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DATA

P E C F D

PACKET

F E F O R Z D

2019-20C

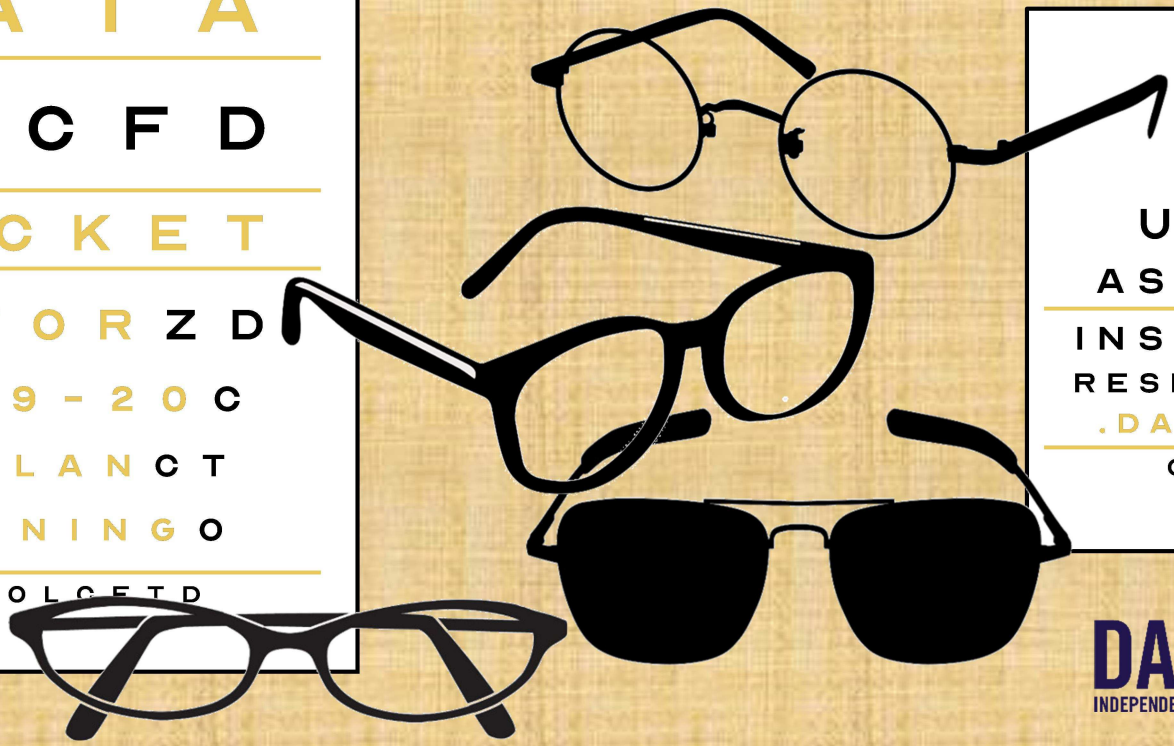
L E P L A N C T

F D P N I N G O

P E Z O L C F T D

ROBERT L. THORNTON ELEMENTARY SCHOOL

SCHOOL NUMBER 215



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DALLAS INDEPENDENT SCHOOL DISTRICT

JULY 23, 2019

2. Contents ..... Table of Contents
3. Notes ..... Notes and Data Descriptions

STUDENTS AND STAFF

6. Summary ..... Summary of Student and Teacher Statistics
7. Enroll (1) ..... Enrollment Statistics by Ethnicity
8. Enroll (2) ..... Enrollment Statistics by Select Student Group
9. Attendance ..... Student Attendance Statistics
10. Teachers ..... Teacher Statistics

STAAR

11. Reading (3-8) .... STAAR 3-8 Reading in English
16. Writing (3-8) ..... STAAR 3-8 Writing in English
21. Math (3-8) ..... STAAR 3-8 Mathematics in English
26. Science (3-8) ..... STAAR 3-8 Science in English

TERRANOVA/SUPERA

31. Compliance ..... SCE Compliance for At-Risk Students
32. Reading (TN) ..... TerraNova Reading Subtest
34. Language (TN) .. TerraNova Language Subtest
36. Math (TN) ..... TerraNova Mathematics Subtest

ENGLISH PROFICIENCY

38. TELPAS ..... Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

40. ACP ..... Dallas ISD Assessments of Course Performance

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.

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	34
KN	28
1	39
2	41
3	52
4	42
5	62
ALL	298

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	252	84.6	17	85.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	34	11.4	1	5.0
White	2	0.7	0	0.0
Multiple	10	3.4	2	10.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	83	27.9
Economically disadvantaged	276	92.6
Limited English proficient (LEP)	13	4.4
Special education	45	15.1
Talented and Gifted (TAG)	56	18.8

			African American		American Indian		Asian		Hispanic		White		Multiple category	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
PK	**2017**	40	36	90.0	0	0.0	0	0.0	2	5.0	1	2.5	1	2.5
	2018	29	24	82.8	0	0.0	0	0.0	2	6.9	0	0.0	3	10.3
	2019	34	24	70.6	0	0.0	0	0.0	4	11.8	2	5.9	4	11.8
KN	**2017**	55	50	90.9	0	0.0	0	0.0	4	7.3	0	0.0	1	1.8
	2018	39	35	89.7	0	0.0	0	0.0	3	7.7	0	0.0	1	2.6
	2019	28	25	89.3	0	0.0	0	0.0	0	0.0	0	0.0	3	10.7
1	**2017**	62	54	87.1	0	0.0	0	0.0	8	12.9	0	0.0	0	0.0
	2018	54	47	87.0	0	0.0	0	0.0	6	11.1	0	0.0	1	1.9
	2019	39	34	87.2	0	0.0	0	0.0	5	12.8	0	0.0	0	0.0
2	**2017**	57	50	87.7	0	0.0	0	0.0	5	8.8	1	1.8	1	1.8
	2018	53	44	83.0	0	0.0	0	0.0	9	17.0	0	0.0	0	0.0
	2019	41	36	87.8	0	0.0	0	0.0	5	12.2	0	0.0	0	0.0
3	**2017**	81	75	92.6	0	0.0	0	0.0	5	6.2	0	0.0	1	1.2
	2018	53	46	86.8	0	0.0	0	0.0	5	9.4	0	0.0	2	3.8
	2019	52	41	78.8	0	0.0	0	0.0	10	19.2	0	0.0	1	1.9
4	**2017**	58	56	96.6	0	0.0	0	0.0	1	1.7	1	1.7	0	0.0
	2018	71	64	90.1	0	0.0	0	0.0	5	7.0	0	0.0	2	2.8
	2019	42	36	85.7	0	0.0	0	0.0	5	11.9	0	0.0	1	2.4
5	**2017**	51	50	98.0	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0
	2018	58	55	94.8	0	0.0	0	0.0	2	3.4	1	1.7	0	0.0
	2019	62	56	90.3	0	0.0	0	0.0	5	8.1	0	0.0	1	1.6
PK-5	**2017**	404	371	91.8	0	0.0	0	0.0	26	6.4	3	0.7	4	1.0
	2018	357	315	88.2	0	0.0	0	0.0	32	9.0	1	0.3	9	2.5
	2019	298	252	84.6	0	0.0	0	0.0	34	11.4	2	0.7	10	3.4

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**	40	36	90.0	0	0.0	0	0.0	1	2.5	0	0.0	34	85.0	42.5	57.5	12.5
	2018	29	28	96.6	0	0.0	0	0.0	3	10.3	0	0.0	27	93.1	62.1	37.9	10.3
	2019	34	34	100.0	1	2.9	6	17.6	1	2.9	0	0.0	26	76.5	38.2	61.8	14.7
KN	**2017**	55	42	76.4	0	0.0	2	3.6	1	1.8	5	9.1	10	18.2	56.4	43.6	0.0
	2018	39	37	94.9	0	0.0	1	2.6	1	2.6	9	23.1	9	23.1	41.0	59.0	0.0
	2019	28	27	96.4	0	0.0	4	14.3	0	0.0	5	17.9	6	21.4	57.1	42.9	0.0
1	**2017**	62	45	72.6	5	8.1	8	12.9	9	14.5	10	16.1	5	8.1	54.8	45.2	1.6
	2018	54	48	88.9	2	3.7	9	16.7	4	7.4	14	25.9	4	7.4	64.8	35.2	0.0
	2019	39	34	87.2	1	2.6	8	20.5	4	10.3	8	20.5	4	10.3	56.4	43.6	7.7
2	**2017**	57	52	91.2	1	1.8	4	7.0	4	7.0	6	10.5	10	17.5	49.1	50.9	0.0
	2018	53	48	90.6	5	9.4	9	17.0	6	11.3	11	20.8	5	9.4	54.7	45.3	0.0
	2019	41	36	87.8	0	0.0	7	17.1	3	7.3	15	36.6	3	7.3	73.2	26.8	2.4
3	**2017**	81	74	91.4	4	4.9	8	9.9	11	13.6	10	12.3	16	19.8	54.3	45.7	4.9
	2018	53	51	96.2	2	3.8	5	9.4	7	13.2	7	13.2	8	15.1	56.6	43.4	0.0
	2019	52	48	92.3	5	9.6	9	17.3	7	13.5	10	19.2	9	17.3	42.3	57.7	0.0
4	**2017**	58	53	91.4	0	0.0	2	3.4	17	29.3	14	24.1	5	8.6	62.1	37.9	0.0
	2018	71	68	95.8	4	5.6	7	9.9	43	60.6	11	15.5	1	1.4	59.2	40.8	0.0
	2019	42	39	92.9	2	4.8	6	14.3	24	57.1	8	19.0	1	2.4	52.4	47.6	0.0
5	**2017**	51	48	94.1	1	2.0	6	11.8	20	39.2	13	25.5	7	13.7	56.9	43.1	0.0
	2018	58	54	93.1	1	1.7	7	12.1	34	58.6	12	20.7	9	15.5	58.6	41.4	0.0
	2019	62	58	93.5	4	6.5	5	8.1	44	71.0	10	16.1	0	0.0	61.3	38.7	0.0
PK-5	**2017**	404	350	86.6	11	2.7	30	7.4	63	15.6	58	14.4	87	21.5	54.2	45.8	2.5
	2018	357	334	93.6	14	3.9	38	10.6	98	27.5	64	17.9	63	17.6	57.1	42.9	0.8
	2019	298	276	92.6	13	4.4	45	15.1	83	27.9	56	18.8	49	16.4	54.7	45.3	3.0

		Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
Grade	Year	N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	**2017**	54	11,388	52	94.8	10,888	95.6	6	11.0	19.6	50	10,240	91.8	89.9
	2018	39	11,061	36	94.0	10,520	95.1	8	20.8	17.8	34	9,830	88.3	88.9
	2019	29	10,918	26	92.2	10,368	95.0	5	17.4	7.1	22	9,637	76.7	88.3
1	**2017**	59	12,278	56	95.9	11,800	96.1	14	23.9	18.4	53	11,169	90.4	91.0
	2018	55	11,550	52	94.6	11,055	95.7	10	18.3	16.6	48	10,347	87.9	89.6
	2019	37	11,198	35	93.7	10,714	95.7	3	8.1	6.3	30	10,067	81.0	89.9
2	**2017**	54	12,938	52	96.2	12,476	96.4	10	18.4	16.9	49	11,850	90.0	91.6
	2018	51	11,864	49	95.8	11,398	96.1	9	17.5	15.9	46	10,717	89.6	90.3
	2019	40	11,232	38	95.0	10,778	96.0	4	10.0	5.9	34	10,167	85.2	90.5
3	**2017**	83	13,158	80	95.8	12,734	96.8	10	12.0	15.9	78	12,162	93.8	92.4
	2018	52	12,536	50	94.4	12,080	96.4	8	15.3	14.4	45	11,431	85.8	91.2
	2019	49	11,452	46	94.7	11,021	96.2	4	8.2	5.8	41	10,472	84.4	91.4
4	**2017**	60	12,873	58	96.8	12,467	96.8	5	8.4	15.4	55	11,953	92.2	92.9
	2018	72	12,675	69	95.6	12,235	96.5	8	11.1	14.1	68	11,637	94.4	91.8
	2019	42	12,118	39	92.9	11,678	96.4	1	2.4	6.0	35	11,110	83.3	91.7
5	**2017**	53	12,220	51	96.7	11,838	96.9	3	5.6	6.1	48	11,367	90.2	93.0
	2018	57	12,498	55	96.6	12,078	96.6	1	1.8	6.1	52	11,513	91.4	92.1
	2019	61	12,193	59	95.1	11,764	96.5	2	3.3	5.4	54	11,300	87.8	92.7
KN-5	**2017**	364	74,855	349	96.0	72,203	96.5	48	13.2	15.3	333	68,741	91.6	91.8
	2018	326	72,186	310	95.3	69,366	96.1	44	13.5	14.0	293	65,475	89.9	90.7
	2019	258	69,110	243	94.1	66,323	96.0	19	7.4	6.1	216	62,753	83.8	90.8

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	85.0
Hispanic	1	5.0
White	0	0.0
Multiple	2	10.0
Other	0	0.0

Gender	Number	Percentage
Female	17	85.0
Male	3	15.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	5.8	82.8
2017-18	9.4	72.4
2018-19	9.2	48.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	10.0
1	2	10.0
2	0	0.0
3	2	10.0
4	1	5.0
5	1	5.0
1-3	4	20.0
More than 3	14	70.0
1 - 5	6	30.0
6 - 10	2	10.0
11 - 20	8	40.0
More than 20	2	10.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2017**		50.7	*	50.7	50.0	*	45.5		44.2	61.1	51.9	59.5	79
	2018		45.5	*	58.1	*	*	50.0		53.3	47.6	51.0	67.4	51
	2019		61.5	100.0	69.6	50.0	*	100.0		71.4	65.5	68.0	67.4	50
4	**2017**		46.4	*	48.0	*		12.5		42.9	54.5	47.4	56.4	57
	2018		39.3	*	41.3	*	*	31.0		35.0	50.0	41.2	61.9	68
	2019		70.6	*	72.2	*	*	60.9		90.0	52.6	71.8	67.2	39
5	**2017**		72.0	*	72.1	*	*	50.0		71.4	73.9	72.5	71.7	51
	2018	*	79.6	*	79.6	50.0	*	72.7		75.8	83.3	78.9	76.0	57
	2019		69.1	*	70.2	*	*	61.4		60.5	82.6	68.9	81.0	61
3-5	**2017**		55.3	85.7	55.6	33.3	*	36.2		50.9	63.0	56.1	62.7	187
	2018	*	54.7	83.3	58.1	28.6	85.7	49.4		53.4	60.3	56.3	68.7	176
	2019		67.2	89.5	70.5	30.8	80.0	64.4		70.9	67.6	69.3	72.3	150

	NUMBER TESTED IN GRADES 3-5											
2017		179	7	162	12	5	47		106	81	187	23,084
2018	1	159	12	155	14	7	81		103	73	176	22,610
2019		128	19	139	13	10	73		79	71	150	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**		36	*	34	3	*	6		24	14	38	3,014	79
	2018		24	*	18	*	*	3		14	11	25	2,309	51
	2019		15	0	14	3	*	0		6	10	16	2,153	50
4	**2017**		30	*	26	*		14		20	10	30	3,323	57
	2018		37	*	37	*	*	29		26	14	40	2,811	68
	2019		10	*	10	*	*	9		2	9	11	2,376	39
5	**2017**		14	*	12	*	*	10		8	6	14	2,269	51
	2018	*	11	*	10	3	*	9		8	4	12	1,956	57
	2019		17	*	17	*	*	17		15	4	19	1,508	61
3-5	**2017**		80	1	72	8	*	30		52	30	82	8,606	187
	2018	*	72	2	65	10	1	41		48	29	77	7,076	176
	2019		42	2	41	9	2	26		23	23	46	6,037	150

	NUMBER TESTED IN GRADES 3-5											
2017		179	7	162	12	5	47		106	81	187	23,084
2018	1	159	12	155	14	7	81		103	73	176	22,610
2019		128	19	139	13	10	73		79	71	150	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**		15.1	*	14.5	0.0	*	9.1		9.3	22.2	15.2	32.9	79
	2018		11.4	*	20.9	*	*	33.3		20.0	14.3	17.6	33.6	51
	2019		28.2	60.0	37.0	16.7	*	66.7		38.1	31.0	34.0	35.9	50
4	**2017**		17.9	*	20.0	*		6.3		22.9	13.6	19.3	32.4	57
	2018		14.8	*	14.3	*	*	4.8		15.0	14.3	14.7	35.6	68
	2019		17.6	*	16.7	*	*	8.7		25.0	15.8	20.5	37.1	39
5	**2017**		42.0	*	44.2	*	*	20.0		35.7	47.8	41.2	38.2	51
	2018	*	38.9	*	32.7	33.3	*	27.3		45.5	25.0	36.8	44.1	57
	2019		36.4	*	38.6	*	*	29.5		31.6	47.8	37.7	45.9	61
3-5	**2017**		23.5	28.6	24.1	0.0	*	12.8		20.8	27.2	23.5	34.6	187
	2018	*	22.0	33.3	21.9	21.4	42.9	16.0		26.2	17.8	22.7	38.0	176
	2019		28.9	57.9	32.4	7.7	60.0	26.0		31.6	32.4	32.0	39.9	150

	NUMBER TESTED IN GRADES 3-5											
2017		179	7	162	12	5	47		106	81	187	23,084
2018	1	159	12	155	14	7	81		103	73	176	22,610
2019		128	19	139	13	10	73		79	71	150	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**		6.8	*	8.7	0.0	*	9.1		7.0	8.3	7.6	20.0	79
	2018		4.5	*	9.3	*	*	0.0		6.7	9.5	7.8	19.3	51
	2019		15.4	20.0	17.4	0.0	*	16.7		14.3	17.2	16.0	21.9	50
4	**2017**		7.1	*	8.0	*		0.0		11.4	4.5	8.8	16.9	57
	2018		4.9	*	3.2	*	*	2.4		2.5	7.1	4.4	17.7	68
	2019		5.9	*	11.1	*	*	4.3		20.0	0.0	10.3	18.2	39
5	**2017**		24.0	*	27.9	*	*	5.0		21.4	26.1	23.5	19.4	51
	2018	*	9.3	*	8.2	0.0	*	0.0		9.1	8.3	8.8	20.1	57
	2019		7.3	*	7.0	*	*	0.0		7.9	4.3	6.6	24.1	61
3-5	**2017**		11.7	28.6	13.6	0.0	*	4.3		12.3	12.3	12.3	18.8	187
	2018	*	6.3	8.3	6.5	7.1	0.0	1.2		5.8	8.2	6.8	19.1	176
	2019		9.4	21.1	11.5	0.0	20.0	2.7		12.7	8.5	10.7	21.5	150

	NUMBER TESTED IN GRADE 3-5											
2017		179	7	162	12	5	47		106	81	187	23,084
2018	1	159	12	155	14	7	81		103	73	176	22,610
2019		128	19	139	13	10	73		79	71	150	21,769

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		REPORTING CATEGORY		
Grade	Year	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**	56.7	52.4	51.1
	2018	62.0	53.5	50.4
	2019	71.6	64.7	53.7
4	**2017**	53.7	57.7	47.5
	2018	53.7	53.0	51.5
	2019	66.0	62.7	57.0
5	**2017**	69.1	70.1	61.5
	2018	67.1	64.5	63.4
	2019	74.2	64.2	59.7
3-5	**2017**	59.2	58.8	52.8
	2018	60.4	56.9	55.0
	2019	71.2	64.0	57.0

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**	*	66.1	*	70.0	*		35.3		58.3	81.8	67.2	54.4	58
	2018		31.1	*	30.2	*	*	16.7		27.5	35.7	30.9	51.2	68
	2019		47.1	*	45.7	*	*	21.7		60.0	33.3	47.4	56.9	38

	NUMBER TESTED IN GRADE 4											
2017	1	56	1	50	2		17		36	22	58	7,530
2018		61	5	63	5	4	42		40	28	68	7,361
2019		34	4	35	4	1	23		20	18	38	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**	*	19	*	15	*		11		15	4	19	3,435	58
	2018		42	*	44	*	*	35		29	18	47	3,589	68
	2019		18	*	19	*	*	18		8	12	20	3,091	38

	NUMBER TESTED IN GRADE 4											
2017	1	56	1	50	2		17		36	22	58	7,530
2018		61	5	63	5	4	42		40	28	68	7,361
2019		34	4	35	4	1	23		20	18	38	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**	*	19.6	*	20.0	*		11.8		33.3	4.5	22.4	26.0	58
	2018		11.5	*	9.5	*	*	2.4		7.5	14.3	10.3	29.2	68
	2019		8.8	*	8.6	*	*	4.3		15.0	5.6	10.5	26.4	38

	NUMBER TESTED IN GRADE 4											
2017	1	56	1	50	2		17		36	22	58	7,530
2018		61	5	63	5	4	42		40	28	68	7,361
2019		34	4	35	4	1	23		20	18	38	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**	*	5.4	*	4.0	*		5.9		11.1	0.0	6.9	7.4	58
	2018		1.6	*	1.6	*	*	0.0		2.5	0.0	1.5	7.1	68
	2019		0.0	*	0.0	*	*	0.0		0.0	0.0	0.0	7.6	38

	NUMBER TESTED IN GRADE 4											
2017	1	56	1	50	2		17		36	22	58	7,530
2018		61	5	63	5	4	42		40	28	68	7,361
2019		34	4	35	4	1	23		20	18	38	7,170

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		REPORTING CATEGORY		
Grade	Year	1. Composition[1] (Expository)	2. Revision	3. Editing
4	**2017**	3.7	60.3	63.3
	2018	3.0	33.3	55.1
	2019	3.2	50.0	57.4

[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

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**		61.6	*	62.3	83.3	*	45.5		67.4	55.6	62.0	70.0	79
	2018		65.9	*	72.1	*	*	50.0		70.0	61.9	66.7	74.5	51
	2019		71.8	100.0	78.3	33.3	*	100.0		81.0	72.4	76.0	75.5	50
4	**2017**	*	76.8	*	78.0	*		47.1		80.6	72.7	77.6	68.1	58
	2018		60.7	*	60.3	*	*	42.9		60.0	60.7	60.3	75.2	68
	2019		67.6	*	66.7	*	*	52.2		80.0	57.9	69.2	74.7	39
5	**2017**		85.7	*	88.1	*	*	73.7		88.9	82.6	86.0	80.6	50
	2018	*	68.5	*	67.3	0.0	*	51.5		66.7	70.8	68.4	86.9	57
	2019		81.8	*	78.9	*	*	77.3		73.7	91.3	80.3	88.0	61
3-5	**2017**	*	73.0	71.4	73.9	72.7	*	57.4		77.4	67.9	73.3	72.7	187
	2018	*	64.8	58.3	65.8	14.3	71.4	46.9		65.0	64.4	64.8	78.8	176
	2019		75.0	89.5	75.5	15.4	80.0	71.2		77.2	74.6	76.0	79.5	150

	NUMBER TESTED IN GRADES 3-5											
2017	1	178	7	161	11	5	81		106	81	187	37,278
2018	1	159	12	155	14	7	81		103	73	176	36,318
2019		128	19	139	13	10	73		79	71	150	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**		28	*	26	1	*	6		14	16	30	3,851	79
	2018		15	*	12	*	*	3		9	8	17	3,072	51
	2019		11	0	10	4	*	0		4	8	12	2,726	50
4	**2017**	*	13	*	11	*		9		7	6	13	4,016	58
	2018		24	*	25	*	*	24		16	11	27	3,028	68
	2019		11	*	12	*	*	11		4	8	12	2,959	39
5	**2017**		7	*	5	*	*	5		3	4	7	2,308	50
	2018	*	17	*	16	6	*	16		11	7	18	1,582	57
	2019		10	*	12	*	*	10		10	2	12	1,420	61
3-5	**2017**	*	48	2	42	3	*	20		24	26	50	10,175	187
	2018	*	56	5	53	12	2	43		36	26	62	7,682	176
	2019		32	2	34	11	2	21		18	18	36	7,105	150

	NUMBER TESTED IN GRADES 3-5											
2017	1	178	7	161	11	5	81		106	81	187	37,278
2018	1	159	12	155	14	7	81		103	73	176	36,318
2019		128	19	139	13	10	73		79	71	150	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**		20.5	*	17.4	16.7	*	9.1		18.6	22.2	20.3	39.9	79
	2018		36.4	*	44.2	*	*	33.3		46.7	33.3	41.2	41.8	51
	2019		30.8	70.0	39.1	16.7	*	83.3		52.4	27.6	38.0	42.8	50
4	**2017**	*	46.4	*	48.0	*		23.5		50.0	45.5	48.3	39.4	58
	2018		13.1	*	12.7	*	*	7.1		15.0	10.7	13.2	44.2	68
	2019		38.2	*	36.1	*	*	13.0		60.0	15.8	38.5	44.8	39
5	**2017**		34.7	*	40.5	*	*	10.5		29.6	43.5	36.0	42.4	50
	2018	*	42.6	*	42.9	0.0	*	12.1		36.4	45.8	40.4	53.8	57
	2019		32.7	*	33.3	*	*	25.0		34.2	30.4	32.8	55.5	61
3-5	**2017**	*	32.6	42.9	32.9	9.1	*	14.9		32.1	34.6	33.2	40.5	187
	2018	*	29.6	33.3	31.0	7.1	42.9	11.1		31.1	28.8	30.1	46.6	176
	2019		33.6	57.9	36.0	7.7	70.0	26.0		45.6	25.4	36.0	47.8	150

	NUMBER TESTED IN GRADES 3-5											
2017	1	178	7	161	11	5	47		106	81	187	37,278
2018	1	159	12	155	14	7	81		103	73	176	36,318
2019		128	19	139	13	10	73		79	71	150	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**		6.8	*	5.8	0.0	*	0.0		7.0	5.6	6.3	19.9	79
	2018		11.4	*	14.0	*	*	0.0		13.3	14.3	13.7	19.6	51
	2019		15.4	10.0	13.0	0.0	*	0.0		23.8	6.9	14.0	20.3	50
4	**2017**	*	10.7	*	10.0	*		5.9		19.4	4.5	13.8	22.1	58
	2018		4.9	*	4.8	*	*	0.0		7.5	0.0	4.4	23.8	68
	2019		20.6	*	19.4	*	*	4.3		30.0	15.8	23.1	25.1	39
5	**2017**		12.2	*	14.3	*	*	5.3		11.1	13.0	12.0	19.3	50
	2018	*	16.7	*	14.3	0.0	*	3.0		18.2	12.5	15.8	27.6	57
	2019		14.5	*	14.0	*	*	6.8		13.2	17.4	14.8	34.0	61
3-5	**2017**	*	9.6	14.3	9.3	0.0	*	4.3		12.3	7.4	10.2	20.4	187
	2018	*	10.7	8.3	10.3	0.0	0.0	1.2		12.6	8.2	10.8	23.7	176
	2019		16.4	21.1	15.1	0.0	20.0	5.5		20.3	12.7	16.7	26.6	150

	NUMBER TESTED IN GRADE 3-5											
2017	1	178	7	161	11	5	47		106	81	187	37,278
2018	1	159	12	155	14	7	81		103	73	176	36,318
2019		128	19	139	13	10	73		79	71	150	34,690

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		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
3	**2017**	56.8	57.9	50.1	51.3
	2018	68.1	59.9	56.6	56.9
	2019	65.3	64.3	62.0	71.0
4	**2017**	76.2	59.7	54.0	63.4
	2018	56.9	51.5	47.6	51.1
	2019	75.2	52.2	59.2	63.5
5	**2017**	68.0	62.9	62.0	66.5
	2018	62.3	59.0	62.4	52.2
	2019	63.9	64.8	59.9	55.3
3-5	**2017**	65.8	59.8	54.5	59.1
	2018	61.9	56.4	55.0	53.1
	2019	67.3	61.4	60.4	62.7

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)
5	**2017**		68.8	*	70.7	*	*	42.1		66.7	72.7	69.4	65.9	49
	2018	*	57.4	*	55.1	0.0	*	33.3		57.6	54.2	56.1	68.8	57
	2019		65.5	*	66.7	*	*	59.1		68.4	65.2	67.2	69.3	61

	NUMBER TESTED IN GRADE 5											
2017		48	1	41	4	1	19		27	22	49	9,759
2018	1	54	2	49	6	1	33		33	24	57	10,271
2019		55	5	57	3	4	44		38	23	61	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**		15	*	12	*	*	11		9	6	15	3328	49
	2018	*	23	*	22	6	*	22		14	11	25	3208	57
	2019		19	*	19	*	*	18		12	8	20	3203	61

	NUMBER TESTED IN GRADE 5											
2017		48	1	41	4	1	19		27	22	49	9,759
2018	1	54	2	49	6	1	33		33	24	57	10,271
2019		55	5	57	3	4	44		38	23	61	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**		39.6	*	39.0	*	*	10.5		40.7	40.9	40.8	33.0	49
	2018	*	9.3	*	6.1	0.0	*	3.0		9.1	8.3	8.8	32.6	57
	2019		34.5	*	38.6	*	*	27.3		28.9	47.8	36.1	42.0	61

	NUMBER TESTED IN GRADE 5											
2017		48	1	41	4	1	19		27	22	49	9,759
2018	1	54	2	49	6	1	33		33	24	57	10,271
2019		55	5	57	3	4	44		38	23	61	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**		18.8	*	22.0	*	*	0.0		14.8	22.7	18.4	12.8	49
	2018	*	1.9	*	2.0	0.0	*	0.0		3.0	0.0	1.8	12.1	57
	2019		18.2	*	19.3	*	*	13.6		13.2	26.1	18.0	19.7	61

	NUMBER TESTED IN GRADE 5											
2017		48	1	41	4	1	19		27	22	49	9,759
2018	1	54	2	49	6	1	33		33	24	57	10,271
2019		55	5	57	3	4	44		38	23	61	10,432

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		REPORTING CATEGORY			
Grade	Year	1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	**2017**	59.2	65.3	77.8	70.2
	2018	56.7	65.1	53.7	56.1
	2019	62.3	67.0	69.8	66.3

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**	*	94.4	94.5	81.7	55
	2018	*	97.2	97.3	82.2	37
	2019		87.5	87.5	80.8	24
1	**2017**	83.3	75.0	75.9	74.0	58
	2018	*	72.9	72.0	73.1	50
	2019	*	86.2	81.3	72.9	32
2	**2017**	*	63.5	60.7	70.7	56
	2018	*	55.8	60.4	70.6	48
	2019	*	62.9	62.2	68.5	37
K-2	**2017**	63.6	77.8	76.9	75.2	169
	2018	87.5	74.0	74.8	75.2	135
	2019	*	77.3	75.3	74.0	93
# Tested (GR K-2)	**2017**	11	158	169	35,859	
	2018	8	127	135	33,518	
	2019	5	88	93	32,206	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	**2017**	*	79.6	80.0	59.6	55
	2018	*	83.3	83.8	61.3	37
	2019		70.8	70.8	62.8	24
1	**2017**	83.3	69.2	70.7	54.2	58
	2018	*	64.6	66.0	55.6	50
	2019	*	79.3	75.0	56.4	32
2	**2017**	*	78.8	76.8	57.7	56
	2018	*	61.9	66.0	58.8	47
	2019	*	65.7	64.9	58.9	37
K-2	**2017**	72.7	75.9	75.7	57.1	169
	2018	100.0	69.0	70.9	58.5	134
	2019	*	71.6	69.9	59.3	93
# Tested (GR K-2)	**2017**	11	158	169	35,697	
	2018	8	126	134	33,476	
	2019	5	88	93	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**		96.0	*	92.9	*		*		96.8	91.7	94.5	77.8	55
	2018		97.1	*	97.1	*		*		93.8	100.0	97.3	80.0	37
	2019		90.5		87.0					92.3	81.8	87.5	78.4	24
1	**2017**		72.0	100.0	75.6	*	*	83.3		71.0	81.5	75.9	63.5	58
	2018		70.5	*	65.9	*	*	*		68.8	77.8	72.0	63.1	50
	2019		82.8	*	78.6	*		*		70.6	93.3	81.3	65.0	32
2	**2017**	*	59.2	*	62.0	*	*	*		64.3	57.1	60.7	60.4	56
	2018		52.5	100.0	55.0	28.6	*	*		59.3	61.9	60.4	60.0	48
	2019		65.6	*	57.6	*		*		55.6	80.0	62.2	59.8	37
K-2	**2017**	*	75.8	82.4	75.9	50.0	100.0	63.6		77.8	75.9	76.9	66.7	169
	2018		72.0	93.3	71.6	53.8	100.0	87.5		70.7	80.0	74.8	67.4	135
	2019		78.0	50.0	72.6	42.9		*		68.4	86.1	75.3	67.5	93
# Tested (GR K-2)	**2017**	1	149	17	133	10	6	11		90	79	169	19,128	
	2018		118	15	116	13	6	8		75	60	135	17,696	
	2019		82	8	84	7		5		57	36	93	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**		34	*	25	*		*		18	16	34	2,012	55
	2018		24	*	25	*		*		9	18	27	2,066	37
	2019		8		7					4	4	8	1,898	24
1	**2017**		16	6	15	*	*	4		10	12	22	1,504	58
	2018		23	*	18	*	*	*		16	9	25	1,368	50
	2019		10	*	10	*		*		4	7	11	1,275	32
2	**2017**	*	8	*	9	*	*	*		4	5	9	1,299	56
	2018		5	2	5	0	*	*		2	5	7	1,203	48
	2019		6	*	4	*		*		3	4	7	1,212	37
K-2	**2017**	*	58	7	49	2	4	5		32	33	65	4,815	169
	2018		52	5	48	3	2	3		27	32	59	4,637	135
	2019		24	2	21	0		*		11	15	26	4,385	93
# Tested (GR K-2)	**2017**	1	149	17	133	10	6	11		90	79	169	19,128	
	2018		118	15	116	13	6	8		75	60	135	17,696	
	2019		82	8	84	7		5		57	36	93	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**		90.0	*	90.5	*		*		90.3	91.7	90.9	70.7	55
	2018		85.3	*	85.7	*		*		75.0	95.2	86.5	71.4	37
	2019		85.7		82.6					84.6	81.8	83.3	71.9	24
1	**2017**		62.0	87.5	65.9	*	*	66.7		64.5	66.7	65.5	49.0	58
	2018		65.9	*	61.0	*	*	*		59.4	72.2	64.0	48.4	50
	2019		65.5	*	67.9	*		*		52.9	80.0	65.6	47.7	32
2	**2017**	*	49.0	*	52.0	*	*	*		57.1	46.4	51.8	47.2	56
	2018		47.5	75.0	50.0	14.3	*	*		48.1	57.1	52.1	47.2	48
	2019		56.3	*	51.5	*		*		48.1	80.0	56.8	46.2	37
K-2	**2017**	*	67.1	82.4	68.4	50.0	83.3	54.5		71.1	67.1	69.2	54.9	169
	2018		65.3	66.7	64.7	38.5	83.3	75.0		58.7	75.0	65.9	55.3	135
	2019		67.1	62.5	65.5	42.9		*		57.9	80.6	66.7	54.9	93
# Tested (GR K-2)	**2017**	1	149	17	133	10	6	11		90	79	169	19,124	
	2018		118	15	116	13	6	8		75	60	135	17,696	
	2019		82	8	84	7		5		57	36	93	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**		20	*	17	*		*		11	11	22	1,361	55
	2018		14	*	15	*		*		5	11	16	1,368	37
	2019		11		11					7	5	12	1,322	24
1	**2017**		15	2	13	*	*	1		10	7	17	712	58
	2018		14	*	10	*	*	*		11	4	15	642	50
	2019		6	*	6	*		*		3	4	7	583	32
2	**2017**	*	4	*	5	*	*	*		2	3	5	986	56
	2018		3	2	4	0	*	*		3	2	5	937	48
	2019		6	*	4	*		*		4	3	7	802	37
K-2	**2017**	*	39	5	35	1	1	1		23	21	44	3,059	169
	2018		31	5	29	1	2	2		19	17	36	2,947	135
	2019		23	2	21	0		*		14	12	26	2,707	93
# Tested (GR K-2)	**2017**	1	149	17	133	10	6	11		90	79	169	19,124	
	2018		118	15	116	13	6	8		75	60	135	17,696	
	2019		82	8	84	7		5		57	36	93	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**		78.0	*	78.6	*		*		83.9	75.0	80.0	59.7	55
	2018		82.4	*	82.9	*		*		75.0	90.5	83.8	61.3	37
	2019		71.4		69.6					61.5	81.8	70.8	62.8	24
1	**2017**		66.0	100.0	73.2	*	*	83.3		67.7	74.1	70.7	54.3	58
	2018		63.6	*	63.4	*	*	*		59.4	77.8	66.0	55.5	50
	2019		72.4	*	78.6	*		*		58.8	93.3	75.0	56.4	32
2	**2017**	*	75.5	*	78.0	*	*	*		92.9	60.7	76.8	57.7	56
	2018		59.0	100.0	64.1	14.3	*	*		61.5	71.4	66.0	58.8	47
	2019		65.6	*	60.6	*		*		63.0	70.0	64.9	58.9	37
K-2	**2017**	*	73.2	94.1	76.7	70.0	100.0	72.7		81.1	69.6	75.7	57.2	169
	2018		67.5	93.3	69.6	38.5	100.0	100.0		63.5	80.0	70.9	58.5	134
	2019		69.5	75.0	69.0	42.9		*		61.4	83.3	69.9	59.3	93
# Tested (GR K-2)	**2017**	1	149	17	133	10	6	11		90	79	169	35,543	
	2018		117	15	115	13	6	8		74	60	134	33,396	
	2019		82	8	84	7		5		57	36	93	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**		15	*	11	*		*		8	9	17	1,889	55
	2018		15	*	15	*		*		6	10	16	2,135	37
	2019		8		8					4	4	8	2,112	24
1	**2017**		14	4	13	*	*	1		12	6	18	1,610	58
	2018		16	*	11	*	*	*		12	5	17	1,689	50
	2019		7	*	8	*		*		3	5	8	1,580	32
2	**2017**	*	10	*	12	*	*	*		8	5	13	2,115	56
	2018		6	5	10	0	*	*		7	4	11	2,139	47
	2019		9	*	7	*		*		7	2	9	2,338	37
K-2	**2017**	*	39	8	36	2	2	2		28	20	48	5,614	169
	2018		37	7	36	1	4	4		25	19	44	5,963	134
	2019		24	1	23	1		*		14	11	25	6,030	93
# Tested (GR K-2)	**2017**	1	149	17	133	10	6	11		90	79	169	35,543	
	2018		117	15	115	13	6	8		74	60	134	33,396	
	2019		82	8	84	7		5		57	36	93	31,962	

PERFORMANCE IN 2019

Grade 2018-19	*Domain:*	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
ALL (11)	Beginning	0	*0.0*	0	*0.0*	1	*9.1*	1	*9.1*	0	*0.0*
	Intermediate	2	*18.2*	3	*27.3*	3	*27.3*	3	*27.3*	3	*27.3*
	Advanced	4	*36.4*	3	*27.3*	4	*36.4*	3	*27.3*	2	*18.2*
	Advanced High	5	*45.5*	5	*45.5*	3	*27.3*	4	*36.4*	6	*54.5*

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years		2018 Level			
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
10	Beginning	0			
	Intermediate	0	2		
7 (70.0%)	Advanced	0	1	1	
	Advanced High	0	0	6	

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	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
ALL (14)	Beginning	0	*0.0*	0	*0.0*	3	*21.4*	3	*21.4*	0	*0.0*
	Intermediate	5	*35.7*	4	*28.6*	5	*35.7*	4	*28.6*	5	*35.7*
	Advanced	3	*21.4*	8	*57.1*	3	*21.4*	3	*21.4*	7	*50.0*
	Advanced High	6	*42.9*	2	*14.3*	3	*21.4*	4	*28.6*	2	*14.3*

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level: Beg	Int	Adv	Adv High
12	Beginning	0			
6 (50.0%)	Intermediate	1	2		
	Advanced	1	2	4	
	Advanced High	0	0	2	

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

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
Elementary School Exams								
KINDERGARTEN MATHEMATICS								
22	77.9	85.9			86.4		87.2	
KINDERGARTEN READING								
22	85.1	90.1			95.5		91.7	
GRADE 1 MATHEMATICS								
33	81.0	83.2			87.9		77.8	
GRADE 1 READING								
33	81.7	86.3			90.9		86.4	
GRADE 2 MATHEMATICS								
34	76.6	83.7	82.9		79.4	91.2	78.4	93.0
GRADE 2 READING								
35	71.6	81.0	80.0		71.4	80.0	76.8	91.5
GRADE 3 MATHEMATICS								
46	51.3	67.5	77.1		52.2	73.9	65.9	90.6
GRADE 3 READING								
46	52.0	68.0	76.9		43.5	76.1	54.4	89.1
GRADE 4 LANGUAGE ARTS								
38	56.5	72.2	81.1		68.4	100.0	66.0	92.3
GRADE 4 MATHEMATICS								
38	59.6	70.4	78.4		57.9	100.0	66.6	91.0

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
KINDERGARTEN MATHEMATICS								
KINDERGARTEN READING								
GRADE 1 MATHEMATICS								
GRADE 1 READING								
GRADE 2 MATHEMATICS								
GRADE 2 READING								
GRADE 3 MATHEMATICS								
GRADE 3 READING								
GRADE 4 LANGUAGE ARTS								
GRADE 4 MATHEMATICS								

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 4 READING								
38	49.5	69.7	78.5		52.6	86.8	68.8	91.6
GRADE 5 MATHEMATICS								
59	52.3	68.9	80.3		45.8	94.9	76.6	92.2
GRADE 5 READING								
59	61.1	74.1	78.6		72.9	96.6	78.4	93.9
GRADE 5 SCIENCE								
60	78.2	78.2	83.5		73.3	96.7	75.6	95.2

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 4 READING								
GRADE 5 MATHEMATICS								
GRADE 5 READING								
GRADE 5 SCIENCE								