NATHANIEL HAWTHORNE ELEMENTARY SCHOOL

SCHOOL NUMBER 156

E
F P
T O Z

D A T A

P E C F D

P A C K E T

F E **F O R** Z D

2 0 1 9 - 2 0 C

L E **P L A N** C T

F D P **N I N G** O

P E Z O L C F T D

JULY 23, 2019

E
VAL
UATION **&**
ASSESSMENT
INSTITUTIONAL
RESEARCH **MYDATA**
.DALLASISD.ORG
OIR@DALLAS
ISD.ORG
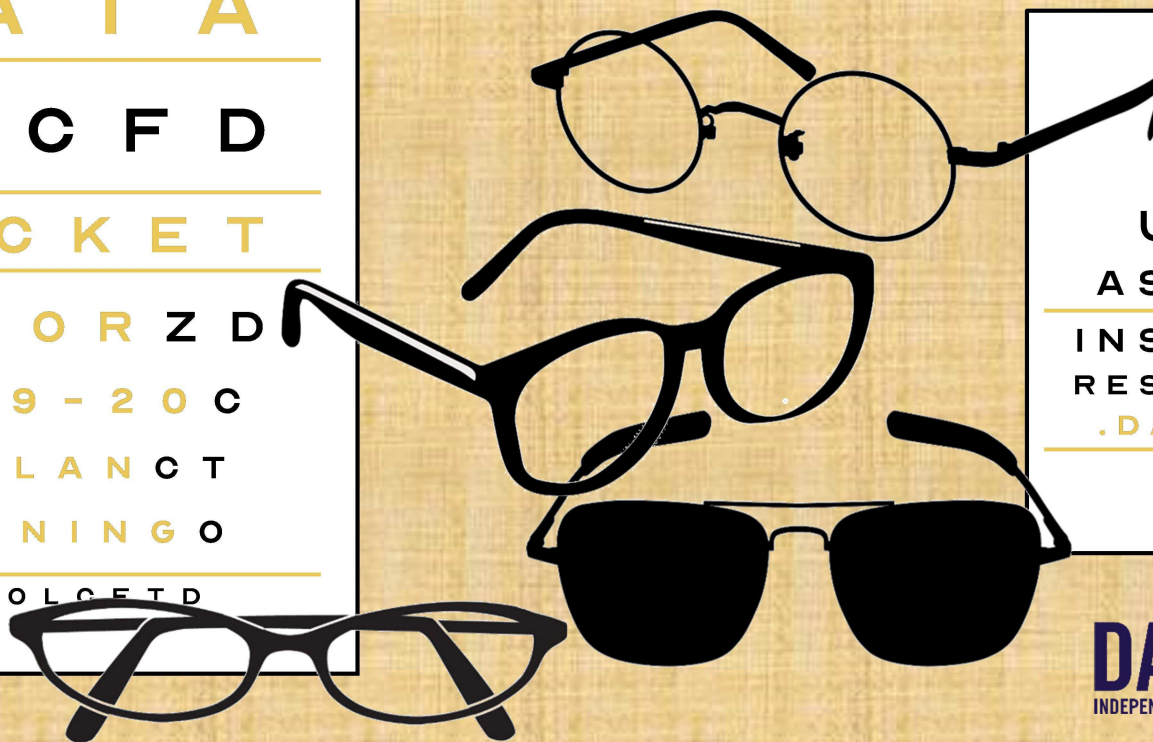
DALLAS
INDEPENDENT SCHOOL DISTRICT

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	98
KN	62
1	46
2	65
3	73
4	60
5	61
ALL	465

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	24	5.2	8	25.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	430	92.5	16	51.6
White	9	1.9	5	16.1
Multiple	2	0.4	0	0.0
Other* (teachers only)	—	—	2	6.5
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	264	56.8
Economically disadvantaged	445	95.7
Limited English proficient (LEP)	317	68.2
Special education	73	15.7
Talented and Gifted (TAG)	49	10.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017	86	10	11.6	0	0.0	0	0.0	73	84.9	2	2.3	1	1.2
	2018	81	8	9.9	0	0.0	0	0.0	71	87.7	1	1.2	1	1.2
	2019	98	9	9.2	0	0.0	0	0.0	85	86.7	3	3.1	1	1.0
KN	2017	65	6	9.2	0	0.0	0	0.0	58	89.2	1	1.5	0	0.0
	2018	58	5	8.6	0	0.0	0	0.0	52	89.7	1	1.7	0	0.0
	2019	62	4	6.5	0	0.0	0	0.0	55	88.7	3	4.8	0	0.0
1	2017	78	6	7.7	0	0.0	0	0.0	69	88.5	2	2.6	1	1.3
	2018	66	3	4.5	0	0.0	0	0.0	60	90.9	3	4.5	0	0.0
	2019	46	1	2.2	0	0.0	0	0.0	44	95.7	1	2.2	0	0.0
2	2017	63	7	11.1	0	0.0	0	0.0	56	88.9	0	0.0	0	0.0
	2018	69	1	1.4	0	0.0	0	0.0	67	97.1	1	1.4	0	0.0
	2019	65	3	4.6	0	0.0	0	0.0	61	93.8	1	1.5	0	0.0
3	2017	76	8	10.5	0	0.0	0	0.0	67	88.2	1	1.3	0	0.0
	2018	62	2	3.2	0	0.0	0	0.0	60	96.8	0	0.0	0	0.0
	2019	73	2	2.7	0	0.0	0	0.0	70	95.9	1	1.4	0	0.0
4	2017	59	4	6.8	1	1.7	0	0.0	54	91.5	0	0.0	0	0.0
	2018	76	6	7.9	0	0.0	0	0.0	70	92.1	0	0.0	0	0.0
	2019	60	4	6.7	0	0.0	0	0.0	56	93.3	0	0.0	0	0.0
5	2017	59	5	8.5	0	0.0	0	0.0	54	91.5	0	0.0	0	0.0
	2018	56	4	7.1	1	1.8	0	0.0	51	91.1	0	0.0	0	0.0
	2019	61	1	1.6	0	0.0	0	0.0	59	96.7	0	0.0	1	1.6
PK-5	2017	486	46	9.5	1	0.2	0	0.0	431	88.7	6	1.2	2	0.4
	2018	468	29	6.2	1	0.2	0	0.0	431	92.1	6	1.3	1	0.2
	2019	465	24	5.2	0	0.0	0	0.0	430	92.5	9	1.9	2	0.4

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	86	82	95.3	57	66.3	0	0.0	59	68.6	0	0.0	86	100.0	50.0	50.0	0.0
	2018	81	72	88.9	53	65.4	1	1.2	53	65.4	0	0.0	58	71.6	58.0	42.0	27.2
	2019	98	98	100.0	55	56.1	25	25.5	12	12.2	0	0.0	70	71.4	55.1	44.9	13.3
KN	2017	65	61	93.8	36	55.4	8	12.3	37	56.9	5	7.7	8	12.3	47.7	52.3	0.0
	2018	58	48	82.8	32	55.2	8	13.8	33	56.9	7	12.1	8	13.8	50.0	50.0	0.0
	2019	62	57	91.9	41	66.1	4	6.5	36	58.1	2	3.2	8	12.9	61.3	38.7	3.2
1	2017	78	76	97.4	55	70.5	6	7.7	58	74.4	5	6.4	6	7.7	56.4	43.6	2.6
	2018	66	62	93.9	42	63.6	10	15.2	43	65.2	10	15.2	3	4.5	51.5	48.5	7.6
	2019	46	43	93.5	29	63.0	7	15.2	26	56.5	7	15.2	5	10.9	45.7	54.3	2.2
2	2017	63	61	96.8	43	68.3	3	4.8	20	31.7	7	11.1	4	6.3	55.6	44.4	1.6
	2018	69	68	98.6	54	78.3	6	8.7	57	82.6	13	18.8	5	7.2	55.1	44.9	2.9
	2019	65	62	95.4	44	67.7	13	20.0	42	64.6	9	13.8	1	1.5	50.8	49.2	0.0
3	2017	76	74	97.4	51	67.1	7	9.2	52	68.4	11	14.5	5	6.6	44.7	55.3	3.9
	2018	62	60	96.8	47	75.8	3	4.8	28	45.2	7	11.3	3	4.8	59.7	40.3	4.8
	2019	73	68	93.2	56	76.7	7	9.6	57	78.1	14	19.2	4	5.5	54.8	45.2	2.7
4	2017	59	59	100.0	38	64.4	6	10.2	45	76.3	14	23.7	2	3.4	49.2	50.8	0.0
	2018	76	74	97.4	55	72.4	8	10.5	62	81.6	12	15.8	5	6.6	46.1	53.9	5.3
	2019	60	59	98.3	44	73.3	6	10.0	35	58.3	8	13.3	3	5.0	60.0	40.0	0.0
5	2017	59	58	98.3	41	69.5	6	10.2	49	83.1	15	25.4	2	3.4	42.4	57.6	0.0
	2018	56	55	98.2	39	69.6	3	5.4	45	80.4	12	21.4	3	5.4	44.6	55.4	1.8
	2019	61	58	95.1	48	78.7	11	18.0	56	91.8	9	14.8	0	0.0	45.9	54.1	0.0
PK-5	2017	486	471	96.9	321	66.0	36	7.4	320	65.8	57	11.7	113	23.3	49.6	50.4	1.2
	2018	468	439	93.8	322	68.8	39	8.3	321	68.6	61	13.0	85	18.2	52.4	47.6	7.9
	2019	465	445	95.7	317	68.2	73	15.7	264	56.8	49	10.5	91	19.6	53.8	46.2	3.9

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	65	11,388	62	95.0	10,888	95.6	8	12.3	19.6	59	10,240	90.4	89.9
	2018	56	11,061	53	95.9	10,520	95.1	3	5.4	17.8	53	9,830	95.4	88.9
	2019	59	10,918	57	96.7	10,368	95.0	0	0.0	7.1	58	9,637	98.3	88.3
1	2017	77	12,278	74	96.3	11,800	96.1	6	7.8	18.4	72	11,169	93.3	91.0
	2018	65	11,550	63	96.2	11,055	95.7	3	4.6	16.6	61	10,347	93.7	89.6
	2019	46	11,198	44	96.6	10,714	95.7	1	2.2	6.3	40	10,067	87.7	89.9
2	2017	64	12,938	62	96.6	12,476	96.4	11	17.1	16.9	58	11,850	90.4	91.6
	2018	70	11,864	68	97.2	11,398	96.1	2	2.8	15.9	68	10,717	96.5	90.3
	2019	63	11,232	61	96.7	10,778	96.0	1	1.6	5.9	63	10,167	99.5	90.5
3	2017	74	13,158	72	97.7	12,734	96.8	9	12.2	15.9	72	12,162	97.7	92.4
	2018	62	12,536	60	97.4	12,080	96.4	2	3.2	14.4	61	11,431	98.7	91.2
	2019	72	11,452	70	97.4	11,021	96.2	2	2.8	5.8	71	10,472	98.8	91.4
4	2017	59	12,873	57	96.9	12,467	96.8	5	8.5	15.4	58	11,953	98.3	92.9
	2018	78	12,675	76	97.1	12,235	96.5	4	5.1	14.1	75	11,637	95.7	91.8
	2019	58	12,118	57	98.1	11,678	96.4	0	0.0	6.0	59	11,110	100.0	91.7
5	2017	57	12,220	56	97.9	11,838	96.9	2	3.5	6.1	55	11,367	96.6	93.0
	2018	56	12,498	54	96.0	12,078	96.6	0	0.0	6.1	53	11,513	95.0	92.1
	2019	61	12,193	60	97.6	11,764	96.5	2	3.3	5.4	60	11,300	97.7	92.7
KN-5	2017	396	74,855	383	96.7	72,203	96.5	41	10.3	15.3	374	68,741	94.4	91.8
	2018	387	72,186	374	96.7	69,366	96.1	14	3.6	14.0	371	65,475	95.8	90.7
	2019	360	69,110	349	97.2	66,323	96.0	6	1.7	6.1	351	62,753	97.6	90.8

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	25.8
Hispanic	16	51.6
White	5	16.1
Multiple	0	0.0
Other	2	6.5

Gender	Number	Percentage
Female	24	77.4
Male	7	22.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	5.5	83.8
2017-18	7.8	66.7
2018-19	5.7	84.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.2
1	1	3.2
2	2	6.5
3	5	16.1
4	2	6.5
5	3	9.7
1-3	8	25.8
More than 3	22	71.0
1 - 5	13	41.9
6 - 10	7	22.6
11 - 20	8	25.8
More than 20	2	6.5

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		50.0	63.2	60.0	*	*	16.7		36.4	78.6	60.0	59.5	25
	2018		*	70.6	64.7	*	*	66.7		66.7	70.0	68.4	67.4	19
	2019		*	50.0	44.4	*	66.7	57.1		50.0	42.9	47.4	67.4	19
4	2017		*	66.7	62.5	*		16.7		*	66.7	58.8	56.4	17
	2018		*	63.2	60.9	*	*	27.3		46.2	80.0	60.9	61.9	23
	2019		*	75.0	70.6	*	*	44.4		80.0	62.5	72.2	67.2	18
5	2017		*	72.2	71.4	*	66.7	57.1		57.1	80.0	72.7	71.7	22
	2018		*	84.6	92.3		*	66.7		*	90.9	86.7	76.0	15
	2019		*	80.0	82.4	*	66.7	76.9		77.8	87.5	82.4	81.0	17
3-5	2017		50.0	67.3	64.5	*	45.5	38.5		43.5	75.6	64.1	62.7	64
	2018		62.5	71.4	69.8	*	54.5	47.8		57.7	80.6	70.2	68.7	57
	2019		*	67.3	65.4	37.5	68.8	62.1		67.7	65.2	66.7	72.3	54

				NUMBER TESTED IN GRADES 3-5										
2017			12	52	62	5	11	26		23	41	64	23,084	
2018			8	49	53	4	11	23		26	31	57	22,610	
2019			4	49	52	8	16	29		31	23	54	21,769	

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **11**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_read_per_app   2019-20 Data Packet

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	7	10	*	*	5		7	3	10	3,014	25
	2018		*	5	6	*	*	2		3	3	6	2,309	19
	2019		*	9	10	*	2	3		6	4	10	2,153	19
4	2017		*	5	6	*		5		*	4	7	3,323	17
	2018		*	7	9	*	*	8		7	2	9	2,811	23
	2019		*	4	5	*	*	5		2	3	5	2,376	18
5	2017		*	5	6	*	2	6		3	3	6	2,269	22
	2018		*	2	1		*	2		*	1	2	1,956	15
	2019		*	3	3	*	2	3		2	1	3	1,508	17
3-5	2017		6	17	22	*	6	16		13	10	23	8,606	64
	2018		3	14	16	*	5	12		11	6	17	7,076	57
	2019		*	16	18	5	5	11		10	8	18	6,037	54

		NUMBER TESTED IN GRADES 3-5											
2017		12	52	62	5	11	26		23	41	64	23,084
2018		8	49	53	4	11	23		26	31	57	22,610
2019		4	49	52	8	16	29		31	23	54	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		33.3	42.1	40.0	*	*	0.0		18.2	57.1	40.0	32.9	25
	2018		*	35.3	35.3	*	*	33.3		33.3	40.0	36.8	33.6	19
	2019		*	5.6	5.6	*	0.0	0.0		8.3	0.0	5.3	35.9	19
4	2017		*	53.3	50.0	*		0.0		*	58.3	47.1	32.4	17
	2018		*	36.8	34.8	*	*	9.1		30.8	40.0	34.8	35.6	23
	2019		*	37.5	41.2	*	*	22.2		50.0	25.0	38.9	37.1	18
5	2017		*	44.4	38.1	*	16.7	21.4		14.3	53.3	40.9	38.2	22
	2018		*	53.8	53.8		*	16.7		*	63.6	53.3	44.1	15
	2019		*	20.0	17.6	*	0.0	0.0		22.2	12.5	17.6	45.9	17
3-5	2017		25.0	46.2	41.9	*	9.1	11.5		17.4	56.1	42.2	34.6	64
	2018		37.5	40.8	39.6	*	36.4	17.4		30.8	48.4	40.4	38.0	57
	2019		*	20.4	21.2	0.0	12.5	6.9		25.8	13.0	20.4	39.9	54

	NUMBER TESTED IN GRADES 3-5												
2017		12	52	62	5	11	26		23	41	64	23,084
2018		8	49	53	4	11	23		26	31	57	22,610
2019		4	49	52	8	16	29		31	23	54	21,769

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **13**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_read_per_met   2019-20 Data Packet

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	21.1	16.0	*	*	0.0		9.1	21.4	16.0	20.0	25
	2018		*	0.0	5.9	*	*	0.0		11.1	0.0	5.3	19.3	19
	2019		*	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	21.9	19
4	2017		*	40.0	37.5	*		0.0		*	41.7	35.3	16.9	17
	2018		*	15.8	13.0	*	*	0.0		7.7	20.0	13.0	17.7	23
	2019		*	18.8	17.6	*	*	11.1		20.0	12.5	16.7	18.2	18
5	2017		*	27.8	23.8	*	16.7	7.1		0.0	40.0	27.3	19.4	22
	2018		*	15.4	15.4		*	0.0		*	27.3	20.0	20.1	15
	2019		*	13.3	11.8	*	0.0	0.0		11.1	12.5	11.8	24.1	17
3-5	2017		8.3	28.8	24.2	*	9.1	3.8		8.7	34.1	25.0	18.8	64
	2018		25.0	10.2	11.3	*	0.0	0.0		7.7	16.1	12.3	19.1	57
	2019		*	10.2	9.6	0.0	6.3	3.4		9.7	8.7	9.3	21.5	54

	NUMBER TESTED IN GRADE 3-5												
2017		12	52	62	5	11	26		23	41	64	23,084
2018		8	49	53	4	11	23		26	31	57	22,610
2019		4	49	52	8	16	29		31	23	54	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	68.8	63.2	61.7
	2018	71.6	56.5	59.8
	2019	49.5	57.2	44.4
4	2017	65.4	64.3	60.2
	2018	64.1	59.7	54.2
	2019	70.8	65.2	66.2
5	2017	68.8	69.6	66.9
	2018	70.8	76.3	71.9
	2019	78.7	64.3	69.7
3-5	2017	67.9	65.7	63.1
	2018	68.4	63.0	60.7
	2019	65.8	62.1	59.6

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		*	73.3	75.0	*		33.3		*	83.3	70.6	54.4	17
	2018		*	40.0	37.5	*	*	9.1		28.6	50.0	37.5	51.2	24
	2019		*	68.8	70.6	*	*	66.7		90.0	37.5	66.7	56.9	18

		NUMBER TESTED IN GRADE 4											
2017		2	15	16	2		6		5	12	17	7,530
2018		4	20	24	3	5	11		14	10	24	7,361
2019		2	16	17	1	4	9		10	8	18	7,170

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **16**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_write_per_app   2019-20 Data Packet

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		*	4	4	*		4		*	2	5	3,435	17
	2018		*	12	15	*	*	10		10	5	15	3,589	24
	2019		*	5	5	*	*	3		1	5	6	3,091	18

		NUMBER TESTED IN GRADE 4											
2017		2	15	16	2		6		5	12	17	7,530
2018		4	20	24	3	5	11		14	10	24	7,361
2019		2	16	17	1	4	9		10	8	18	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		*	33.3	31.3	*		0.0		*	33.3	29.4	26.0	17
	2018		*	20.0	16.7	*	*	9.1		14.3	20.0	16.7	29.2	24
	2019		*	25.0	29.4	*	*	22.2		30.0	25.0	27.8	26.4	18

	NUMBER TESTED IN GRADE 4												
2017		2	15	16	2		6		5	12	17	7,530	
2018		4	20	24	3	5	11		14	10	24	7,361	
2019		2	16	17	1	4	9		10	8	18	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		*	6.7	6.3	*		0.0		*	0.0	5.9	7.4	17
	2018		*	0.0	0.0	*	*	0.0		0.0	0.0	0.0	7.1	24
	2019		*	6.3	11.8	*	*	0.0		20.0	0.0	11.1	7.6	18

		NUMBER TESTED IN GRADE 4											
2017		2	15	16	2		6		5	12	17	7,530
2018		4	20	24	3	5	11		14	10	24	7,361
2019		2	16	17	1	4	9		10	8	18	7,170

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition[1] (Expository)	2. Revision	3. Editing
4	2017	3.8	64.7	59.9
	2018	4.4	44.3	46.1
	2019	4.4	62.5	65.6

[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

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **20**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_write_obj   2019-20 Data Packet

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	*	83.3	78.5	78.6	*	76.9	75.0		84.8	74.4	79.2	70.0	72
	2018		*	70.7	71.4	*	66.7	61.5		72.2	70.8	71.7	74.5	60
	2019	*	*	80.0	79.4	*	81.1	79.6		75.0	83.9	79.1	75.5	67
4	2017		*	86.5	87.0	*	89.5	84.1		84.0	86.7	85.5	68.1	55
	2018		*	81.2	81.2	*	81.8	80.3		88.2	76.9	82.2	75.2	73
	2019		*	92.5	92.6	*	90.0	87.9		96.9	87.0	92.7	74.7	55
5	2017		*	81.1	77.2	*	82.9	75.5		83.3	73.5	77.6	80.6	58
	2018		*	93.8	91.8		94.6	90.5		90.9	93.1	92.2	86.9	51
	2019		*	94.5	94.4	66.7	93.5	94.3		96.0	93.8	94.7	88.0	57
3-5	2017	*	66.7	81.8	80.7	10.0	82.4	77.9		84.1	77.7	80.5	72.7	185
	2018		87.5	81.1	81.0	28.6	80.3	79.8		82.6	80.4	81.5	78.8	184
	2019	*	*	88.4	88.3	72.7	87.8	87.1		88.2	88.4	88.3	79.5	179

	NUMBER TESTED IN GRADES 3-5												
2017	1	12	170	181	10	131	129		82	103	185	37,278
2018		8	175	174	7	137	129		92	92	184	36,318
2019	1	4	173	171	11	139	140		93	86	179	34,690

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)

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	*	1	14	15	*	12	13		5	10	15	3,851	72
	2018		*	17	16	*	15	10		10	7	17	3,072	60
	2019	*	*	13	13	*	10	11		9	5	14	2,726	67
4	2017		*	7	7	*	4	7		4	4	8	4,016	55
	2018		*	13	13	*	10	12		4	9	13	3,028	73
	2019		*	4	4	*	4	4		1	3	4	2,959	55
5	2017		*	10	13	*	7	12		4	9	13	2,308	58
	2018		*	3	4		2	4		2	2	4	1,582	51
	2019		*	3	3	2	3	3		1	2	3	1,420	57
3-5	2017	*	4	31	35	9	23	32		13	23	36	10,175	185
	2018		1	33	33	5	27	26		16	18	34	7,682	184
	2019	*	*	20	20	3	17	18		11	10	21	7,105	179

	NUMBER TESTED IN GRADES 3-5												
2017	1	12	170	181	10	131	129		82	103	185	37,278
2018		8	175	174	7	137	129		92	92	184	36,318
2019	1	4	173	171	11	139	140		93	86	179	34,690

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **22**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_math_num_not_app   2019-20 Data Packet

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	*	16.7	33.8	31.4	*	32.7	30.8		39.4	28.2	33.3	39.9	72
	2018		*	44.8	44.6	*	42.2	34.6		52.8	33.3	45.0	41.8	60
	2019	*	*	50.8	52.4	*	54.7	53.7		50.0	48.4	49.3	42.8	67
4	2017		*	50.0	50.0	*	47.4	43.2		40.0	56.7	49.1	39.4	55
	2018		*	53.6	52.2	*	50.9	49.2		61.8	48.7	54.8	44.2	73
	2019		*	60.4	61.1	*	57.5	42.4		65.6	56.5	61.8	44.8	55
5	2017		*	50.9	47.4	*	51.2	44.9		54.2	44.1	48.3	42.4	58
	2018		*	75.0	75.5		78.4	69.0		63.6	82.8	74.5	53.8	51
	2019		*	61.8	61.1	16.7	58.7	60.4		72.0	56.3	63.2	55.5	57
3-5	2017	*	16.7	44.1	42.0	0.0	42.7	39.3		43.9	41.7	42.7	40.5	185
	2018		62.5	56.6	56.3	0.0	55.5	52.7		58.7	55.4	57.1	46.6	184
	2019	*	*	57.2	57.9	9.1	56.8	53.6		61.3	53.5	57.5	47.8	179

	NUMBER TESTED IN GRADES 3-5											
2017	1	12	170	181	10	131	145		82	103	185	37,278
2018		8	175	174	7	137	129		92	92	184	36,318
2019	1	4	173	171	11	139	140		93	86	179	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	18.5	15.7	*	17.3	15.4		30.3	5.1	16.7	19.9	72
	2018		*	19.0	19.6	*	17.8	7.7		27.8	4.2	18.3	19.6	60
	2019	*	*	26.2	27.0	*	28.3	27.8		30.6	19.4	25.4	20.3	67
4	2017		*	23.1	24.1	*	21.1	20.5		8.0	36.7	23.6	22.1	55
	2018		*	26.1	23.2	*	27.3	24.6		38.2	12.8	24.7	23.8	73
	2019		*	34.0	33.3	*	32.5	21.2		37.5	30.4	34.5	25.1	55
5	2017		*	24.5	21.1	*	24.4	20.4		20.8	23.5	22.4	19.3	58
	2018		*	29.2	30.6		27.0	23.8		18.2	37.9	29.4	27.6	51
	2019		*	40.0	37.0	0.0	37.0	34.0		48.0	31.3	38.6	34.0	57
3-5	2017	*	0.0	21.8	19.9	0.0	20.6	18.6		20.7	20.4	20.5	20.4	185
	2018		0.0	24.6	24.1	0.0	24.1	20.9		29.3	18.5	23.9	23.7	184
	2019	*	*	32.9	32.2	0.0	32.4	28.6		37.6	26.7	32.4	26.6	179

	NUMBER TESTED IN GRADE 3-5												
2017	1	12	170	181	10	131	145		82	103	185	37,278
2018		8	175	174	7	137	129		92	92	184	36,318
2019	1	4	173	171	11	139	140		93	86	179	34,690

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
		REPORTING CATEGORY			
3	2017	59.5	68.5	58.1	64.2
	2018	65.2	63.5	60.5	72.9
	2019	71.5	65.9	68.2	74.3
4	2017	78.6	67.9	59.1	59.5
	2018	70.2	69.2	68.8	66.1
	2019	81.8	62.6	73.6	76.4
5	2017	70.7	66.5	61.5	69.0
	2018	79.4	73.7	74.3	64.7
	2019	83.3	77.9	69.4	64.5
3-5	2017	68.7	67.7	59.5	64.3
	2018	71.1	68.6	67.6	67.9
	2019	78.4	68.7	70.3	71.8

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)
5	**2017**		*	66.7	61.9	*	50.0	42.9		57.1	66.7	63.6	65.9	22
	2018		*	76.9	76.9		*	33.3		*	81.8	73.3	68.8	15
	2019		*	86.7	88.2	*	66.7	84.6		88.9	87.5	88.2	69.3	17

		NUMBER TESTED IN GRADE 5											
2017		4	18	21	2	6	14		7	15	22	9,759
2018		2	13	13		1	6		4	11	15	10,271
2019		1	15	17	4	6	13		9	8	17	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		*	6	8	*	3	8		3	5	8	3328	22
	2018		*	3	3		*	4		*	2	4	3208	15
	2019		*	2	2	*	2	2		1	1	2	3203	17

		NUMBER TESTED IN GRADE 5												
2017		4	18	21	2	6	14		7	15	22	9,759	
2018		2	13	13		1	6		4	11	15	10,271	
2019		1	15	17	4	6	13		9	8	17	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**		*	50.0	47.6	*	33.3	21.4		42.9	53.3	50.0	33.0	22
	2018		*	30.8	30.8		*	0.0		*	36.4	26.7	32.6	15
	2019		*	46.7	47.1	*	33.3	38.5		33.3	62.5	47.1	42.0	17

		NUMBER TESTED IN GRADE 5											
2017		4	18	21	2	6	14		7	15	22	9,759
2018		2	13	13		1	6		4	11	15	10,271
2019		1	15	17	4	6	13		9	8	17	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		*	22.2	19.0	*	16.7	7.1		14.3	20.0	18.2	12.8	22
	2018		*	15.4	15.4		*	0.0		*	18.2	13.3	12.1	15
	2019		*	13.3	17.6	*	16.7	15.4		22.2	12.5	17.6	19.7	17

		NUMBER TESTED IN GRADE 5											
2017		4	18	21	2	6	14		7	15	22	9,759
2018		2	13	13		1	6		4	11	15	10,271
2019		1	15	17	4	6	13		9	8	17	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**	62.1	72.2	74.1	63.6
	2018	60.0	72.5	62.0	73.3
	2019	65.7	77.2	71.2	69.1

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)
3	2017	*		60.9	60.0	*	61.7	60.9		63.6	60.0	61.7	66.0	47
	2018			71.4	70.0	*	70.7	66.7		66.7	80.0	71.4	76.6	42
	2019	*		76.0	76.6	*	74.0	72.9		72.0	76.9	74.5	75.1	51
4	2017			64.9	65.8		65.8	65.8		60.0	72.2	65.8	64.2	38
	2018			60.0	56.5	*	60.0	60.0		81.0	44.8	60.0	68.2	50
	2019			67.6	67.6		66.7	54.2		63.6	73.3	67.6	67.8	37
5	2017			91.4	91.7	*	91.4	91.4		88.2	94.7	91.7	87.3	36
	2018			89.2	88.9		89.5	89.5		88.9	90.0	89.5	88.1	38
	2019			87.5	86.5	*	87.5	87.5		100.0	79.2	87.5	89.6	40
3-5	2017	*		71.2	71.4	*	71.7	71.4		69.5	74.2	71.9	71.3	121
	2018			72.1	70.5	*	72.1	71.6		77.3	67.2	72.3	77.0	130
	2019	*		77.2	76.9	*	76.2	74.1		76.2	76.9	76.6	77.0	128

			NUMBER TESTED IN GRADES 3-5											
2017	1		118	119	5	120	119		59	62	121	14,762		
2018			129	122	3	129	109		66	64	130	14,242		
2019	1		127	121	3	126	112		63	65	128	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	*		18	18	*	18	18		8	10	18	1,887	47
	2018			12	12	*	12	7		9	3	12	1,205	42
	2019	*		12	11	*	13	13		7	6	13	1,179	51
4	2017			13	13		13	13		8	5	13	1,830	38
	2018			20	20	*	20	20		4	16	20	1,581	50
	2019			12	12		12	11		8	4	12	1,506	37
5	2017			3	3	*	3	3		2	1	3	521	36
	2018			4	4		4	4		2	2	4	488	38
	2019			5	5	*	5	5		0	5	5	432	40
3-5	2017	*		34	34	*	34	34		18	16	34	4,238	121
	2018			36	36	*	36	31		15	21	36	3,274	130
	2019	*		29	28	*	30	29		15	15	30	3,117	128

	NUMBER TESTED IN GRADES 3-5												
2017	1		118	119	5	120	119		59	62	121	14,762
2018			129	122	3	129	109		66	64	130	14,242
2019	1		127	121	3	126	112		63	65	128	13,576

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **32**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_S_read_num_not_app   2019-20 Data Packet

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	*		21.7	20.0	*	21.3	19.6		27.3	16.0	21.3	39.2	47
	2018			33.3	35.0	*	34.1	23.8		25.9	46.7	33.3	45.3	42
	2019	*		48.0	51.1	*	46.0	47.9		56.0	38.5	47.1	46.3	51
4	2017			37.8	36.8		36.8	36.8		25.0	50.0	36.8	36.0	38
	2018			32.0	30.4	*	32.0	32.0		47.6	20.7	32.0	36.9	50
	2019			35.1	35.1		36.1	25.0		27.3	46.7	35.1	38.4	37
5	2017			57.1	55.6	*	57.1	57.1		70.6	42.1	55.6	49.1	36
	2018			62.2	66.7		63.2	63.2		66.7	60.0	63.2	62.6	38
	2019			57.5	54.1	*	57.5	57.5		75.0	45.8	57.5	63.7	40
3-5	2017	*		37.3	36.1	*	36.7	36.1		39.0	33.9	36.4	40.8	121
	2018			41.1	42.6	*	41.9	41.3		43.9	39.1	41.5	47.4	130
	2019	*		47.2	47.1	*	46.8	46.4		50.8	43.1	46.9	48.9	128

	NUMBER TESTED IN GRADES 3-5													
2017	1		118	119	5	120	119		59	62	121	14,762
2018			129	122	3	129	109		66	64	130	14,242
2019	1		127	121	3	126	112		63	65	128	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	*		13.0	11.1	*	12.8	10.9		18.2	8.0	12.8	25.4	47
	2018			21.4	22.5	*	22.0	9.5		22.2	20.0	21.4	24.1	42
	2019	*		26.0	27.7	*	24.0	25.0		36.0	15.4	25.5	27.4	51
4	2017			13.5	13.2		13.2	13.2		15.0	11.1	13.2	17.3	38
	2018			14.0	15.2	*	14.0	14.0		28.6	3.4	14.0	18.4	50
	2019			13.5	13.5		13.9	8.3		9.1	20.0	13.5	17.9	37
5	2017			22.9	22.2	*	22.9	22.9		23.5	21.1	22.2	22.7	36
	2018			16.2	19.4		18.4	18.4		5.6	30.0	18.4	30.5	38
	2019			20.0	16.2	*	20.0	20.0		25.0	16.7	20.0	29.9	40
3-5	2017	*		16.1	15.1	*	15.8	15.1		18.6	12.9	15.7	21.9	121
	2018			17.1	18.9	*	17.8	14.7		19.7	15.6	17.7	24.0	130
	2019	*		20.5	19.8	*	19.8	19.6		23.8	16.9	20.3	24.9	128

	NUMBER TESTED IN GRADE 3-5												
2017	1		118	119	5	120	119		59	62	121	14,762
2018			129	122	3	129	109		66	64	130	14,242
2019	1		127	121	3	126	112		63	65	128	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	73.2	56.0	51.8
	2018	71.0	58.1	58.5
	2019	67.1	70.2	57.0
4	2017	48.4	66.8	61.7
	2018	62.0	59.6	53.1
	2019	58.8	69.2	63.8
5	2017	75.7	65.8	66.5
	2018	68.8	73.0	70.1
	2019	71.6	69.4	63.8
3-5	2017	66.1	62.3	59.3
	2018	66.9	63.0	59.8
	2019	66.1	69.6	61.1

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)
4	**2017**			73.0	73.7		73.7	73.7		70.0	77.8	73.7	70.3	38
	2018			48.0	50.0	*	48.0	48.0		71.4	31.0	48.0	71.0	50
	2019			78.4	78.4		80.6	70.8		63.6	100.0	78.4	75.5	37

	NUMBER TESTED IN GRADE 4												
2017			37	38		38	38		20	18	38	5,207
2018			50	46	2	50	50		21	29	50	4,977
2019			37	37		36	24		22	15	37	4,698

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**			10	10		10	10		6	4	10	1,548	38
	2018			26	23	*	26	26		6	20	26	1,444	50
	2019			8	8		7	7		8	0	8	1,149	37

	NUMBER TESTED IN GRADE 4												
2017			37	38		38	38		20	18	38	5,207
2018			50	46	2	50	50		21	29	50	4,977
2019			37	37		36	24		22	15	37	4,698

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **37**

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**			40.5	39.5		39.5	39.5		40.0	38.9	39.5	44.4	38
	2018			24.0	23.9	*	24.0	24.0		28.6	20.7	24.0	44.9	50
	2019			51.4	51.4		52.8	41.7		40.9	66.7	51.4	51.0	37

	NUMBER TESTED IN GRADE 4												
2017			37	38		38	38		20	18	38	5,207
2018			50	46	2	50	50		21	29	50	4,977
2019			37	37		36	24		22	15	37	4,698

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			2.7	2.6		2.6	2.6		0.0	5.6	2.6	14.4	38
	2018			10.0	8.7	*	10.0	10.0		14.3	6.9	10.0	19.0	50
	2019			21.6	21.6		22.2	20.8		4.5	46.7	21.6	21.5	37

	NUMBER TESTED IN GRADE 4												
2017			37	38		38	38		20	18	38	5,207
2018			50	46	2	50	50		21	29	50	4,977
2019			37	37		36	24		22	15	37	4,698

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **39**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_S_write_per_mst   2019-20 Data Packet

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		REPORTING CATEGORY		
Grade	Year	1. Composition[1] (Expository)	2. Revision	3. Editing
4	**2017**	4.1	55.9	67.4
	2018	4.4	50.0	57.8
	2019	4.9	58.4	71.6

[1]Average score points (range 0-8). A STAAR 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

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**			80.6	80.6	*	80.6	80.6		82.4	78.9	80.6	60.5	36
	2018			81.1	83.3		81.6	81.6		83.3	80.0	81.6	67.8	38
	2019			67.5	64.9	*	67.5	67.5		81.3	58.3	67.5	60.9	40

				NUMBER TESTED IN GRADE 5									
2017			36	36	3	36	36		17	19	36	2,255
2018			37	36		38	38		18	20	38	1,927
2019			40	37	3	40	40		16	24	40	1,585

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**			7	7	*	7	7		3	4	7	890	36
	2018			7	6		7	7		3	4	7	620	38
	2019			13	13	*	13	13		3	10	13	619	40

NUMBER TESTED IN GRADE 5													
2017			36	36	3	36	36		17	19	36	2,255
2018			37	36		38	38		18	20	38	1,927
2019			40	37	3	40	40		16	24	40	1,585

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			47.2	47.2	*	47.2	47.2		58.8	36.8	47.2	25.0	36
	2018			29.7	30.6		28.9	28.9		27.8	30.0	28.9	25.7	38
	2019			45.0	40.5	*	45.0	45.0		62.5	33.3	45.0	30.9	40

				NUMBER TESTED IN GRADE 5										
2017			36	36	3	36	36		17	19	36	2,255		
2018			37	36		38	38		18	20	38	1,927		
2019			40	37	3	40	40		16	24	40	1,585		

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   43

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_S_sc_per_met   2019-20 Data Packet

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**			8.3	8.3	*	8.3	8.3		11.8	5.3	8.3	7.4	36
	2018			5.4	5.6		5.3	5.3		0.0	10.0	5.3	6.6	38
	2019			22.5	18.9	*	22.5	22.5		37.5	12.5	22.5	13.4	40

NUMBER TESTED IN GRADE 5													
2017			36	36	3	36	36		17	19	36	2,255	
2018			37	36		38	38		18	20	38	1,927	
2019			40	37	3	40	40		16	24	40	1,585	

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**	67.1	74.0	74.7	67.6
	2018	64.9	81.3	56.1	70.6
	2019	67.9	76.3	71.0	68.3

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

Grade	Year	TERRANOVA/SUPERA READING				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	91.9	82.6	88.3	81.7	60
	2018	96.8	65.0	84.3	82.2	51
	2019	94.4	88.0	91.8	80.8	61
1	2017	75.4	52.4	69.2	74.0	78
	2018	68.3	52.4	62.9	73.1	62
	2019	92.3	50.0	77.5	72.9	40
2	2017	63.2	79.5	74.6	70.7	63
	2018	75.0	25.0	66.2	70.6	68
	2019	62.5	65.0	63.3	68.5	60
K-2	2017	78.8	73.9	76.6	75.2	201
	2018	78.1	50.9	70.2	75.2	181
	2019	81.4	71.2	77.6	74.0	161
# Tested (GR K-2)	2017	113	88	201	35,859	
	2018	128	53	181	33,518	
	2019	102	59	161	32,206	

Grade	Year	TERRANOVA/SUPERA MATHEMATICS				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017	70.3	60.9	66.7	59.6	60
	2018	71.0	55.0	64.7	61.3	51
	2019	86.1	76.0	82.0	62.8	61
1	2017	54.4	42.9	51.3	54.2	78
	2018	31.7	52.4	38.7	55.6	62
	2019	48.1	73.3	57.1	56.4	42
2	2017	42.1	65.9	58.7	57.7	63
	2018	57.1	41.7	54.4	58.8	68
	2019	62.5	60.0	61.7	58.9	60
K-2	2017	57.5	59.1	58.2	57.1	201
	2018	52.3	50.9	51.9	58.5	181
	2019	67.0	70.0	68.1	59.3	163
# Tested (GR K-2)	2017	113	88	201	35,697	
	2018	128	53	181	33,476	
	2019	103	60	163	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	*	*	75.0	73.3					87.5	62.5	75.0	77.8	16
	2018		*	57.1	53.8		*	*		40.0	88.9	63.2	80.0	19
	2019	*	*	86.7	86.7		*	*		80.0	100.0	88.9	78.4	18
1	2017	*	33.3	43.8	42.9	*	*	*		62.5	12.5	45.8	63.5	24
	2018	*	*	30.0	46.7	*	*	*		57.1	37.5	46.7	63.1	15
	2019		*	50.0	50.0	*	*	*		16.7	71.4	46.2	65.0	13
2	2017		57.1	78.6	70.0	*	*	*		70.0	66.7	68.2	60.4	22
	2018		*	18.8	17.6	*	*	28.6		16.7	*	17.6	60.0	17
	2019	*	*	44.4	41.7	*	*	*		*	14.3	41.7	59.8	12
K-2	2017	*	50.0	64.3	60.7	*	*	44.4		70.6	50.0	61.3	66.7	62
	2018	*	62.5	35.0	37.8	*	42.9	30.0		34.5	54.5	43.1	67.4	51
	2019	*	*	63.9	61.5	50.0	87.5	71.4		61.9	63.6	62.8	67.5	43
# Tested (GR K-2)	2017	2	16	42	56	5	5	9		34	28	62	19,128	
	2018	3	8	40	45	5	7	10		29	22	51	17,696	
	2019	2	5	36	39	6	8	7		21	22	43	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	*	*	1	3					2	2	4	2,012	16
	2018		*	2	0		*	*		1	3	4	2,066	19
	2019	*	*	5	4		*	*		3	2	5	1,898	18
1	2017	*	0	2	3	*	*	*		4	0	4	1,504	24
	2018	*	*	0	1	*	*	*		1	0	1	1,368	15
	2019		*	1	1	*	*	*		0	1	1	1,275	13
2	2017		1	1	2	*	*	*		2	0	2	1,299	22
	2018		*	1	1	*	*	0		1	*	1	1,203	17
	2019	*	*	1	1	*	*	*		*	0	1	1,212	12
K-2	2017	*	3	4	8	*	*	0		8	2	10	4,815	62
	2018	*	2	3	2	*	0	0		3	3	6	4,637	51
	2019	*	*	7	6	0	1	0		4	3	7	4,385	43
# Tested (GR K-2)	2017	2	16	42	56	5	5	9		34	28	62	19,128	
	2018	3	8	40	45	5	7	10		29	22	51	17,696	
	2019	2	5	36	39	6	8	7		21	22	43	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	*	*	41.7	53.3					62.5	37.5	50.0	70.7	16
	2018		*	64.3	53.8		*	*		70.0	66.7	68.4	71.4	19
	2019	*	*	73.3	73.3		*	*		60.0	87.5	72.2	71.9	18
1	2017	*	16.7	31.3	28.6	*	*	*		37.5	25.0	33.3	49.0	24
	2018	*	*	0.0	20.0	*	*	*		28.6	12.5	20.0	48.4	15
	2019		*	50.0	41.7	*	*	*		0.0	85.7	46.2	47.7	13
2	2017		42.9	50.0	45.0	*	*	*		50.0	41.7	45.5	47.2	22
	2018		*	18.8	17.6	*	*	28.6		16.7	*	17.6	47.2	17
	2019	*	*	0.0	16.7	*	*	*		*	14.3	16.7	46.2	12
K-2	2017	*	37.5	40.5	41.1	*	*	33.3		47.1	35.7	41.9	54.9	62
	2018	*	62.5	30.0	28.9	*	42.9	40.0		37.9	36.4	37.3	55.3	51
	2019	*	*	47.2	46.2	16.7	87.5	71.4		33.3	63.6	48.8	54.9	43
# Tested (GR K-2)	2017	2	16	42	56	5	5	9		34	28	62	19,124	
	2018	3	8	40	45	5	7	10		29	22	51	17,696	
	2019	2	5	36	39	6	8	7		21	22	43	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	*	*	1	2					1	1	2	1,361	16
K	2018		*	1	0		*	*		0	2	2	1,368	19
K	2019	*	*	3	3		*	*		2	1	3	1,322	18
1	2017	*	0	1	0	*	*	*		1	0	1	712	24
1	2018	*	*	0	0	*	*	*		0	0	0	642	15
1	2019		*	1	1	*	*	*		0	1	1	583	13
2	2017		0	2	2	*	*	*		1	1	2	986	22
2	2018		*	0	0	*	*	0		0	*	0	937	17
2	2019	*	*	0	0	*	*	*		*	0	0	802	12
K-2	2017	*	1	4	4	*	*	1		3	2	5	3,059	62
K-2	2018	*	1	1	0	*	0	0		0	2	2	2,947	51
K-2	2019	*	*	4	4	0	0	0		2	2	4	2,707	43
# Tested (GR K-2)	2017	2	16	42	56	5	5	9		34	28	62	19,124	
# Tested (GR K-2)	2018	3	8	40	45	5	7	10		29	22	51	17,696	
# Tested (GR K-2)	2019	2	5	36	39	6	8	7		21	22	43	17,258	

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **50**

July 23, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_NR_E_lang_2_nGE80   2019-20 Data Packet

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	*	*	64.8	64.9	*	69.4	70.3		69.0	64.5	66.7	59.7	60
K	2018	*	*	68.9	63.4	*	71.0	71.0		50.0	77.8	64.7	61.3	51
K	2019	*	*	83.3	83.6	*	85.0	86.1		78.4	87.0	81.7	62.8	60
1	2017	*	0.0	55.1	52.7	*	56.4	54.4		47.7	55.9	51.3	54.3	78
1	2018	*	*	35.7	37.3	*	32.5	31.7		51.6	25.8	38.7	55.5	62
1	2019	*	*	60.0	53.8	*	48.3	48.1		58.8	56.0	57.1	56.4	42
2	2017		57.1	60.0	58.3	*	54.8	42.1		68.6	46.4	58.7	57.7	63
2	2018	*	*	54.5	55.2	*	59.3	57.1		58.3	50.0	54.4	58.8	68
2	2019	*	*	60.7	60.3	33.3	64.3	62.5		70.0	53.3	61.7	58.9	60
K-2	2017	*	44.4	59.6	58.1	0.0	59.4	57.5		60.2	55.9	58.2	57.2	201
K-2	2018	*	44.4	52.1	50.9	12.5	53.6	52.3		53.8	50.0	51.9	58.5	181
K-2	2019	*	57.1	68.7	67.1	50.0	67.6	67.0		71.4	64.1	67.9	59.3	162
# Tested (GR K-2)	2017	3	18	178	191	8	133	113		108	93	201	35,543	
# Tested (GR K-2)	2018	5	9	167	167	8	125	128		91	90	181	33,396	
# Tested (GR K-2)	2019	5	7	150	152	14	111	103		84	78	162	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	*	*	21	21	*	13	14		13	11	24	1,889	60
	2018	*	*	7	6	*	5	5		4	4	8	2,135	51
	2019	*	*	17	15	*	12	11		12	6	18	2,112	60
1	2017	*	0	8	8	*	6	6		7	2	9	1,610	78
	2018	*	*	2	2	*	2	2		1	1	2	1,689	62
	2019	*	*	6	5	*	3	3		4	2	6	1,580	42
2	2017		1	6	7	*	4	3		5	2	7	2,115	63
	2018	*	*	9	9	*	7	7		5	4	9	2,139	68
	2019	*	*	7	8	1	5	4		6	3	9	2,338	60
K-2	2017	*	4	35	36	0	23	23		25	15	40	5,614	201
	2018	*	1	18	17	0	14	14		10	9	19	5,963	181
	2019	*	1	30	28	2	20	18		22	11	33	6,030	162
# Tested (GR K-2)	2017	3	18	178	191	8	133	113		108	93	201	35,543	
	2018	5	9	167	167	8	125	128		91	90	181	33,396	
	2019	5	7	150	152	14	111	103		84	78	162	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		*	92.9	92.9	*	91.7	91.9		90.5	95.7	93.2	85.8	44
	2018	*		100.0	96.4	*	96.7	96.7		92.9	100.0	96.9	84.6	32
	2019	*	*	95.0	92.7	*	94.6	94.1		92.9	93.3	93.0	83.5	43
1	2017	*		81.1	81.1	*	78.8	78.8		75.0	84.6	79.6	86.1	54
	2018		*	69.6	68.2	*	71.8	71.8		62.5	73.9	68.1	84.0	47
	2019	*		92.3	92.0	*	96.0	95.7		100.0	88.9	92.6	82.0	27
2	2017			78.0	77.5	*	77.5	66.7		64.0	100.0	78.0	83.2	41
	2018	*		84.0	82.0		81.6	81.6		83.3	81.5	82.4	83.1	51
	2019		*	70.2	67.4	*	65.9	63.2		68.0	69.6	68.8	79.0	48
K-2	2017	*	*	83.8	83.7	*	82.0	81.7		75.7	92.3	83.5	85.0	139
	2018	*	*	82.7	80.3	*	82.2	82.2		77.4	83.8	80.8	83.9	130
	2019	*	*	84.1	82.1	50.0	83.5	82.1		83.9	82.1	83.1	81.5	118
# Tested (GR K-2)	2017	1	2	136	135	3	128	104		74	65	139	16,731	
	2018	2	1	127	122	3	118	118		62	68	130	15,822	
	2019	3	2	113	112	8	103	95		62	56	118	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		*	28	28	*	22	23		15	15	30	3,104	44
	2018	*		17	16	*	16	16		6	11	17	2,790	32
	2019	*	*	31	29	*	27	24		20	11	31	2,430	43
1	2017	*		27	27	*	25	25		12	15	27	2,825	54
	2018		*	14	13	*	13	13		9	5	14	2,544	47
	2019	*		11	10	*	11	10		5	7	12	2,256	27
2	2017			10	9	*	9	3		6	4	10	1,598	41
	2018	*		13	13		12	12		6	7	13	1,450	51
	2019		*	9	9	*	8	8		3	6	9	1,349	48
K-2	2017	*	*	65	64	*	56	51		33	34	67	7,527	139
	2018	*	*	44	42	*	41	41		21	23	44	6,784	130
	2019	*	*	51	48	1	46	42		28	24	52	6,035	118
# Tested (GR K-2)	2017	1	2	136	135	3	128	104		74	65	139	16,731	
	2018	2	1	127	122	3	118	118		62	68	130	15,822	
	2019	3	2	113	112	8	103	95		62	56	118	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		*	95.2	95.2	*	94.4	94.6		95.2	95.7	95.5	83.5	44
	2018	*		93.5	92.9	*	90.0	90.0		92.9	88.9	90.6	83.0	32
	2019	*	*	92.5	87.8	*	89.2	88.2		85.7	93.3	88.4	80.6	43
1	2017	*		83.0	84.9	*	82.7	82.7		75.0	92.3	83.3	78.4	54
	2018		*	63.0	61.4	*	61.5	61.5		70.8	52.2	61.7	75.9	47
	2019	*		76.9	76.0	*	76.0	78.3		66.7	83.3	77.8	73.6	27
2	2017			58.5	57.5	*	57.5	46.7		56.0	62.5	58.5	72.6	41
	2018	*		76.0	74.0		73.5	73.5		75.0	74.1	74.5	72.2	51
	2019		*	59.6	60.9	*	63.4	60.5		52.0	69.6	60.4	69.7	48
K-2	2017	*	*	79.4	80.0	*	78.1	81.7		74.3	86.2	79.9	78.1	139
	2018	*	*	75.6	73.8	*	73.7	73.7		77.4	70.6	73.8	77.0	130
	2019	*	*	75.2	74.1	25.0	75.7	74.7		69.4	80.4	74.6	74.6	118
# Tested (GR K-2)	2017	1	2	136	135	3	128	104		74	65	139	16,731	
	2018	2	1	127	122	3	118	118		62	68	130	15,822	
	2019	3	2	113	112	8	103	95		62	56	118	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		*	21	22	*	16	17		10	13	23	2,065	44
	2018	*		18	17	*	16	16		8	10	18	1,986	32
	2019	*	*	24	23	*	21	21		14	10	24	1,686	43
1	2017	*		18	18	*	16	16		6	12	18	2,260	54
	2018		*	3	3	*	3	3		1	2	3	2,110	47
	2019	*		11	9	*	10	10		3	8	11	1,898	27
2	2017			8	8	*	8	1		4	4	8	1,537	41
	2018	*		10	10		8	8		5	5	10	1,439	51
	2019		*	8	8	*	6	6		4	4	8	1,254	48
K-2	2017	*	*	47	48	*	40	34		20	29	49	5,862	139
	2018	*	*	31	30	*	27	27		14	17	31	5,535	130
	2019	*	*	43	40	0	37	37		21	22	43	4,838	118
# Tested (GR K-2)	2017	1	2	136	135	3	128	104		74	65	139	16,731	
	2018	2	1	127	122	3	118	118		62	68	130	15,822	
	2019	3	2	113	112	8	103	95		62	56	118	14,948	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (40)	Beginning	28	70.0	27	67.5	37	92.5	37	92.5	28	70.0
	Intermediate	5	12.5	6	15.0	0	0.0	0	0.0	9	22.5
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	7	17.5	7	17.5	3	7.5	3	7.5	3	7.5
1 (30)	Beginning	5	16.7	15	50.0	27	90.0	24	80.0	15	50.0
	Intermediate	12	40.0	9	30.0	3	10.0	4	13.3	12	40.0
	Advanced	10	33.3	6	20.0	0	0.0	0	0.0	3	10.0
	Advanced High	3	10.0	0	0.0	0	0.0	2	6.7	0	0.0
2 (43)	Beginning	2	4.7	2	4.7	27	62.8	14	32.6	2	4.7
	Intermediate	13	30.2	23	53.5	15	34.9	20	46.5	34	79.1
	Advanced	19	44.2	14	32.6	1	2.3	7	16.3	6	14.0
	Advanced High	9	20.9	4	9.3	0	0.0	2	4.7	1	2.3
3 (56)	Beginning	4	7.1	0	0.0	9	16.1	11	19.6	2	3.6
	Intermediate	6	10.7	15	26.8	17	30.4	13	23.2	18	32.1
	Advanced	11	19.6	23	41.1	26	46.4	14	25.0	23	41.1
	Advanced High	35	62.5	18	32.1	4	7.1	18	32.1	13	23.2
4 (40)	Beginning	4	10.0	3	7.5	4	10.0	1	2.5	0	0.0
	Intermediate	12	30.0	6	15.0	19	47.5	16	40.0	15	37.5
	Advanced	16	40.0	22	55.0	13	32.5	10	25.0	18	45.0
	Advanced High	8	20.0	9	22.5	4	10.0	13	32.5	7	17.5

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (% Progressed)	2019 Level	2018 Level Beg	Int	Adv	Adv High
– –	Beginning	–			
	Intermediate	–		–	
	Advanced	–	–	–	
	Advanced High	–	–		–
27 **14 (51.9%)**	Beginning	12			
	Intermediate	11		1	
	Advanced	2	1	0	
	Advanced High	0	0		0
37 **24 (64.9%)**	Beginning	1			
	Intermediate	19		10	
	Advanced	2	2	2	
	Advanced High	0	0		1
53 **23 (43.4%)**	Beginning	2			
	Intermediate	0		15	
	Advanced	0	10	13	
	Advanced High	0	0		13
40 **12 (30.0%)**	Beginning	0			
	Intermediate	1		14	
	Advanced	0	4	14	
	Advanced High	0	0		7

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)　　　　　　**57**

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (46)	Beginning	2	4.3	2	4.3	2	4.3	3	6.5	0	0.0
	Intermediate	13	28.3	12	26.1	13	28.3	11	23.9	13	28.3
	Advanced	21	45.7	17	37.0	18	39.1	11	23.9	15	32.6
	Advanced High	10	21.7	15	32.6	13	28.3	21	45.7	18	39.1
ALL (255)	Beginning	45	17.6	49	19.2	106	41.6	90	35.3	47	18.4
	Intermediate	61	23.9	71	27.8	67	26.3	64	25.1	101	39.6
	Advanced	77	30.2	82	32.2	58	22.7	42	16.5	65	25.5
	Advanced High	72	28.2	53	20.8	24	9.4	59	23.1	42	16.5

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
45 **29 (64.4%)**	Beginning	0			
	Intermediate	0	12		
	Advanced	0	11	4	
	Advanced High	0	1	17	
204 **102 (50.0%)**	Beginning	17			
	Intermediate	31	52		
	Advanced	4	28	33	
	Advanced High	0	1	38	

2018 Level

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

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (29)	Beginning	27	93.1	27	93.1	28	96.6	28	96.6	27	93.1
	Intermediate	1	3.4	1	3.4	0	0.0	0	0.0	1	3.4
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	1	3.4	1	3.4	1	3.4	1	3.4	1	3.4
1 (40)	Beginning	10	30.3	23	69.7	37	92.5	29	87.9	23	69.7
	Intermediate	14	42.4	8	24.2	3	7.5	4	12.1	8	24.2
	Advanced	7	21.2	2	6.1	0	0.0	0	0.0	2	6.1
	Advanced High	2	6.1	0	0.0	0	0.0	0	0.0	0	0.0
2 (54)	Beginning	2	3.7	1	1.9	6	11.1	9	16.7	2	3.7
	Intermediate	20	37.0	17	31.5	42	77.8	21	38.9	23	42.6
	Advanced	23	42.6	29	53.7	6	11.1	16	29.6	27	50.0
	Advanced High	9	16.7	7	13.0	0	0.0	8	14.8	2	3.7
3 (47)	Beginning	1	2.1	1	2.1	10	21.3	5	10.6	1	2.1
	Intermediate	7	14.9	9	19.1	20	42.6	18	38.3	14	29.8
	Advanced	23	48.9	23	48.9	16	34.0	12	25.5	24	51.1
	Advanced High	16	34.0	14	29.8	1	2.1	12	25.5	8	17.0
4 (56)	Beginning	3	5.4	2	3.6	12	21.4	5	8.9	0	0.0
	Intermediate	16	28.6	24	42.9	25	44.6	20	35.7	26	46.4
	Advanced	28	50.0	28	50.0	16	28.6	15	26.8	26	46.4
	Advanced High	9	16.1	2	3.6	3	5.4	16	28.6	4	7.1

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
–	Beginning	–			
–	Intermediate	–		–	
	Advanced	–	–	–	
	Advanced High	–	–	–	
40	Beginning	23			
	Intermediate	7		1	
9 (22.5%)	Advanced	2	0	0	
	Advanced High	0	0	0	
53	Beginning	2			
	Intermediate	17		5	
43 (81.1%)	Advanced	14	10	3	
	Advanced High	0	2	0	
45	Beginning	0			
	Intermediate	3		10	
29 (64.4%)	Advanced	2	16	6	
	Advanced High	0	0	8	
53	Beginning	0			
	Intermediate	6		19	
13 (24.5%)	Advanced	0	4	21	
	Advanced High	0	0	3	

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)   **59**

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (38)	Beginning	2	5.3	3	7.9	2	5.3	0	0.0	1	2.6
	Intermediate	8	21.1	6	15.8	9	23.7	6	15.8	6	15.8
	Advanced	16	42.1	16	42.1	14	36.8	12	31.6	18	47.4
	Advanced High	12	31.6	13	34.2	13	34.2	20	52.6	13	34.2
ALL (264)	Beginning	45	17.5	57	22.2	95	36.0	76	29.6	54	21.0
	Intermediate	66	25.7	65	25.3	99	37.5	69	26.8	78	30.4
	Advanced	97	37.7	98	38.1	52	19.7	55	21.4	97	37.7
	Advanced High	49	19.1	37	14.4	18	6.8	57	22.2	28	10.9

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level			
		Beg	Int	Adv	Adv High
35　　19 (54.3%)	Beginning	0			
	Intermediate	0	4		
	Advanced	1	5	12	
	Advanced High	0	0	13	
226　　113 (50.0%)	Beginning	25			
	Intermediate	33	39		
	Advanced	19	35	42	
	Advanced High	0	2	24	

☐ 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	%
English	PK	18	12	66.7	*	*	*	*	*	*	*	*
	KN	5	*	*					*	*	*	*
	1	4	*	*	*	*					*	*
	2	1			*	*						
	3	2	*	*								
	4	2									*	*
	5	44	*	*	*	*	*	*	13	29.5	24	54.5
	ALL	76	20	26.3	6	7.9	*	*	16	21.1	32	42.1
Spanish	PK	18	11	61.1	*	*	*	*			*	*
	KN	5			*	*			*	*	*	*
	1	4					*	*			*	*
	2	1									*	*
	3	2							*	*		
	4	2									*	*
	5	21							*	*	20	95.2
	ALL	53	11	20.8	*	*	6	11.3	*	*	28	52.8

2018 PERCENTAGE BY PROFICIENCY LEVEL

			Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
Language	Grade	Number Tested	N	%	N	%	N	%	N	%	N	%
English	PK	10	6	60.0	*	*	*	*				
	KN	3	*	*								
	1	1			*	*						
	2	4	*	*					*	*	*	*
	3	1	*	*								
	4	2							*	*	*	*
	5	39	*	*	*	*	*	*	19	48.7	11	28.2
	ALL	61	14	23.0	*	*	7	11.5	22	36.1	13	21.3
Spanish	PK	10	*	*			*	*	*	*	*	*
	KN	3					*	*			*	*
	1	4			*	*					*	*
	2	4					*	*			*	*
	3	1									*	*
	4	2									*	*
	5	2							*	*		
	ALL	27	*	*	*	*	*	*	*	*	11	40.7

SEMESTER 1 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

58	77.0	85.3			89.7		87.2	

KINDERGARTEN MATHEMATICS SPANISH

1	*	*			*		63.6	

KINDERGARTEN READING

18	72.5	81.7			88.9		91.7	

KINDERGARTEN READING SPANISH

41	87.1	90.1			92.7		91.9	

GRADE 1 MATHEMATICS

42	82.0	84.1			88.1		77.8	

GRADE 1 READING

13	75.8	81.8			92.3		86.4	

GRADE 1 READING SPANISH

29	84.7	84.7			86.2		87.3	

GRADE 2 MATHEMATICS

62	71.7	80.3	83.7		82.3	90.3	78.4	93.0

GRADE 2 MATHEMATICS SPANISH

1	*	*	*		*	*	51.5	*

GRADE 2 READING

13	59.2	72.8	85.6		76.9	100.0	76.8	91.5

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

KINDERGARTEN MATHEMATICS SPANISH

KINDERGARTEN READING

KINDERGARTEN READING SPANISH

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 MATHEMATICS SPANISH

GRADE 2 READING

NATHANIEL HAWTHORNE ELEMENTARY SCHOOL (156)　　　　　　　**63**

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 2 READING SPANISH								
50	60.4	70.3	76.0		52.0	82.0	74.0	92.7
GRADE 3 MATHEMATICS								
67	62.9	75.3	83.1		67.2	88.1	65.9	90.6
GRADE 3 MATHEMATICS SPANISH								
2	*	*	*		*	*	49.2	*
GRADE 3 READING								
19	45.0	63.3	77.0		26.3	94.7	54.4	89.1
GRADE 3 READING SPANISH								
50	52.3	71.4	79.3		64.0	90.0	54.5	89.6
GRADE 4 LANGUAGE ARTS								
17	62.6	76.1	82.8		76.5	100.0	66.0	92.3
GRADE 4 LANGUAGE ARTS SPANISH								
37	71.9	76.6	74.7		81.1	81.1	70.3	92.6
GRADE 4 MATHEMATICS								
54	72.6	80.0	78.3		81.5	77.8	66.6	91.0
GRADE 4 READING								
17	64.7	78.8	78.8		88.2	88.2	68.8	91.6
GRADE 4 READING SPANISH								
37	61.2	76.7	74.7		73.0	81.1	76.0	92.7
GRADE 5 MATHEMATICS								
59	72.5	82.1	83.3		78.0	93.2	76.6	92.2

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 2 READING SPANISH								
GRADE 3 MATHEMATICS								
GRADE 3 MATHEMATICS SPANISH								
GRADE 3 READING								
GRADE 3 READING SPANISH								
GRADE 4 LANGUAGE ARTS								
GRADE 4 LANGUAGE ARTS SPANISH								
GRADE 4 MATHEMATICS								
GRADE 4 READING								
GRADE 4 READING SPANISH								
GRADE 5 MATHEMATICS								

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 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
19	63.6	75.8	76.7		84.2	84.2	78.4	93.9

GRADE 5 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
40	61.8	74.5	76.3		67.5	80.0	76.8	94.3

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
19	75.8	75.8	80.7		78.9	94.7	75.6	95.2

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
40	75.6	78.5	82.6		82.5	100.0	72.9	93.4

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 READING

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

GRADE 5 READING SPANISH

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

GRADE 5 SCIENCE SPANISH

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