



# Data Packet 2022-23

OTTO M. FRIDIA  
ELEMENTARY SCHOOL



School # 215

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## **2021-22 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 sixth six-weeks grading period.
- “New” students were new to the district in 2021-22. They are counted as new if not enrolled in a district campus before the last day of the 2020-21 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 2020-21 and 2021-22.

## **ATTENDANCE**

- Statistics are based on student attendance through 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.

**MAP GROWTH FROM NWEA**

- 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.
- Due to the emergency closure in Spring 2020, the first year in which Spring results are available is 2020-21.

**TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)**

- 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 is rated as Advanced High on the TELPAS in 2022, the TEA does not differentiate between the Advanced and Advanced High levels from 2021.

**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 1-12. 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	15
KN	26
1	33
2	34
3	23
4	32
5	35
ALL	198

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	161	81.3	21	91.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	27	13.6	0	0.0
White	0	0.0	0	0.0
Multiple	10	5.1	2	8.7
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	69	34.8
Economically disadvantaged	194	98.0
Limited English proficient (LEP)	11	5.6
Special education	42	21.2
Talented and Gifted (TAG)	38	19.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2020	25	20	80.0	0	0.0	0	0.0	2	8.0	0	0.0	3	12.0
	2021	17	15	88.2	0	0.0	0	0.0	1	5.9	0	0.0	1	5.9
	2022	15	11	73.3	0	0.0	0	0.0	3	20.0	0	0.0	1	6.7
KN	2020	40	32	80.0	0	0.0	0	0.0	4	10.0	0	0.0	4	10.0
	2021	35	26	74.3	0	0.0	0	0.0	5	14.3	0	0.0	4	11.4
	2022	26	21	80.8	0	0.0	0	0.0	3	11.5	0	0.0	2	7.7
1	2020	22	20	90.9	0	0.0	0	0.0	1	4.5	0	0.0	1	4.5
	2021	42	33	78.6	0	0.0	0	0.0	4	9.5	0	0.0	5	11.9
	2022	33	25	75.8	0	0.0	0	0.0	5	15.2	0	0.0	3	9.1
2	2020	42	36	85.7	0	0.0	0	0.0	5	11.9	1	2.4	0	0.0
	2021	27	25	92.6	0	0.0	0	0.0	1	3.7	0	0.0	1	3.7
	2022	34	27	79.4	0	0.0	0	0.0	3	8.8	0	0.0	4	11.8
3	2020	35	32	91.4	0	0.0	0	0.0	3	8.6	0	0.0	0	0.0
	2021	41	38	92.7	0	0.0	0	0.0	3	7.3	0	0.0	0	0.0
	2022	23	21	91.3	0	0.0	0	0.0	2	8.7	0	0.0	0	0.0
4	2020	44	37	84.1	0	0.0	0	0.0	6	13.6	0	0.0	1	2.3
	2021	41	37	90.2	0	0.0	0	0.0	4	9.8	0	0.0	0	0.0
	2022	32	29	90.6	0	0.0	0	0.0	3	9.4	0	0.0	0	0.0
5	2020	48	41	85.4	0	0.0	0	0.0	4	8.3	0	0.0	3	6.3
	2021	36	28	77.8	0	0.0	0	0.0	6	16.7	0	0.0	2	5.6
	2022	35	27	77.1	0	0.0	0	0.0	8	22.9	0	0.0	0	0.0
PK-5	2020	256	218	85.2	0	0.0	0	0.0	25	9.8	1	0.4	12	4.7
	2021	239	202	84.5	0	0.0	0	0.0	24	10.0	0	0.0	13	5.4
	2022	198	161	81.3	0	0.0	0	0.0	27	13.6	0	0.0	10	5.1

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	2020	25	24	96.0	1	4.0	1	4.0	2	8.0	0	0.0	19	76.0	44.0	56.0	24.0
	2021	17	17	100.0	1	5.9	1	5.9	3	17.6	0	0.0	14	82.4	52.9	47.1	23.5
	2022	15	15	100.0	1	6.7	1	6.7	1	6.7	0	0.0	12	80.0	33.3	66.7	20.0
KN	2020	40	40	100.0	1	2.5	3	7.5	1	2.5	6	15.0	14	35.0	35.0	65.0	2.5
	2021	35	34	97.1	2	5.7	9	25.7	3	8.6	1	2.9	11	31.4	45.7	54.3	0.0
	2022	26	25	96.2	2	7.7	5	19.2	2	7.7	2	7.7	13	50.0	69.2	30.8	0.0
1	2020	22	21	95.5	0	0.0	2	9.1	0	0.0	5	22.7	6	27.3	63.6	36.4	0.0
	2021	42	40	95.2	3	7.1	8	19.0	5	11.9	5	11.9	7	16.7	38.1	61.9	2.4
	2022	33	33	100.0	2	6.1	10	30.3	5	15.2	5	15.2	5	15.2	54.5	45.5	0.0
2	2020	42	39	92.9	1	2.4	8	19.0	6	14.3	8	19.0	7	16.7	57.1	42.9	11.9
	2021	27	27	100.0	1	3.7	3	11.1	3	11.1	6	22.2	5	18.5	55.6	44.4	3.7
	2022	34	33	97.1	2	5.9	7	20.6	4	11.8	5	14.7	3	8.8	44.1	55.9	2.9
3	2020	35	33	94.3	0	0.0	5	14.3	1	2.9	13	37.1	4	11.4	71.4	28.6	2.9
	2021	41	38	92.7	1	2.4	9	22.0	7	17.1	6	14.6	5	12.2	51.2	48.8	0.0
	2022	23	22	95.7	1	4.3	4	17.4	4	17.4	6	26.1	5	21.7	65.2	34.8	8.7
4	2020	44	38	86.4	3	6.8	7	15.9	19	43.2	15	34.1	11	25.0	52.3	47.7	0.0
	2021	41	38	92.7	1	2.4	8	19.5	5	12.2	14	34.1	4	9.8	65.9	34.1	0.0
	2022	32	32	100.0	1	3.1	9	28.1	21	65.6	6	18.8	2	6.3	62.5	37.5	0.0
5	2020	48	44	91.7	2	4.2	11	22.9	9	18.8	12	25.0	5	10.4	60.4	39.6	0.0
	2021	36	33	91.7	3	8.3	8	22.2	17	47.2	12	33.3	1	2.8	44.4	55.6	0.0
	2022	35	34	97.1	2	5.7	6	17.1	32	91.4	14	40.0	2	5.7	60.0	40.0	0.0
PK-5	2020	256	239	93.4	8	3.1	37	14.5	38	14.8	59	23.0	66	25.8	54.7	45.3	5.1
	2021	239	227	95.0	12	5.0	46	19.2	43	18.0	44	18.4	47	19.7	50.2	49.8	2.5
	2022	198	194	98.0	11	5.6	42	21.2	69	34.8	38	19.2	42	21.2	56.6	43.4	3.0

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	2020	38	10,874	35	93.7	10,319	94.9	5	13.2	3.8	31	9,815	82.0	90.3
	2021	35	10,216	33	93.7	10,002	97.9	4	11.5	4.7	21	9,094	60.1	89.0
	2022	30	10,601	28	94.9	9,857	93.0	5	16.8	8.0	20	8,573	67.1	80.9
1	2020	22	11,192	21	92.4	10,678	95.4	3	13.5	3.9	19	10,139	85.2	90.6
	2021	40	10,568	38	95.9	10,378	98.2	3	7.5	4.0	28	9,515	69.9	90.0
	2022	35	10,904	33	93.4	10,206	93.6	3	8.5	7.3	29	8,976	82.0	82.3
2	2020	41	11,070	39	94.7	10,616	95.9	1	2.5	3.2	37	10,175	90.7	91.9
	2021	26	10,574	26	100.0	10,394	98.3	4	15.2	3.8	21	9,653	79.9	91.3
	2022	37	10,614	35	94.0	9,987	94.1	0	0.0	6.0	30	8,941	80.1	84.2
3	2020	33	11,093	31	95.2	10,664	96.1	0	0.0	3.5	31	10,181	94.3	91.8
	2021	39	10,452	37	93.8	10,254	98.1	2	5.1	3.4	26	9,519	66.3	91.1
	2022	27	10,392	25	93.5	9,829	94.6	2	7.4	6.3	18	8,798	66.7	84.7
4	2020	43	11,323	41	95.6	10,902	96.3	2	4.7	3.4	40	10,479	93.4	92.5
	2021	38	10,526	38	99.9	10,325	98.1	0	0.0	2.9	36	9,562	95.6	90.8
	2022	37	10,478	35	94.6	9,930	94.8	3	8.2	5.8	25	8,981	68.0	85.7
5	2020	44	11,957	42	94.8	11,518	96.3	3	6.8	3.2	39	11,098	87.8	92.8
	2021	36	10,814	36	98.9	10,602	98.0	2	5.6	2.5	32	9,891	89.0	91.5
	2022	41	10,405	38	93.8	9,875	94.9	5	12.2	6.3	26	8,914	63.7	85.7
KN-5	2020	221	67,509	209	94.6	64,698	95.8	14	6.3	3.5	197	61,887	89.1	91.7
	2021	214	63,149	207	96.9	61,956	98.1	15	7.0	3.6	164	57,234	76.6	90.6
	2022	207	63,393	195	94.0	59,686	94.2	18	8.7	6.6	148	53,183	71.4	83.9

Teachers: 23

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	21	91.3
Hispanic	0	0.0
White	0	0.0
Multiple	2	8.7
Other	0	0.0

Gender	Number	Percentage
Female	19	82.6
Male	4	17.4

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2019-20	6.9	55.0
2020-21	5.6	76.5
2021-22	6.5	52.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	4	17.4
1	2	8.7
2	0	0.0
3	2	8.7
4	1	4.3
5	0	0.0
1-3	4	17.4
More than 3	15	65.2
1 - 5	5	21.7
6 - 10	2	8.7
11 - 20	6	26.1
More than 20	6	26.1

**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)
3	2019		61.5	100.0	69.6	50.0	*	100.0		71.4	65.5	68.0	67.0	50
	2021		25.0	*	26.5	50.0		50.0		27.8	26.3	27.0	60.2	37
	2022		66.7	*	70.0	*		*		60.0	85.7	68.2	69.7	22
4	2019		70.6	*	72.2	*	*	60.9		90.0	52.6	71.8	66.8	39
	2021		20.0	*	14.3	*	*	*		8.0	35.7	17.9	55.6	39
	2022		55.6	*	53.6	*		47.4		52.9	54.5	53.6	71.6	28
5	2019		58.2	*	59.6	*	*	50.0		52.6	69.6	59.0	72.3	61
	2021		48.1	83.3	53.1	16.7	*	41.2		53.3	60.0	57.1	66.9	35
	2022		70.4	50.0	65.6	*	*	64.5		61.9	75.0	66.7	77.3	33
3-5	2019		62.5	89.5	66.2	30.8	80.0	57.5		67.1	63.4	65.3	68.9	150
	2021		29.6	54.5	30.7	25.0	*	35.7		25.9	41.5	33.3	61.1	111
	2022		64.0	50.0	62.5	27.3	*	58.5		58.5	70.0	62.7	72.9	83

NUMBER TESTED IN GRADES 3-5													
2019		128	19	139	13	10	73		79	71	150	21,789	
2021		98	11	101	16	4	28		58	53	111	17,239	
2022		75	8	80	11	1	53		53	30	83	18,671	

**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	2019		15	0	14	3	*	0		6	10	16	2,187	50
	2021		27	*	25	3		3		13	14	27	2,182	37
	2022		7	*	6	*		*		6	1	7	1,825	22
4	2019		10	*	10	*	*	9		2	9	11	2,418	39
	2021		28	*	30	*	*	*		23	9	32	2,521	39
	2022		12	*	13	*		10		8	5	13	1,785	28
5	2019		23	*	23	*	*	22		18	7	25	2,181	61
	2021		14	1	15	5	*	10		7	8	15	2,009	35
	2022		8	3	11	*	*	11		8	3	11	1,445	33
3-5	2019		48	2	47	9	2	31		26	26	52	6,786	150
	2021		69	5	70	12	*	18		43	31	74	6,712	111
	2022		27	4	30	8	*	22		22	9	31	5,055	83

NUMBER TESTED IN GRADES 3-5													
2019		128	19	139	13	10	73		79	71	150	21,789	
2021		98	11	101	16	4	28		58	53	111	17,239	
2022		75	8	80	11	1	53		53	30	83	18,671	

**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	2019		28.2	60.0	37.0	16.7	*	66.7		38.1	31.0	34.0	35.7	50
	2021		8.3	*	5.9	0.0		0.0		11.1	5.3	8.1	32.1	37
	2022		42.9	*	50.0	*		*		26.7	85.7	45.5	45.3	22
4	2019		17.6	*	16.7	*	*	8.7		25.0	15.8	20.5	36.8	39
	2021		14.3	*	8.6	*	*	*		8.0	21.4	12.8	29.9	39
	2022		33.3	*	32.1	*		21.1		23.5	45.5	32.1	48.1	28
5	2019		34.5	*	36.8	*	*	27.3		28.9	47.8	36.1	44.8	61
	2021		33.3	50.0	31.3	16.7	*	17.6		46.7	30.0	37.1	40.6	35
	2022		33.3	0.0	25.0	*	*	25.8		19.0	41.7	27.3	54.0	33
3-5	2019		28.1	57.9	31.7	7.7	60.0	24.7		30.4	32.4	31.3	39.4	150
	2021		17.3	27.3	14.9	6.3	*	10.7		19.0	18.9	18.9	34.4	111
	2022		36.0	12.5	33.8	9.1	*	22.6		22.6	53.3	33.7	49.2	83

NUMBER TESTED IN GRADES 3-5													
2019		128	19	139	13	10	73		79	71	150	21,789	
2021		98	11	101	16	4	28		58	53	111	17,239	
2022		75	8	80	11	1	53		53	30	83	18,671	

**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	2019		15.4	20.0	17.4	0.0	*	16.7		14.3	17.2	16.0	21.8	50
	2021		5.6	*	2.9	0.0		0.0		5.6	5.3	5.4	15.6	37
	2022		19.0	*	20.0	*		*		13.3	28.6	18.2	26.5	22
4	2019		5.9	*	11.1	*	*	4.3		20.0	0.0	10.3	18.1	39
	2021		0.0	*	0.0	*	*	*		0.0	0.0	0.0	14.2	39
	2022		7.4	*	7.1	*		5.3		5.9	9.1	7.1	25.0	28
5	2019		7.3	*	7.0	*	*	0.0		7.9	4.3	6.6	24.0	61
	2021		18.5	16.7	15.6	0.0	*	0.0		20.0	15.0	17.1	25.7	35
	2022		18.5	0.0	12.5	*	*	16.1		9.5	25.0	15.2	35.4	33
3-5	2019		9.4	21.1	11.5	0.0	20.0	2.7		12.7	8.5	10.7	21.4	150
	2021		7.1	9.1	5.9	0.0	*	0.0		6.9	7.5	7.2	18.7	111
	2022		14.7	0.0	12.5	0.0	*	11.3		9.4	20.0	13.3	29.0	83

NUMBER TESTED IN GRADE 3-5													
2019		128	19	139	13	10	73		79	71	150	21,789	
2021		98	11	101	16	4	28		58	53	111	17,239	
2022		75	8	80	11	1	53		53	30	83	18,671	

## 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	2019	71.6	64.7	53.7
	2021	61.1	31.9	44.2
	2022	83.6	64.8	52.6
4	2019	66.0	62.7	57.0
	2021	48.7	37.9	42.2
	2022	64.3	60.7	54.4
5	2019	74.4	60.9	56.1
	2021	58.6	63.4	59.2
	2022	62.1	63.8	61.9
3-5	2019	71.3	62.6	55.5
	2021	55.9	44.0	48.2
	2022	68.6	63.0	56.9

**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	2019		71.8	100.0	78.3	33.3	*	100.0		81.0	72.4	76.0	75.5	50
	2021		37.8	*	37.1	33.3		28.6		36.8	36.8	36.8	57.1	38
	2022		66.7	*	70.0	*		*		60.0	85.7	68.2	65.9	22
4	2019		67.6	*	66.7	*	*	52.2		80.0	57.9	69.2	74.7	39
	2021		20.0	*	17.1	*	*	*		12.0	28.6	17.9	55.0	39
	2022		44.4	*	46.4	*		36.8		47.1	45.5	46.4	65.8	28
5	2019		67.3	*	68.4	*	*	59.1		63.2	73.9	67.2	81.8	61
	2021		55.6	83.3	56.3	33.3	*	35.3		60.0	60.0	60.0	69.3	35
	2022		55.6	57.1	54.5	*	*	56.3		42.9	76.9	55.9	74.9	34
3-5	2019		68.8	89.5	71.2	15.4	80.0	60.3		72.2	69.0	70.7	77.4	150
	2021		36.4	45.5	36.3	25.0	*	27.6		32.2	43.4	37.5	60.5	112
	2022		54.7	66.7	55.6	25.0	*	51.9		49.1	67.7	56.0	68.8	84

NUMBER TESTED IN GRADES 3-5													
2019		128	19	139	13	10	73		79	71	150	34,646	
2021		99	11	102	16	4	29		59	53	112	28,221	
2022		75	9	81	12	2	54		53	31	84	28,708	

**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	2019		11	0	10	4	*	0		4	8	12	2,726	50
	2021		23	*	22	4		5		12	12	24	4,023	38
	2022		7	*	6	*		*		6	1	7	3,258	22
4	2019		11	*	12	*	*	11		4	8	12	2,958	39
	2021		28	*	29	*	*	*		22	10	32	4,186	39
	2022		15	*	15	*		12		9	6	15	3,298	28
5	2019		18	*	18	*	*	18		14	6	20	2,152	61
	2021		12	1	14	4	*	11		6	8	14	2,927	35
	2022		12	3	15	*	*	14		12	3	15	2,391	34
3-5	2019		40	2	40	11	2	29		22	22	44	7,836	150
	2021		63	6	65	12	*	21		40	30	70	11,136	112
	2022		34	3	36	9	*	26		27	10	37	8,947	84

NUMBER TESTED IN GRADES 3-5													
2019		128	19	139	13	10	73		79	71	150	34,646	
2021		99	11	102	16	4	29		59	53	112	28,221	
2022		75	9	81	12	2	54		53	31	84	28,708	

**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	2019		30.8	70.0	39.1	16.7	*	83.3		52.4	27.6	38.0	42.8	50
	2021		13.5	*	14.3	33.3		28.6		15.8	10.5	13.2	25.6	38
	2022		19.0	*	25.0	*		*		26.7	14.3	22.7	37.6	22
4	2019		38.2	*	36.1	*	*	13.0		60.0	15.8	38.5	44.7	39
	2021		2.9	*	2.9	*	*	*		0.0	7.1	2.6	30.1	39
	2022		25.9	*	25.0	*		15.8		23.5	27.3	25.0	37.0	28
5	2019		30.9	*	31.6	*	*	22.7		31.6	30.4	31.1	54.9	61
	2021		33.3	16.7	28.1	33.3	*	5.9		46.7	20.0	31.4	42.7	35
	2022		33.3	28.6	33.3	*	*	31.3		28.6	38.5	32.4	46.8	34
3-5	2019		32.8	57.9	35.3	7.7	70.0	24.7		44.3	25.4	35.3	47.6	150
	2021		15.2	9.1	14.7	25.0	*	10.3		16.9	13.2	15.2	32.8	112
	2022		26.7	33.3	28.4	16.7	*	25.9		26.4	29.0	27.4	40.5	84

NUMBER TESTED IN GRADES 3-5													
2019		128	19	139	13	10	73		79	71	150	34,646	
2021		99	11	102	16	4	29		59	53	112	28,221	
2022		75	9	81	12	2	54		53	31	84	28,708	

**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	2019		15.4	10.0	13.0	0.0	*	0.0		23.8	6.9	14.0	20.3	50
	2021		8.1	*	8.6	16.7		14.3		5.3	10.5	7.9	11.6	38
	2022		9.5	*	10.0	*		*		6.7	14.3	9.1	17.9	22
4	2019		20.6	*	19.4	*	*	4.3		30.0	15.8	23.1	25.2	39
	2021		0.0	*	0.0	*	*	*		0.0	0.0	0.0	16.4	39
	2022		7.4	*	7.1	*		5.3		11.8	0.0	7.1	18.5	28
5	2019		14.5	*	14.0	*	*	6.8		13.2	17.4	14.8	33.9	61
	2021		11.1	0.0	9.4	0.0	*	0.0		6.7	10.0	8.6	22.7	35
	2022		25.9	0.0	21.2	*	*	21.9		19.0	23.1	20.6	23.7	34
3-5	2019		16.4	21.1	15.1	0.0	20.0	5.5		20.3	12.7	16.7	26.6	150
	2021		6.1	0.0	5.9	6.3	*	3.4		3.4	7.5	5.4	16.9	112
	2022		14.7	0.0	13.6	0.0	*	14.8		13.2	12.9	13.1	20.0	84

NUMBER TESTED IN GRADE 3-5													
2019		128	19	139	13	10	73		79	71	150	34,646	
2021		99	11	102	16	4	29		59	53	112	28,221	
2022		75	9	81	12	2	54		53	31	84	28,708	

## 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	2019	65.3	64.3	62.0	71.0
	2021	47.4	42.1	43.2	34.9
	2022	61.9	57.0	53.9	51.1
4	2019	75.2	52.2	59.2	63.5
	2021	44.2	38.9	36.4	26.3
	2022	63.5	51.9	46.8	42.0
5	2019	61.7	61.5	55.2	52.9
	2021	54.8	56.5	54.0	50.0
	2022	57.4	52.2	57.8	46.3
3-5	2019	66.4	60.0	58.5	61.7
	2021	48.6	45.5	44.2	36.6
	2022	60.6	53.4	53.1	46.1

**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	2019		65.5	*	66.7	*	*	59.1		68.4	65.2	67.2	69.3	61
	2021		40.7	83.3	46.9	33.3	*	29.4		60.0	45.0	51.4	54.9	35
	2022		37.0	14.3	30.3	*	*	31.3		33.3	30.8	32.4	60.4	34

NUMBER TESTED IN GRADE 5													
2019		55	5	57	3	4	44		38	23	61	10,432	
2021		27	6	32	6	3	17		15	20	35	8,469	
2022		27	7	33	5	2	32		21	13	34	8,751	

**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	2019		19	*	19	*	*	18		12	8	20	3203	61
	2021		16	1	17	4	*	12		6	11	17	3820	35
	2022		17	6	23	*	*	22		14	9	23	3468	34

NUMBER TESTED IN GRADE 5													
2019		55	5	57	3	4	44		38	23	61	10,432	
2021		27	6	32	6	3	17		15	20	35	8,469	
2022		27	7	33	5	2	32		21	13	34	8,751	

**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	2019		34.5	*	38.6	*	*	27.3		28.9	47.8	36.1	42.0	61
	2021		11.1	16.7	9.4	0.0	*	0.0		13.3	10.0	11.4	23.4	35
	2022		18.5	0.0	15.2	*	*	15.6		14.3	15.4	14.7	33.0	34

NUMBER TESTED IN GRADE 5													
2019		55	5	57	3	4	44		38	23	61	10,432	
2021		27	6	32	6	3	17		15	20	35	8,469	
2022		27	7	33	5	2	32		21	13	34	8,751	

**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	2019		18.2	*	19.3	*	*	13.6		13.2	26.1	18.0	19.7	61
	2021		7.4	0.0	6.3	0.0	*	0.0		6.7	5.0	5.7	8.9	35
	2022		3.7	0.0	3.0	*	*	3.1		4.8	0.0	2.9	13.7	34

NUMBER TESTED IN GRADE 5													
2019		55	5	57	3	4	44		38	23	61	10,432	
2021		27	6	32	6	3	17		15	20	35	8,469	
2022		27	7	33	5	2	32		21	13	34	8,751	

## 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	2019	62.3	67.0	69.8	66.3
	2021	67.1	53.2	60.3	54.8
	2022	56.4	54.8	48.2	51.2

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)
1	2020													
	2021		47.8	*	*	*	*	*				45.2	48.4	31
	2022		25.0	*	21.4	0.0	*	*				21.4	36.6	28
K-1	2020													
	2021		47.8	*	*	*	*	*				45.2	49.4	31
	2022		25.0	*	21.4	0.0	*	*				21.4	37.9	28
# Tested (GR K-1)	2020													
	2021		23	2	1	2	1	2				31	5,754	
	2022		20	5	28	8	2	4				28	5,967	
2	2020													
	2021		70.8	*		*	*	*				73.1	48.4	26
	2022		26.9	*	25.0	0.0	*	*				24.2	39.9	33
# Tested (GR 2)	2020													
	2021		24	1		4	1	3				26	5,792	
	2022		26	3	32	7	2	4				33	5,940	

**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)
1	2020													
	2021		2	*	*	*	*	*				2	1,162	31
	2022		1	*	1	0	*	*				1	652	28
K-1	2020													
	2021		2	*	*	*	*	*				2	1,277	31
	2022		1	*	1	0	*	*				1	724	28
# Tested (GR K-1)	2020													
	2021		23	2	1	2	1	2				31	5,754	
	2022		20	5	28	8	2	4				28	5,967	
2	2020													
	2021		5	*		*	*	*				5	1,359	26
	2022		1	*	1	0	*	*				1	916	33
# Tested (GR 2)	2020													
	2021		24	1		4	1	3				26	5,792	
	2022		26	3	32	7	2	4				33	5,940	

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	2020													
	2021		57.1	*		*		*				57.7	57.1	26
	2022		52.9	*	45.0		*	*				47.6	41.1	21
1	2020													
	2021		15.2	*		0.0	*	*				16.7	46.7	42
	2022		12.5	*	12.9	0.0	*	*				12.9	35.7	31
K-1	2020													
	2021		31.5	16.7		0.0	*	0.0				32.4	51.7	68
	2022		29.3	14.3	25.5	0.0	*	16.7				26.9	38.3	52
# Tested (GR K-1)	2020													
	2021		54	6		9	3	6				68	10,412	
	2022		41	7	51	9	3	6				52	11,314	
2	2020													
	2021		50.0	*		*	*	*				46.2	49.7	26
	2022		33.3	*	24.2	0.0	*	*				26.5	44.5	34
# Tested (GR 2)	2020													
	2021		24	1		3	1	3				26	6,004	
	2022		27	3	33	7	2	4				34	6,029	

**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	2020													
	2021		0	*		*		*				0	1,120	26
	2022		2	*	1		*	*				2	655	21
1	2020													
	2021		1	*		0	*	*				1	934	42
	2022		0	*	1	0	*	*				1	582	31
K-1	2020													
	2021		1	0		0	*	0				1	2,054	68
	2022		2	0	2	0	*	0				3	1,237	52
# Tested (GR K-1)	2020													
	2021		54	6		9	3	6				68	10,412	
	2022		41	7	51	9	3	6				52	11,314	
2	2020													
	2021		5	*		*	*	*				5	1,149	26
	2022		2	*	2	0	*	*				2	946	34
# Tested (GR 2)	2020													
	2021		24	1		3	1	3				26	6,004	
	2022		27	3	33	7	2	4				34	6,029	

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)
1	2020													
	2021		50.0	*	*	*	*	*				56.7	52.9	30
	2022		42.9	*	41.4	37.5	*	*				41.4	46.4	29
K-1	2020													
	2021		50.0	*	*	*	*	*				56.7	53.5	30
	2022		42.9	*	41.4	37.5	*	*				41.4	47.6	29
# Tested (GR K-1)	2020													
	2021		22	2	1	1	1	2				30	10,304	
	2022		21	5	29	8	2	5				29	10,488	
2	2020													
	2021		52.2	*		*	*	*				52.0	46.7	25
	2022		15.4	*	12.5	0.0	*	*				12.1	40.2	33
# Tested (GR 2)	2020													
	2021		23	1		3	1	3				25	9,688	
	2022		26	3	32	7	2	4				33	9,585	

**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)
1	2020													
	2021		4	*	*	*	*	*				4	1,950	30
	2022		0	*	0	0	*	*				0	1,175	29
K-1	2020													
	2021		4	*	*	*	*	*				4	2,117	30
	2022		0	*	0	0	*	*				0	1,341	29
# Tested (GR K-1)	2020													
	2021		22	2	1	1	1	2				30	10,304	
	2022		21	5	29	8	2	5				29	10,488	
2	2020													
	2021		3	*		*	*	*				3	1,397	25
	2022		0	*	0	0	*	*				0	986	33
# Tested (GR 2)	2020													
	2021		23	1		3	1	3				25	9,688	
	2022		26	3	32	7	2	4				33	9,585	

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	2020													
	2021		61.9	*		*		*				57.7	62.3	26
	2022		52.9	*	50.0		*	*				52.4	49.1	21
1	2020													
	2021		12.1	*		0.0	*	*				14.3	54.3	42
	2022		16.0	*	18.8	20.0	*	*				18.8	46.0	32
K-1	2020													
	2021		31.5	0.0		11.1	*	16.7				30.9	58.2	68
	2022		31.0	42.9	30.8	20.0	*	50.0				32.1	47.5	53
# Tested (GR K-1)	2020													
	2021		54	6		9	3	6				68	19,324	
	2022		42	7	52	10	3	6				53	19,784	
2	2020													
	2021		37.5	*		*	*	*				34.6	45.4	26
	2022		18.5	*	24.2	0.0	*	*				23.5	40.9	34
# Tested (GR 2)	2020													
	2021		24	1		3	1	3				26	9,836	
	2022		27	3	33	7	2	4				34	9,795	

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	2020													
	2021		1	*		*		*				2	2,140	26
	2022		2	*	3		*	*				4	1,309	21
1	2020													
	2021		2	*		0	*	*				2	1,882	42
	2022		0	*	0	0	*	*				0	1,298	32
K-1	2020													
	2021		3	0		0	*	0				4	4,022	68
	2022		2	2	3	0	*	1				4	2,607	53
# Tested (GR K-1)	2020													
	2021		54	6		9	3	6				68	19,324	
	2022		42	7	52	10	3	6				53	19,784	
2	2020													
	2021		1	*		*	*	*				1	1,182	26
	2022		0	*	0	0	*	*				0	903	34
# Tested (GR 2)	2020													
	2021		24	1		3	1	3				26	9,836	
	2022		27	3	33	7	2	4				34	9,795	

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy		Vocabulary		Spelling		Blending		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020												
	2021	22	9.1	22	22.7	20	30.0	22	45.5	22	18.2	22	4.5
			13.6		4.5		5.0		0.0		18.2		4.5
77.3	72.7	65.0	54.5	63.6	90.9								
2022	2	*	20	20.0	2	*	19	5.3	20	20.0	12	25.0	
		*		20.0		*		10.5		5.0		0.0	
		*		60.0		*		84.2		75.0		75.0	
Wave 2 (MOY)	2020												
	2021			40.0	10	20.0	25	60.0	25	36.0	11	0.0	
				4.0		10.0		8.0		8.0		9.1	
56.0	70.0	32.0	56.0	90.9									
2022			27.8	18	31.3	16	47.1	17	44.4	18	33.3		
			16.7		0.0		0.0		5.6				
			55.6		68.8		52.9		55.6		61.1		
Wave 3 (EOY)	2020												
	2021			24.0	25	12.0	25	36.0	25	28.0	27	14.8	
				4.0		0.0		4.0		12.0		7.4	
72.0	88.0	60.0	60.0	77.8									
2022			14.3	21	14.3	21	4.8	21	14.3	21	14.3		
			28.6		14.3		14.3		0.0		4.8		
			57.1		71.4		81.0		85.7		81.0		

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Rapid Letter Naming		Rapid Vocabulary		Phonological Awareness		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020	19	52.6	19	52.6	19	31.6	20	15.0	20	15.0
			0.0		0.0		0.0		0.0		
			47.4		47.4		68.4		85.0		85.0
	2021	13	76.9	13	84.6	13	69.2	13	15.4	13	0.0
			0.0		0.0		0.0		0.0		
			23.1		15.4		30.8		84.6		100.0
	2022	13	69.2	12	58.3	12	8.3	12	25.0	13	7.7
			0.0		0.0		0.0		0.0		
			30.8		41.7		91.7		75.0		92.3
Wave 2 (MOY)	2020	18	27.8	18	11.1	18	16.7	18	11.1	14	21.4
			0.0		0.0		0.0		0.0		
			72.2		88.9		83.3		88.9		78.6
	2021	14	28.6	14	28.6	14	21.4	14	21.4	14	28.6
			0.0		0.0		0.0		0.0		
			71.4		71.4		78.6		78.6		71.4
	2022	13	46.2	13	38.5	13	15.4	13	23.1	13	15.4
			0.0		0.0		0.0		0.0		
			53.8		61.5		84.6		76.9		84.6
Wave 3 (EOY)	2020	0		0		0		0		0	
	2021	17	29.4	17	29.4	17	5.9	16	18.8	17	70.6
			0.0		0.0		0.0		0.0		
			70.6		70.6		94.1		81.3		29.4
	2022	14	7.1	12	16.7	14	7.1	14	7.1	12	33.3
			0.0		0.0		0.0		0.0		
			92.9		83.3		92.9		92.9		66.7

**PERFORMANCE IN 2022**

Grade 2021-22  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2022 Level	N	%	N	%	N	%	N	%	N	%
ALL  (7)	Beginning	2	28.6	2	28.6	3	42.9	4	57.1	2	28.6
	Intermediate	1	14.3	4	57.1	2	28.6	0	0.0	2	28.6
	Advanced	2	28.6	0	0.0	1	14.3	2	28.6	2	28.6
	Advanced High	2	28.6	1	14.3	1	14.3	1	14.3	1	14.3

**PROGRESSION FROM 2021 TO 2022**

Number Rated Both Years  N (%) Progressed	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
5  2 (40.0%)	Beginning	2			
	Intermediate	0	1		
	Advanced	0	2	0	
	Advanced High	0	0	0	

 Indicates students who progressed at least one level from 2021 to 2022.

**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**

**GRADE 3 MATHEMATICS (tested with 2020-2021 test)**

23	51.2	70.7	80.5		56.5	87.0	56.3	87.6
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**GRADE 3 MATHEMATICS (tested with 2020-2021 test)**

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**GRADE 3 READING (tested with 2020-2021 test)**

23	44.8	66.9	74.5		34.8	95.7	40.3	86.9
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**GRADE 3 READING (tested with 2020-2021 test)**

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**GRADE 4 MATHEMATICS (tested with 2020-2021 test)**

28	57.0	68.5	63.4		50.0	46.4	62.0	89.2
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**GRADE 4 MATHEMATICS (tested with 2020-2021 test)**

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**GRADE 4 READING (tested with 2020-2021 test)**

28	40.2	67.4	64.2		42.9	57.1	54.2	88.2
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**GRADE 4 READING (tested with 2020-2021 test)**

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**GRADE 5 MATHEMATICS (tested with 2020-2021 test)**

31	50.6	67.1	70.9		45.2	58.1	66.5	88.1
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**GRADE 5 MATHEMATICS (tested with 2020-2021 test)**

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**GRADE 5 READING (tested with 2020-2021 test)**

30	47.4	73.7	71.9		66.7	70.0	77.2	87.8
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**GRADE 5 READING (tested with 2020-2021 test)**

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**GRADE 5 SCIENCE (tested with 2020-2021 test)**

31	66.4	74.1	75.4		67.7	67.7	73.1	92.9
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**GRADE 5 SCIENCE (tested with 2020-2021 test)**

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