

Data Packet

for 2016-17 planning

Evaluation & Assessment
Office of Institutional Research

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School Number 263

J.P. STARKS ELEMENTARY SCHOOL

Statistics do not generally
include students enrolled in
magnet/academy/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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

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	17
KN	38
1	41
2	40
3	39
4	68
5	61
ALL	304

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	206	67.8	16	72.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.7	*	*
Hispanic	88	28.9	2	9.1
White	4	1.3	4	18.2
Multiple	4	1.3	0	0.0
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	130	42.8
Economically disadvantaged	298	98.0
Limited English proficient (LEP)	59	19.4
Special education	13	4.3
Talented and Gifted (TAG)	62	20.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2014	18	10	55.6	0	0.0	0	0.0	7	38.9	0	0.0	1	5.6
	2015	18	13	72.2	0	0.0	0	0.0	5	27.8	0	0.0	0	0.0
	2016	17	11	64.7	0	0.0	0	0.0	6	35.3	0	0.0	0	0.0
KN	2014	31	24	77.4	0	0.0	0	0.0	7	22.6	0	0.0	0	0.0
	2015	29	22	75.9	0	0.0	0	0.0	6	20.7	0	0.0	1	3.4
	2016	38	31	81.6	0	0.0	0	0.0	6	15.8	1	2.6	0	0.0
1	2014	41	31	75.6	0	0.0	0	0.0	10	24.4	0	0.0	0	0.0
	2015	31	24	77.4	0	0.0	0	0.0	7	22.6	0	0.0	0	0.0
	2016	41	34	82.9	0	0.0	0	0.0	6	14.6	0	0.0	1	2.4
2	2014	52	39	75.0	0	0.0	0	0.0	13	25.0	0	0.0	0	0.0
	2015	30	19	63.3	0	0.0	0	0.0	11	36.7	0	0.0	0	0.0
	2016	40	30	75.0	0	0.0	0	0.0	9	22.5	0	0.0	1	2.5
3	2014	32	23	71.9	0	0.0	0	0.0	9	28.1	0	0.0	0	0.0
	2015	40	27	67.5	0	0.0	0	0.0	13	32.5	0	0.0	0	0.0
	2016	39	28	71.8	0	0.0	0	0.0	11	28.2	0	0.0	0	0.0
4	2014	34	26	76.5	0	0.0	0	0.0	8	23.5	0	0.0	0	0.0
	2015	55	27	49.1	0	0.0	2	3.6	25	45.5	1	1.8	0	0.0
	2016	68	41	60.3	0	0.0	1	1.5	24	35.3	1	1.5	1	1.5
5	2014	25	23	92.0	0	0.0	0	0.0	2	8.0	0	0.0	0	0.0
	2015	40	21	52.5	0	0.0	0	0.0	18	45.0	1	2.5	0	0.0
	2016	61	31	50.8	0	0.0	1	1.6	26	42.6	2	3.3	1	1.6
PK-5	2014	233	176	75.5	0	0.0	0	0.0	56	24.0	0	0.0	1	0.4
	2015	243	153	63.0	0	0.0	2	0.8	85	35.0	2	0.8	1	0.4
	2016	304	206	67.8	0	0.0	2	0.7	88	28.9	4	1.3	4	1.3

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	18	17	94.4	4	22.2	0	0.0	4	22.2	0	0.0	18	100.0	50.0	50.0	0.0
	2015	18	18	100.0	4	22.2	0	0.0	4	22.2	0	0.0	17	94.4	50.0	50.0	0.0
	2016	17	17	100.0	4	23.5	0	0.0	5	29.4	0	0.0	17	100.0	52.9	47.1	5.9
KN	2014	31	29	93.5	4	12.9	0	0.0	5	16.1	1	3.2	17	54.8	54.8	45.2	0.0
	2015	29	28	96.6	3	10.3	1	3.4	4	13.8	5	17.2	10	34.5	41.4	58.6	3.4
	2016	38	37	97.4	6	15.8	0	0.0	8	21.1	2	5.3	15	39.5	55.3	44.7	2.6
1	2014	41	39	95.1	4	9.8	3	7.3	7	17.1	2	4.9	5	12.2	56.1	43.9	9.8
	2015	31	31	100.0	5	16.1	0	0.0	9	29.0	1	3.2	4	12.9	51.6	48.4	12.9
	2016	41	41	100.0	5	12.2	0	0.0	8	19.5	8	19.5	4	9.8	39.0	61.0	4.9
2	2014	52	49	94.2	9	17.3	3	5.8	30	57.7	6	11.5	4	7.7	59.6	40.4	3.8
	2015	30	30	100.0	4	13.3	1	3.3	21	70.0	3	10.0	0	0.0	50.0	50.0	13.3
	2016	40	40	100.0	6	15.0	2	5.0	11	27.5	2	5.0	8	20.0	47.5	52.5	2.5
3	2014	32	29	90.6	6	18.8	1	3.1	23	71.9	3	9.4	3	9.4	53.1	46.9	3.1
	2015	40	40	100.0	8	20.0	3	7.5	30	75.0	9	22.5	2	5.0	55.0	45.0	5.0
	2016	39	39	100.0	5	12.8	5	12.8	21	53.8	4	10.3	6	15.4	59.0	41.0	2.6
4	2014	34	32	94.1	3	8.8	1	2.9	25	73.5	7	20.6	4	11.8	50.0	50.0	2.9
	2015	55	52	94.5	17	30.9	1	1.8	35	63.6	15	27.3	3	5.5	58.2	41.8	3.6
	2016	68	67	98.5	16	23.5	5	7.4	40	58.8	24	35.3	8	11.8	61.8	38.2	0.0
5	2014	25	24	96.0	2	8.0	1	4.0	22	88.0	1	4.0	4	16.0	36.0	64.0	0.0
	2015	40	40	100.0	12	30.0	0	0.0	26	65.0	13	32.5	4	10.0	37.5	62.5	2.5
	2016	61	57	93.4	17	27.9	1	1.6	37	60.7	22	36.1	2	3.3	45.9	54.1	0.0
PK-5	2014	233	219	94.0	32	13.7	9	3.9	116	49.8	20	8.6	55	23.6	52.8	47.2	3.4
	2015	243	239	98.4	53	21.8	6	2.5	129	53.1	46	18.9	40	16.5	49.8	50.2	5.8
	2016	304	298	98.0	59	19.4	13	4.3	130	42.8	62	20.4	60	19.7	52.0	48.0	2.0

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	2014	34	13,557	32	93.7	12,997	95.9	15	43.9	18.6	21	11,773	61.5	86.8
	2015	33	13,283	31	93.2	12,675	95.4	9	27.1	19.2	25	11,627	75.3	87.5
	2016	42	12,185	39	94.0	11,638	95.5	20	48.0	19.4	31	10,883	74.3	89.3
1	2014	41	14,264	38	94.4	13,734	96.3	23	56.5	18.0	26	12,511	63.8	87.7
	2015	33	13,984	31	93.9	13,437	96.1	12	36.2	18.1	24	12,405	72.4	88.7
	2016	41	13,397	39	95.4	12,877	96.1	21	51.2	18.1	34	12,066	82.8	90.1
2	2014	57	13,664	54	95.2	13,220	96.8	23	40.3	16.0	37	12,162	64.8	89.0
	2015	35	13,916	33	95.3	13,422	96.4	8	23.1	16.6	28	12,453	81.0	89.5
	2016	41	13,532	39	94.9	13,066	96.6	18	43.5	16.6	30	12,286	72.5	90.8
3	2014	38	13,166	36	95.0	12,770	97.0	12	31.9	16.2	27	11,764	71.8	89.4
	2015	43	13,237	41	95.1	12,793	96.6	18	42.2	16.2	30	11,910	70.4	90.0
	2016	42	13,328	40	95.4	12,911	96.9	14	33.7	15.3	36	12,216	86.7	91.7
4	2014	39	12,546	37	95.7	12,183	97.1	15	38.7	15.0	28	11,321	72.2	90.2
	2015	62	12,745	59	96.2	12,343	96.9	10	16.3	16.2	50	11,520	81.3	90.4
	2016	70	12,688	67	96.3	12,300	96.9	30	43.0	15.8	57	11,676	81.8	92.0
5	2014	29	12,130	28	96.7	11,794	97.2	2	7.0	4.0	21	10,985	73.7	90.6
	2015	39	12,122	38	96.9	11,747	96.9	6	15.3	6.6	32	11,052	81.7	91.2
	2016	65	12,178	63	97.0	11,815	97.0	13	20.1	6.5	59	11,217	91.2	92.1
KN-5	2014	237	79,327	225	95.1	76,697	96.7	90	38.0	14.8	160	70,516	67.5	88.9
	2015	244	79,286	233	95.3	76,417	96.4	63	25.8	15.6	189	70,967	77.4	89.5
	2016	300	77,308	287	95.7	74,608	96.5	116	38.7	15.4	247	70,344	82.3	91.0

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	72.7
Hispanic	2	9.1
White	4	18.2
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	17	77.3
Male	5	22.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	6.3	57.7
2014-15	4.9	62.5
2015-16	5.1	69.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	4.5
1	3	13.6
2	3	13.6
3	0	0.0
4	1	4.5
5	1	4.5
1-3	6	27.3
More than 3	15	68.2
1 - 5	8	36.4
6 - 10	1	4.5
11 - 20	10	45.5
More than 20	2	9.1

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		50.0	75.0	54.8		*	40.9		47.1	66.7	56.3	61.7	32
	2015		65.4	38.5	54.3	*	37.5	50.0		50.0	64.7	56.4	60.8	39
	2016		46.4	63.6	50.0	*	*	45.5		43.5	62.5	51.3	59.7	39
4	2014		57.7	75.0	63.3	*	*	60.0		76.5	47.1	61.8	59.4	34
	2015	*	69.2	88.0	78.3	*	88.2	73.5		77.4	82.6	79.6	57.9	54
	2016	*	61.5	68.0	65.6	*	75.0	50.0		65.9	65.4	65.7	65.0	67
5	2014		62.5	*	62.5		*	59.1		63.6	66.7	65.4	78.5	26
	2015		77.3	100.0	91.2		100.0	82.1		87.5	87.5	87.5	77.5	40
	2016	*	84.4	96.2	89.3	*	94.1	84.2		93.1	87.9	90.3	72.8	62
3-5	2014		56.8	77.8	60.0	*	80.0	53.6		62.2	59.6	60.9	66.7	92
	2015	*	70.3	80.4	74.8	*	81.1	68.5		71.0	79.7	75.2	65.7	133
	2016	*	64.6	79.0	70.5	60.0	81.6	61.8		68.8	74.7	71.4	65.9	168

NUMBER TESTED IN GRADES 3-5													
2014		74	18	85	1	10	69		45	47	92	21,304	
2015	1	74	56	115	3	37	92		69	64	133	21,526	
2016	3	99	62	156	10	38	102		93	75	168	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		12	2	14		*	13		9	5	14	2,649	32
	2015		9	8	16	*	5	15		11	6	17	2,771	39
	2016		15	4	18	*	*	12		13	6	19	2,901	39
4	2014		11	2	11	*	*	10		4	9	13	2,858	34
	2015	*	8	3	10	*	2	9		7	4	11	2,928	54
	2016	*	15	8	22	*	4	21		14	9	23	2,439	67
5	2014		9	*	9		*	9		4	5	9	1,582	26
	2015		5	0	3		0	5		2	3	5	1,692	40
	2016	*	5	1	6	*	1	6		2	4	6	2,037	62
3-5	2014		32	4	34	*	2	32		17	19	36	7,089	92
	2015	*	22	11	29	*	7	29		20	13	33	7,391	133
	2016	*	35	13	46	4	7	39		29	19	48	7,377	168

NUMBER TESTED IN GRADES 3-5													
2014		74	18	85	1	10	69		45	47	92	21,304	
2015	1	74	56	115	3	37	92		69	64	133	21,526	
2016	3	99	62	156	10	38	102		93	75	168	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		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	9.6	32
	2015		23.1	15.4	20.0	*	12.5	6.7		22.7	17.6	20.5	13.6	39
	2016		7.1	9.1	5.6	*	*	4.5		4.3	12.5	7.7	15.7	39
4	2014		7.7	0.0	3.3	*	*	4.0		11.8	0.0	5.9	12.0	34
	2015	*	15.4	40.0	28.3	*	35.3	20.6		22.6	39.1	29.6	12.8	54
	2016	*	20.5	36.0	28.1	*	31.3	14.3		29.3	26.9	28.4	14.1	67
5	2014		0.0	*	0.0		*	0.0		0.0	0.0	0.0	11.5	26
	2015		13.6	38.9	29.4		50.0	21.4		37.5	16.7	25.0	14.9	40
	2016	*	28.1	38.5	33.9	*	29.4	21.1		41.4	33.3	37.1	17.3	62
3-5	2014		2.7	0.0	1.2	*	0.0	1.4		4.4	0.0	2.2	11.1	92
	2015	*	17.6	33.9	26.1	*	35.1	16.3		26.1	25.0	25.6	13.8	133
	2016	*	19.2	32.3	25.0	10.0	28.9	14.7		26.9	26.7	26.8	15.7	168

NUMBER TESTED IN GRADE 3-5													
2014		74	18	85	1	10	69		45	47	92	21,304	
2015	1	74	56	115	3	37	92		69	64	133	21,526	
2016	3	99	62	156	10	38	102		93	75	168	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	63.0	56.8	46.7
	2015	59.8	54.7	54.0
	2016	58.5	58.4	51.3
4	2014	64.1	53.8	58.5
	2015	65.9	75.5	71.5
	2016	70.3	61.3	65.1
5	2014	57.7	58.5	57.2
	2015	74.3	72.9	71.3
	2016	79.7	74.5	80.5
3-5	2014	61.9	56.1	54.0
	2015	66.6	68.6	66.3
	2016	71.0	65.5	67.6

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		80.8	87.5	86.7	*	*	76.0		82.4	82.4	82.4	61.9	34
	2015	*	73.1	88.0	82.6	*	88.2	73.5		77.4	87.0	81.5	59.4	54
	2016	*	66.7	60.7	65.7	*	62.5	48.9		62.8	70.4	65.7	59.4	70

NUMBER TESTED IN GRADE 4													
2014		26	8	30	1	3	25		17	17	34	7,022	
2015	1	26	25	46	1	17	34		31	23	54	6,988	
2016	1	39	28	67	4	16	45		43	27	70	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		5	1	4	*	*	6		3	3	6	2,675	34
	2015	*	7	3	8	*	2	9		7	3	10	2,837	54
	2016	*	13	11	23	*	6	23		16	8	24	2,829	70

NUMBER TESTED IN GRADE 4													
2014		26	8	30	1	3	25		17	17	34	7,022	
2015	1	26	25	46	1	17	34		31	23	54	6,988	
2016	1	39	28	67	4	16	45		43	27	70	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	0.0	0.0	*	*	0.0		0.0	0.0	0.0	3.7	34
	2015	*	15.4	8.0	10.9	*	11.8	8.8		6.5	21.7	13.0	4.2	54
	2016	*	25.6	35.7	29.9	*	31.3	17.8		30.2	29.6	30.0	3.7	70

NUMBER TESTED IN GRADE 4													
2014		26	8	30	1	3	25		17	17	34	7,022	
2015	1	26	25	46	1	17	34		31	23	54	6,988	
2016	1	39	28	67	4	16	45		43	27	70	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	4.7	4.9	66.3	61.9
	2015	5.0	4.6	72.2	64.6
	2016	—	4.4	60.0	68.1

¹Average score points (range 0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Non-scorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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

PERCENTAGE 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		41.7	75.0	48.4		*	31.8		47.1	53.3	50.0	59.3	32
	2015		34.6	38.5	37.1	*	37.5	30.0		40.9	29.4	35.9	65.2	39
	2016		53.6	63.6	52.8	*	*	40.9		43.5	75.0	56.4	66.8	39
4	2014		44.0	62.5	51.7		*	40.0		64.7	31.3	48.5	59.0	33
	2015	*	48.1	88.0	66.0	*	94.1	60.0		71.9	65.2	69.1	61.9	55
	2016	*	66.7	72.0	70.3	*	81.3	54.8		68.3	73.1	70.1	65.3	67
5	2014		56.5	*	56.5		*	54.5		60.0	60.0	60.0	81.4	25
	2015		50.0	100.0	76.5		100.0	63.0		68.8	75.0	72.5	68.5	40
	2016	*	87.5	96.2	91.1	*	94.1	86.8		93.1	90.9	91.9	81.3	62
3-5	2014		47.2	72.2	51.8		80.0	42.0		56.8	47.8	52.2	66.3	90
	2015	*	44.0	80.4	60.3	*	83.8	51.1		61.4	59.4	60.4	65.1	134
	2016	*	69.7	80.6	73.7	40.0	81.6	63.7		69.9	81.3	75.0	71.0	168

NUMBER TESTED IN GRADES 3-5													
2014		72	18	83		10	92		44	46	90	35,222	
2015	1	75	56	116	3	37	92		70	64	134	35,738	
2016	3	99	62	156	10	38	102		93	75	168	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		14	2	16		*	15		9	7	16	4,988	32
	2015		17	8	22	*	5	21		13	12	25	4,347	39
	2016		13	4	17	*	*	13		13	4	17	4,153	39
4	2014		14	3	14		*	15		6	11	17	4,803	33
	2015	*	14	3	16	*	1	14		9	8	17	4,556	55
	2016	*	13	7	19	*	3	19		13	7	20	4,100	67
5	2014		10	*	10		*	10		4	6	10	2,088	25
	2015		11	0	8		0	10		5	6	11	3,559	40
	2016	*	4	1	5	*	1	5		2	3	5	2,135	62
3-5	2014		38	5	40		2	40		19	24	43	11,879	90
	2015	*	42	11	46	*	6	45		27	26	53	12,462	134
	2016	*	30	12	41	6	7	37		28	14	42	10,388	168

NUMBER TESTED IN GRADES 3-5													
2014		72	18	83		10	92		44	46	90	35,222	
2015	1	75	56	116	3	37	92		70	64	134	35,738	
2016	3	99	62	156	10	38	102		93	75	168	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		0.0	0.0	0.0		*	0.0		0.0	0.0	0.0	10.4	32
	2015		7.7	7.7	8.6	*	0.0	0.0		4.5	11.8	7.7	9.3	39
	2016		17.9	0.0	11.1	*	*	0.0		13.0	12.5	12.8	12.9	39
4	2014		4.0	12.5	6.9		*	0.0		11.8	0.0	6.1	14.0	33
	2015	*	7.4	36.0	25.5	*	41.2	20.0		21.9	26.1	23.6	10.4	55
	2016	*	20.5	52.0	35.9	*	56.3	26.2		39.0	30.8	35.8	15.1	67
5	2014		0.0	*	0.0		*	0.0		0.0	0.0	0.0	15.7	25
	2015		13.6	55.6	35.3		50.0	25.9		37.5	29.2	32.5	12.3	40
	2016	*	15.6	42.3	30.4	*	41.2	21.1		37.9	27.3	32.3	14.3	62
3-5	2014		1.4	5.6	2.4		0.0	0.0		4.5	0.0	2.2	13.3	90
	2015	*	9.3	35.7	23.3	*	35.1	15.2		20.0	23.4	21.6	10.6	134
	2016	*	18.2	38.7	28.2	10.0	42.1	18.6		32.3	25.3	29.2	14.1	168

NUMBER TESTED IN GRADE 3-5													
2014		72	18	83		10	69		44	46	90	35,222	
2015	1	75	56	116	3	37	92		70	64	134	35,738	
2016	3	99	62	156	10	38	102		93	75	168	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	51.5	47.3	42.6	54.3
	2016	61.8	53.8	57.9	54.3
4	2014				
	2015	73.2	64.5	53.9	52.0
	2016	75.0	66.1	58.2	63.3
5	2014				
	2015	70.0	64.5	63.1	61.3
	2016	76.4	71.5	74.5	74.2
3-5	2014				
	2015	65.9	59.5	53.4	55.4
	2016	72.4	65.3	64.1	65.2

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		50.0	*	50.0		*	47.8		60.0	50.0	53.8	61.3	26
	2015		54.5	100.0	77.1		100.0	65.5		75.0	75.0	75.0	59.1	40
	2016	*	84.4	92.3	87.5	*	88.2	81.6		96.6	81.8	88.7	67.8	62

NUMBER TESTED IN GRADE 5													
2014		24	2	24		2	23		10	16	26	9,073	
2015		22	18	35		12	29		16	24	40	9,009	
2016	2	32	26	56	1	17	38		29	33	62	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		12	*	12		*	12		4	8	12	3511	26
	2015		10	0	8		0	10		4	6	10	3685	40
	2016	*	5	2	7	*	2	7		1	6	7	2988	62

NUMBER TESTED IN GRADE 5													
2014		24	2	24		2	23		10	16	26	9,073	
2015		22	18	35		12	29		16	24	40	9,009	
2016	2	32	26	56	1	17	38		29	33	62	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	*	0.0		*	0.0		0.0	0.0	0.0	5.3	26
	2015		9.1	16.7	14.3		16.7	6.9		31.3	0.0	12.5	6.6	40
	2016	*	0.0	19.2	10.7	*	17.6	7.9		17.2	6.1	11.3	6.9	62

NUMBER TESTED IN GRADE 5													
2014		24	2	24		2	23		10	16	26	9,073	
2015		22	18	35		12	29		16	24	40	9,009	
2016	2	32	26	56	1	17	38		29	33	62	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	52.9	54.6	60.9	58.2
	2015	72.8	68.3	66.9	72.0
	2016	78.0	73.1	73.1	77.0

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	100.0	90.3	92.3	83.2	39
1	2014					
	2015					
	2016	75.0	70.6	71.4	75.8	42
2	2014					
	2015					
	2016	55.6	74.2	70.0	53.4	40
K-2	2014					
	2015					
	2016	76.0	78.1	77.7	70.4	121
# Tested (GR K-2)	2014					
	2015					
	2016	25	96	121	38,047	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2014					
	2015					
	2016	50.0	58.1	56.4	59.4	39
1	2014					
	2015					
	2016	25.0	47.1	42.9	52.0	42
2	2014					
	2015					
	2016	55.6	66.7	64.1	56.8	39
K-2	2014					
	2015					
	2016	44.0	56.8	54.2	56.0	120
# Tested (GR K-2)	2014					
	2015					
	2016	25	95	120	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	*	90.6	100.0	92.1		100.0	100.0		86.4	100.0	92.3	79.4	39
1	2014													
	2015													
	2016		71.4	66.7	70.7		*	75.0		58.8	80.0	71.4	66.3	42
2	2014													
	2015													
	2016		73.3	55.6	70.0	*	50.0	55.6		73.7	66.7	70.0	60.9	40
K-2	2014													
	2015													
	2016	*	78.4	71.4	77.3	*	70.6	76.0		74.1	81.0	77.7	68.4	121
# Tested (GR K-2)	2014													
	2015													
	2016	1	97	21	119	2	17	25		58	63	121	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	*	18	1	19		1	1		7	12	19	2,353	39
1	2014													
	2015													
	2016		5	2	7		*	2		0	7	7	1,605	42
2	2014													
	2015													
	2016		1	1	3	*	1	1		1	2	3	1,345	40
K-2	2014													
	2015													
	2016	*	24	4	29	*	4	4		8	21	29	5,303	121
# Tested (GR K-2)	2014													
	2015													
	2016	1	97	21	119	2	17	25		58	63	121	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	*	56.3	66.7	55.3		50.0	50.0		40.9	76.5	56.4	59.5	39
1	2014													
	2015													
	2016		42.9	33.3	43.9		*	25.0		35.3	48.0	42.9	52.2	42
2	2014													
	2015													
	2016		63.3	62.5	64.1	*	50.0	55.6		77.8	52.4	64.1	56.9	39
K-2	2014													
	2015													
	2016	*	53.6	55.0	54.2	*	47.1	44.0		50.9	57.1	54.2	56.1	120
# Tested (GR K-2)	2014													
	2015													
	2016	1	97	20	118	2	17	25		57	63	120	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	*	6	1	7		1	1		1	6	7	2,114	39
1	2014													
	2015													
	2016		4	0	4		*	0		1	3	4	1,519	42
2	2014													
	2015													
	2016		4	1	6	*	1	2		4	2	6	2,167	39
K-2	2014													
	2015													
	2016	*	14	2	17	*	2	3		6	11	17	5,800	120
# Tested (GR K-2)	2014													
	2015													
	2016	1	97	20	118	2	17	25		57	63	120	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	2											*	*
KN	2											*	*
5	17											17	100.0
ALL	21											21	100.0

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (6)	Beginning	0	0.0	0	0.0	1	16.7	1	16.7	1	16.7
	Intermediate	4	66.7	4	66.7	3	50.0	4	66.7	3	50.0
	Advanced	1	16.7	1	16.7	2	33.3	0	0.0	1	16.7
	Advanced High	1	16.7	1	16.7	0	0.0	1	16.7	1	16.7
2 (7)	Beginning	1	14.3	1	14.3	0	0.0	1	14.3	1	14.3
	Intermediate	0	0.0	1	14.3	3	42.9	3	42.9	2	28.6
	Advanced	4	57.1	3	42.9	3	42.9	1	14.3	2	28.6
	Advanced High	2	28.6	2	28.6	1	14.3	2	28.6	2	28.6
3 (6)	Beginning	0	0.0	0	0.0	1	16.7	1	16.7	1	16.7
	Intermediate	2	33.3	1	16.7	2	33.3	1	16.7	1	16.7
	Advanced	3	50.0	2	33.3	2	33.3	1	16.7	1	16.7
	Advanced High	1	16.7	3	50.0	1	16.7	3	50.0	3	50.0
4 (17)	Beginning	0	0.0	0	0.0	1	5.9	1	5.9	1	5.9
	Intermediate	2	11.8	2	11.8	2	11.8	2	11.8	2	11.8
	Advanced	7	41.2	6	35.3	6	35.3	7	41.2	6	35.3
	Advanced High	8	47.1	9	52.9	8	47.1	7	41.2	8	47.1
5 (17)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	11.8	1	5.9	2	11.8	1	5.9	1	5.9
	Advanced	8	47.1	9	52.9	9	52.9	2	11.8	2	11.8
	Advanced High	7	41.2	7	41.2	6	35.3	14	82.4	14	82.4

**PROGRESSION FROM
2015 TO 2016**


Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
6 4 (66.7%)	Beginning	0			
	Intermediate	0	2		
	Advanced	1	1	0	
	Advanced High	0	1	1	
5 4 (80.0%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	0	0	
	Advanced High	0	0	3	
17 9 (52.9%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	1	5	
	Advanced High	0	0	8	
17 14 (82.4%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	2	12	

PERFORMANCE IN 2016

Grade 2015-16	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
(N Rated)	2016 Level										
ALL <hr/> (58)	Beginning	1	1.7	1	1.7	3	5.2	4	6.9	4	6.9
	Intermediate	12	20.7	9	15.5	14	24.1	12	20.7	10	17.2
	Advanced	24	41.4	24	41.4	23	39.7	13	22.4	14	24.1
	Advanced High	21	36.2	24	41.4	18	31.0	29	50.0	30	51.7

**PROGRESSION FROM
2015 TO 2016**

Number Rated Both Years	2016 Level	2015 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
50 <hr/> 35 (70.0%)	Beginning	2			
	Intermediate	2	5		
	Advanced	1	3	8	
	Advanced High	0	3	26	

 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	82.9	87.2			86.4		85.4	
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KINDERGARTEN READING

44	84.8	89.9			95.5		94.0	
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GRADE 1 MATHEMATICS

41	81.2	85.5			95.1		82.5	
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GRADE 1 READING

41	79.5	86.3			95.1		83.9	
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GRADE 2 MATHEMATICS

41	76.4	83.6	83.2		87.8	95.1	82.9	90.4
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GRADE 2 READING

41	77.9	85.3	82.9		87.8	97.6	72.8	88.1
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GRADE 3 LANGUAGE ARTS

43	52.4	70.2	76.3		53.5	67.4	51.0	89.6
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GRADE 3 MATHEMATICS

43	46.8	65.3	78.0		34.9	76.7	51.4	86.4
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GRADE 3 MUSIC

43	51.6	75.4	91.5		76.7	97.7	75.5	98.7
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GRADE 3 READING

43	47.0	64.7	76.3		39.5	83.7	52.3	86.2
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GRADE 3 SCIENCE

43	62.5	69.6	82.3		55.8	86.0	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

38	81.4	86.1			94.7		88.8	
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KINDERGARTEN READING

38	82.3	84.4			86.8		89.3	
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GRADE 1 MATHEMATICS

42	69.8	79.0			81.0		88.0	
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GRADE 1 READING

42	76.5	82.4			88.1		75.6	
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GRADE 2 MATHEMATICS

40	70.0	76.9	84.8		82.5	97.5	74.8	92.9
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GRADE 2 READING

40	79.4	82.3	86.4		87.5	97.5	68.0	89.8
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GRADE 3 LANGUAGE ARTS

38	68.7	73.9	79.4		63.2	92.1	62.5	90.6
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GRADE 3 MATHEMATICS

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GRADE 3 MUSIC

36	69.3	79.5	93.7		86.1	100.0	68.2	99.0
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GRADE 3 READING

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GRADE 3 SCIENCE

38	65.2	74.5	84.2		63.2	94.7	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

43	55.1	70.1	80.3		53.5	88.4	63.8	94.9
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GRADE 4 LANGUAGE ARTS

69	65.6	75.4	82.0		72.5	89.9	57.9	89.4
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GRADE 4 MATHEMATICS

69	51.6	74.5	82.4		56.5	95.7	61.7	88.0
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GRADE 4 PHYSICAL EDUCATION

69	82.6	82.6	94.2		85.5	100.0	88.6	98.9
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GRADE 4 READING

69	63.0	75.4	80.0		71.0	84.1	64.6	88.6
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GRADE 4 SCIENCE

69	68.5	74.5	84.6		65.2	94.2	63.4	95.1
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GRADE 4 SOCIAL STUDIES

69	65.3	76.8	84.6		78.3	95.7	40.1	95.6
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GRADE 5 ART

62	71.5	80.6	94.2		91.9	100.0	79.8	98.5
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GRADE 5 LANGUAGE ARTS

63	79.9	82.3	86.6		88.9	100.0	68.1	93.2
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GRADE 5 MATHEMATICS

63	57.5	75.9	83.8		69.8	93.7	61.1	88.8
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GRADE 5 READING

63	71.9	81.7	82.5		90.5	93.7	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

39	61.4	66.0	79.8		46.2	94.9	59.0	95.0
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GRADE 4 LANGUAGE ARTS

64	69.8	78.4	79.9		68.8	92.2	65.0	89.8
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GRADE 4 MATHEMATICS

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GRADE 4 PHYSICAL EDUCATION

64	80.8	80.8	94.2		90.6	100.0	91.4	98.9
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GRADE 4 READING

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GRADE 4 SCIENCE

66	73.8	79.3	84.7		72.7	97.0	62.7	94.4
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GRADE 4 SOCIAL STUDIES

66	66.2	77.0	87.0		77.3	100.0	47.2	95.4
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GRADE 5 ART

61	80.9	80.9	95.9		88.5	98.4	85.9	98.9
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GRADE 5 LANGUAGE ARTS

62	73.5	82.3	84.2		96.8	98.4	74.2	94.4
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GRADE 5 MATHEMATICS

62	77.3	82.1	83.0		88.7	95.2	70.0	92.4
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GRADE 5 READING

62	70.8	78.6	80.0		83.9	88.7	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

63	78.5	78.5	88.3		82.5	100.0	66.3	92.8
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GRADE 5 SOCIAL STUDIES

63	55.6	75.8	85.3		79.4	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

60	68.5	76.4	83.4		70.0	100.0	53.6	95.2
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