




Data Packet 2022-23

N.W. HARLLEE
EARLY CHILDHOOD CENTER



School # 285

Evaluation And Assessment / Office of Institutional Research / OIR@dallasisd.org / mydata.dallasisd.org



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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.

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.

STUDENT ENROLLMENT

Grade	Enrollment
PK	60
KN	40
1	34
2	21
ALL	155

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	96	61.9	9	36.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.6	*	*
Hispanic	54	34.8	10	40.0
White	1	0.6	5	20.0
Multiple	3	1.9	1	4.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	31	20.0
Economically disadvantaged	128	82.6
Limited English proficient (LEP)	26	16.8
Special education	19	12.3
Talented and Gifted (TAG)	21	13.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2020	99	68	68.7	0	0.0	0	0.0	28	28.3	0	0.0	3	3.0
	2021	76	48	63.2	0	0.0	0	0.0	21	27.6	1	1.3	6	7.9
	2022	60	37	61.7	0	0.0	1	1.7	21	35.0	0	0.0	1	1.7
KN	2020	50	33	66.0	0	0.0	0	0.0	15	30.0	1	2.0	1	2.0
	2021	44	27	61.4	0	0.0	0	0.0	14	31.8	0	0.0	3	6.8
	2022	40	25	62.5	0	0.0	0	0.0	12	30.0	1	2.5	2	5.0
1	2020	47	30	63.8	0	0.0	1	2.1	14	29.8	2	4.3	0	0.0
	2021	36	22	61.1	0	0.0	0	0.0	12	33.3	1	2.8	1	2.8
	2022	34	22	64.7	0	0.0	0	0.0	12	35.3	0	0.0	0	0.0
2	2020	38	26	68.4	0	0.0	0	0.0	11	28.9	1	2.6	0	0.0
	2021	41	27	65.9	0	0.0	1	2.4	13	31.7	0	0.0	0	0.0
	2022	21	12	57.1	0	0.0	0	0.0	9	42.9	0	0.0	0	0.0
EC,PK,K-2	2020	234	157	67.1	0	0.0	1	0.4	68	29.1	4	1.7	4	1.7
	2021	197	124	62.9	0	0.0	1	0.5	60	30.5	2	1.0	10	5.1
	2022	155	96	61.9	0	0.0	1	0.6	54	34.8	1	0.6	3	1.9

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	99	98	99.0	15	15.2	3	3.0	16	16.2	0	0.0	61	61.6	43.4	56.6	33.3
	2021	76	63	82.9	12	15.8	7	9.2	17	22.4	0	0.0	44	57.9	51.3	48.7	44.7
	2022	60	48	80.0	6	10.0	3	5.0	8	13.3	0	0.0	38	63.3	55.0	45.0	36.7
KN	2020	50	40	80.0	8	16.0	3	6.0	9	18.0	0	0.0	7	14.0	60.0	40.0	0.0
	2021	44	38	86.4	8	18.2	1	2.3	9	20.5	13	29.5	4	9.1	40.9	59.1	0.0
	2022	40	35	87.5	7	17.5	10	25.0	8	20.0	3	7.5	5	12.5	50.0	50.0	0.0
1	2020	47	42	89.4	13	27.7	4	8.5	9	19.1	15	31.9	1	2.1	44.7	55.3	0.0
	2021	36	25	69.4	6	16.7	2	5.6	8	22.2	11	30.6	2	5.6	63.9	36.1	0.0
	2022	34	30	88.2	8	23.5	3	8.8	9	26.5	12	35.3	2	5.9	41.2	58.8	2.9
2	2020	38	32	84.2	7	18.4	4	10.5	8	21.1	16	42.1	3	7.9	55.3	44.7	0.0
	2021	41	37	90.2	11	26.8	3	7.3	12	29.3	17	41.5	0	0.0	46.3	53.7	0.0
	2022	21	15	71.4	5	23.8	3	14.3	6	28.6	6	28.6	0	0.0	47.6	52.4	0.0
EC,PK,K-2	2020	234	212	90.6	43	18.4	14	6.0	42	17.9	31	13.2	72	30.8	49.1	50.9	14.1
	2021	197	163	82.7	37	18.8	13	6.6	46	23.4	41	20.8	50	25.4	50.3	49.7	17.3
	2022	155	128	82.6	26	16.8	19	12.3	31	20.0	21	13.5	45	29.0	49.7	50.3	14.8

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2020	52	10,874	49	93.5	10,319	94.9	1	1.9	3.8	48	9,815	92.2	90.3
	2021	45	10,216	44	97.9	10,002	97.9	2	4.5	4.7	41	9,094	92.0	89.0
	2022	42	10,601	40	94.7	9,857	93.0	2	4.8	8.0	39	8,573	93.5	80.9
1	2020	49	11,192	47	95.0	10,678	95.4	0	0.0	3.9	46	10,139	93.1	90.6
	2021	39	10,568	38	97.6	10,378	98.2	3	7.7	4.0	36	9,515	92.0	90.0
	2022	36	10,904	34	94.9	10,206	93.6	1	2.8	7.3	32	8,976	89.7	82.3
2	2020	39	11,070	38	98.7	10,616	95.9	1	2.6	3.2	38	10,175	97.5	91.9
	2021	42	10,574	42	99.8	10,394	98.3	2	4.7	3.8	42	9,653	99.1	91.3
	2022	21	10,614	20	95.7	9,987	94.1	0	0.0	6.0	20	8,941	95.1	84.2
EC,PK,K-2	2020	140	33,135	134	95.5	31,614	95.4	2	1.4	3.7	132	30,129	94.0	90.9
	2021	126	31,358	124	98.5	30,774	98.1	7	5.6	4.2	119	28,262	94.4	90.1
	2022	98	32,118	94	95.0	30,051	93.6	3	3.0	7.1	91	26,490	92.5	82.5

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	36.0
Hispanic	10	40.0
White	5	20.0
Multiple	1	4.0
Other	0	0.0

Gender	Number	Percentage
Female	20	80.0
Male	5	20.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	4.9	83.3
2020-21	5.6	40.0
2021-22	8.4	71.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.0
1	4	16.0
2	1	4.0
3	6	24.0
4	1	4.0
5	2	8.0
1-3	11	44.0
More than 3	13	52.0
1 - 5	14	56.0
6 - 10	5	20.0
11 - 20	3	12.0
More than 20	2	8.0

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	*	54.5	25.0	*	*	16.7	12.5				42.1	48.4	38
	2022		50.0	*	39.1	*	*	*				40.7	36.6	27
K-1	2020													
	2021	*	54.5	25.0	*	*	16.7	12.5				42.1	49.4	38
	2022		50.0	*	39.1	*	*	*				40.7	37.9	27
# Tested (GR K-1)	2020													
	2021	1	22	12	2	2	6	8				38	5,754	
	2022		22	5	23	3	2	3				27	5,967	
2	2020													
	2021	*	40.7	36.4		*	36.4	33.3				42.5	48.4	40
	2022		45.5	57.1	46.2	*	*	*				50.0	39.9	18
# Tested (GR 2)	2020													
	2021	1	27	11		2	11	12				40	5,792	
	2022		11	7	13	3	3	5				18	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	*	5	0	*	*	0	0				5	1,162	38
	2022		2	*	2	*	*	*				2	652	27
K-1	2020													
	2021	*	5	0	*	*	0	0				5	1,277	38
	2022		2	*	2	*	*	*				2	724	27
# Tested (GR K-1)	2020													
	2021	1	22	12	2	2	6	8				38	5,754	
	2022		22	5	23	3	2	3				27	5,967	
2	2020													
	2021	*	4	1		*	2	2				7	1,359	40
	2022		2	2	2	*	*	*				4	916	18
# Tested (GR 2)	2020													
	2021	1	27	11		2	11	12				40	5,792	
	2022		11	7	13	3	3	5				18	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		59.3	42.9		*	25.0	22.2				56.8	57.1	44
	2022	*	52.0	*	44.4	20.0		*				53.1	41.1	32
1	2020													
	2021	*	57.1	33.3		*	33.3	25.0				48.6	46.7	35
	2022		59.1	*	56.5	*	*	*				55.6	35.7	27
K-1	2020													
	2021	*	58.3	38.5		*	28.6	23.5				53.2	51.7	79
	2022	*	55.3	44.4	50.0	23.1	*	*				54.2	38.3	59
# Tested (GR K-1)	2020													
	2021	1	48	26		4	14	17				79	10,412	
	2022	1	47	9	50	13	2	4				59	11,314	
2	2020													
	2021		48.1	38.5		*	27.3	33.3				46.3	49.7	41
	2022		63.6	42.9	53.8	*	*	*				55.6	44.5	18
# Tested (GR 2)	2020													
	2021		27	13		3	11	12				41	6,004	
	2022		11	7	13	3	3	5				18	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		4	0		*	0	0				5	1,120	44
	2022	*	5	*	3	0		*				7	655	32
1	2020													
	2021	*	1	0		*	0	0				1	934	35
	2022		3	*	3	*	*	*				3	582	27
K-1	2020													
	2021	*	5	0		*	0	0				6	2,054	79
	2022	*	8	1	6	0	*	*				10	1,237	59
# Tested (GR K-1)	2020													
	2021	1	48	26		4	14	17				79	10,412	
	2022	1	47	9	50	13	2	4				59	11,314	
2	2020													
	2021		3	2		*	1	1				6	1,149	41
	2022		4	2	3	*	*	*				6	946	18
# Tested (GR 2)	2020													
	2021		27	13		3	11	12				41	6,004	
	2022		11	7	13	3	3	5				18	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	*	59.1	41.7	*	*	33.3	37.5				50.0	52.9	38
	2022		63.6	66.7	60.0	*	75.0	77.8				64.7	46.4	34
K-1	2020													
	2021	*	59.1	41.7	*	*	33.3	37.5				50.0	53.5	38
	2022		63.6	66.7	60.0	*	75.0	77.8				64.7	47.6	34
# Tested (GR K-1)	2020													
	2021	1	22	12	2	2	6	8				38	10,304	
	2022		22	12	30	3	8	9				34	10,488	
2	2020													
	2021	*	44.4	46.2		*	50.0	53.8				47.6	46.7	42
	2022		54.5	55.6	53.3	*	*	33.3				55.0	40.2	20
# Tested (GR 2)	2020													
	2021	1	27	13		3	12	13				42	9,688	
	2022		11	9	15	3	5	6				20	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	0	*	*	0	0				5	1,950	38
	2022		2	0	2	*	0	0				2	1,175	34
K-1	2020													
	2021	*	4	0	*	*	0	0				5	2,117	38
	2022		2	0	2	*	0	0				2	1,341	34
# Tested (GR K-1)	2020													
	2021	1	22	12	2	2	6	8				38	10,304	
	2022		22	12	30	3	8	9				34	10,488	
2	2020													
	2021	*	1	2		*	2	2				4	1,397	42
	2022		0	0	0	*	*	0				0	986	20
# Tested (GR 2)	2020													
	2021	1	27	13		3	12	13				42	9,688	
	2022		11	9	15	3	5	6				20	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		81.5	92.9		*	100.0	100.0				84.1	62.3	44
	2022	*	64.0	50.0	60.0	30.0	57.1	62.5				62.5	49.1	40
1	2020													
	2021	*	81.0	66.7		*	66.7	62.5				74.3	54.3	35
	2022		68.2	50.0	60.0	*	62.5	66.7				61.8	46.0	34
K-1	2020													
	2021	*	81.3	80.8		*	85.7	82.4				79.7	58.2	79
	2022	*	66.0	50.0	60.0	30.8	60.0	64.7				62.2	47.5	74
# Tested (GR K-1)	2020													
	2021	1	48	26		4	14	17				79	19,324	
	2022	1	47	24	65	13	15	17				74	19,784	
2	2020													
	2021		48.1	53.8		*	45.5	50.0				51.2	45.4	41
	2022		36.4	55.6	40.0	*	*	33.3				45.0	40.9	20
# Tested (GR 2)	2020													
	2021		27	13		3	11	12				41	9,836	
	2022		11	9	15	3	5	6				20	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		9	1		*	1	1				11	2,140	44
	2022	*	5	1	5	1	1	2				8	1,309	40
1	2020													
	2021	*	6	1		*	1	1				8	1,882	35
	2022		1	0	1	*	0	0				1	1,298	34
K-1	2020													
	2021	*	15	2		*	2	2				19	4,022	79
	2022	*	6	1	6	1	1	2				9	2,607	74
# Tested (GR K-1)	2020													
	2021	1	48	26		4	14	17				79	19,324	
	2022	1	47	24	65	13	15	17				74	19,784	
2	2020													
	2021		2	1		*	1	1				4	1,182	41
	2022		1	0	0	*	*	0				1	903	20
# Tested (GR 2)	2020													
	2021		27	13		3	11	12				41	9,836	
	2022		11	9	15	3	5	6				20	9,795	

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	*	*	0.0			*	*				9.1	65.2	11
	2022			42.9	42.9		50.0	50.0				42.9	55.6	7
K-1	2020													
	2021	*	*	0.0			*	*				9.1	64.9	11
	2022			42.9	42.9		50.0	50.0				42.9	55.8	7
# Tested (GR K-1)	2020													
	2021	1	4	6			4	5				11	4,901	
	2022			7	7		6	6				7	4,935	
2	2020													
	2021	*	*	44.4		*	44.4	44.4				54.5	61.5	11
	2022			*	*		*	*				*	55.4	2
# Tested (GR 2)	2020													
	2021	1	1	9		1	9	9				11	4,772	
	2022			2	2		2	1				2	4,495	

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	*	*	0			*	*				0	1,275	11
	2022			0	0		0	0				0	815	7
K-1	2020													
	2021	*	*	0			*	*				0	1,327	11
	2022			0	0		0	0				0	884	7
# Tested (GR K-1)	2020													
	2021	1	4	6			4	5				11	4,901	
	2022			7	7		6	6				7	4,935	
2	2020													
	2021	*	*	0		*	1	1				1	1,204	11
	2022			*	*		*	*				*	910	2
# Tested (GR 2)	2020													
	2021	1	1	9		1	9	9				11	4,772	
	2022			2	2		2	1				2	4,495	

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		*	50.0		*	62.5	62.5				41.7	55.8	12
	2022		*	12.5	10.0		14.3	14.3				10.0	52.5	10
1	2020													
	2021	*	*	14.3			*	*				7.7	57.6	13
	2022			57.1	57.1		50.0	50.0				57.1	51.5	7
K-1	2020													
	2021	*	0.0	35.3		*	50.0	46.2				24.0	56.7	25
	2022		*	33.3	29.4		30.8	30.8				29.4	52.0	17
# Tested (GR K-1)	2020													
	2021	1	7	17		1	12	13				25	9,529	
	2022		1	15	17		13	13				17	9,582	
2	2020													
	2021		*	30.0		*	22.2	22.2				25.0	54.2	12
	2022			*	*		*	*				*	50.1	2
# Tested (GR 2)	2020													
	2021		2	10		1	9	9				12	4,788	
	2022			2	2		2	1				2	4,600	

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	0				0	602	12
	2022		*	0	0		0	0				0	356	10
1	2020													
	2021	*	*	0			*	*				0	840	13
	2022			0	0		0	0				0	566	7
K-1	2020													
	2021	*	0	0		*	0	0				0	1,442	25
	2022		*	0	0		0	0				0	922	17
# Tested (GR K-1)	2020													
	2021	1	7	17		1	12	13				25	9,529	
	2022		1	15	17		13	13				17	9,582	
2	2020													
	2021		*	0		*	0	0				0	816	12
	2022			*	*		*	*				*	652	2
# Tested (GR 2)	2020													
	2021		2	10		1	9	9				12	4,788	
	2022			2	2		2	1				2	4,600	

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	41	12.2	41	22.0	41	29.3	41	31.7	41	26.8	41	14.6
			7.3		14.6		9.8		12.2		9.8		2.4
80.5	63.4	61.0	56.1	63.4	82.9								
2022	30	10.0	41	29.3	30	20.0	41	48.8	40	32.5	15	13.3	
		10.0		12.2		6.7		7.3		10.0		20.0	
80.0	58.5	73.3	43.9	57.5	66.7								
Wave 2 (MOY)	2020												
	2021			43	34.9	43	16.3	43	32.6	43	18.6	43	7.0
					7.0		2.3		7.0		9.3		4.7
58.1	81.4	60.5	72.1	88.4									
2022			40	37.5	30	13.3	40	30.0	40	22.5	40	10.0	
				12.5		10.0		2.5		7.5		10.0	
50.0	76.7	67.5	70.0	80.0									
Wave 3 (EOY)	2020												
	2021			44	25.0	44	6.8	44	31.8	44	13.6	44	0.0
					11.4		2.3		2.3		4.5		4.5
63.6	90.9	65.9	81.8	95.5									
2022			40	37.5	40	17.5	39	38.5	40	10.0	30	23.3	
				10.0		12.5		2.6		10.0		3.3	
52.5	70.0	59.0	80.0	73.3									

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	10	80.0	10	90.0	10	80.0	10	60.0	10	60.0	10	10.0
			0.0		0.0		10.0		10.0		0.0		0.0
2022				11	72.7	0		11	81.8	11	63.6	11	27.3
Wave 2 (MOY)	2020												
	2021			10	0.0	10	0.0	10	0.0	10	0.0	10	10.0
					60.0		20.0		60.0		10.0		10.0
2022				10	60.0	0		10	60.0	10	0.0	10	10.0
Wave 3 (EOY)	2020												
	2021			12	66.7	12	0.0	12	33.3	12	8.3	12	0.0
					16.7		0.0		8.3		8.3		
2022				10	70.0	10	0.0	10	0.0	0		10	20.0

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	20	45.0	13	69.2	12	83.3	60	20.0	39	0.0
			0.0		0.0		0.0		35.0		0.0
			55.0		30.8		16.7		45.0		100.0
	2021	47	31.9	30	66.7	20	50.0	71	11.3	16	6.3
			6.4		0.0		0.0		33.8		0.0
			53.2		33.3		50.0		53.5		93.8
	2022	31	35.5	20	40.0	20	65.0	58	10.3	40	0.0
			12.9		0.0		0.0		37.9		0.0
			45.2		60.0		35.0		51.7		100.0
Wave 2 (MOY)	2020	20	5.0	20	45.0	20	80.0	48	4.2	21	0.0
			0.0		0.0		0.0		39.6		0.0
			95.0		55.0		20.0		56.3		100.0
	2021	54	16.7	32	46.9	18	33.3	80	10.0	59	5.1
			1.9		0.0		0.0		35.0		5.1
			72.2		53.1		66.7		50.0		88.1
	2022	32	28.1	22	36.4	22	13.6	58	1.7	58	1.7
			6.3		0.0		0.0		37.9		0.0
			59.4		63.6		86.4		60.3		98.3
Wave 3 (EOY)	2020	0		0		0		0		0	
	2021	59	11.9	35	22.9	35	17.1	83	6.0	36	8.3
			1.7		0.0		0.0		31.3		0.0
			78.0		77.1		82.9		55.4		91.7
2022	34	5.9	23	26.1	23	4.3	59	0.0	49	8.2	
		2.9		0.0		0.0		39.0		0.0	
		88.2		73.9		95.7		61.0		91.8	

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	42	11.9	5	*	5	*	0		0	
			21.4		*		*				
			47.6		*		*				
	2021	25	20.0	14	78.6	14	7.1	0		0	
			20.0		0.0		0.0				
			48.0		21.4		92.9				
	2022	30	33.3	18	88.9	19	78.9	0		0	
			13.3		0.0		0.0				
			26.7		11.1		21.1				
Wave 2 (MOY)	2020	34	0.0	13	76.9	13	100.0	0		0	
			0.0		0.0		0.0				
			88.2		23.1		0.0				
	2021	24	4.2	14	85.7	14	0.0	0		0	
			12.5		0.0		0.0				
			79.2		14.3		100.0				
	2022	26	7.7	13	92.3	14	7.1	0		0	
			0.0		0.0		0.0				
			84.6		7.7		92.9				
Wave 3 (EOY)	2020	0		0		0		0		0	
	2021	25	4.0	16	31.3	16	12.5	0		0	
			0.0		0.0		0.0				
			96.0		68.8		87.5				
	2022	26	0.0	13	30.8	13	0.0	0		0	
0.0			0.0		0.0						
		96.2		69.2		100.0					

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (7)	Beginning	2	28.6	2	28.6	7	100.0	7	100.0	2	28.6
	Intermediate	1	14.3	3	42.9	0	0.0	0	0.0	5	71.4
	Advanced	4	57.1	2	28.6	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (8)	Beginning	0	0.0	0	0.0	4	50.0	3	37.5	0	0.0
	Intermediate	0	0.0	3	37.5	3	37.5	4	50.0	4	50.0
	Advanced	5	62.5	4	50.0	0	0.0	0	0.0	3	37.5
	Advanced High	3	37.5	1	12.5	1	12.5	1	12.5	1	12.5
ALL (20)	Beginning	2	10.0	2	10.0	14	70.0	12	60.0	2	10.0
	Intermediate	1	5.0	9	45.0	4	20.0	6	30.0	13	65.0
	Advanced	13	65.0	8	40.0	1	5.0	0	0.0	3	15.0
	Advanced High	4	20.0	1	5.0	1	5.0	2	10.0	2	10.0

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
7 3 (42.9%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	2	1	
	Advanced High	0	0	1	
11 4 (36.4%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	2	1	
	Advanced High	0	1	1	

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