	2018		81.1	*	86.0	*	*	*		75.0	85.2	80.0	63.1	55
	2019	*	73.2	*	72.1	*		28.6		71.9	72.4	72.1	65.0	61
2	2017		47.5	*	50.8	0.0	*	40.0		44.4	52.5	49.3	60.4	67
	2018	*	55.7	100.0	59.7	*	*	80.0		48.8	68.4	58.2	60.0	79
	2019		44.2	*	43.4	*	*	0.0		39.3	46.4	42.9	59.8	56
K-2	2017	*	57.4	78.6	59.7	16.7	71.4	52.4		54.7	61.0	58.2	66.7	213
	2018	*	74.1	90.9	76.9	40.0	75.0	73.7		68.8	80.9	74.7	67.4	190
	2019	*	69.0	50.0	68.7	37.5	*	21.4		69.1	67.4	68.3	67.5	183
# Tested (GR K-2)	2017	1	197	14	191	12	7	21		95	118	213	19,128	
	2018	5	174	11	160	10	8	19		96	94	190	17,696	
	2019	2	171	6	179	8	1	14		94	89	183	17,258	

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	2017		26	*	24	*		*		9	18	27	2,012	68
	2018	*	20	*	20	*	*	*		9	15	24	2,066	56
	2019		25	*	27	*		*		17	10	27	1,898	66
1	2017	*	11	1	12	*	*	0		6	6	12	1,504	78
	2018		27	*	23	*	*	*		12	15	27	1,368	55
	2019	*	10	*	12	*		1		6	6	12	1,275	61
2	2017		7	*	9	0	*	1		3	6	9	1,299	67
	2018	*	12	2	12	*	*	3		6	8	14	1,203	79
	2019		6	*	6	*	*	0		2	4	6	1,212	56
K-2	2017	*	44	4	45	0	1	2		18	30	48	4,815	213
	2018	*	59	4	55	1	2	7		27	38	65	4,637	190
	2019	*	41	1	45	3	*	1		25	20	45	4,385	183
# Tested (GR K-2)	2017	1	197	14	191	12	7	21		95	118	213	19,128	
	2018	5	174	11	160	10	8	19		96	94	190	17,696	
	2019	2	171	6	179	8	1	14		94	89	183	17,258	

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	2017		69.7	*	72.1	*		*		73.1	69.0	70.6	70.7	68
	2018	*	72.5	*	74.0	*	*	*		70.4	79.3	75.0	71.4	56
	2019		76.2	*	76.9	*		*		79.4	75.0	77.3	71.9	66
1	2017	*	42.9	28.6	44.8	*	*	33.3		35.7	47.2	41.0	49.0	78
	2018		73.6	*	74.4	*	*	*		67.9	74.1	70.9	48.4	55
	2019	*	73.2	*	72.1	*		57.1		75.0	69.0	72.1	47.7	61
2	2017		43.3	*	46.8	0.0	*	50.0		40.7	46.2	43.9	47.2	66
	2018	*	30.0	83.3	31.3	*	*	60.0		24.4	42.1	32.9	47.2	79
	2019		40.4	*	41.5	*	*	16.7		35.7	42.9	39.3	46.2	56
K-2	2017	*	52.0	50.0	54.2	16.7	42.9	47.6		47.4	54.7	51.4	54.9	212
	2018	*	55.7	72.7	56.3	30.0	62.5	57.9		50.0	62.8	56.3	55.3	190
	2019	*	64.3	50.0	64.8	37.5	*	42.9		64.9	62.9	63.9	54.9	183
# Tested (GR K-2)	2017	1	196	14	190	12	7	21		95	117	212	19,124	
	2018	5	174	11	160	10	8	19		96	94	190	17,696	
	2019	2	171	6	179	8	1	14		94	89	183	17,258	

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	2017		21	*	21	*		*		10	13	23	1,361	68
	2018	*	12	*	11	*	*	*		5	7	12	1,368	56
	2019		22	*	24	*		*		15	9	24	1,322	66
1	2017	*	3	1	4	*	*	0		3	1	4	712	78
	2018		22	*	18	*	*	*		9	13	22	642	55
	2019	*	11	*	13	*		2		6	7	13	583	61
2	2017		5	*	7	0	*	2		2	5	7	986	66
	2018	*	4	1	3	*	*	1		1	4	5	937	79
	2019		7	*	7	*	*	0		2	5	7	802	56
K-2	2017	*	29	5	32	1	1	2		15	19	34	3,059	212
	2018	*	38	1	32	0	0	2		15	24	39	2,947	190
	2019	*	40	1	44	1	*	2		23	21	44	2,707	183
# Tested (GR K-2)	2017	1	196	14	190	12	7	21		95	117	212	19,124	
	2018	5	174	11	160	10	8	19		96	94	190	17,696	
	2019	2	171	6	179	8	1	14		94	89	183	17,258	

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	2017		50.8	*	55.0	*		*		53.8	51.2	52.2	59.7	67
	2018	*	70.0	*	67.3	*	*	*		73.1	62.1	67.3	61.3	55
	2019		73.0	*	72.3	*		*		79.4	65.6	72.7	62.8	66
1	2017	*	44.9	14.3	42.4	*	*	33.3		36.6	47.2	41.6	54.3	77
	2018		73.6	*	74.4	*	*	*		64.3	77.8	70.9	55.5	55
	2019	*	75.0	*	75.0	*		57.1		74.2	75.9	75.0	56.4	60
2	2017		50.0	*	54.8	16.7	*	66.7		57.7	50.0	53.0	57.7	66
	2018	*	52.9	83.3	53.7	*	*	70.0		51.2	57.9	54.4	58.8	79
	2019		37.7	*	38.9	16.7	*	0.0		34.5	39.3	36.8	58.9	57
K-2	2017	*	48.5	50.0	50.5	41.7	42.9	50.0		47.3	49.6	48.6	57.2	210
	2018	*	64.2	45.5	63.5	40.0	50.0	52.6		61.1	64.9	63.0	58.5	189
	2019	*	62.8	*	63.1	33.3	*	35.7		63.8	60.7	62.3	59.3	183
# Tested (GR K-2)	2017	1	194	14	188	12	7	20		93	117	210	35,543	
	2018	5	173	11	159	10	8	19		95	94	189	33,396	
	2019	2	172	5	179	9	1	14		94	89	183	31,962	

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	2017		17	*	17	*		*		6	13	19	1,889	67
	2018	*	6	*	6	*	*	*		4	3	7	2,135	55
	2019		24	*	25	*		*		14	12	26	2,112	66
1	2017	*	8	1	9	*	*	1		6	3	9	1,610	77
	2018		21	*	18	*	*	*		9	12	21	1,689	55
	2019	*	17	*	18	*		0		8	10	18	1,580	60
2	2017		4	*	4	0	*	0		0	4	4	2,115	66
	2018	*	7	1	5	*	*	1		5	3	8	2,139	79
	2019		7	*	7	1	*	0		4	3	7	2,338	57
K-2	2017	*	29	3	30	1	0	1		12	20	32	5,614	210
	2018	*	34	1	29	0	0	1		18	18	36	5,963	189
	2019	*	48	*	50	2	*	0		26	25	51	6,030	183
# Tested (GR K-2)	2017	1	194	14	188	12	7	20		93	117	210	35,543	
	2018	5	173	11	159	10	8	19		95	94	189	33,396	
	2019	2	172	5	179	9	1	14		94	89	183	31,962	

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2019 Level										
ALL (12)	Beginning	1	8.3	4	33.3	1	8.3	1	8.3	1	8.3
	Intermediate	1	8.3	7	58.3	3	25.0	3	25.0	4	33.3
	Advanced	6	50.0	1	8.3	5	41.7	2	16.7	6	50.0
	Advanced High	4	33.3	0	0.0	3	25.0	6	50.0	1	8.3

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
10 1 (10.0%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	0	5	
	Advanced High	0	0	1	

 Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2019 Level										
ALL (21)	Beginning	1	4.8	0	0.0	3	14.3	2	9.5	0	0.0
	Intermediate	9	42.9	16	76.2	5	23.8	7	33.3	8	38.1
	Advanced	8	38.1	5	23.8	11	52.4	6	28.6	12	57.1
	Advanced High	3	14.3	0	0.0	2	9.5	6	28.6	1	4.8

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
16	Beginning	0			
10 (62.5%)	Intermediate	4	1		
	Advanced	2	3	5	
	Advanced High	0	0	1	

 Indicates students who progressed at least one level from 2017 to 2018.

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	1	1					*	*				
	2	1							*	*		
	3	1									*	*
	5	6							*	*	*	*
	ALL	9					*	*	*	*	6	66.7
<i>Spanish</i>	1	1							*	*		
	2	1					*	*				
	3	1							*	*		
	ALL	3					*	*	*	*		

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

71	82.2	88.6			91.5		87.2	
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KINDERGARTEN READING

71	84.0	89.3			94.4		91.7	
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GRADE 1 MATHEMATICS

60	79.0	81.5			83.3		77.8	
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GRADE 1 READING

60	83.1	87.3			93.3		86.4	
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GRADE 2 MATHEMATICS

59	61.1	72.9	84.4		62.7	94.9	78.4	93.0
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GRADE 2 READING

60	63.6	75.7	85.9		63.3	96.7	76.8	91.5
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GRADE 3 MATHEMATICS

79	52.2	68.2	80.2		48.1	84.8	65.9	90.6
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GRADE 3 READING

79	48.2	65.4	81.1		32.9	91.1	54.4	89.1
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GRADE 4 LANGUAGE ARTS

69	49.3	67.6	75.4		46.4	72.5	66.0	92.3
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GRADE 4 MATHEMATICS

67	51.1	64.2	74.7		41.8	64.2	66.6	91.0
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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

69	53.5	72.1	78.2		59.4	84.1	68.8	91.6
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GRADE 5 MATHEMATICS

65	49.0	66.7	77.2		46.2	69.2	76.6	92.2
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GRADE 5 READING

64	53.3	68.9	77.7		53.1	82.8	78.4	93.9
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GRADE 5 SCIENCE

65	70.9	70.9	76.8		61.5	76.9	75.6	95.2
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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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