Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning

Dallas Independent School District

Evaluation & Assessment
Office of Institutional Research
http://mydata.dallasisd.org
OIR@dallasisd.org

School Number 201

CHARLES RICE LEARNING CENTER

August 14, 2017

2016-17 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "New" students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

CHARLES RICE LEARNING CENTER (201)   **3**

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for "Grade 8".
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

STATE COMPENSATORY EDUCATION (SCE) COMPLIANCE and TERRANOVA/SUPERA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The 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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.

- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.

- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.

- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
PK	97
KN	70
1	74
2	66
3	90
4	70
5	86
ALL	553

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	497	89.9	32	88.9
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	51	9.2	0	0.0
White	3	0.5	4	11.1
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	108	19.5
Economically disadvantaged	523	94.6
Limited English proficient (LEP)	39	7.1
Special education	44	8.0
Talented and Gifted (TAG)	75	13.6

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August 14, 2017   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_SUMMARY   2017-18 Data Packet

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2015	87	77	88.5	0	0.0	0	0.0	10	11.5	0	0.0	0	0.0
	2016	85	79	92.9	0	0.0	0	0.0	6	7.1	0	0.0	0	0.0
	2017	97	93	95.9	0	0.0	0	0.0	3	3.1	1	1.0	0	0.0
KN	2015	78	72	92.3	0	0.0	0	0.0	5	6.4	1	1.3	0	0.0
	2016	77	71	92.2	0	0.0	0	0.0	6	7.8	0	0.0	0	0.0
	2017	70	62	88.6	0	0.0	0	0.0	8	11.4	0	0.0	0	0.0
1	2015	97	86	88.7	0	0.0	0	0.0	10	10.3	1	1.0	0	0.0
	2016	73	65	89.0	0	0.0	0	0.0	5	6.8	3	4.1	0	0.0
	2017	74	66	89.2	0	0.0	0	0.0	8	10.8	0	0.0	0	0.0
2	2015	70	64	91.4	0	0.0	1	1.4	5	7.1	0	0.0	0	0.0
	2016	92	80	87.0	0	0.0	0	0.0	12	13.0	0	0.0	0	0.0
	2017	66	60	90.9	0	0.0	0	0.0	4	6.1	2	3.0	0	0.0
3	2015	112	104	92.9	0	0.0	0	0.0	8	7.1	0	0.0	0	0.0
	2016	62	56	90.3	0	0.0	1	1.6	5	8.1	0	0.0	0	0.0
	2017	90	78	86.7	1	1.1	0	0.0	11	12.2	0	0.0	0	0.0
4	2015	67	59	88.1	0	0.0	0	0.0	8	11.9	0	0.0	0	0.0
	2016	105	93	88.6	0	0.0	0	0.0	12	11.4	0	0.0	0	0.0
	2017	70	64	91.4	0	0.0	1	1.4	5	7.1	0	0.0	0	0.0
5	2015	76	69	90.8	1	1.3	0	0.0	6	7.9	0	0.0	0	0.0
	2016	64	56	87.5	0	0.0	0	0.0	8	12.5	0	0.0	0	0.0
	2017	86	74	86.0	0	0.0	0	0.0	12	14.0	0	0.0	0	0.0
PK-5	2015	587	531	90.5	1	0.2	1	0.2	52	8.9	2	0.3	0	0.0
	2016	558	500	89.6	0	0.0	1	0.2	54	9.7	3	0.5	0	0.0
	2017	553	497	89.9	1	0.2	1	0.2	51	9.2	3	0.5	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged N	Economically Disadvantaged %	LEP N	LEP %	Special Education N	Special Education %	At Risk N	At Risk %	TAG N	TAG %	New (to District) N	New (to District) %	Gender % Male	Gender % Female	Retention Rate (%)
PK	2015	87	86	98.9	6	6.9	0	0.0	6	6.9	0	0.0	61	70.1	60.9	39.1	29.9
	2016	85	85	100.0	3	3.5	1	1.2	4	4.7	0	0.0	63	74.1	52.9	47.1	25.9
	2017	97	93	95.9	2	2.1	0	0.0	2	2.1	0	0.0	69	71.1	47.4	52.6	28.9
KN	2015	78	75	96.2	3	3.8	0	0.0	3	3.8	15	19.2	25	32.1	53.8	46.2	0.0
	2016	77	76	98.7	4	5.2	0	0.0	4	5.2	12	15.6	20	26.0	63.6	36.4	0.0
	2017	70	64	91.4	6	8.6	2	2.9	9	12.9	6	8.6	9	12.9	51.4	48.6	4.3
1	2015	97	95	97.9	7	7.2	4	4.1	8	8.2	11	11.3	7	7.2	51.5	48.5	1.0
	2016	73	72	98.6	5	6.8	3	4.1	5	6.8	16	21.9	8	11.0	47.9	52.1	1.4
	2017	74	70	94.6	6	8.1	7	9.5	8	10.8	16	21.6	9	12.2	56.8	43.2	1.4
2	2015	70	70	100.0	3	4.3	8	11.4	39	55.7	12	17.1	10	14.3	44.3	55.7	2.9
	2016	92	88	95.7	8	8.7	4	4.3	13	14.1	16	17.4	4	4.3	55.4	44.6	3.3
	2017	66	63	95.5	5	7.6	5	7.6	5	7.6	16	24.2	6	9.1	53.0	47.0	0.0
3	2015	112	110	98.2	4	3.6	17	15.2	46	41.1	15	13.4	7	6.3	56.3	43.8	1.8
	2016	62	60	96.8	4	6.5	9	14.5	35	56.5	9	14.5	5	8.1	56.5	43.5	3.2
	2017	90	85	94.4	7	7.8	6	6.7	11	12.2	16	17.8	9	10.0	52.2	47.8	1.1
4	2015	67	64	95.5	5	7.5	6	9.0	34	50.7	13	19.4	6	9.0	49.3	50.7	1.5
	2016	105	100	95.2	9	8.6	17	16.2	57	54.3	11	10.5	10	9.5	53.3	46.7	1.0
	2017	70	67	95.7	4	5.7	10	14.3	31	44.3	9	12.9	8	11.4	58.6	41.4	0.0
5	2015	76	75	98.7	3	3.9	14	18.4	37	48.7	15	19.7	3	3.9	51.3	48.7	0.0
	2016	64	62	96.9	4	6.3	8	12.5	37	57.8	9	14.1	7	10.9	51.6	48.4	0.0
	2017	86	81	94.2	9	10.5	14	16.3	42	48.8	12	14.0	4	4.7	55.8	44.2	0.0
PK-5	2015	587	575	98.0	31	5.3	49	8.3	173	29.5	81	13.8	119	20.3	53.0	47.0	5.5
	2016	558	543	97.3	37	6.6	42	7.5	155	27.8	73	13.1	117	21.0	54.5	45.5	5.2
	2017	553	523	94.6	39	7.1	44	8.0	108	19.5	75	13.6	114	20.6	53.3	46.7	6.0

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	2015	76	13,283	72	94.6	12,675	95.4	16	21.1	19.2	66	11,627	87.2	87.5
	2016	77	12,185	74	95.3	11,638	95.5	18	23.3	19.3	67	10,883	86.8	89.3
	2017	70	11,388	67	95.8	10,888	95.6	15	21.4	19.6	62	10,240	88.5	89.9
1	2015	96	13,984	92	96.3	13,437	96.1	15	15.6	18.1	87	12,405	90.7	88.7
	2016	71	13,397	68	96.0	12,877	96.1	21	29.7	18.1	65	12,066	91.8	90.1
	2017	72	12,278	69	95.9	11,800	96.1	21	29.1	18.4	65	11,169	90.2	91.0
2	2015	67	13,916	64	95.1	13,422	96.4	20	29.8	16.6	53	12,453	78.8	89.5
	2016	92	13,532	89	96.4	13,066	96.6	16	17.3	16.6	85	12,286	92.1	90.8
	2017	68	12,938	65	96.4	12,476	96.4	12	17.7	16.9	60	11,850	88.4	91.6
3	2015	110	13,237	105	96.0	12,793	96.6	14	12.8	16.2	99	11,910	90.4	90.0
	2016	59	13,328	56	95.4	12,911	96.9	18	30.7	15.3	47	12,216	80.1	91.7
	2017	90	13,158	87	97.0	12,734	96.8	12	13.4	15.9	83	12,162	92.5	92.4
4	2015	69	12,745	66	95.4	12,343	96.9	11	15.9	16.2	62	11,520	89.7	90.4
	2016	103	12,688	100	96.4	12,300	96.9	23	22.3	15.8	96	11,676	92.9	92.0
	2017	65	12,873	63	96.2	12,467	96.8	25	38.3	15.4	58	11,953	88.8	92.9
5	2015	75	12,122	72	95.7	11,747	96.9	2	2.7	6.6	68	11,052	90.2	91.2
	2016	63	12,178	60	95.1	11,815	97.0	6	9.5	5.7	55	11,217	87.1	92.1
	2017	88	12,220	85	96.5	11,838	96.9	7	8.0	6.1	83	11,367	94.7	93.0
KN-5	2015	493	79,286	471	95.6	76,417	96.4	78	15.8	15.6	435	70,967	88.3	89.5
	2016	465	77,308	446	95.9	74,608	96.5	102	21.9	15.2	415	70,344	89.2	91.0
	2017	453	74,855	436	96.3	72,203	96.5	92	20.3	15.3	411	68,741	90.8	91.8

Teachers: 36

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	32	88.9
Hispanic	0	0.0
White	4	11.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	31	86.1
Male	5	13.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15	5.0	94.6
2015-16	5.8	79.5
2016-17	7.9	86.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	5.6
1	0	0.0
2	1	2.8
3	0	0.0
4	0	0.0
5	0	0.0
1-3	1	2.8
More than 3	33	91.7
1 - 5	1	2.8
6 - 10	1	2.8
11 - 20	11	30.6
More than 20	21	58.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2015**		53.1	50.0	52.0	11.1	*	36.4		47.5	59.1	52.4	59.1	105
	2016		68.6	*	67.9	*	*	55.9		60.6	73.9	66.1	58.1	56
	2017		64.0	36.4	54.5	*	0.0	9.1		46.7	73.8	59.8	59.5	87
4	**2015**		60.7	75.0	60.7	*	*	43.8		50.0	75.0	62.5	55.9	64
	2016		75.9	50.0	74.7	28.6	37.5	62.7		73.1	73.3	73.2	62.6	97
	2017		63.8	*	63.5	*	*	44.8		51.4	77.8	62.5	56.4	64
5	**2015**		87.7	*	87.7	44.4	*	83.3		82.9	94.4	88.7	74.6	71
	2016		88.7	77.8	87.9	71.4	*	80.6		84.8	89.7	87.1	70.6	62
	2017		85.7	80.0	84.4	100.0	75.0	83.8		82.6	88.2	85.0	71.7	80
3-5	**2015**		65.3	73.7	64.7	26.1	70.0	53.6		57.8	75.0	65.8	63.5	240
	2016		77.5	56.5	76.8	38.9	41.2	66.1		72.9	78.4	75.3	63.9	215
	2017		71.4	53.8	67.7	50.0	42.1	58.4		60.9	79.6	69.3	62.7	231

	NUMBER TESTED IN GRADES 3-5												
2015		219	19	221	23	10	112		128	112	240	22,443
2016		191	23	198	18	17	121		118	97	215	22,529
2017		203	26	217	12	19	77		128	103	231	23,084

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		46	3	48	8	*	28		32	18	50	2,981	105
	2016		16	*	17	*	*	15		13	6	19	3,114	56
	2017		27	7	35	*	7	10		24	11	35	3,014	87
4	2015		22	2	22	*	*	18		16	8	24	3,197	64
	2016		21	5	22	5	5	19		14	12	26	2,728	97
	2017		21	*	23	*	*	16		18	6	24	3,323	64
5	2015		8	*	8	5	*	6		6	2	8	2,004	71
	2016		6	2	7	2	*	7		5	3	8	2,294	62
	2017		10	2	12	0	2	6		8	4	12	2,269	80
3-5	2015		76	5	78	17	3	52		54	28	82	8,182	240
	2016		43	10	46	11	10	41		32	21	53	8,136	215
	2017		58	12	70	6	11	32		50	21	71	8,606	231

		NUMBER TESTED IN GRADES 3-5											
2015		219	19	221	23	10	112		128	112	240	22,443
2016		191	23	198	18	17	121		118	97	215	22,529
2017		203	26	217	12	19	77		128	103	231	23,084

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		26.5	33.3	26.0	11.1	*	6.8		23.0	31.8	26.7	26.4	105
	2016		54.9	*	56.6	*	*	44.1		45.5	65.2	53.6	29.2	56
	2017		38.7	18.2	35.1	*	0.0	9.1		24.4	47.6	35.6	32.9	87
4	2015		35.7	37.5	33.9	*	*	18.8		25.0	46.9	35.9	27.3	64
	2016		44.8	20.0	41.4	28.6	0.0	19.6		36.5	48.9	42.3	28.6	97
	2017		44.8	*	46.0	*	*	27.6		40.5	51.9	45.3	32.4	64
5	2015		43.1	*	41.5	11.1	*	30.6		31.4	52.8	42.3	29.2	71
	2016		77.4	44.4	72.4	57.1	*	58.3		60.6	86.2	72.6	36.3	62
	2017		65.7	80.0	67.5	50.0	75.0	54.1		58.7	79.4	67.5	38.2	80
3-5	2015		33.8	36.8	32.6	8.7	10.0	17.9		25.8	42.9	33.8	27.7	240
	2016		56.5	30.4	54.5	33.3	17.6	38.0		45.8	63.9	54.0	31.4	215
	2017		49.8	46.2	49.8	25.0	42.1	37.7		41.4	59.2	49.4	34.6	231

		NUMBER TESTED IN GRADES 3-5											
2015		219	19	221	23	10	112		128	112	240	22,443
2016		191	23	198	18	17	121		118	97	215	22,529
2017		203	26	217	12	19	77		128	103	231	23,084

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2015**		15.3	16.7	14.0	0.0	*	0.0		14.8	15.9	15.2	13.1	105
	2016		35.3	*	34.0	*	*	14.7		30.3	34.8	32.1	15.2	56
	2017		29.3	18.2	27.3	*	0.0	9.1		17.8	38.1	27.6	20.0	87
4	**2015**		3.6	0.0	1.8	*	*	0.0		3.1	3.1	3.1	12.2	64
	2016		31.0	20.0	27.6	0.0	0.0	9.8		25.0	35.6	29.9	13.4	97
	2017		10.3	*	9.5	*	*	0.0		8.1	11.1	9.4	16.9	64
5	**2015**		10.8	*	10.8	0.0	*	5.6		2.9	16.7	9.9	14.2	71
	2016		35.8	33.3	36.2	0.0	*	13.9		33.3	37.9	35.5	16.6	62
	2017		41.4	50.0	44.2	0.0	37.5	21.6		32.6	55.9	42.5	19.4	80
3-5	**2015**		11.0	5.3	10.0	0.0	0.0	1.8		8.6	12.5	10.4	13.2	240
	2016		33.5	21.7	31.8	0.0	11.8	12.4		28.8	36.1	32.1	15.1	215
	2017		28.1	26.9	28.1	0.0	15.8	11.7		20.3	36.9	27.7	18.8	231

		NUMBER TESTED IN GRADE 3-5											
2015		219	19	221	23	10	112		128	112	240	22,443
2016		191	23	198	18	17	121		118	97	215	22,529
2017		203	26	217	12	19	77		128	103	231	23,084

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	2015	57.1	49.9	54.8
	2016	72.3	64.1	62.4
	2017	69.7	60.4	58.8
4	2015	54.7	59.9	59.5
	2016	71.6	63.9	67.1
	2017	69.1	58.8	57.9
5	2015	71.8	71.7	69.7
	2016	76.9	79.5	76.2
	2017	77.3	74.8	78.6
3-5	2015	60.8	59.0	60.5
	2016	73.3	68.4	68.5
	2017	72.2	64.9	65.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**		72.4	75.0	71.9	*	*	64.7		63.6	81.8	72.7	57.9	66
	2016		66.3	50.0	65.1	14.3	37.5	46.0		54.9	75.6	64.6	57.3	96
	2017		71.2	*	70.3	*	*	53.3		60.5	81.5	69.2	54.4	65

		NUMBER TESTED IN GRADE 4											
2015		58	8	57	5	5	34		33	33	66	7,215
2016		86	10	86	7	8	50		51	45	96	7,239
2017		59	5	64	5	4	30		38	27	65	7,530

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015		16	2	16	*	*	12		12	6	18	3,041	66
	2016		29	5	30	6	5	27		23	11	34	3,090	96
	2017		17	*	19	*	*	14		15	5	20	3,435	65

		NUMBER TESTED IN GRADE 4												
	2015		58	8	57	5	5	34		33	33	66	7,215	
	2016		86	10	86	7	8	50		51	45	96	7,239	
	2017		59	5	64	5	4	30		38	27	65	7,530	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**		37.9	50.0	36.8	*	*	26.5		33.3	45.5	39.4	19.5	66
	2016		37.2	20.0	34.9	14.3	12.5	10.0		25.5	46.7	35.4	28.7	96
	2017		47.5	*	46.9	*	*	33.3		39.5	55.6	46.2	26.0	65

		NUMBER TESTED IN GRADE 4											
2015		58	8	57	5	5	34		33	33	66	7,215
2016		86	10	86	7	8	50		51	45	96	7,239
2017		59	5	64	5	4	30		38	27	65	7,530

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2015**		3.4	0.0	1.8	*	*	2.9		0.0	6.1	3.0	4.1	66
	2016		14.0	10.0	15.1	0.0	0.0	2.0		5.9	22.2	13.5	10.9	96
	2017		10.2	*	12.5	*	*	3.3		10.5	14.8	12.3	7.4	65

		NUMBER TESTED IN GRADE 4											
2015		58	8	57	5	5	34		33	33	66	7,215
2016		86	10	86	7	8	50		51	45	96	7,239
2017		59	5	64	5	4	30		38	27	65	7,530

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	**2015**	4.1	4.2	60.4	67.9
	2016	—	3.8	56.9	65.5
	2017	—	3.4	65.6	71.2

[1]Average 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 APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		48.5	50.0	47.5	11.1	*	30.2		44.3	53.5	48.1	63.8	104
	2016		69.2	*	72.2	*	*	65.7		60.6	79.2	68.4	65.3	57
	2017		70.7	54.5	64.9	*	28.6	27.3		60.0	76.2	67.8	70.0	87
4	2015		55.4	50.0	55.4	*	*	43.8		50.0	59.4	54.7	60.4	64
	2016		74.7	80.0	77.0	42.9	75.0	64.7		76.9	73.3	75.3	63.5	97
	2017		72.9	*	71.9	*	*	56.7		63.2	81.5	70.8	68.1	65
5	2015		53.8	*	56.9	0.0	*	38.9		45.7	66.7	56.3	66.4	71
	2016		90.7	88.9	91.5	71.4	*	86.5		88.2	93.1	90.5	79.6	63
	2017		82.9	90.0	83.1	83.3	87.5	81.1		84.8	82.4	83.8	80.6	80
3-5	2015		51.8	57.9	52.3	8.7	60.0	36.9		46.1	59.5	52.3	63.5	239
	2016		77.7	78.3	80.0	44.4	70.6	71.5		75.6	80.6	77.9	69.3	217
	2017		75.5	65.4	73.4	50.0	57.9	64.1		69.8	79.6	74.1	72.7	232

		NUMBER TESTED IN GRADES 3-5											
2015		218	19	220	23	10	123		128	111	239	36,965
2016		193	23	200	18	17	123		119	98	217	36,959
2017		204	26	218	12	19	78		129	103	232	37,278

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		50	3	52	8	*	30		34	20	54	4,652	104
	2016		16	*	15	*	*	12		13	5	18	4,478	57
	2017		22	5	27	*	5	8		18	10	28	3,851	87
4	2015		25	4	25	*	*	18		16	13	29	4,897	64
	2016		22	2	20	4	2	18		12	12	24	4,463	97
	2017		16	*	18	*	*	13		14	5	19	4,016	65
5	2015		30	*	28	9	*	22		19	12	31	3,958	71
	2016		5	1	5	2	*	5		4	2	6	2,412	63
	2017		12	1	13	1	1	7		7	6	13	2,308	80
3-5	2015		105	8	105	21	4	70		69	45	114	13,507	239
	2016		43	5	40	10	5	35		29	19	48	11,353	217
	2017		50	9	58	6	8	28		39	21	60	10,175	232

	NUMBER TESTED IN GRADES 3-5													
2015		218	19	220	23	10	123		128	111	239	36,965	
2016		193	23	200	18	17	123		119	98	217	36,959	
2017		204	26	218	12	19	78		129	103	232	37,278	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		23.7	16.7	22.2	0.0	*	9.3		16.4	32.6	23.1	28.2	104
	2016		42.3	*	46.3	*	*	37.1		42.4	45.8	43.9	32.6	57
	2017		30.7	36.4	32.5	*	28.6	27.3		22.2	40.5	31.0	39.9	87
4	2015		12.5	25.0	12.5	*	*	9.4		9.4	18.8	14.1	22.4	64
	2016		54.0	40.0	51.7	28.6	25.0	29.4		50.0	55.6	52.6	28.9	97
	2017		47.5	*	48.4	*	*	26.7		47.4	48.1	47.7	39.4	65
5	2015		12.3	*	15.4	0.0	*	0.0		5.7	22.2	14.1	30.5	71
	2016		24.1	22.2	22.0	0.0	*	10.8		17.6	31.0	23.8	35.3	63
	2017		37.1	70.0	40.3	16.7	62.5	32.4		34.8	50.0	41.3	42.4	80
3-5	2015		17.4	21.1	17.7	0.0	20.0	6.3		11.7	25.2	18.0	27.0	239
	2016		42.5	34.8	41.5	11.1	23.5	26.0		38.7	45.9	41.9	32.3	217
	2017		37.7	50.0	39.9	8.3	47.4	29.5		34.1	45.6	39.2	40.5	232

	NUMBER TESTED IN GRADES 3-5												
2015		218	19	220	23	10	111		128	111	239	36,965
2016		193	23	200	18	17	123		119	98	217	36,959
2017		204	26	218	12	19	78		129	103	232	37,278

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2015		6.2	0.0	6.1	0.0	*	0.0		4.9	7.0	5.8	9.0	104
	2016		21.2	*	22.2	*	*	17.1		21.2	20.8	21.1	12.5	57
	2017		14.7	18.2	15.6	*	0.0	9.1		6.7	23.8	14.9	19.9	87
4	2015		1.8	0.0	0.0	*	*	0.0		0.0	3.1	1.6	10.1	64
	2016		37.9	20.0	35.6	14.3	0.0	11.8		32.7	40.0	36.1	14.6	97
	2017		18.6	*	18.8	*	*	10.0		18.4	18.5	18.5	22.1	65
5	2015		1.5	*	1.5	0.0	*	0.0		2.9	0.0	1.4	11.8	71
	2016		1.9	11.1	1.7	0.0	*	2.7		2.9	3.4	3.2	13.9	63
	2017		17.1	20.0	18.2	0.0	12.5	8.1		19.6	14.7	17.5	19.3	80
3-5	2015		3.7	0.0	3.2	0.0	0.0	0.0		3.1	3.6	3.3	10.3	239
	2016		23.3	13.0	22.0	5.6	0.0	10.6		21.0	24.5	22.6	13.6	217
	2017		16.7	15.4	17.4	0.0	5.3	9.0		14.7	19.4	16.8	20.4	232

		NUMBER TESTED IN GRADE 3-5											
2015		218	19	220	23	10	111		128	111	239	36,965
2016		193	23	200	18	17	123		119	98	217	36,959
2017		204	26	218	12	19	78		129	103	232	37,278

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	2015	58.2	49.9	46.9	46.6
	2016	71.2	61.0	65.1	66.4
	2017	59.8	59.5	57.8	59.5
4	2015	64.5	53.8	41.9	41.6
	2016	76.9	69.5	60.1	69.7
	2017	78.6	62.8	55.7	55.0
5	2015	44.0	48.9	46.9	46.0
	2016	64.7	59.6	62.6	65.1
	2017	64.4	66.4	69.4	58.8
3-5	2015	55.6	50.6	45.6	45.1
	2016	71.9	64.4	62.1	67.5
	2017	66.6	62.8	61.2	58.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015		55.4	*	55.4	22.2	*	36.1		51.4	63.9	57.7	57.1	71
	2016		96.2	100.0	98.2	*	*	100.0		100.0	92.9	96.7	66.1	60
	2017		73.1	60.0	70.3	16.7	50.0	53.8		66.7	77.1	71.4	65.9	77

	NUMBER TESTED IN GRADE 5												
2015		65	5	65	9	2	36		35	36	71	9,453
2016		52	8	56	5	4	28		32	28	60	9,626
2017		67	10	74	6	8	39		42	35	77	9,759

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	**2015**		29	*	29	7	*	23		17	13	30	4059	71
	2016		2	0	1	*	*	0		0	2	2	3263	60
	2017		18	4	22	5	4	18		14	8	22	3328	77

	NUMBER TESTED IN GRADE 5												
2015		65	5	65	9	2	36		35	36	71	9,453
2016		52	8	56	5	4	28		32	28	60	9,626
2017		67	10	74	6	8	39		42	35	77	9,759

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	**2015**		18.5	*	20.0	0.0	*	8.3		20.0	22.2	21.1	21.8	71
	2016		38.5	50.0	39.3	*	*	39.3		37.5	42.9	40.0	26.7	60
	2017		32.8	10.0	29.7	0.0	0.0	10.3		31.0	28.6	29.9	33.0	77

						NUMBER TESTED IN GRADE 5								
2015		65	5	65	9	2	36		35	36	71	9,453
2016		52	8	56	5	4	28		32	28	60	9,626
2017		67	10	74	6	8	39		42	35	77	9,759

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015		1.5	*	1.5	0.0	*	0.0		2.9	0.0	1.4	6.3	71
	2016		5.8	0.0	1.8	*	*	3.6		3.1	7.1	5.0	6.7	60
	2017		1.5	0.0	1.4	0.0	0.0	0.0		0.0	2.9	1.3	12.8	77

		NUMBER TESTED IN GRADE 5											
2015		65	5	65	9	2	36		35	36	71	9,453
2016		52	8	56	5	4	28		32	28	60	9,626
2017		67	10	74	6	8	39		42	35	77	9,759

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	**2015**	64.6	66.5	55.3	60.3
	2016	85.0	69.3	66.5	80.8
	2017	60.0	67.5	69.1	60.0

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the TERRANOVA/SUPERA

Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
		TERRANOVA/SUPERA READING				
K	2015					
	2016	*	98.6	98.7	83.2	76
	2017	75.0	93.3	91.2	81.7	68
1	2015					
	2016	50.0	86.2	83.1	75.9	71
	2017	28.6	58.1	55.1	74.6	69
2	2015					
	2016	69.2	77.2	76.1	53.4	92
	2017	*	86.4	81.3	54.1	64
K-2	2015					
	2016	69.6	87.0	85.4	70.4	239
	2017	45.0	79.0	75.6	69.6	201
# Tested (GR K-2)	2015					
	2016	23	216	239	38023	
	2017	20	181	201	35,622	

Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
		TERRANOVA/SUPERA MATHEMATICS				
K	2015					
	2016	*	76.4	77.6	59.4	76
	2017	75.0	85.0	83.8	59.7	68
1	2015					
	2016	83.3	80.0	80.3	52.0	71
	2017	57.1	72.6	71.0	54.2	69
2	2015					
	2016	69.2	91.1	88.0	56.8	92
	2017	*	86.4	85.9	57.7	64
K-2	2015					
	2016	78.3	82.9	82.4	56.0	239
	2017	70.0	81.2	80.1	57.2	201
# Tested (GR K-2)	2015					
	2016	23	216	239	37912	
	2017	20	181	201	35,436	

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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	2015													
	2016		98.6	100.0	98.7		*	*		98.0	100.0	98.7	79.4	76
	2017		91.7	87.5	91.8	*	83.3	75.0		85.3	97.1	91.2	77.8	68
1	2015													
	2016	*	85.5	66.7	82.9	*	50.0	50.0		84.8	81.6	83.1	66.5	71
	2017		56.5	42.9	53.8	*	33.3	28.6		52.6	58.1	55.1	63.3	69
2	2015													
	2016		75.9	76.9	75.0	*	66.7	69.2		66.7	87.8	76.1	61.0	92
	2017	*	86.2	*	80.3	*	*	*		82.4	80.0	81.3	60.0	64
K-2	2015													
	2016	*	86.3	80.0	85.0	*	68.4	69.6		82.7	88.7	85.4	68.5	239
	2017	*	77.8	63.2	74.9	*	47.1	45.0		72.6	78.9	75.6	66.5	201
# Tested (GR K-2)	2015													
	2016	3	211	25	233	2	19	23		133	106	239	20,593	
	2017	2	180	19	187	5	17	20		106	95	201	19,080	

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	2015													
	2016		38	2	39		*	*		21	19	40	2,353	76
	2017		44	4	42	*	2	3		23	25	48	1,995	68
1	2015													
	2016	*	21	2	22	*	1	1		11	12	23	1,605	71
	2017		14	2	15	*	1	1		8	8	16	1,502	69
2	2015													
	2016		16	3	16	*	0	0		9	10	19	1,345	92
	2017	*	10	*	11	*	*	*		5	6	11	1,298	64
K-2	2015													
	2016	*	75	7	77	*	3	3		41	41	82	5,303	239
	2017	*	68	7	68	*	3	4		36	39	75	4,795	201
# Tested (GR K-2)	2015													
	2016	3	211	25	233	2	19	23		133	106	239	20,593	
	2017	2	180	19	187	5	17	20		106	95	201	19,080	

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	2015													
K	2016		88.6	83.3	88.0		*	*		87.8	88.9	88.2	72.6	76
K	2017		91.7	87.5	91.8	*	83.3	87.5		88.2	94.1	91.2	70.8	68
1	2015													
1	2016	*	77.4	50.0	71.4	*	0.0	0.0		75.8	68.4	71.8	50.2	71
1	2017		61.3	42.9	58.5	*	33.3	28.6		63.2	54.8	59.4	48.9	69
2	2015													
2	2016		70.9	61.5	68.2	*	44.4	46.2		60.8	80.5	69.6	46.7	92
2	2017	*	81.0	*	75.4	*	*	*		76.5	76.7	76.6	46.9	64
K-2	2015													
K-2	2016	*	78.7	64.0	75.5	*	42.1	43.5		74.4	78.3	76.2	55.8	239
K-2	2017	*	77.8	63.2	74.9	*	47.1	50.0		75.5	75.8	75.6	54.8	201
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016	3	211	25	233	2	19	23		133	106	239	20,570	
# Tested (GR K-2)	2017	2	180	19	187	5	17	20		106	95	201	19,076	

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	2015													
K	2016		32	2	33		*	*		18	16	34	1,583	76
K	2017		37	1	34	*	0	1		17	21	38	1,348	68
1	2015													
1	2016	*	5	0	5	*	0	0		2	3	5	733	71
1	2017		8	1	8	*	0	0		5	4	9	712	69
2	2015													
2	2016		20	3	21	*	0	1		9	14	23	977	92
2	2017	*	25	*	25	*	*	*		12	14	26	985	64
K-2	2015													
K-2	2016	*	57	5	59	*	2	3		29	33	62	3,293	239
K-2	2017	*	70	3	67	*	0	1		34	39	73	3,045	201
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016	3	211	25	233	2	19	23		133	106	239	20,570	
# Tested (GR K-2)	2017	2	180	19	187	5	17	20		106	95	201	19,076	

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	2015													
	2016		75.7	100.0	77.3		*	*		71.4	88.9	77.6	59.5	76
	2017		83.3	87.5	83.6	*	83.3	75.0		82.4	85.3	83.8	59.7	68
1	2015													
	2016	*	79.0	100.0	80.0	*	83.3	83.3		78.8	81.6	80.3	52.2	71
	2017		71.0	71.4	72.3	*	66.7	57.1		68.4	74.2	71.0	54.4	69
2	2015													
	2016		89.9	76.9	87.5	*	66.7	69.2		90.2	85.4	88.0	56.9	92
	2017	*	86.2	*	85.2	*	*	*		85.3	86.7	85.9	57.9	64
K-2	2015													
	2016	*	82.0	88.0	82.0	*	78.9	78.3		80.5	84.9	82.4	56.1	239
	2017	*	80.0	84.2	80.2	*	76.5	70.0		78.3	82.1	80.1	57.3	201
# Tested (GR K-2)	2015													
	2016	3	211	25	233	2	19	23		133	106	239	37,758	
	2017	2	180	19	187	5	17	20		106	95	201	35,282	

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	2015													
K	2016		29	2	31		*	*		15	16	31	2,114	76
K	2017		31	0	26	*	0	1		13	18	31	1,868	68
1	2015													
1	2016	*	20	3	24	*	2	2		12	12	24	1,519	71
1	2017		9	1	10	*	0	0		8	2	10	1,607	69
2	2015													
2	2016		27	6	30	*	2	2		14	19	33	2,167	92
2	2017	*	28	*	27	*	*	*		14	15	29	2,111	64
K-2	2015													
K-2	2016	*	76	11	85	*	6	6		41	47	88	5,800	239
K-2	2017	*	68	2	63	*	0	1		35	35	70	5,586	201
# Tested (GR K-2)	2015													
# Tested (GR K-2)	2016	3	211	25	233	2	19	23		133	106	239	37,758	
# Tested (GR K-2)	2017	2	180	19	187	5	17	20		106	95	201	35,282	

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (7)	Beginning	7	100.0	7	100.0	7	100.0	7	100.0	7	100.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	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
2 (6)	Beginning	3	50.0	3	50.0	3	50.0	3	50.0	2	33.3
	Intermediate	3	50.0	3	50.0	3	50.0	3	50.0	4	66.7
	Advanced	0	0.0	0	0.0	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
3 (6)	Beginning	0	0.0	0	0.0	2	40.0	3	50.0	2	40.0
	Intermediate	1	20.0	1	20.0	1	20.0	1	16.7	1	20.0
	Advanced	1	20.0	1	20.0	1	20.0	2	33.3	2	40.0
	Advanced High	3	60.0	3	60.0	1	20.0	0	0.0	0	0.0
5 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	2	25.0	2	25.0	1	12.5
	Advanced	0	0.0	0	0.0	2	25.0	4	50.0	3	37.5
	Advanced High	8	100.0	8	100.0	4	50.0	2	25.0	4	50.0
ALL (36)	Beginning	10	28.6	10	28.6	15	42.9	15	42.9	13	38.2
	Intermediate	6	17.1	7	20.0	9	25.7	10	28.6	8	23.5
	Advanced	5	14.3	4	11.4	5	14.3	7	20.0	8	23.5
	Advanced High	14	40.0	14	40.0	6	17.1	3	8.6	5	14.7

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
–	Beginning		–		
	Intermediate	–		–	
–	Advanced	–	–	–	
	Advanced High	–	–	–	
6	Beginning		2		
	Intermediate	0		4	
0 (0.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	
5	Beginning		2		
	Intermediate	0		1	
1 (20.0%)	Advanced	0	1	1	
	Advanced High	0	0	0	
7	Beginning		0		
	Intermediate	0		1	
6 (85.7%)	Advanced	0	3	0	
	Advanced High	0	1	2	
26	Beginning		6		
	Intermediate	0		8	
9 (34.6%)	Advanced	0	5	3	
	Advanced High	0	1	3	

Indicates students who progressed at least one level from 2016 to 2017.

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
PK	4	*	*	*	*								
KN	4			*	*	*	*						
1	2	*	*										
ALL	10	*	*	*	*	*	*						

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

Elementary School Exams

KINDERGARTEN MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
68	90.7	91.8			92.6		85.6	

KINDERGARTEN READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
69	88.7	92.5			98.6		92.8	

GRADE 1 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
62	84.9	86.6			85.5		82.8	

GRADE 1 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
64	84.3	88.2			90.6		90.4	

GRADE 2 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
64	82.2	88.1	81.1		92.2	87.5	80.7	91.6

GRADE 2 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
63	78.3	85.6	81.5		84.1	88.9	77.0	89.0

GRADE 3 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
85	64.7	76.5	84.0		69.4	96.5	60.9	88.5

GRADE 3 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
83	64.5	76.3	80.9		69.9	94.0	56.4	85.8

GRADE 4 LANGUAGE ARTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
52	73.0	77.5	82.8		75.0	92.3	58.3	90.0

GRADE 4 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
52	75.1	85.0	80.6		88.5	84.6	64.7	90.3

SEMESTER 2 (KINDERGARTEN MATHEMATICS, KINDERGARTEN READING, GRADE 1 MATHEMATICS, GRADE 1 READING, GRADE 2 MATHEMATICS, GRADE 2 READING, GRADE 3 MATHEMATICS, GRADE 3 READING, GRADE 4 LANGUAGE ARTS, GRADE 4 MATHEMATICS — no data)

CHARLES RICE LEARNING CENTER (201)   **40**

SEMESTER 1 TESTS

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

GRADE 4 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
52	78.6	85.7	82.3		90.4	96.2	68.1	90.5

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
72	75.2	83.5	83.2		90.3	88.9	63.5	90.2

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
72	83.1	87.4	81.7		95.8	100.0	70.8	90.8

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
72	86.4	86.4	82.1		93.1	93.1	67.9	93.3

SEMESTER 2 TESTS

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

GRADE 4 READING

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

GRADE 5 MATHEMATICS

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

GRADE 5 READING

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

GRADE 5 SCIENCE

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