

JOHN W. CARPENTER ELEMENTARY SCHOOL

SCHOOL NUMBER 121

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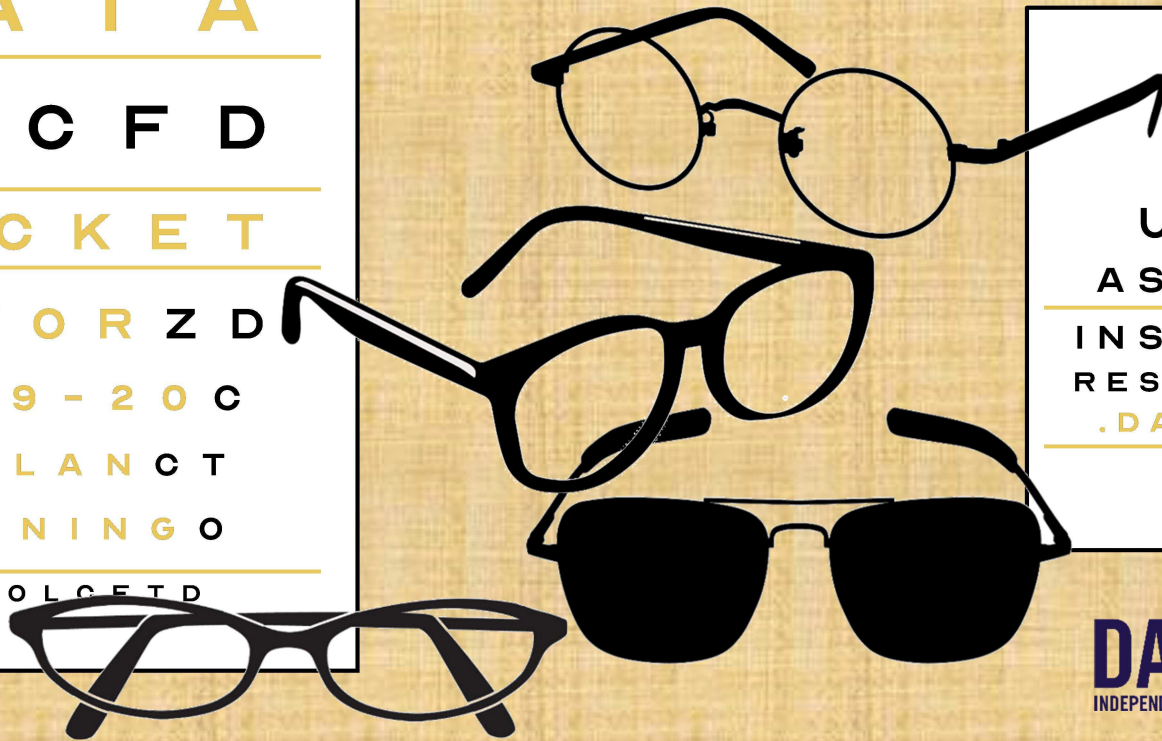
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JULY 23, 2019

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2018-19 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 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for “Grade 8”.
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

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 publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.
- **Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.**
- **Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.**

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	52
KN	37
1	35
2	38
3	42
4	51
5	59
ALL	314

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	169	53.8	15	57.7
American Indian/Alaska Native	2	0.6	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	127	40.4	6	23.1
White	4	1.3	5	19.2
Multiple	12	3.8	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	137	43.6
Economically disadvantaged	297	94.6
Limited English proficient (LEP)	64	20.4
Special education	38	12.1
Talented and Gifted (TAG)	20	6.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017	33	22	66.7	0	0.0	0	0.0	11	33.3	0	0.0	0	0.0
	2018	71	41	57.7	0	0.0	0	0.0	30	42.3	0	0.0	0	0.0
	2019	52	26	50.0	1	1.9	0	0.0	19	36.5	1	1.9	5	9.6
KN	2017	36	23	63.9	0	0.0	0	0.0	12	33.3	0	0.0	1	2.8
	2018	47	21	44.7	0	0.0	0	0.0	26	55.3	0	0.0	0	0.0
	2019	37	17	45.9	0	0.0	0	0.0	18	48.6	0	0.0	2	5.4
1	2017	45	23	51.1	0	0.0	0	0.0	20	44.4	2	4.4	0	0.0
	2018	42	27	64.3	0	0.0	0	0.0	14	33.3	1	2.4	0	0.0
	2019	35	18	51.4	0	0.0	0	0.0	17	48.6	0	0.0	0	0.0
2	2017	52	33	63.5	1	1.9	0	0.0	18	34.6	0	0.0	0	0.0
	2018	49	26	53.1	0	0.0	0	0.0	21	42.9	2	4.1	0	0.0
	2019	38	22	57.9	0	0.0	0	0.0	15	39.5	0	0.0	1	2.6
3	2017	53	28	52.8	0	0.0	0	0.0	23	43.4	1	1.9	1	1.9
	2018	58	37	63.8	1	1.7	0	0.0	19	32.8	0	0.0	1	1.7
	2019	42	19	45.2	0	0.0	0	0.0	21	50.0	2	4.8	0	0.0
4	2017	48	28	58.3	0	0.0	0	0.0	20	41.7	0	0.0	0	0.0
	2018	62	34	54.8	0	0.0	0	0.0	25	40.3	1	1.6	2	3.2
	2019	51	36	70.6	1	2.0	0	0.0	13	25.5	0	0.0	1	2.0
5	2017	57	33	57.9	0	0.0	0	0.0	24	42.1	0	0.0	0	0.0
	2018	60	37	61.7	0	0.0	0	0.0	23	38.3	0	0.0	0	0.0
	2019	59	31	52.5	0	0.0	0	0.0	24	40.7	1	1.7	3	5.1
PK-5	2017	324	190	58.6	1	0.3	0	0.0	128	39.5	3	0.9	2	0.6
	2018	389	223	57.3	1	0.3	0	0.0	158	40.6	4	1.0	3	0.8
	2019	314	169	53.8	2	0.6	0	0.0	127	40.4	4	1.3	12	3.8

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	2017	33	32	97.0	8	24.2	3	9.1	8	24.2	0	0.0	31	93.9	60.6	39.4	0.0
	2018	71	68	95.8	11	15.5	2	2.8	13	18.3	0	0.0	67	94.4	49.3	50.7	5.6
	2019	52	52	100.0	5	9.6	3	5.8	8	15.4	0	0.0	38	73.1	44.2	55.8	28.8
KN	2017	36	34	94.4	8	22.2	4	11.1	11	30.6	0	0.0	10	27.8	52.8	47.2	5.6
	2018	47	42	89.4	10	21.3	10	21.3	12	25.5	1	2.1	14	29.8	40.4	59.6	2.1
	2019	37	35	94.6	8	21.6	3	8.1	6	16.2	0	0.0	14	37.8	48.6	51.4	0.0
1	2017	45	40	88.9	10	22.2	6	13.3	13	28.9	3	6.7	7	15.6	60.0	40.0	4.4
	2018	42	39	92.9	8	19.0	4	9.5	9	21.4	5	11.9	12	28.6	52.4	47.6	2.4
	2019	35	34	97.1	9	25.7	5	14.3	10	28.6	1	2.9	3	8.6	42.9	57.1	5.7
2	2017	52	47	90.4	11	21.2	6	11.5	18	34.6	2	3.8	7	13.5	51.9	48.1	5.8
	2018	49	44	89.8	12	24.5	5	10.2	15	30.6	6	12.2	11	22.4	53.1	46.9	2.0
	2019	38	37	97.4	7	18.4	6	15.8	14	36.8	4	10.5	3	7.9	52.6	47.4	21.1
3	2017	53	51	96.2	14	26.4	3	5.7	17	32.1	4	7.5	6	11.3	54.7	45.3	1.9
	2018	58	57	98.3	12	20.7	8	13.8	17	29.3	4	6.9	13	22.4	53.4	46.6	0.0
	2019	42	39	92.9	13	31.0	6	14.3	14	33.3	6	14.3	5	11.9	47.6	52.4	9.5
4	2017	48	44	91.7	14	29.2	4	8.3	30	62.5	5	10.4	7	14.6	50.0	50.0	2.1
	2018	62	60	96.8	15	24.2	5	8.1	39	62.9	5	8.1	15	24.2	61.3	38.7	0.0
	2019	51	46	90.2	8	15.7	7	13.7	37	72.5	3	5.9	4	7.8	52.9	47.1	2.0
5	2017	57	57	100.0	19	33.3	7	12.3	44	77.2	5	8.8	7	12.3	52.6	47.4	0.0
	2018	60	57	95.0	14	23.3	5	8.3	42	70.0	6	10.0	15	25.0	45.0	55.0	0.0
	2019	59	54	91.5	14	23.7	8	13.6	48	81.4	6	10.2	8	13.6	55.9	44.1	0.0
PK-5	2017	324	305	94.1	84	25.9	33	10.2	141	43.5	19	5.9	75	23.1	54.3	45.7	2.8
	2018	389	367	94.3	82	21.1	39	10.0	147	37.8	27	6.9	147	37.8	50.9	49.1	1.8
	2019	314	297	94.6	64	20.4	38	12.1	137	43.6	20	6.4	75	23.9	49.7	50.3	9.6

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	2017	35	11,388	32	93.1	10,888	95.6	17	49.3	19.6	24	10,240	69.6	89.9
	2018	50	11,061	45	91.3	10,520	95.1	15	30.3	17.8	35	9,830	70.7	88.9
	2019	38	10,918	35	91.7	10,368	95.0	9	23.6	7.1	29	9,637	75.9	88.3
1	2017	45	12,278	43	94.4	11,800	96.1	20	44.4	18.4	36	11,169	79.9	91.0
	2018	42	11,550	39	93.9	11,055	95.7	11	26.4	16.6	34	10,347	81.5	89.6
	2019	36	11,198	33	91.4	10,714	95.7	3	8.3	6.3	28	10,067	77.5	89.9
2	2017	55	12,938	52	94.5	12,476	96.4	16	29.2	16.9	46	11,850	83.9	91.6
	2018	53	11,864	50	93.7	11,398	96.1	16	30.2	15.9	41	10,717	77.5	90.3
	2019	34	11,232	31	92.1	10,778	96.0	4	11.8	5.9	25	10,167	73.9	90.5
3	2017	54	13,158	52	96.0	12,734	96.8	11	20.5	15.9	47	12,162	87.5	92.4
	2018	57	12,536	54	94.8	12,080	96.4	22	38.7	14.4	46	11,431	81.0	91.2
	2019	42	11,452	39	93.1	11,021	96.2	5	12.0	5.8	32	10,472	76.9	91.4
4	2017	47	12,873	44	94.9	12,467	96.8	17	36.4	15.4	35	11,953	75.0	92.9
	2018	57	12,675	54	93.9	12,235	96.5	30	52.3	14.1	44	11,637	76.7	91.8
	2019	50	12,118	47	93.8	11,678	96.4	4	8.0	6.0	42	11,110	84.3	91.7
5	2017	52	12,220	50	96.1	11,838	96.9	11	21.1	6.1	45	11,367	86.2	93.0
	2018	54	12,498	51	94.2	12,078	96.6	3	5.5	6.1	44	11,513	80.8	92.1
	2019	56	12,193	53	94.9	11,764	96.5	2	3.6	5.4	49	11,300	88.2	92.7
KN-5	2017	287	74,855	273	94.9	72,203	96.5	92	32.1	15.3	233	68,741	81.2	91.8
	2018	313	72,186	293	93.7	69,366	96.1	97	31.0	14.0	244	65,475	78.0	90.7
	2019	255	69,110	237	93.0	66,323	96.0	27	10.6	6.1	205	62,753	80.3	90.8

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	15	57.7
Hispanic	6	23.1
White	5	19.2
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	22	84.6
Male	4	15.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	7.2	64.3
2017-18	5.8	80.8
2018-19	6.6	53.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	7.7
1	3	11.5
2	4	15.4
3	2	7.7
4	2	7.7
5	1	3.8
1-3	9	34.6
More than 3	15	57.7
1 - 5	12	46.2
6 - 10	2	7.7
11 - 20	8	30.8
More than 20	2	7.7

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	2017	*	44.4	22.2	39.5	*	*	*		36.4	41.2	38.5	59.5	39
	2018		43.2	70.0	48.6	*	*	42.9		53.8	45.5	50.0	67.4	48
	2019	*	52.6	75.0	63.3	*	*	*		62.5	62.5	62.5	67.4	32
4	2017		51.9	47.4	50.0	*	46.7	37.9		50.0	50.0	50.0	56.4	46
	2018	*	58.8	23.5	47.6	*	42.9	35.5		44.1	50.0	46.3	61.9	54
	2019		33.3	80.0	42.9	16.7	*	36.4		44.0	45.5	44.7	67.2	47
5	2017		45.5	59.1	50.9	14.3	52.9	39.5		51.7	48.0	50.9	71.7	55
	2018		56.8	54.5	51.0	*	53.8	42.9		59.3	53.1	55.9	76.0	59
	2019	*	60.0	72.2	67.3	42.9	66.7	61.9		56.3	80.0	65.4	81.0	52
3-5	2017	*	47.1	48.0	47.4	15.4	48.5	38.0		46.6	47.0	47.1	62.7	140
	2018	*	52.8	46.9	49.2	33.3	52.4	40.0		51.7	50.0	50.9	68.7	161
	2019	*	47.1	75.0	57.9	31.3	76.5	52.5		53.4	62.1	57.3	72.3	131

NUMBER TESTED IN GRADES 3-5													
2017	1	87	50	135	13	33	71		73	66	140	23,084	
2018	1	108	49	130	15	21	80		87	74	161	22,610	
2019	2	85	40	121	16	17	80		73	58	131	21,769	

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	2017	*	15	7	23	*	*	*		14	10	24	3,014	39
	2018		21	3	19	*	*	4		12	12	24	2,309	48
	2019	*	9	3	11	*	*	*		6	6	12	2,153	32
4	2017		13	10	22	*	8	18		11	12	23	3,323	46
	2018	*	14	13	22	*	4	20		19	10	29	2,811	54
	2019		24	2	24	5	*	21		14	12	26	2,376	47
5	2017		18	9	26	6	8	23		14	13	27	2,269	55
	2018		16	10	25	*	6	24		11	15	26	1,956	59
	2019	*	12	5	16	4	3	16		14	4	18	1,508	52
3-5	2017	*	46	26	71	11	17	44		39	35	74	8,606	140
	2018	*	51	26	66	10	10	48		42	37	79	7,076	161
	2019	*	45	10	51	11	4	38		34	22	56	6,037	131

NUMBER TESTED IN GRADES 3-5													
2017	1	87	50	135	13	33	71		73	66	140	23,084	
2018	1	108	49	130	15	21	80		87	74	161	22,610	
2019	2	85	40	121	16	17	80		73	58	131	21,769	

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	2017	*	22.2	0.0	15.8	*	*	*		13.6	17.6	15.4	32.9	39
	2018		10.8	30.0	13.5	*	*	14.3		11.5	18.2	14.6	33.6	48
	2019	*	10.5	25.0	20.0	*	*	*		18.8	18.8	18.8	35.9	32
4	2017		22.2	15.8	18.2	*	20.0	10.3		13.6	25.0	19.6	32.4	46
	2018	*	20.6	5.9	11.9	*	14.3	12.9		14.7	15.0	14.8	35.6	54
	2019		2.8	30.0	9.5	0.0	*	9.1		4.0	13.6	8.5	37.1	47
5	2017		18.2	18.2	18.9	0.0	17.6	13.2		13.8	24.0	18.2	38.2	55
	2018		29.7	36.4	31.4	*	46.2	19.0		37.0	28.1	32.2	44.1	59
	2019	*	33.3	27.8	32.7	14.3	22.2	23.8		25.0	45.0	32.7	45.9	52
3-5	2017	*	20.7	14.0	17.8	0.0	18.2	11.3		13.7	22.7	17.9	34.6	140
	2018	*	20.4	24.5	20.0	13.3	33.3	16.3		20.7	21.6	21.1	38.0	161
	2019	*	15.3	27.5	21.5	6.3	23.5	16.3		16.4	25.9	20.6	39.9	131

NUMBER TESTED IN GRADES 3-5													
2017	1	87	50	135	13	33	71		73	66	140	23,084	
2018	1	108	49	130	15	21	80		87	74	161	22,610	
2019	2	85	40	121	16	17	80		73	58	131	21,769	

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	2017	*	18.5	0.0	13.2	*	*	*		9.1	17.6	12.8	20.0	39
	2018		0.0	20.0	2.7	*	*	0.0		3.8	4.5	4.2	19.3	48
	2019	*	5.3	8.3	6.7	*	*	*		6.3	6.3	6.3	21.9	32
4	2017		7.4	10.5	9.1	*	13.3	6.9		9.1	8.3	8.7	16.9	46
	2018	*	5.9	0.0	2.4	*	0.0	3.2		2.9	5.0	3.7	17.7	54
	2019		0.0	10.0	2.4	0.0	*	0.0		0.0	4.5	2.1	18.2	47
5	2017		3.0	4.5	3.8	0.0	5.9	2.6		0.0	8.0	3.6	19.4	55
	2018		8.1	13.6	9.8	*	15.4	4.8		11.1	9.4	10.2	20.1	59
	2019	*	20.0	5.6	14.3	0.0	11.1	7.1		12.5	15.0	13.5	24.1	52
3-5	2017	*	9.2	6.0	8.1	0.0	9.1	4.2		5.5	10.6	7.9	18.8	140
	2018	*	4.6	10.2	5.4	0.0	9.5	3.8		5.7	6.8	6.2	19.1	161
	2019	*	8.2	7.5	8.3	0.0	5.9	3.8		6.8	8.6	7.6	21.5	131

NUMBER TESTED IN GRADE 3-5													
2017	1	87	50	135	13	33	71		73	66	140	23,084	
2018	1	108	49	130	15	21	80		87	74	161	22,610	
2019	2	85	40	121	16	17	80		73	58	131	21,769	

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	2017	53.8	47.7	45.8
	2018	69.6	54.9	48.8
	2019	60.0	65.0	51.8
4	2017	61.7	58.8	50.5
	2018	56.7	50.1	50.1
	2019	48.4	48.2	46.3
5	2017	53.4	54.0	56.2
	2018	62.1	60.8	54.4
	2019	67.5	61.3	61.5
3-5	2017	56.3	53.8	51.4
	2018	62.5	55.5	51.3
	2019	58.8	57.5	53.7

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	2017		57.7	52.6	58.1	*	50.0	39.3		50.0	60.9	55.6	54.4	45
	2018	*	32.4	35.3	33.3	*	57.1	25.8		23.5	50.0	33.3	51.2	54
	2019		36.1	70.0	40.5	0.0	*	33.3		36.0	54.5	44.7	56.9	47

NUMBER TESTED IN GRADE 4													
2017		26	19	43	3	14	28		22	23	45	7,530	
2018	1	34	17	42	5	7	31		34	20	54	7,361	
2019		36	10	42	6	4	33		25	22	47	7,170	

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	2017		11	9	18	*	7	17		11	9	20	3,435	45
	2018	*	23	11	28	*	3	23		26	10	36	3,589	54
	2019		23	3	25	6	*	22		16	10	26	3,091	47

NUMBER TESTED IN GRADE 4													
2017		26	19	43	3	14	28		22	23	45	7,530	
2018	1	34	17	42	5	7	31		34	20	54	7,361	
2019		36	10	42	6	4	33		25	22	47	7,170	

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	2017		19.2	21.1	20.9	*	21.4	10.7		9.1	30.4	20.0	26.0	45
	2018	*	11.8	11.8	11.9	*	0.0	12.9		5.9	20.0	11.1	29.2	54
	2019		0.0	30.0	7.1	0.0	*	6.1		8.0	4.5	6.4	26.4	47

NUMBER TESTED IN GRADE 4													
2017		26	19	43	3	14	28		22	23	45	7,530	
2018	1	34	17	42	5	7	31		34	20	54	7,361	
2019		36	10	42	6	4	33		25	22	47	7,170	

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	2017		7.7	10.5	9.3	*	14.3	7.1		9.1	8.7	8.9	7.4	45
	2018	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	7.1	54
	2019		0.0	10.0	2.4	0.0	*	0.0		0.0	4.5	2.1	7.6	47

NUMBER TESTED IN GRADE 4													
2017		26	19	43	3	14	28		22	23	45	7,530	
2018	1	34	17	42	5	7	31		34	20	54	7,361	
2019		36	10	42	6	4	33		25	22	47	7,170	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition ¹ (Expository)	2. Revision	3. Editing
4	2017	3.6	55.8	60.7
	2018	3.0	39.4	52.7
	2019	2.5	50.8	54.3

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

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	2017	*	74.1	87.0	82.4	*	85.7	76.5		82.8	79.2	81.1	70.0	53
	2018		56.8	78.9	66.0	50.0	54.5	50.0		56.7	71.4	63.8	74.5	58
	2019	*	73.7	76.2	78.9	*	76.9	78.6		73.7	77.3	75.6	75.5	41
4	2017		74.1	75.0	73.3	*	68.8	66.7		73.9	75.0	74.5	68.1	47
	2018	*	55.9	72.0	75.5	*	73.3	69.2		65.8	62.5	64.5	75.2	62
	2019		50.0	76.9	56.5	14.3	75.0	48.6		63.0	50.0	56.9	74.7	51
5	2017		75.8	72.7	75.5	28.6	70.6	68.4		69.0	80.8	74.5	80.6	55
	2018		67.6	65.2	66.7	*	64.3	60.5		74.1	60.6	66.7	86.9	60
	2019	*	60.0	69.6	71.2	57.1	61.5	63.8		63.6	70.8	66.7	88.0	57
3-5	2017	*	74.7	78.5	77.2	30.8	74.5	69.4		75.3	78.4	76.8	72.7	155
	2018	*	60.2	71.6	69.4	37.5	65.0	62.2		65.3	64.7	65.0	78.8	180
	2019	*	58.8	73.7	68.4	36.8	70.6	60.2		65.8	65.7	65.8	79.5	149

NUMBER TESTED IN GRADES 3-5													
2017	1	87	65	149	13	47	98		81	74	155	37,278	
2018	1	108	67	147	16	40	98		95	85	180	36,318	
2019	2	85	57	136	19	34	98		79	70	149	34,690	

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	2017	*	7	3	9	*	2	4		5	5	10	3,851	53
	2018		16	4	16	3	5	8		13	8	21	3,072	58
	2019	*	5	5	8	*	3	3		5	5	10	2,726	41
4	2017		7	5	12	*	5	10		6	6	12	4,016	47
	2018	*	15	7	12	*	4	12		13	9	22	3,028	62
	2019		18	3	20	6	2	19		10	12	22	2,959	51
5	2017		8	6	13	5	5	12		9	5	14	2,308	55
	2018		12	8	17	*	5	17		7	13	20	1,582	60
	2019	*	12	7	15	3	5	17		12	7	19	1,420	57
3-5	2017	*	22	14	34	9	12	26		20	16	36	10,175	155
	2018	*	43	19	45	10	14	37		33	30	63	7,682	180
	2019	*	35	15	43	12	10	39		27	24	51	7,105	149

NUMBER TESTED IN GRADES 3-5													
2017	1	87	65	149	13	47	98			81	74	155	37,278
2018	1	108	67	147	16	40	98			95	85	180	36,318
2019	2	85	57	136	19	34	98			79	70	149	34,690

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	2017	*	22.2	34.8	25.5	*	57.1	47.1		27.6	25.0	26.4	39.9	53
	2018		16.2	36.8	23.4	33.3	27.3	18.8		26.7	21.4	24.1	41.8	58
	2019	*	10.5	28.6	18.4	*	30.8	28.6		21.1	18.2	19.5	42.8	41
4	2017		29.6	40.0	35.6	*	43.8	30.0		39.1	29.2	34.0	39.4	47
	2018	*	29.4	20.0	32.7	*	33.3	25.6		26.3	33.3	29.0	44.2	62
	2019		19.4	30.8	23.9	0.0	25.0	13.5		18.5	25.0	21.6	44.8	51
5	2017		27.3	45.5	35.8	0.0	47.1	26.3		34.5	34.6	34.5	42.4	55
	2018		40.5	52.2	45.1	*	57.1	34.9		51.9	39.4	45.0	53.8	60
	2019	*	33.3	39.1	36.5	0.0	46.2	27.7		27.3	45.8	35.1	55.5	57
3-5	2017	*	26.4	40.0	32.2	0.0	48.9	31.8		33.3	29.7	31.6	40.5	155
	2018	*	28.7	35.8	34.0	18.8	40.0	28.6		33.7	31.8	32.8	46.6	180
	2019	*	22.4	33.3	27.2	5.3	35.3	22.4		22.8	30.0	26.2	47.8	149

NUMBER TESTED IN GRADES 3-5													
2017	1	87	65	149	13	47	85		81	74	155	37,278	
2018	1	108	67	147	16	40	98		95	85	180	36,318	
2019	2	85	57	136	19	34	98		79	70	149	34,690	

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	2017	*	0.0	4.3	2.0	*	7.1	5.9		0.0	4.2	1.9	19.9	53
	2018		2.7	5.3	2.1	16.7	9.1	6.3		3.3	3.6	3.4	19.6	58
	2019	*	5.3	14.3	10.5	*	7.7	7.1		10.5	9.1	9.8	20.3	41
4	2017		14.8	15.0	15.6	*	12.5	10.0		17.4	12.5	14.9	22.1	47
	2018	*	11.8	12.0	14.3	*	20.0	15.4		10.5	20.8	14.5	23.8	62
	2019		2.8	7.7	4.3	0.0	12.5	5.4		3.7	4.2	3.9	25.1	51
5	2017		6.1	18.2	11.3	0.0	11.8	2.6		6.9	15.4	10.9	19.3	55
	2018		16.2	13.0	15.7	*	7.1	4.7		14.8	15.2	15.0	27.6	60
	2019	*	10.0	17.4	11.5	0.0	23.1	8.5		12.1	12.5	12.3	34.0	57
3-5	2017	*	6.9	12.3	9.4	0.0	10.6	5.9		7.4	10.8	9.0	20.4	155
	2018	*	10.2	10.4	10.9	6.3	12.5	9.2		9.5	12.9	11.1	23.7	180
	2019	*	5.9	14.0	8.8	0.0	14.7	7.1		8.9	8.6	8.7	26.6	149

NUMBER TESTED IN GRADE 3-5													
2017	1	87	65	149	13	47	85		81	74	155	37,278	
2018	1	108	67	147	16	40	98		95	85	180	36,318	
2019	2	85	57	136	19	34	98		79	70	149	34,690	

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	2017	65.3	58.8	54.2	63.2
	2018	59.5	53.6	48.0	59.1
	2019	63.1	61.2	58.2	71.3
4	2017	72.3	55.1	57.4	70.2
	2018	63.1	56.7	56.9	54.8
	2019	64.9	48.3	41.8	63.2
5	2017	60.6	64.0	59.0	55.0
	2018	62.5	61.0	60.0	57.1
	2019	65.8	59.8	56.9	59.6
3-5	2017	65.8	59.5	56.9	62.4
	2018	61.7	57.1	55.1	56.9
	2019	64.8	56.2	52.1	64.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017		60.6	81.8	67.9	57.1	75.0	61.0		75.0	61.5	69.1	65.9	55
	2018		64.9	72.7	66.7	*	84.6	62.8		77.8	59.4	67.8	68.8	59
	2019	*	64.5	60.9	64.8	37.5	61.5	60.4		60.6	68.0	63.8	69.3	58

NUMBER TESTED IN GRADE 5													
2017		33	22	53	7	16	41		28	26	55	9,759	
2018		37	22	51	4	13	43		27	32	59	10,271	
2019	1	31	23	54	8	13	48		33	25	58	10,432	

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	2017		13	4	17	3	4	16		7	10	17	3328	55
	2018		13	6	17	*	2	16		6	13	19	3208	59
	2019	*	11	9	19	5	5	19		13	8	21	3203	58

NUMBER TESTED IN GRADE 5													
2017		33	22	53	7	16	41		28	26	55	9,759	
2018		37	22	51	4	13	43		27	32	59	10,271	
2019	1	31	23	54	8	13	48		33	25	58	10,432	

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	2017		18.2	31.8	24.5	0.0	25.0	17.1		21.4	26.9	23.6	33.0	55
	2018		32.4	31.8	29.4	*	30.8	25.6		40.7	25.0	32.2	32.6	59
	2019	*	41.9	34.8	40.7	12.5	46.2	37.5		45.5	32.0	39.7	42.0	58

NUMBER TESTED IN GRADE 5													
2017		33	22	53	7	16	41		28	26	55	9,759	
2018		37	22	51	4	13	43		27	32	59	10,271	
2019	1	31	23	54	8	13	48		33	25	58	10,432	

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	2017		12.1	9.1	11.3	0.0	12.5	7.3		14.3	7.7	10.9	12.8	55
	2018		8.1	13.6	9.8	*	15.4	7.0		11.1	9.4	10.2	12.1	59
	2019	*	12.9	0.0	7.4	0.0	0.0	2.1		9.1	4.0	6.9	19.7	58

NUMBER TESTED IN GRADE 5													
2017		33	22	53	7	16	41		28	26	55	9,759	
2018		37	22	51	4	13	43		27	32	59	10,271	
2019	1	31	23	54	8	13	48		33	25	58	10,432	

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	2017	60.0	65.0	75.5	58.8
	2018	68.9	67.8	63.7	64.1
	2019	64.1	65.7	68.4	66.8

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	2017			78.6	76.9		84.6	84.6		57.1	100.0	78.6	66.0	14
	2018			44.4	40.0	*	40.0	44.4		*	50.0	40.0	76.6	10
	2019			44.4	50.0	*	44.4	44.4		*	66.7	44.4	75.1	9
4	2017			*	*		*	*		*		*	64.2	1
	2018			75.0	71.4		75.0	75.0		*	*	75.0	68.2	8
	2019			*	*	*	*	*		*	*	*	67.8	4
5	2017			*	*		*	*		*	*	*	87.3	2
	2018			*			*	*			*	*	88.1	1
	2019			*	*		*	*			*	*	89.6	5
3-5	2017			70.6	73.3		75.0	75.0		44.4	100.0	70.6	71.3	17
	2018			55.6	52.9	*	52.6	55.6		37.5	63.6	52.6	77.0	19
	2019			58.8	53.3	*	55.6	52.9		*	69.2	55.6	77.0	18

NUMBER TESTED IN GRADES 3-5													
2017			17	15		16	16		9	8	17	14,762	
2018			18	17	1	19	18		8	11	19	14,242	
2019			17	15	3	18	17		5	13	18	13,576	

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	2017			3	3		2	2		3	0	3	1,887	14
	2018			5	6	*	6	5		*	3	6	1,205	10
	2019			5	4	*	5	5		*	2	5	1,179	9
4	2017			*	*		*	*		*		*	1,830	1
	2018			2	2		2	2		*	*	2	1,581	8
	2019			*	*	*	*	*		*	*	*	1,506	4
5	2017			*	*		*	*		*	*	*	521	2
	2018			*			*	*			*	*	488	1
	2019			*	*		*	*			*	*	432	5
3-5	2017			5	4		4	4		5	0	5	4,238	17
	2018			8	8	*	9	8		5	4	9	3,274	19
	2019			7	7	*	8	8		*	4	8	3,117	18

NUMBER TESTED IN GRADES 3-5													
2017			17	15		16	16		9	8	17	14,762	
2018			18	17	1	19	18		8	11	19	14,242	
2019			17	15	3	18	17		5	13	18	13,576	

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	2017			14.3	15.4		15.4	15.4		14.3	14.3	14.3	39.2	14
	2018			11.1	10.0	*	10.0	11.1		*	16.7	10.0	45.3	10
	2019			11.1	12.5	*	11.1	11.1		*	16.7	11.1	46.3	9
4	2017			*	*		*	*		*		*	36.0	1
	2018			12.5	14.3		12.5	12.5		*	*	12.5	36.9	8
	2019			*	*	*	*	*		*	*	*	38.4	4
5	2017			*	*		*	*		*	*	*	49.1	2
	2018			*			*	*			*	*	62.6	1
	2019			*	*		*	*			*	*	63.7	5
3-5	2017			11.8	13.3		12.5	12.5		11.1	12.5	11.8	40.8	17
	2018			11.1	11.8	*	10.5	11.1		0.0	18.2	10.5	47.4	19
	2019			17.6	13.3	*	16.7	17.6		*	23.1	16.7	48.9	18

NUMBER TESTED IN GRADES 3-5													
2017			17	15		16	16		9	8	17	14,762	
2018			18	17	1	19	18		8	11	19	14,242	
2019			17	15	3	18	17		5	13	18	13,576	

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	2017			0.0	0.0		0.0	0.0		0.0	0.0	0.0	25.4	14
	2018			0.0	0.0	*	0.0	0.0		*	0.0	0.0	24.1	10
	2019			0.0	0.0	*	0.0	0.0		*	0.0	0.0	27.4	9
4	2017			*	*		*	*		*		*	17.3	1
	2018			0.0	0.0		0.0	0.0		*	*	0.0	18.4	8
	2019			*	*	*	*	*		*	*	*	17.9	4
5	2017			*	*		*	*		*	*	*	22.7	2
	2018			*			*	*			*	*	30.5	1
	2019			*	*		*	*			*	*	29.9	5
3-5	2017			0.0	0.0		0.0	0.0		0.0	0.0	0.0	21.9	17
	2018			0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	24.0	19
	2019			0.0	0.0	*	0.0	0.0		*	0.0	0.0	24.9	18

NUMBER TESTED IN GRADE 3-5													
2017			17	15		16	16		9	8	17	14,762	
2018			18	17	1	19	18		8	11	19	14,242	
2019			17	15	3	18	17		5	13	18	13,576	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2017	84.3	55.2	55.1
	2018	48.0	42.7	42.1
	2019	48.9	60.0	39.7
4	2017	*	*	*
	2018	67.2	64.2	53.8
	2019	*	*	*
5	2017	*	*	*
	2018	*	*	*
	2019	*	*	*
3-5	2017	76.8	52.5	50.9
	2018	54.2	52.8	47.1
	2019	58.5	57.7	48.3

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	2017	81.8	66.7	71.9	81.7	32
	2018	72.7	73.3	73.2	82.2	41
	2019	83.3	72.4	74.3	80.8	35
1	2017	53.8	34.4	40.0	74.0	45
	2018	77.8	65.6	68.3	73.1	41
	2019	100.0	41.7	58.8	72.9	34
2	2017	55.6	48.6	50.9	70.7	55
	2018	40.0	52.9	49.0	70.6	49
	2019	33.3	52.2	45.7	68.5	35
K-2	2017	61.9	47.8	52.3	75.2	132
	2018	60.0	63.5	62.6	75.2	131
	2019	67.9	56.6	59.6	74.0	104
# Tested (GR K-2)	2017	42	90	132	35,859	
	2018	35	96	131	33,518	
	2019	28	76	104	32,206	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	54.5	42.9	46.9	59.6	32
	2018	63.6	48.3	52.5	61.3	40
	2019	83.3	45.2	51.4	62.8	37
1	2017	15.4	43.8	35.6	54.2	45
	2018	44.4	28.1	31.7	55.6	41
	2019	50.0	41.7	44.1	56.4	34
2	2017	33.3	27.0	29.1	57.7	55
	2018	26.7	47.1	40.8	58.8	49
	2019	25.0	38.1	33.3	58.9	33
K-2	2017	33.3	36.7	35.6	57.1	132
	2018	42.9	41.1	41.5	58.5	130
	2019	46.4	42.1	43.3	59.3	104
# Tested (GR K-2)	2017	42	90	132	35,697	
	2018	35	95	130	33,476	
	2019	28	76	104	32,054	

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	2017		65.0	*	68.2	*		*		50.0	90.9	69.6	77.8	23
	2018		80.0	61.5	74.2	*	*	*		84.6	65.0	72.7	80.0	33
	2019		70.6	66.7	73.1	*	*	*		78.6	61.5	70.4	78.4	27
1	2017	*	30.4	30.0	29.0	*		*		28.6	35.7	31.4	63.5	35
	2018	*	69.2	42.9	60.0	*	*	*		44.4	81.3	61.8	63.1	34
	2019		52.9	33.3	44.0	*	*	*		60.0	37.5	46.2	65.0	26
2	2017		44.4	57.1	41.0	*		42.9		38.1	54.5	46.5	60.4	43
	2018	*	42.3	60.0	47.2	*	*	*		44.4	50.0	47.4	60.0	38
	2019		52.6	33.3	46.4	*	*	25.0		33.3	64.3	48.3	59.8	29
K-2	2017	*	45.6	47.4	43.5	18.2		46.2		37.0	57.4	46.5	66.7	101
	2018	*	62.5	56.7	59.8	10.0	*	30.0		55.1	64.3	60.0	67.4	105
	2019		58.5	44.4	54.4	37.5	*	45.5		56.4	53.5	54.9	67.5	82
# Tested (GR K-2)	2017	2	79	19	92	11		13		54	47	101	19,128	
	2018	3	72	30	97	10	4	10		49	56	105	17,696	
	2019		53	27	79	8	4	11		39	43	82	17,258	

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	2017		6	*	6	*		*		2	5	7	2,012	23
	2018		8	3	11	*	*	*		4	7	11	2,066	33
	2019		3	4	7	*	*	*		4	3	7	1,898	27
1	2017	*	0	1	1	*		*		0	1	1	1,504	35
	2018	*	4	0	4	*	*	*		2	2	4	1,368	34
	2019		0	1	1	*	*	*		0	1	1	1,275	26
2	2017		0	0	0	*		0		0	0	0	1,299	43
	2018	*	2	2	4	*	*	*		2	2	4	1,203	38
	2019		4	0	4	*	*	0		1	3	4	1,212	29
K-2	2017	*	6	2	7	0		1		2	6	8	4,815	101
	2018	*	14	5	19	0	*	1		8	11	19	4,637	105
	2019		7	5	12	0	*	0		5	7	12	4,385	82
# Tested (GR K-2)	2017	2	79	19	92	11		13		54	47	101	19,128	
	2018	3	72	30	97	10	4	10		49	56	105	17,696	
	2019		53	27	79	8	4	11		39	43	82	17,258	

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	2017		60.0	*	54.5	*		*		41.7	72.7	56.5	70.7	23
	2018		75.0	38.5	61.3	*	*	*		61.5	60.0	60.6	71.4	33
	2019		58.8	55.6	57.7	*	*	*		57.1	53.8	55.6	71.9	27
1	2017	*	21.7	10.0	19.4	*		*		14.3	28.6	20.0	49.0	35
	2018	*	53.8	42.9	46.7	*	*	*		27.8	75.0	50.0	48.4	34
	2019		35.3	44.4	36.0	*	*	*		30.0	43.8	38.5	47.7	26
2	2017		22.2	28.6	20.5	*		14.3		14.3	31.8	23.3	47.2	43
	2018	*	34.6	60.0	41.7	*	*	*		33.3	50.0	42.1	47.2	38
	2019		36.8	11.1	25.0	*	*	0.0		13.3	42.9	27.6	46.2	29
K-2	2017	*	31.6	21.1	28.3	18.2		23.1		20.4	40.4	29.7	54.9	101
	2018	*	52.8	46.7	49.5	10.0	*	20.0		38.8	60.7	50.5	55.3	105
	2019		43.4	37.0	39.2	25.0	*	27.3		33.3	46.5	40.2	54.9	82
# Tested (GR K-2)	2017	2	79	19	92	11		13		54	47	101	19,124	
	2018	3	72	30	97	10	4	10		49	56	105	17,696	
	2019		53	27	79	8	4	11		39	43	82	17,258	

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	2017		4	*	5	*		*		3	2	5	1,361	23
	2018		6	2	7	*	*	*		4	4	8	1,368	33
	2019		1	3	4	*	*	*		1	3	4	1,322	27
1	2017	*	0	0	0	*		*		0	0	0	712	35
	2018	*	3	0	2	*	*	*		1	2	3	642	34
	2019		0	1	1	*	*	*		0	1	1	583	26
2	2017		0	0	0	*		0		0	0	0	986	43
	2018	*	3	2	5	*	*	*		3	2	5	937	38
	2019		1	0	1	*	*	0		1	0	1	802	29
K-2	2017	*	4	1	5	0		1		3	2	5	3,059	101
	2018	*	12	4	14	0	*	1		8	8	16	2,947	105
	2019		2	4	6	0	*	0		2	4	6	2,707	82
# Tested (GR K-2)	2017	2	79	19	92	11		13		54	47	101	19,124	
	2018	3	72	30	97	10	4	10		49	56	105	17,696	
	2019		53	27	79	8	4	11		39	43	82	17,258	

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	2017		40.0	63.6	45.2	*	50.0	54.5		43.8	50.0	46.9	59.7	32
	2018		57.9	47.6	52.8	*	66.7	63.6		60.0	48.0	52.5	61.3	40
	2019		44.4	61.1	51.4	*	50.0	83.3		66.7	36.8	51.4	62.8	37
1	2017	*	34.8	35.0	32.5	16.7	10.0	15.4		34.6	36.8	35.6	54.3	45
	2018	*	26.9	42.9	32.4	*	50.0	44.4		28.6	35.0	31.7	55.5	41
	2019		35.3	52.9	42.4	*	55.6	50.0		57.1	35.0	44.1	56.4	34
2	2017		25.0	38.9	24.0	16.7	27.3	33.3		34.5	23.1	29.1	57.7	55
	2018	*	42.3	38.1	40.9	*	33.3	26.7		38.5	43.5	40.8	58.8	49
	2019		21.1	46.2	31.3	*	28.6	25.0		41.2	25.0	33.3	58.9	33
K-2	2017	*	31.6	42.9	32.2	15.4	27.6	33.3		36.6	34.4	35.6	57.2	132
	2018	*	40.8	42.9	41.9	0.0	48.3	42.9		40.3	42.6	41.5	58.5	130
	2019		33.3	54.2	42.0	10.0	45.8	46.4		55.1	32.7	43.3	59.3	104
# Tested (GR K-2)	2017	2	79	49	121	13	29	42		71	61	132	35,543	
	2018	3	71	56	117	11	29	35		62	68	130	33,396	
	2019		54	48	100	10	24	28		49	55	104	31,962	

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	2017		0	1	1	*	0	0		0	1	1	1,889	32
	2018		2	1	3	*	0	0		1	2	3	2,135	40
	2019		0	1	1	*	0	0		0	1	1	2,112	37
1	2017	*	0	0	0	0	0	0		0	0	0	1,610	45
	2018	*	0	2	2	*	2	2		1	1	2	1,689	41
	2019		1	1	2	*	0	0		0	2	2	1,580	34
2	2017		0	1	0	0	0	0		1	0	1	2,115	55
	2018	*	2	0	2	*	0	0		1	1	2	2,139	49
	2019		1	2	3	*	1	1		2	1	3	2,338	33
K-2	2017	*	0	2	1	0	0	0		1	1	2	5,614	132
	2018	*	4	3	7	0	2	2		3	4	7	5,963	130
	2019		2	4	6	0	1	1		2	4	6	6,030	104
# Tested (GR K-2)	2017	2	79	49	121	13	29	42		71	61	132	35,543	
	2018	3	71	56	117	11	29	35		62	68	130	33,396	
	2019		54	48	100	10	24	28		49	55	104	31,962	

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	2017			77.8	77.8		75.0	75.0		*	*	77.8	85.8	9
	2018			75.0	83.3		75.0	75.0		*	*	75.0	84.6	8
	2019			87.5	85.7		83.3	*		*	*	87.5	83.5	8
1	2017			70.0	66.7	*	70.0	70.0		*	*	70.0	86.1	10
	2018			100.0	100.0		100.0	100.0		*	*	100.0	84.0	7
	2019			100.0	100.0		100.0	100.0		*	*	100.0	82.0	8
2	2017			72.7	63.6	*	63.6	63.6		75.0	*	66.7	83.2	12
	2018			54.5	50.0	*	54.5	54.5		37.5	*	54.5	83.1	11
	2019			33.3	33.3	*	*	*		*	*	33.3	79.0	6
K-2	2017			73.3	69.0	*	69.0	69.0		64.7	78.6	71.0	85.0	31
	2018			73.1	76.2	*	72.0	72.0		64.3	83.3	73.1	83.9	26
	2019			77.3	76.2	*	78.9	82.4		90.0	66.7	77.3	81.5	22
# Tested (GR K-2)	2017			30	29	2	29	29		17	14	31	16,731	
	2018			26	21	1	25	25		14	12	26	15,822	
	2019			22	21	2	19	17		10	12	22	14,948	

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	2017			6	6		5	5		*	*	6	3,104	9
	2018			3	2		3	3		*	*	3	2,790	8
	2019			5	5		3	*		*	*	5	2,430	8
1	2017			4	3	*	4	4		*	*	4	2,825	10
	2018			5	5		5	5		*	*	5	2,544	7
	2019			3	3		3	3		*	*	3	2,256	8
2	2017			3	3	*	3	3		3	*	3	1,598	12
	2018			0	0	*	0	0		0	*	0	1,450	11
	2019			1	1	*	*	*		*	*	1	1,349	6
K-2	2017			13	12	*	12	12		7	6	13	7,527	31
	2018			8	7	*	8	8		5	3	8	6,784	26
	2019			9	9	*	7	7		5	4	9	6,035	22
# Tested (GR K-2)	2017			30	29	2	29	29		17	14	31	16,731	
	2018			26	21	1	25	25		14	12	26	15,822	
	2019			22	21	2	19	17		10	12	22	14,948	

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	2017			77.8	77.8		75.0	75.0		*	*	77.8	83.5	9
	2018			100.0	100.0		100.0	100.0		*	*	100.0	83.0	8
	2019			75.0	71.4		66.7	*		*	*	75.0	80.6	8
1	2017			80.0	77.8	*	80.0	80.0		*	*	80.0	78.4	10
	2018			85.7	85.7		83.3	83.3		*	*	85.7	75.9	7
	2019			100.0	100.0		100.0	100.0		*	*	100.0	73.6	8
2	2017			63.6	54.5	*	54.5	54.5		50.0	*	58.3	72.6	12
	2018			27.3	37.5	*	27.3	27.3		25.0	*	27.3	72.2	11
	2019			50.0	50.0	*	*	*		*	*	50.0	69.7	6
K-2	2017			73.3	69.0	*	69.0	69.0		58.8	85.7	71.0	78.1	31
	2018			65.4	71.4	*	64.0	64.0		57.1	75.0	65.4	77.0	26
	2019			77.3	76.2	*	78.9	88.2		90.0	66.7	77.3	74.6	22
# Tested (GR K-2)	2017			30	29	2	29	29		17	14	31	16,731	
	2018			26	21	1	25	25		14	12	26	15,822	
	2019			22	21	2	19	17		10	12	22	14,948	

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	2017			5	5		5	5		*	*	5	2,065	9
	2018			3	2		3	3		*	*	3	1,986	8
	2019			4	3		2	*		*	*	4	1,686	8
1	2017			2	1	*	2	2		*	*	2	2,260	10
	2018			4	4		3	3		*	*	4	2,110	7
	2019			4	4		4	4		*	*	4	1,898	8
2	2017			1	1	*	1	1		1	*	1	1,537	12
	2018			1	1	*	1	1		1	*	1	1,439	11
	2019			1	1	*	*	*		*	*	1	1,254	6
K-2	2017			8	7	*	8	8		4	4	8	5,862	31
	2018			8	7	*	7	7		5	3	8	5,535	26
	2019			9	8	*	7	7		6	3	9	4,838	22
# Tested (GR K-2)	2017			30	29	2	29	29		17	14	31	16,731	
	2018			26	21	1	25	25		14	12	26	15,822	
	2019			22	21	2	19	17		10	12	22	14,948	

PERFORMANCE IN 2019

PROGRESSION FROM 2018 TO 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
KN (8)	Beginning	4	50.0	5	62.5	5	62.5	5	62.5	5	62.5
	Intermediate	3	37.5	1	12.5	3	37.5	2	25.0	2	25.0
	Advanced	0	0.0	1	12.5	0	0.0	0	0.0	1	12.5
	Advanced High	1	12.5	1	12.5	0	0.0	1	12.5	0	0.0
1 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	5	55.6	5	55.6	6	66.7	6	66.7	5	55.6
	Advanced	1	11.1	1	11.1	1	11.1	1	11.1	2	22.2
	Advanced High	3	33.3	3	33.3	2	22.2	2	22.2	2	22.2
2 (7)	Beginning	0	0.0	2	28.6	3	42.9	2	28.6	1	14.3
	Intermediate	5	71.4	5	71.4	1	14.3	3	42.9	4	57.1
	Advanced	1	14.3	0	0.0	0	0.0	2	28.6	2	28.6
	Advanced High	1	14.3	0	0.0	3	42.9	0	0.0	0	0.0
3 (14)	Beginning	0	0.0	0	0.0	6	42.9	3	21.4	0	0.0
	Intermediate	3	21.4	6	42.9	8	57.1	6	42.9	9	64.3
	Advanced	3	21.4	5	35.7	0	0.0	4	28.6	5	35.7
	Advanced High	8	57.1	3	21.4	0	0.0	1	7.1	0	0.0
4 (8)	Beginning	1	12.5	0	0.0	1	12.5	1	12.5	1	12.5
	Intermediate	5	62.5	5	62.5	4	50.0	4	50.0	4	50.0
	Advanced	2	25.0	1	12.5	2	25.0	3	37.5	3	37.5
	Advanced High	0	0.0	2	25.0	1	12.5	0	0.0	0	0.0


Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
8 2 (25.0%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	0	1	
	Advanced High	0	0	2	
6 0 (0.0%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	0	2	
	Advanced High	0	0	0	
12 3 (25.0%)	Beginning	0			
	Intermediate	0	9		
	Advanced	0	3	0	
	Advanced High	0	0	0	
8 0 (0.0%)	Beginning	1			
	Intermediate	0	4		
	Advanced	0	0	3	
	Advanced High	0	0	0	

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (14)	Beginning	3	21.4	1	7.1	1	7.1	1	7.1	1	7.1
	Intermediate	3	21.4	3	21.4	4	28.6	7	50.0	5	35.7
	Advanced	8	57.1	6	42.9	8	57.1	2	14.3	5	35.7
	Advanced High	0	0.0	4	28.6	1	7.1	4	28.6	3	21.4
ALL (60)	Beginning	8	13.3	8	13.3	16	26.7	12	20.0	8	13.3
	Intermediate	24	40.0	25	41.7	26	43.3	28	46.7	29	48.3
	Advanced	15	25.0	14	23.3	11	18.3	12	20.0	18	30.0
	Advanced High	13	21.7	13	21.7	7	11.7	8	13.3	5	8.3

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
12 <hr/> 4 (33.3%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	4	
	Advanced High	0	0	3	
46 <hr/> 9 (19.6%)	Beginning	2			
	Intermediate	0	25		
	Advanced	0	4	10	
	Advanced High	0	0	5	

 Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

PROGRESSION FROM 2017 TO 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
KN (8)	Beginning	0	0.0	0	0.0	3	37.5	3	37.5	0	0.0
	Intermediate	3	37.5	4	50.0	5	62.5	3	37.5	4	50.0
	Advanced	3	37.5	2	25.0	0	0.0	0	0.0	4	50.0
	Advanced High	2	25.0	2	25.0	0	0.0	2	25.0	0	0.0
1 (7)	Beginning	0	0.0	0	0.0	3	42.9	2	28.6	0	0.0
	Intermediate	3	42.9	4	57.1	0	0.0	1	14.3	3	42.9
	Advanced	4	57.1	3	42.9	4	57.1	2	28.6	4	57.1
	Advanced High	0	0.0	0	0.0	0	0.0	2	28.6	0	0.0
2 (13)	Beginning	2	16.7	4	33.3	3	23.1	8	61.5	2	16.7
	Intermediate	7	58.3	6	50.0	6	46.2	4	30.8	10	83.3
	Advanced	3	25.0	2	16.7	2	15.4	1	7.7	0	0.0
	Advanced High	0	0.0	0	0.0	2	15.4	0	0.0	0	0.0
3 (12)	Beginning	1	8.3	1	8.3	7	58.3	3	25.0	0	0.0
	Intermediate	0	0.0	4	33.3	3	25.0	5	41.7	8	66.7
	Advanced	8	66.7	7	58.3	2	16.7	3	25.0	4	33.3
	Advanced High	3	25.0	0	0.0	0	0.0	1	8.3	0	0.0
4 (16)	Beginning	0	0.0	1	7.1	2	12.5	1	7.1	0	0.0
	Intermediate	3	21.4	8	57.1	4	25.0	2	14.3	3	21.4
	Advanced	9	64.3	5	35.7	10	62.5	5	35.7	10	71.4
	Advanced High	2	14.3	0	0.0	0	0.0	6	42.9	1	7.1


Number Rated Both Years	2018 Level				
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
–	Beginning	–			
–	Intermediate	–	–		
–	Advanced	–	–	–	
–	Advanced High	–	–	–	
7 7 (100.0%)	Beginning	0			
	Intermediate	3	0		
	Advanced	2	2	0	
	Advanced High	0	0	0	
12 3 (25.0%)	Beginning	2			
	Intermediate	3	6		
	Advanced	0	0	0	
	Advanced High	0	0	0	
10 6 (60.0%)	Beginning	0			
	Intermediate	4	3		
	Advanced	0	2	1	
	Advanced High	0	0	0	
14 9 (64.3%)	Beginning	0			
	Intermediate	1	2		
	Advanced	0	7	3	
	Advanced High	0	1	0	

PERFORMANCE IN 2018

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (14)	Beginning	1	7.1	2	14.3	1	7.1	0	0.0	1	7.1
	Intermediate	4	28.6	5	35.7	8	57.1	4	28.6	5	35.7
	Advanced	4	28.6	6	42.9	2	14.3	3	21.4	5	35.7
	Advanced High	5	35.7	1	7.1	3	21.4	7	50.0	3	21.4
ALL (70)	Beginning	4	6.0	8	11.9	19	27.1	17	25.0	3	4.5
	Intermediate	20	29.9	31	46.3	26	37.1	19	27.9	33	49.3
	Advanced	31	46.3	25	37.3	20	28.6	14	20.6	27	40.3
	Advanced High	12	17.9	3	4.5	5	7.1	18	26.5	4	6.0

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
13 4 (30.8%)	Beginning	0			
	Intermediate	0	5		
	Advanced	0	1	4	
	Advanced High	0	0	3	
56 29 (51.8%)	Beginning	2			
	Intermediate	11	16		
	Advanced	2	12	8	
	Advanced High	0	1	3	

 Indicates students who progressed at least one level from 2017 to 2018.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	PK	4	*	*							*	*
	KN	4	*	*	*	*					*	*
	2	1	*	*								
	5	10			*	*	*	*	*	*	6	60.0
	ALL	19	6	31.6	*	*	*	*	*	*	8	42.1
<i>Spanish</i>	PK	5	*	*					*	*	*	*
	KN	4	*	*							*	*
	2	1									*	*
	5	1									*	*
	ALL	11	*	*					*	*	8	72.7

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
<i>English</i>	PK	9	*	*			*	*			*	*
	KN	3					*	*	*	*		
	1	2					*	*				
	2	2							*	*	*	*
	3	2									*	*
	5	13	*	*			*	*	*	*	7	53.8
	ALL	32	6	18.8			6	18.8	7	21.9	13	40.6
<i>Spanish</i>	PK	15	*	*			*	*	6	40.0	*	*
	KN	3					*	*			*	*
	1	2			*	*			*	*		
	2	2	*	*			*	*				
	3	2							*	*	*	*
	5	1							*	*		
	ALL	26	*	*	*	*	*	*	9	34.6	7	26.9

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

38	67.0	78.9			78.9		87.2	
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KINDERGARTEN READING

28	78.6	85.7			89.3		91.7	
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KINDERGARTEN READING SPANISH

9	82.7	86.7			77.8		91.9	
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GRADE 1 MATHEMATICS

33	73.9	77.0			66.7		77.8	
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GRADE 1 READING

25	68.8	76.6			60.0		86.4	
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GRADE 1 READING SPANISH

9	90.6	90.6			100.0		87.3	
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GRADE 2 MATHEMATICS

31	65.3	75.8	83.6		71.0	96.8	78.4	93.0
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GRADE 2 READING

25	71.4	80.9	81.6		84.0	96.0	76.8	91.5
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GRADE 2 READING SPANISH

5	*	*	*		*	*	74.0	*
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GRADE 3 MATHEMATICS

40	59.3	72.9	81.0		57.5	92.5	65.9	90.6
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KINDERGARTEN MATHEMATICS

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KINDERGARTEN READING

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KINDERGARTEN READING SPANISH

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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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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 READING

32	48.1	65.4	79.3		37.5	100.0	54.4	89.1
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GRADE 3 READING SPANISH

7	40.0	64.0	74.3		42.9	85.7	54.5	89.6
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GRADE 4 LANGUAGE ARTS

46	48.6	67.2	78.8		45.7	97.8	66.0	92.3
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GRADE 4 LANGUAGE ARTS SPANISH

5	*	*	*		*	*	70.3	*
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GRADE 4 MATHEMATICS

51	52.9	65.6	75.7		45.1	74.5	66.6	91.0
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GRADE 4 READING

48	45.7	67.4	77.0		45.8	89.6	68.8	91.6
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GRADE 4 READING SPANISH

3	*	*	*		*	*	76.0	*
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GRADE 5 MATHEMATICS

56	57.8	72.5	77.2		58.9	87.5	76.6	92.2
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GRADE 5 READING

52	54.7	69.8	80.9		53.8	98.1	78.4	93.9
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GRADE 5 READING SPANISH

4	*	*	*		*	*	76.8	*
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GRADE 5 SCIENCE

56	81.9	81.9	82.1		82.1	96.4	75.6	95.2
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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 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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