

Data Packet

for 2016-17 planning

Evaluation & Assessment
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School Number 212

HARRY STONE MONTESSORI VANGUARD

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2015-16 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and 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.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 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 2014-15 and 2015-16.

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, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and 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 (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

STAAR, STAAR L, and STAAR A

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR A statistics are computed and reported separately.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the 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.
- Reading statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration.

SCE COMPLIANCE and TERRANOVA/SUPERA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The district changed norm-referenced tests in 2015-16 to the TerraNova (English language) and SUPERA (Spanish language) assessments.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2015 to 2016, the TEA did not report the 2015 composite rating.
- If a student is rated as advanced high in 2016, the TEA does not differentiate between the advanced and advanced high levels from 2015.

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 MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported here 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	40
KN	44
1	51
2	51
3	51
4	47
5	45
ALL	329

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	164	49.8	7	31.8
American Indian/Alaska Native	2	0.6	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	129	39.2	2	9.1
White	29	8.8	9	40.9
Multiple	4	1.2	3	13.6
Other* (teachers only)	—	—	1	4.5
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	67	20.4
Economically disadvantaged	182	55.3
Limited English proficient (LEP)	32	9.7
Special education	5	1.5
Talented and Gifted (TAG)	95	28.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2014	45	19	42.2	0	0.0	1	2.2	19	42.2	6	13.3	0	0.0
	2015	43	21	48.8	0	0.0	0	0.0	14	32.6	6	14.0	2	4.7
	2016	40	21	52.5	0	0.0	0	0.0	14	35.0	5	12.5	0	0.0
KN	2014	47	25	53.2	0	0.0	0	0.0	16	34.0	4	8.5	2	4.3
	2015	45	20	44.4	0	0.0	0	0.0	20	44.4	5	11.1	0	0.0
	2016	44	21	47.7	0	0.0	0	0.0	16	36.4	6	13.6	1	2.3
1	2014	47	22	46.8	0	0.0	0	0.0	21	44.7	4	8.5	0	0.0
	2015	51	27	52.9	0	0.0	0	0.0	18	35.3	4	7.8	2	3.9
	2016	51	22	43.1	0	0.0	0	0.0	24	47.1	5	9.8	0	0.0
2	2014	53	30	56.6	2	3.8	1	1.9	17	32.1	3	5.7	0	0.0
	2015	50	22	44.0	0	0.0	0	0.0	24	48.0	3	6.0	1	2.0
	2016	51	28	54.9	0	0.0	0	0.0	18	35.3	4	7.8	1	2.0
3	2014	51	24	47.1	1	2.0	0	0.0	21	41.2	5	9.8	0	0.0
	2015	52	32	61.5	2	3.8	1	1.9	14	26.9	3	5.8	0	0.0
	2016	51	23	45.1	0	0.0	0	0.0	24	47.1	3	5.9	1	2.0
4	2014	46	21	45.7	0	0.0	0	0.0	17	37.0	7	15.2	1	2.2
	2015	46	21	45.7	0	0.0	0	0.0	21	45.7	4	8.7	0	0.0
	2016	47	28	59.6	2	4.3	1	2.1	13	27.7	3	6.4	0	0.0
5	2014	45	21	46.7	0	0.0	0	0.0	23	51.1	1	2.2	0	0.0
	2015	46	21	45.7	0	0.0	0	0.0	17	37.0	7	15.2	1	2.2
	2016	45	21	46.7	0	0.0	0	0.0	20	44.4	3	6.7	1	2.2
PK-5	2014	334	162	48.5	3	0.9	2	0.6	134	40.1	30	9.0	3	0.9
	2015	333	164	49.2	2	0.6	1	0.3	128	38.4	32	9.6	6	1.8
	2016	329	164	49.8	2	0.6	1	0.3	129	39.2	29	8.8	4	1.2

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	2014	45	27	60.0	3	6.7	0	0.0	3	6.7	0	0.0	45	100.0	40.0	60.0	0.0
	2015	43	15	34.9	2	4.7	0	0.0	2	4.7	0	0.0	42	97.7	44.2	55.8	2.3
	2016	40	13	32.5	3	7.5	1	2.5	3	7.5	0	0.0	37	92.5	42.5	57.5	5.0
KN	2014	47	28	59.6	4	8.5	0	0.0	3	6.4	0	0.0	4	8.5	51.1	48.9	0.0
	2015	45	27	60.0	3	6.7	0	0.0	3	6.7	4	8.9	5	11.1	42.2	57.8	0.0
	2016	44	16	36.4	3	6.8	0	0.0	3	6.8	7	15.9	3	6.8	45.5	54.5	0.0
1	2014	47	26	55.3	6	12.8	0	0.0	6	12.8	13	27.7	5	10.6	25.5	74.5	0.0
	2015	51	34	66.7	4	7.8	1	2.0	3	5.9	16	31.4	1	2.0	52.9	47.1	0.0
	2016	51	30	58.8	5	9.8	0	0.0	5	9.8	15	29.4	1	2.0	43.1	56.9	0.0
2	2014	53	29	54.7	6	11.3	0	0.0	24	45.3	9	17.0	0	0.0	41.5	58.5	0.0
	2015	50	30	60.0	7	14.0	0	0.0	22	44.0	20	40.0	1	2.0	26.0	74.0	0.0
	2016	51	36	70.6	4	7.8	2	3.9	3	5.9	19	37.3	0	0.0	49.0	51.0	0.0
3	2014	51	28	54.9	5	9.8	1	2.0	15	29.4	13	25.5	0	0.0	45.1	54.9	0.0
	2015	52	30	57.7	5	9.6	0	0.0	22	42.3	12	23.1	1	1.9	40.4	59.6	0.0
	2016	51	31	60.8	8	15.7	0	0.0	22	43.1	21	41.2	0	0.0	25.5	74.5	0.0
4	2014	46	24	52.2	7	15.2	2	4.3	17	37.0	13	28.3	0	0.0	43.5	56.5	0.0
	2015	46	30	65.2	5	10.9	1	2.2	13	28.3	14	30.4	0	0.0	52.2	47.8	0.0
	2016	47	28	59.6	4	8.5	0	0.0	17	36.2	14	29.8	0	0.0	38.3	61.7	0.0
5	2014	45	29	64.4	9	20.0	1	2.2	23	51.1	20	44.4	1	2.2	44.4	55.6	0.0
	2015	46	24	52.2	7	15.2	1	2.2	20	43.5	17	37.0	1	2.2	41.3	58.7	0.0
	2016	45	28	62.2	5	11.1	2	4.4	14	31.1	19	42.2	0	0.0	51.1	48.9	0.0
PK-5	2014	334	191	57.2	40	12.0	4	1.2	91	27.2	68	20.4	55	16.5	41.6	58.4	0.0
	2015	333	190	57.1	33	9.9	3	0.9	85	25.5	83	24.9	51	15.3	42.6	57.4	0.3
	2016	329	182	55.3	32	9.7	5	1.5	67	20.4	95	28.9	41	12.5	41.9	58.1	0.6

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	2014	47	13,557	46	97.7	12,997	95.9	0	0.0	18.6	47	11,773	100.0	86.8
	2015	45	13,283	44	98.0	12,675	95.4	1	2.2	19.2	45	11,627	100.0	87.5
	2016	44	12,185	43	98.8	11,638	95.5	5	11.4	19.4	43	10,883	97.9	89.3
1	2014	48	14,264	47	98.2	13,734	96.3	0	0.0	18.0	47	12,511	97.3	87.7
	2015	51	13,984	50	98.0	13,437	96.1	2	3.9	18.1	51	12,405	99.9	88.7
	2016	51	13,397	50	97.7	12,877	96.1	2	3.9	18.1	50	12,066	97.7	90.1
2	2014	53	13,664	52	98.3	13,220	96.8	0	0.0	16.0	53	12,162	100.0	89.0
	2015	50	13,916	49	98.6	13,422	96.4	2	4.0	16.6	50	12,453	100.0	89.5
	2016	51	13,532	50	98.2	13,066	96.6	4	7.9	16.6	51	12,286	100.0	90.8
3	2014	51	13,166	50	98.2	12,770	97.0	0	0.0	16.2	51	11,764	100.0	89.4
	2015	52	13,237	51	98.2	12,793	96.6	0	0.0	16.2	51	11,910	98.2	90.0
	2016	51	13,328	50	98.3	12,911	96.9	2	3.9	15.3	51	12,216	99.6	91.7
4	2014	47	12,546	46	98.0	12,183	97.1	0	0.0	15.0	46	11,321	98.6	90.2
	2015	47	12,745	46	98.2	12,343	96.9	0	0.0	16.2	46	11,520	98.0	90.4
	2016	49	12,688	48	98.3	12,300	96.9	1	2.0	15.8	47	11,676	95.8	92.0
5	2014	45	12,130	45	98.7	11,794	97.2	0	0.0	4.0	45	10,985	99.8	90.6
	2015	46	12,122	45	98.2	11,747	96.9	0	0.0	6.6	46	11,052	100.0	91.2
	2016	45	12,178	44	98.2	11,815	97.0	0	0.0	6.5	45	11,217	100.0	92.1
KN-5	2014	291	79,327	286	98.2	76,697	96.7	0	0.0	14.8	289	70,516	99.3	88.9
	2015	291	79,286	286	98.2	76,417	96.4	5	1.7	15.6	289	70,967	99.4	89.5
	2016	291	77,308	286	98.2	74,608	96.5	14	4.8	15.4	287	70,344	98.5	91.0

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	31.8
Hispanic	2	9.1
White	9	40.9
Multiple	3	13.6
Other	1	4.5

Gender	Number	Percentage
Female	18	81.8
Male	4	18.2

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	6.4	70.8
2014-15	8.9	65.0
2015-16	7.1	90.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.5
1	3	13.6
2	4	18.2
3	2	9.1
4	0	0.0
5	0	0.0
1-3	9	40.9
More than 3	12	54.5
1 - 5	9	40.9
6 - 10	3	13.6
11 - 20	3	13.6
More than 20	6	27.3

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014	*	79.2	85.7	87.9		*	46.7		87.0	82.1	84.3	61.7	51
	2015	*	64.5	73.3	65.6		*	40.9		71.4	67.7	69.2	60.8	52
	2016	*	95.7	91.7	94.1		100.0	86.4		100.0	92.1	94.1	59.7	51
4	2014	100.0	85.7	94.1	91.7	*	100.0	76.5		89.5	92.6	91.3	59.4	46
	2015	*	81.0	81.0	87.1	*	*	46.2		83.3	81.8	82.6	57.9	46
	2016	*	64.3	84.6	73.3		*	35.3		83.3	65.5	72.3	65.0	47
5	2014	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	78.5	44
	2015	100.0	95.2	100.0	96.0	*	100.0	95.0		94.7	100.0	97.8	77.5	46
	2016	*	90.5	95.0	96.8	*	*	85.7		100.0	86.4	93.3	72.8	45
3-5	2014	100.0	87.9	93.3	92.9	*	90.0	77.8		91.9	91.1	91.5	66.7	141
	2015	100.0	78.1	84.9	81.8	*	76.5	61.8		82.8	82.5	82.6	65.7	144
	2016	100.0	81.9	91.2	88.4	*	88.2	69.8		94.4	82.0	86.7	65.9	143

NUMBER TESTED IN GRADES 3-5													
2014	13	66	60	85	2	20	54		62	79	141	21,304	
2015	14	73	53	88	3	17	55		64	80	144	21,526	
2016	9	72	57	95	2	17	53		54	89	143	21,651	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014	*	5	3	4		*	8		3	5	8	2,649	51
	2015	*	11	4	11		*	13		6	10	16	2,771	52
	2016	*	1	2	2		0	3		0	3	3	2,901	51
4	2014	0	3	1	2	*	0	4		2	2	4	2,858	46
	2015	*	4	4	4	*	*	7		4	4	8	2,928	46
	2016	*	10	2	8		*	11		3	10	13	2,439	47
5	2014	*	0	0	0		0	0		0	0	0	1,582	44
	2015	0	1	0	1	*	0	1		1	0	1	1,692	46
	2016	*	2	1	1	*	*	2		0	3	3	2,037	45
3-5	2014	0	8	4	6	*	2	12		5	7	12	7,089	141
	2015	0	16	8	16	*	4	21		11	14	25	7,391	144
	2016	0	13	5	11	*	2	16		3	16	19	7,377	143

NUMBER TESTED IN GRADES 3-5													
2014	13	66	60	85	2	20	54		62	79	141	21,304	
2015	14	73	53	88	3	17	55		64	80	144	21,526	
2016	9	72	57	95	2	17	53		54	89	143	21,651	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014	*	20.8	28.6	24.2		*	6.7		21.7	32.1	27.5	9.6	51
	2015	*	19.4	20.0	18.8		*	4.5		23.8	19.4	21.2	13.6	52
	2016	*	47.8	20.8	23.5		12.5	18.2		15.4	42.1	35.3	15.7	51
4	2014	57.1	33.3	23.5	33.3	*	14.3	17.6		36.8	33.3	34.8	12.0	46
	2015	*	19.0	23.8	25.8	*	*	15.4		33.3	18.2	26.1	12.8	46
	2016	*	21.4	30.8	26.7		*	0.0		22.2	24.1	23.4	14.1	47
5	2014	*	9.5	36.4	21.4		37.5	13.6		25.0	25.0	25.0	11.5	44
	2015	71.4	38.1	41.2	36.0	*	28.6	35.0		57.9	37.0	45.7	14.9	46
	2016	*	23.8	30.0	25.8	*	*	7.1		34.8	22.7	28.9	17.3	45
3-5	2014	53.8	21.2	30.0	25.9	*	25.0	13.0		27.4	30.4	29.1	11.1	141
	2015	64.3	24.7	28.3	26.1	*	23.5	18.2		37.5	25.0	30.6	13.8	144
	2016	33.3	30.6	26.3	25.3	*	11.8	9.4		25.9	31.5	29.4	15.7	143

NUMBER TESTED IN GRADE 3-5													
2014	13	66	60	85	2	20	54		62	79	141	21,304	
2015	14	73	53	88	3	17	55		64	80	144	21,526	
2016	9	72	57	95	2	17	53		54	89	143	21,651	

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	2014	80.1	74.0	68.1
	2015	68.3	60.1	66.2
	2016	79.4	79.8	73.2
4	2014	78.3	79.7	72.3
	2015	66.5	73.7	69.7
	2016	74.0	65.8	65.7
5	2014	78.2	78.5	75.7
	2015	83.0	83.6	78.3
	2016	80.2	73.5	75.9
3-5	2014	78.9	77.2	71.8
	2015	72.4	72.0	71.2
	2016	77.9	73.2	71.6

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2014	71.4	90.5	88.2	87.5	*	100.0	76.5		78.9	92.6	87.0	61.9	46
	2015	*	81.0	85.7	87.1	*	*	53.8		83.3	86.4	84.8	59.4	46
	2016	*	75.0	76.9	76.7		*	47.1		72.2	79.3	76.6	59.4	47

NUMBER TESTED IN GRADE 4													
2014	7	21	17	24	2	7	17		19	27	46	7,022	
2015	4	21	21	31	1	5	13		24	22	46	6,988	
2016	3	28	13	30		4	17		18	29	47	6,961	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2014	2	2	2	3	*	0	4		4	2	6	2,675	46
	2015	*	4	3	4	*	*	6		4	3	7	2,837	46
	2016	*	7	3	7		*	9		5	6	11	2,829	47

NUMBER TESTED IN GRADE 4													
2014	7	21	17	24	2	7	17		19	27	46	7,022	
2015	4	21	21	31	1	5	13		24	22	46	6,988	
2016	3	28	13	30		4	17		18	29	47	6,961	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2014	0.0	4.8	5.9	4.2	*	0.0	0.0		5.3	3.7	4.3	3.7	46
	2015	*	4.8	9.5	6.5	*	*	7.7		4.2	9.1	6.5	4.2	46
	2016	*	14.3	7.7	13.3		*	0.0		11.1	10.3	10.6	3.7	47

NUMBER TESTED IN GRADE 4													
2014	7	21	17	24	2	7	17		19	27	46	7,022	
2015	4	21	21	31	1	5	13		24	22	46	6,988	
2016	3	28	13	30		4	17		18	29	47	7,022	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
4	2014	4.9	4.3	77.1	65.9
	2015	4.5	4.1	70.3	66.7
	2016	—	3.6	66.7	67.2

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=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

NOTE: Beginning in 2016, only one composition was required.

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014	*	79.2	71.4	81.8		*	40.0		82.6	75.0	78.4	59.3	51
	2015	*	74.2	93.3	78.1		*	59.1		76.2	83.9	80.8	65.2	52
	2016	*	87.0	95.8	91.2		100.0	90.9		92.3	89.5	90.2	66.8	51
4	2014	85.7	66.7	76.5	75.0	*	85.7	47.1		78.9	70.4	73.9	59.0	46
	2015	*	81.0	76.2	80.6	*	*	53.8		79.2	81.8	80.4	61.9	46
	2016	*	71.4	61.5	66.7		*	35.3		61.1	72.4	68.1	65.3	47
5	2014	*	90.5	95.5	89.3		87.5	86.4		90.0	95.8	93.2	81.4	44
	2015	85.7	76.2	82.4	76.0	*	85.7	60.0		78.9	81.5	80.4	68.5	46
	2016	*	95.2	95.0	96.8	*	*	85.7		95.7	95.5	95.6	81.3	45
3-5	2014	92.3	78.8	81.7	82.4	*	80.0	61.1		83.9	79.7	81.6	66.3	141
	2015	92.9	76.7	83.0	78.4	*	82.4	58.2		78.1	82.5	80.6	65.1	144
	2016	88.9	83.3	87.7	85.3	*	88.2	71.7		83.3	85.4	84.6	71.0	143

NUMBER TESTED IN GRADES 3-5													
2014	13	66	60	85	2	20	55			62	79	141	35,222
2015	14	73	53	88	3	17	55			64	80	144	35,738
2016	9	72	57	95	2	17	53			54	89	143	35,762

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014	*	5	6	6		*	9		4	7	11	4,988	51
	2015	*	8	1	7		*	9		5	5	10	4,347	52
	2016	*	3	1	3		0	2		1	4	5	4,153	51
4	2014	1	7	4	6	*	1	9		4	8	12	4,803	46
	2015	*	4	5	6	*	*	6		5	4	9	4,556	46
	2016	*	8	5	10		*	11		7	8	15	4,100	47
5	2014	*	2	1	3		1	3		2	1	3	2,088	44
	2015	1	5	3	6	*	1	8		4	5	9	3,559	46
	2016	*	1	1	1	*	*	2		1	1	2	2,135	45
3-5	2014	1	14	11	15	*	4	21		10	16	26	11,879	141
	2015	1	17	9	19	*	3	23		14	14	28	12,462	144
	2016	1	12	7	14	*	2	15		9	13	22	10,388	143

NUMBER TESTED IN GRADES 3-5													
2014	13	66	60	85	2	20	55		62	79	141	35,222	
2015	14	73	53	88	3	17	55		64	80	144	35,738	
2016	9	72	57	95	2	17	53		54	89	143	35,762	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2014	*	4.2	0.0	3.0		*	0.0		4.3	0.0	2.0	10.4	51
	2015	*	9.7	26.7	18.8		*	0.0		4.8	22.6	15.4	9.3	52
	2016	*	34.8	8.3	11.8		12.5	9.1		15.4	26.3	23.5	12.9	51
4	2014	0.0	9.5	5.9	8.3	*	0.0	0.0		10.5	7.4	8.7	14.0	46
	2015	*	9.5	4.8	6.5	*	*	7.7		8.3	9.1	8.7	10.4	46
	2016	*	7.1	23.1	16.7		*	0.0		5.6	13.8	10.6	15.1	47
5	2014	*	14.3	22.7	14.3		25.0	9.1		25.0	16.7	20.5	15.7	44
	2015	0.0	9.5	11.8	12.0	*	0.0	0.0		10.5	7.4	8.7	12.3	46
	2016	*	0.0	5.0	3.2	*	*	0.0		4.3	0.0	2.2	14.3	45
3-5	2014	7.7	9.1	10.0	8.2	*	10.0	3.7		12.9	7.6	9.9	13.3	141
	2015	14.3	9.6	13.2	12.5	*	5.9	1.8		7.8	13.8	11.1	10.6	144
	2016	22.2	13.9	10.5	10.5	*	5.9	3.8		7.4	15.7	12.6	14.1	143

NUMBER TESTED IN GRADE 3-5													
2014	13	66	60	85	2	20	54		62	79	141	35,222	
2015	14	73	53	88	3	17	55		64	80	144	35,738	
2016	9	72	57	95	2	17	53		54	89	143	35,762	

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	2014				
	2015	71.3	64.4	61.7	59.6
	2016	81.2	73.0	72.0	72.9
4	2014				
	2015	73.9	61.1	47.8	65.2
	2016	67.9	60.2	45.4	57.0
5	2014				
	2015	60.3	61.2	63.0	68.5
	2016	69.4	62.8	60.9	70.0
3-5	2014				
	2015	68.6	62.4	57.7	64.2
	2016	73.1	65.6	59.8	66.8

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2014	*	57.1	65.2	58.6	*	55.6	43.5		71.4	54.2	62.2	61.3	45
	2015	100.0	66.7	88.2	76.0	*	85.7	65.0		89.5	74.1	80.4	59.1	46
	2016	*	57.1	70.0	71.0	*	*	21.4		73.9	59.1	66.7	67.8	45

NUMBER TESTED IN GRADE 5													
2014	1	21	23	29	1	9	23		21	24	45	9,073	
2015	7	21	17	25	2	7	20		19	27	46	9,009	
2016	3	21	20	31	2	5	14		23	22	45	9,281	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2014	*	9	8	12	*	4	13		6	11	17	3511	45
	2015	0	7	2	6	*	1	7		2	7	9	3685	46
	2016	*	9	6	9	*	*	11		6	9	15	2988	45

NUMBER TESTED IN GRADE 5													
2014	1	21	23	29	1	9	23		21	24	45	9,073	
2015	7	21	17	25	2	7	20		19	27	46	9,009	
2016	3	21	20	31	2	5	14		23	22	45	9,281	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2014	*	0.0	4.3	3.4	*	0.0	0.0		4.8	0.0	2.2	5.3	45
	2015	42.9	9.5	5.9	4.0	*	0.0	0.0		21.1	7.4	13.0	6.6	46
	2016	*	0.0	0.0	0.0	*	*	0.0		4.3	0.0	2.2	6.9	45

NUMBER TESTED IN GRADE 5													
2014	1	21	23	29	1	9	23		21	24	45	9,073	
2015	7	21	17	25	2	7	20		19	27	46	9,009	
2016	3	21	20	31	2	5	14		23	22	45	9,281	

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	2014	64.4	66.2	60.4	66.5
	2015	79.3	68.0	62.0	74.4
	2016	65.8	65.8	58.9	65.9

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	2014					
	2015					
	2016	*	92.7	93.2	83.2	44
1	2014					
	2015					
	2016	*	93.5	92.2	75.8	51
2	2014					
	2015					
	2016	*	91.7	88.2	53.4	51
K-2	2014					
	2015					
	2016	72.7	92.6	91.1	70.4	146
# Tested (GR K-2)	2014					
	2015					
	2016	11	135	146	38,047	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	*	75.6	75.0	59.4	44
1	2014					
	2015					
	2016	*	78.3	78.4	52.0	51
2	2014					
	2015					
	2016	*	70.8	66.7	56.8	51
K-2	2014					
	2015					
	2016	54.5	74.8	73.3	56.0	146
# Tested (GR K-2)	2014					
	2015					
	2016	11	135	146	37,912	

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	2014													
	2015													
	2016	100.0	90.5	93.8	87.5		*	*		90.0	95.8	93.2	79.4	44
1	2014													
	2015													
	2016	*	90.9	91.7	86.7		*	*		90.9	93.1	92.2	66.3	51
2	2014													
	2015													
	2016	*	92.9	77.8	86.1	*	*	*		84.0	92.3	88.2	60.9	51
K-2	2014													
	2015													
	2016	100.0	91.5	87.9	86.6	*	75.0	72.7		88.1	93.7	91.1	68.4	146
# Tested (GR K-2)	2014													
	2015													
	2016	15	71	58	82	2	12	11		67	79	146	20,617	

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	2014													
	2015													
	2016	4	14	7	7		*	*		9	17	26	2,353	44
1	2014													
	2015													
	2016	*	8	10	11		*	*		8	15	23	1,605	51
2	2014													
	2015													
	2016	*	10	7	12	*	*	*		11	9	20	1,345	51
K-2	2014													
	2015													
	2016	12	32	24	30	*	5	4		28	41	69	5,303	146
# Tested (GR K-2)	2014													
	2015													
	2016	15	71	58	82	2	12	11		67	79	146	20,617	

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	2014													
	2015													
	2016	100.0	66.7	75.0	56.3		*	*		70.0	79.2	75.0	59.5	44
1	2014													
	2015													
	2016	*	77.3	75.0	76.7		*	*		72.7	82.8	78.4	52.2	51
2	2014													
	2015													
	2016	*	71.4	61.1	63.9	*	*	*		60.0	73.1	66.7	56.9	51
K-2	2014													
	2015													
	2016	93.3	71.8	70.7	67.1	*	58.3	54.5		67.2	78.5	73.3	56.1	146
# Tested (GR K-2)	2014													
	2015													
	2016	15	71	58	82	2	12	11		67	79	146	37,758	

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	2014													
	2015													
	2016	1	4	1	2		*	*		2	5	7	2,114	44
1	2014													
	2015													
	2016	*	4	5	8		*	*		3	8	11	1,519	51
2	2014													
	2015													
	2016	*	3	3	8	*	*	*		4	4	8	2,167	51
K-2	2014													
	2015													
	2016	5	11	9	18	*	3	3		9	17	26	5,800	146
# Tested (GR K-2)	2014													
	2015													
	2016	15	71	58	82	2	12	11		67	79	146	37,758	

PERCENTAGE PROFICIENCY LEVELS


Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
PK	8			*	*	*	*			*	*		
ALL	8			*	*	*	*			*	*		

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
3 <hr/> (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	12.5	0	0.0	0	0.0
	Advanced	3	37.5	4	50.0	2	25.0	1	12.5	2	25.0
	Advanced High	5	62.5	4	50.0	5	62.5	7	87.5	6	75.0
ALL <hr/> (29)	Beginning	0	0.0	0	0.0	1	3.4	1	3.4	0	0.0
	Intermediate	2	6.9	3	10.3	6	20.7	4	13.8	3	10.3
	Advanced	7	24.1	9	31.0	6	20.7	6	20.7	8	27.6
	Advanced High	20	69.0	17	58.6	16	55.2	18	62.1	18	62.1

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
8 <hr/> 7 (87.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	1	
	Advanced High	0	0	6	
26 <hr/> 18 (69.2%)	Beginning	0			
	Intermediate	0	3		
	Advanced	1	2	5	
	Advanced High	1	1	13	

 Indicates students who progressed at least one level from 2015 to 2016.

SEMESTER 1 TESTS

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

KINDERGARTEN MATHEMATICS

44	86.1	89.5			95.5		85.4	
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KINDERGARTEN READING

44	87.6	91.8			100.0		94.0	
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GRADE 1 MATHEMATICS

52	82.4	86.5			86.5		82.5	
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GRADE 1 READING

52	83.9	89.3			98.1		83.9	
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GRADE 2 MATHEMATICS

51	72.5	80.8	88.6		76.5	100.0	82.9	90.4
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GRADE 2 READING

51	76.6	84.4	88.7		90.2	100.0	72.8	88.1
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GRADE 3 LANGUAGE ARTS

51	63.9	77.4	91.4		68.6	100.0	51.0	89.6
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GRADE 3 MATHEMATICS

51	58.9	73.2	89.1		66.7	100.0	51.4	86.4
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GRADE 3 MUSIC

27	85.6	92.7	97.6		100.0	100.0	75.5	98.7
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GRADE 3 READING

51	65.9	77.3	90.3		78.4	100.0	52.3	86.2
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GRADE 3 SCIENCE

51	64.5	71.2	91.2		62.7	100.0	58.3	94.1
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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

KINDERGARTEN MATHEMATICS

44	73.3	80.0			81.8		88.8	
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KINDERGARTEN READING

44	86.2	87.9			97.7		89.3	
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GRADE 1 MATHEMATICS

51	81.3	87.0			96.1		88.0	
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GRADE 1 READING

51	79.7	84.8			96.1		75.6	
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GRADE 2 MATHEMATICS

51	70.5	77.3	88.8		72.5	100.0	74.8	92.9
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GRADE 2 READING

51	77.8	81.0	87.6		80.4	100.0	68.0	89.8
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GRADE 3 LANGUAGE ARTS

51	79.2	82.7	89.9		86.3	100.0	62.5	90.6
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GRADE 3 MATHEMATICS

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GRADE 3 MUSIC

27	81.0	87.4	98.5		96.3	100.0	68.2	99.0
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GRADE 3 READING

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GRADE 3 SCIENCE

51	68.4	76.9	90.8		78.4	100.0	63.4	95.2
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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 3 SOCIAL STUDIES

51	65.4	76.9	91.8		74.5	100.0	63.8	94.9
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GRADE 4 LANGUAGE ARTS

49	63.0	73.6	88.1		59.2	100.0	57.9	89.4
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GRADE 4 MATHEMATICS

49	51.4	74.4	88.8		65.3	100.0	61.7	88.0
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GRADE 4 PHYSICAL EDUCATION

49	91.5	91.5	99.7		98.0	100.0	88.6	98.9
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GRADE 4 READING

49	67.7	78.4	89.3		81.6	98.0	64.6	88.6
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GRADE 4 SCIENCE

49	67.1	73.3	89.2		73.5	100.0	63.4	95.1
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GRADE 4 SOCIAL STUDIES

49	51.3	67.5	88.1		36.7	100.0	40.1	95.6
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GRADE 5 ART

45	77.2	84.4	50.3		100.0	51.1	79.8	98.5
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GRADE 5 LANGUAGE ARTS

45	78.5	81.0	89.8		77.8	100.0	68.1	93.2
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GRADE 5 MATHEMATICS

44	54.2	74.0	87.0		72.7	97.7	61.1	88.8
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GRADE 5 READING

45	69.7	80.2	90.0		91.1	97.8	70.8	91.8
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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 3 SOCIAL STUDIES

51	77.3	79.9	91.6		80.4	100.0	59.0	95.0
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GRADE 4 LANGUAGE ARTS

47	71.0	79.3	87.4		74.5	100.0	65.0	89.8
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GRADE 4 MATHEMATICS

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GRADE 4 PHYSICAL EDUCATION

47	90.9	90.9	99.6		100.0	100.0	91.4	98.9
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GRADE 4 READING

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GRADE 4 SCIENCE

47	70.6	76.8	87.3		70.2	100.0	62.7	94.4
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GRADE 4 SOCIAL STUDIES

47	58.9	72.0	88.7		66.0	100.0	47.2	95.4
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GRADE 5 ART

45	89.9	89.9	98.2		97.8	100.0	85.9	98.9
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GRADE 5 LANGUAGE ARTS

45	70.2	80.2	89.3		88.9	100.0	74.2	94.4
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GRADE 5 MATHEMATICS

44	68.6	75.2	88.2		65.9	100.0	70.0	92.4
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GRADE 5 READING

45	70.0	78.0	90.2		88.9	100.0	65.8	91.8
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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 5 SCIENCE

45	67.9	67.9	90.7		55.6	100.0	66.3	92.8
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GRADE 5 SOCIAL STUDIES

45	48.4	71.8	90.3		71.1	100.0	53.6	96.0
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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 5 SCIENCE

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GRADE 5 SOCIAL STUDIES

45	69.6	77.2	89.0		77.8	100.0	53.6	95.2
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