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DATA

P E C F D

PACKET

F E F O R Z D

2019-20C

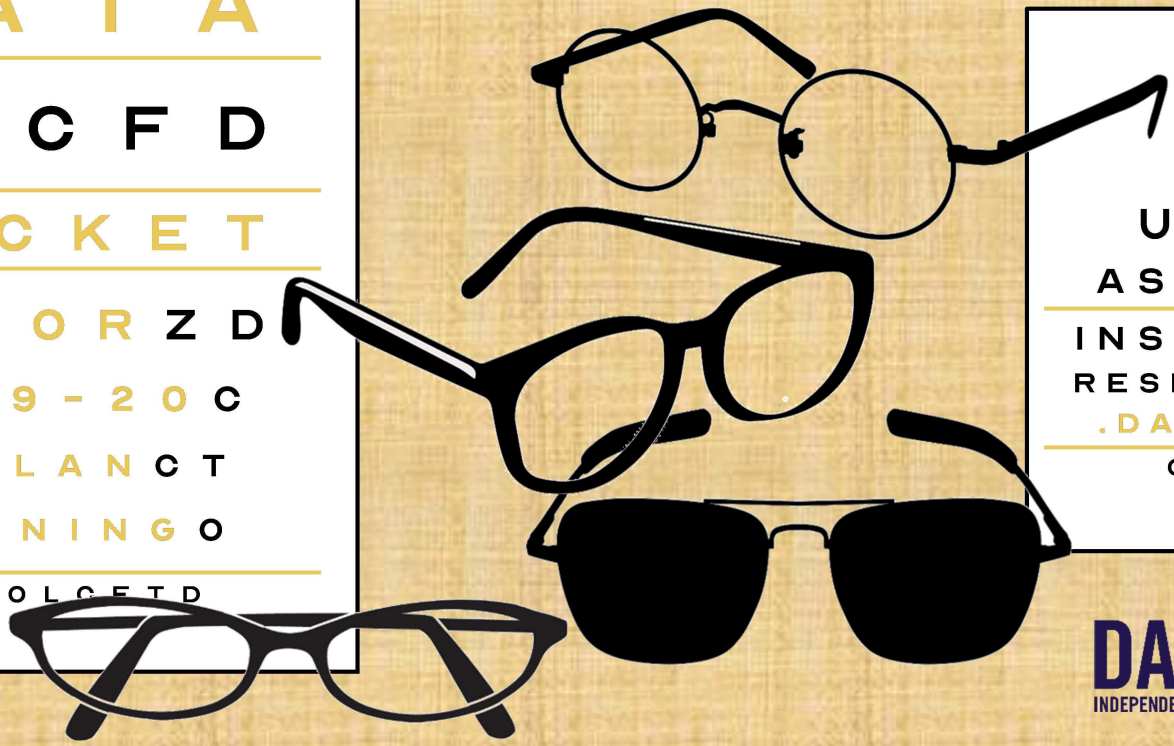
L E P L A N C T

F D P N I N G O

P E Z O L C F T D

ADELLE TURNER ELEMENTARY SCHOOL

SCHOOL NUMBER 219



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INDEPENDENT SCHOOL DISTRICT

JULY 23, 2019

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2018-19 SCHOOL SUMMARY

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

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “New” students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2017-18 and 2018-19.

ATTENDANCE

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

TEACHERS

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

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

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

STATE COMPENSATORY EDUCATION (SCE) COMPLIANCE and TERRANOVA/SUPERA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

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

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	21
KN	36
1	37
2	30
3	41
4	46
5	49
ALL	260

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	225	86.5	14	77.8
American Indian/Alaska Native	2	0.8	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	26	10.0	0	0.0
White	1	0.4	4	22.2
Multiple	6	2.3	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	64	24.6
Economically disadvantaged	213	81.9
Limited English proficient (LEP)	7	2.7
Special education	33	12.7
Talented and Gifted (TAG)	47	18.1

			African American		American Indian		Asian		Hispanic		White		Multiple category	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
PK	**2017**	23	20	87.0	0	0.0	0	0.0	3	13.0	0	0.0	0	0.0
	2018	21	17	81.0	0	0.0	0	0.0	4	19.0	0	0.0	0	0.0
	2019	21	16	76.2	2	9.5	0	0.0	2	9.5	0	0.0	1	4.8
KN	**2017**	34	29	85.3	0	0.0	0	0.0	5	14.7	0	0.0	0	0.0
	2018	36	31	86.1	0	0.0	1	2.8	3	8.3	1	2.8	0	0.0
	2019	36	31	86.1	0	0.0	0	0.0	3	8.3	0	0.0	2	5.6
1	**2017**	56	48	85.7	0	0.0	0	0.0	7	12.5	0	0.0	1	1.8
	2018	27	24	88.9	0	0.0	0	0.0	3	11.1	0	0.0	0	0.0
	2019	37	30	81.1	0	0.0	0	0.0	5	13.5	1	2.7	1	2.7
2	**2017**	52	44	84.6	0	0.0	0	0.0	7	13.5	0	0.0	1	1.9
	2018	57	47	82.5	0	0.0	0	0.0	9	15.8	0	0.0	1	1.8
	2019	30	26	86.7	0	0.0	0	0.0	3	10.0	0	0.0	1	3.3
3	**2017**	47	42	89.4	0	0.0	0	0.0	5	10.6	0	0.0	0	0.0
	2018	49	42	85.7	0	0.0	0	0.0	6	12.2	0	0.0	1	2.0
	2019	41	37	90.2	0	0.0	0	0.0	3	7.3	0	0.0	1	2.4
4	**2017**	53	46	86.8	0	0.0	0	0.0	6	11.3	0	0.0	1	1.9
	2018	47	44	93.6	0	0.0	0	0.0	3	6.4	0	0.0	0	0.0
	2019	46	40	87.0	0	0.0	0	0.0	6	13.0	0	0.0	0	0.0
5	**2017**	61	58	95.1	0	0.0	0	0.0	3	4.9	0	0.0	0	0.0
	2018	53	45	84.9	0	0.0	0	0.0	7	13.2	0	0.0	1	1.9
	2019	49	45	91.8	0	0.0	0	0.0	4	8.2	0	0.0	0	0.0
PK-5	**2017**	326	287	88.0	0	0.0	0	0.0	36	11.0	0	0.0	3	0.9
	2018	290	250	86.2	0	0.0	1	0.3	35	12.1	1	0.3	3	1.0
	2019	260	225	86.5	2	0.8	0	0.0	26	10.0	1	0.4	6	2.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	**2017**	23	23	100.0	2	8.7	1	4.3	3	13.0	0	0.0	23	100.0	60.9	39.1	0.0
	2018	21	20	95.2	2	9.5	1	4.8	3	14.3	0	0.0	20	95.2	76.2	23.8	4.8
	2019	21	21	100.0	0	0.0	1	4.8	1	4.8	0	0.0	17	81.0	57.1	42.9	19.0
KN	**2017**	34	27	79.4	0	0.0	1	2.9	1	2.9	1	2.9	18	52.9	58.8	41.2	0.0
	2018	36	30	83.3	1	2.8	1	2.8	2	5.6	0	0.0	14	38.9	50.0	50.0	0.0
	2019	36	27	75.0	2	5.6	4	11.1	2	5.6	3	8.3	17	47.2	69.4	30.6	0.0
1	**2017**	56	43	76.8	3	5.4	7	12.5	9	16.1	9	16.1	11	19.6	66.1	33.9	5.4
	2018	27	23	85.2	0	0.0	3	11.1	2	7.4	5	18.5	6	22.2	63.0	37.0	3.7
	2019	37	33	89.2	2	5.4	4	10.8	2	5.4	5	13.5	4	10.8	56.8	43.2	2.7
2	**2017**	52	40	76.9	3	5.8	7	13.5	4	7.7	7	13.5	10	19.2	55.8	44.2	3.8
	2018	57	45	78.9	5	8.8	8	14.0	9	15.8	11	19.3	6	10.5	56.1	43.9	5.3
	2019	30	26	86.7	0	0.0	4	13.3	3	10.0	4	13.3	6	20.0	73.3	26.7	6.7
3	**2017**	47	42	89.4	3	6.4	7	14.9	5	10.6	8	17.0	5	10.6	55.3	44.7	2.1
	2018	49	39	79.6	0	0.0	6	12.2	3	6.1	8	16.3	6	12.2	44.9	55.1	0.0
	2019	41	29	70.7	2	4.9	4	9.8	7	17.1	13	31.7	4	9.8	56.1	43.9	0.0
4	**2017**	53	46	86.8	2	3.8	2	3.8	26	49.1	8	15.1	10	18.9	52.8	47.2	0.0
	2018	47	38	80.9	1	2.1	8	17.0	15	31.9	9	19.1	7	14.9	53.2	46.8	0.0
	2019	46	40	87.0	0	0.0	4	8.7	20	43.5	6	13.0	8	17.4	43.5	56.5	0.0
5	**2017**	61	55	90.2	1	1.6	2	3.3	34	55.7	11	18.0	7	11.5	50.8	49.2	0.0
	2018	53	45	84.9	2	3.8	7	13.2	32	60.4	12	22.6	8	15.1	60.4	39.6	1.9
	2019	49	37	75.5	1	2.0	12	24.5	29	59.2	16	32.7	9	18.4	55.1	44.9	0.0
PK-5	**2017**	326	276	84.7	14	4.3	27	8.3	82	25.2	44	13.5	84	25.8	56.7	43.3	1.8
	2018	290	240	82.8	11	3.8	34	11.7	66	22.8	45	15.5	67	23.1	55.9	44.1	2.1
	2019	260	213	81.9	7	2.7	33	12.7	64	24.6	47	18.1	65	25.0	57.7	42.3	2.7

		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**	34	11,388	33	95.4	10,888	95.6	8	23.3	19.6	28	10,240	81.6	89.9
	2018	37	11,061	35	95.6	10,520	95.1	11	30.1	17.8	34	9,830	93.0	88.9
	2019	36	10,918	34	93.8	10,368	95.0	6	16.5	7.1	31	9,637	85.0	88.3
1	**2017**	58	12,278	56	95.9	11,800	96.1	5	8.6	18.4	55	11,169	94.6	91.0
	2018	27	11,550	26	95.7	11,055	95.7	4	14.6	16.6	26	10,347	95.2	89.6
	2019	35	11,198	33	94.8	10,714	95.7	1	2.9	6.3	30	10,067	86.3	89.9
2	**2017**	51	12,938	49	97.1	12,476	96.4	13	25.7	16.9	46	11,850	90.9	91.6
	2018	57	11,864	54	95.5	11,398	96.1	7	12.3	15.9	50	10,717	87.8	90.3
	2019	31	11,232	30	95.5	10,778	96.0	2	6.5	5.9	27	10,167	87.1	90.5
3	**2017**	47	13,158	46	97.2	12,734	96.8	8	17.1	15.9	45	12,162	96.0	92.4
	2018	49	12,536	48	96.9	12,080	96.4	5	10.1	14.4	48	11,431	97.2	91.2
	2019	43	11,452	42	96.5	11,021	96.2	5	11.6	5.8	38	10,472	88.2	91.4
4	**2017**	51	12,873	49	96.6	12,467	96.8	8	15.7	15.4	48	11,953	94.1	92.9
	2018	48	12,675	46	96.6	12,235	96.5	4	8.4	14.1	45	11,637	94.6	91.8
	2019	43	12,118	42	97.3	11,678	96.4	3	6.9	6.0	41	11,110	94.3	91.7
5	**2017**	61	12,220	60	97.8	11,838	96.9	1	1.6	6.1	57	11,367	92.8	93.0
	2018	52	12,498	51	96.8	12,078	96.6	3	5.7	6.1	49	11,513	93.6	92.1
	2019	46	12,193	44	96.6	11,764	96.5	2	4.4	5.4	41	11,300	89.3	92.7
KN-5	**2017**	302	74,855	293	96.8	72,203	96.5	43	14.2	15.3	279	68,741	92.3	91.8
	2018	270	72,186	260	96.2	69,366	96.1	34	12.6	14.0	252	65,475	93.3	90.7
	2019	235	69,110	225	95.9	66,323	96.0	19	8.1	6.1	208	62,753	88.6	90.8

Teachers: 18

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	77.8
Hispanic	0	0.0
White	4	22.2
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	16	88.9
Male	2	11.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	11.1	80.8
2017-18	9.9	66.7
2018-19	6.7	63.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	5.6
1	1	5.6
2	1	5.6
3	0	0.0
4	2	11.1
5	1	5.6
1-3	2	11.1
More than 3	15	83.3
1 - 5	5	27.8
6 - 10	2	11.1
11 - 20	2	11.1
More than 20	8	44.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2017**		76.9	*	65.7	16.7	*	*		60.0	89.5	72.7	59.5	44
	2018		59.5	66.7	55.3	33.3		*		63.6	55.6	59.2	67.4	49
	2019		73.0	*	62.1	*	*	57.1		65.2	77.8	70.7	67.4	41
4	**2017**		46.5	62.5	43.9	*	*	19.2		57.1	41.7	50.0	56.4	52
	2018		70.5	*	57.6	25.0	*	46.7		56.0	81.8	68.1	61.9	47
	2019		66.7	50.0	61.5	*		47.4		63.2	65.4	64.4	67.2	45
5	**2017**		77.6	*	76.0	*	*	62.9		74.2	83.3	78.7	71.7	61
	2018		80.0	71.4	83.8	33.3	*	68.8		78.1	81.0	79.2	76.0	53
	2019		80.0	*	72.2	33.3	*	69.0		85.2	72.7	79.6	81.0	49
3-5	**2017**		67.9	62.5	62.7	20.0	66.7	43.9		64.3	71.2	67.5	62.7	157
	2018		70.2	62.5	65.7	30.0	*	62.0		67.1	71.4	69.1	68.7	149
	2019		73.6	53.8	65.4	31.6	*	60.0		72.5	71.2	71.9	72.3	135

	NUMBER TESTED IN GRADES 3-5											
2017		140	16	126	10	6	66		84	73	157	23,084
2018		131	16	108	20	3	50		79	70	149	22,610
2019		121	13	104	19	3	55		69	66	135	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**		9	*	12	5	*	*		10	2	12	3,014	44
	2018		17	2	17	4		*		8	12	20	2,309	49
	2019		10	*	11	*	*	3		8	4	12	2,153	41
4	**2017**		23	3	23	*	*	21		12	14	26	3,323	52
	2018		13	*	14	6	*	8		11	4	15	2,811	47
	2019		13	3	15	*		10		7	9	16	2,376	45
5	**2017**		13	*	12	*	*	13		8	5	13	2,269	61
	2018		9	2	6	4	*	10		7	4	11	1,956	53
	2019		9	*	10	8	*	9		4	6	10	1,508	49
3-5	**2017**		45	6	47	8	2	37		30	21	51	8,606	157
	2018		39	6	37	14	*	19		26	20	46	7,076	149
	2019		32	6	36	13	*	22		19	19	38	6,037	135

	NUMBER TESTED IN GRADES 3-5											
2017		140	16	126	10	6	66		84	73	157	23,084
2018		131	16	108	20	3	50		79	70	149	22,610
2019		121	13	104	19	3	55		69	66	135	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**		35.9	*	34.3	0.0	*	*		16.0	57.9	34.1	32.9	44
	2018		23.8	33.3	26.3	0.0		*		18.2	29.6	24.5	33.6	49
	2019		45.9	*	34.5	*	*	28.6		34.8	55.6	43.9	35.9	41
4	**2017**		27.9	25.0	22.0	*	*	0.0		32.1	20.8	26.9	32.4	52
	2018		43.2	*	33.3	0.0	*	20.0		32.0	54.5	42.6	35.6	47
	2019		25.6	33.3	23.1	*		15.8		31.6	23.1	26.7	37.1	45
5	**2017**		46.6	*	48.0	*	*	34.3		48.4	46.7	47.5	38.2	61
	2018		28.9	42.9	35.1	0.0	*	9.4		37.5	23.8	32.1	44.1	53
	2019		44.4	*	36.1	8.3	*	24.1		33.3	63.6	46.9	45.9	49
3-5	**2017**		37.9	31.3	35.7	0.0	33.3	19.7		33.3	41.1	36.9	34.6	157
	2018		32.1	37.5	31.5	0.0	*	14.0		30.4	35.7	32.9	38.0	149
	2019		38.8	38.5	30.8	10.5	*	21.8		33.3	45.5	39.3	39.9	135

	NUMBER TESTED IN GRADES 3-5											
2017		140	16	126	10	6	66		84	73	157	23,084
2018		131	16	108	20	3	50		79	70	149	22,610
2019		121	13	104	19	3	55		69	66	135	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**		25.6	*	25.7	0.0	*	*		4.0	52.6	25.0	20.0	44
	2018		14.3	0.0	10.5	0.0		*		9.1	14.8	12.2	19.3	49
	2019		32.4	*	20.7	*	*	14.3		21.7	38.9	29.3	21.9	41
4	**2017**		18.6	12.5	14.6	*	*	0.0		17.9	16.7	17.3	16.9	52
	2018		18.2	*	18.2	0.0	*	0.0		4.0	31.8	17.0	17.7	47
	2019		10.3	16.7	10.3	*		5.3		5.3	15.4	11.1	18.2	45
5	**2017**		27.6	*	24.0	*	*	8.6		25.8	26.7	26.2	19.4	61
	2018		17.8	14.3	18.9	0.0	*	0.0		25.0	9.5	18.9	20.1	53
	2019		22.2	*	22.2	0.0	*	10.3		7.4	45.5	24.5	24.1	49
3-5	**2017**		24.3	12.5	21.4	0.0	16.7	6.1		16.7	30.1	22.9	18.8	157
	2018		16.8	6.3	15.7	0.0	*	0.0		13.9	18.6	16.1	19.1	149
	2019		21.5	23.1	17.3	0.0	*	9.1		11.6	31.8	21.5	21.5	135

	NUMBER TESTED IN GRADE 3-5											
2017		140	16	126	10	6	66		84	73	157	23,084
2018		131	16	108	20	3	50		79	70	149	22,610
2019		121	13	104	19	3	55		69	66	135	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**	70.0	64.8	60.2
	2018	71.8	57.8	55.0
	2019	66.8	72.7	56.8
4	**2017**	61.3	59.2	52.4
	2018	67.3	65.0	62.4
	2019	68.3	60.4	55.0
5	**2017**	76.4	70.5	70.4
	2018	73.3	67.1	65.0
	2019	77.0	69.0	70.6
3-5	**2017**	69.6	65.2	61.6
	2018	70.9	63.4	60.8
	2019	71.0	67.3	61.2

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**		58.1	62.5	53.7	*	*	26.9		64.3	54.2	59.6	54.4	52
	2018		54.5	*	54.5	0.0	*	26.7		36.0	72.7	53.2	51.2	47
	2019		48.7	*	50.0	*		31.6		40.0	62.5	52.3	56.9	44

	NUMBER TESTED IN GRADE 4											
2017		43	8	41	2	2	26		28	24	52	7,530
2018		44	3	33	8	1	15		25	22	47	7,361
2019		39	5	38	4		19		20	24	44	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**		18	3	19	*	*	19		10	11	21	3,435	52
	2018		20	*	15	8	*	11		16	6	22	3,589	47
	2019		20	*	19	*		13		12	9	21	3,091	44

	NUMBER TESTED IN GRADE 4											
2017		43	8	41	2	2	26		28	24	52	7,530
2018		44	3	33	8	1	15		25	22	47	7,361
2019		39	5	38	4		19		20	24	44	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**		27.9	12.5	22.0	*	*	11.5		32.1	16.7	25.0	26.0	52
	2018		22.7	*	30.3	0.0	*	6.7		8.0	40.9	23.4	29.2	47
	2019		10.3	*	5.3	*		0.0		20.0	4.2	11.4	26.4	44

	NUMBER TESTED IN GRADE 4											
2017		43	8	41	2	2	26		28	24	52	7,530
2018		44	3	33	8	1	15		25	22	47	7,361
2019		39	5	38	4		19		20	24	44	7,170

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**		7.0	0.0	2.4	*	*	0.0		10.7	0.0	5.8	7.4	52
	2018		6.8	*	9.1	0.0	*	6.7		4.0	13.6	8.5	7.1	47
	2019		5.1	*	0.0	*		0.0		10.0	0.0	4.5	7.6	44

	NUMBER TESTED IN GRADE 4											
2017		43	8	41	2	2	26		28	24	52	7,530
2018		44	3	33	8	1	15		25	22	47	7,361
2019		39	5	38	4		19		20	24	44	7,170

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		REPORTING CATEGORY		
Grade	Year	1. Composition[1] (Expository)	2. Revision	3. Editing
4	**2017**	3.4	64.7	62.6
	2018	3.6	49.7	64.4
	2019	3.0	54.5	61.4

[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**		61.5	*	60.0	0.0	*	*		44.0	78.9	59.1	70.0	44
	2018		59.5	50.0	63.2	33.3		*		72.7	48.1	59.2	74.5	49
	2019		73.0	*	65.5	*	*	71.4		65.2	83.3	73.2	75.5	41
4	**2017**		51.2	75.0	48.8	*	*	26.9		64.3	45.8	55.8	68.1	52
	2018		65.9	*	66.7	25.0	*	46.7		56.0	77.3	66.0	75.2	47
	2019		67.5	33.3	60.0	*		45.0		70.0	57.7	63.0	74.7	46
5	**2017**		86.2	*	86.0	*	*	80.0		83.9	90.0	86.9	80.6	61
	2018		91.1	85.7	89.2	57.1	*	84.4		90.6	90.5	90.6	86.9	53
	2019		88.9	*	86.1	75.0	*	86.2		92.6	86.4	89.8	88.0	49
3-5	**2017**		68.6	68.8	66.7	10.0	66.7	56.1		65.5	72.6	68.8	72.7	157
	2018		72.5	68.8	73.1	38.1	*	72.0		74.7	70.0	72.5	78.8	149
	2019		77.0	61.5	70.5	57.9	*	69.6		77.1	74.2	75.7	79.5	136

	NUMBER TESTED IN GRADES 3-5											
2017		140	16	126	10	6	50		84	73	157	37,278
2018		131	16	108	21	3	50		79	70	149	36,318
2019		122	13	105	19	3	56		70	66	136	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**		15	*	14	6	*	*		14	4	18	3,851	44
	2018		17	3	14	4		*		6	14	20	3,072	49
	2019		10	*	10	*	*	2		8	3	11	2,726	41
4	**2017**		21	2	21	*	*	19		10	13	23	4,016	52
	2018		15	*	11	6	*	8		11	5	16	3,028	47
	2019		13	4	16	*		11		6	11	17	2,959	46
5	**2017**		8	*	7	*	*	7		5	3	8	2,308	61
	2018		4	1	4	3	*	5		3	2	5	1,582	53
	2019		5	*	5	3	*	4		2	3	5	1,420	49
3-5	**2017**		44	5	42	9	2	29		29	20	49	10,175	157
	2018		36	5	29	13	*	14		20	21	41	7,682	149
	2019		28	5	31	8	*	17		16	17	33	7,105	136

	NUMBER TESTED IN GRADES 3-5											
2017		140	16	126	10	6	50		84	73	157	37,278
2018		131	16	108	21	3	50		79	70	149	36,318
2019		122	13	105	19	3	56		70	66	136	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**		33.3	*	37.1	0.0	*	*		24.0	47.4	34.1	39.9	44
	2018		40.5	16.7	36.8	0.0		*		36.4	37.0	36.7	41.8	49
	2019		37.8	*	27.6	*	*	14.3		26.1	50.0	36.6	42.8	41
4	**2017**		18.6	25.0	19.5	*	*	0.0		28.6	12.5	21.2	39.4	52
	2018		25.0	*	27.3	0.0	*	13.3		12.0	40.9	25.5	44.2	47
	2019		30.0	0.0	20.0	*		5.0		35.0	19.2	26.1	44.8	46
5	**2017**		51.7	*	54.0	*	*	25.7		51.6	56.7	54.1	42.4	61
	2018		44.4	42.9	40.5	14.3	*	18.8		43.8	47.6	45.3	53.8	53
	2019		57.8	*	55.6	16.7	*	41.4		55.6	63.6	59.2	55.5	49
3-5	**2017**		36.4	43.8	38.1	0.0	50.0	16.7		35.7	39.7	37.6	40.5	157
	2018		36.6	31.3	35.2	4.8	*	18.0		31.6	41.4	36.2	46.6	149
	2019		42.6	23.1	34.3	10.5	*	25.0		40.0	42.4	41.2	47.8	136

	NUMBER TESTED IN GRADES 3-5											
2017		140	16	126	10	6	66		84	73	157	37,278
2018		131	16	108	21	3	50		79	70	149	36,318
2019		122	13	105	19	3	56		70	66	136	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**		7.7	*	8.6	0.0	*	*		4.0	15.8	9.1	19.9	44
	2018		11.9	16.7	13.2	0.0		*		13.6	11.1	12.2	19.6	49
	2019		29.7	*	20.7	*	*	0.0		21.7	38.9	29.3	20.3	41
4	**2017**		11.6	25.0	17.1	*	*	0.0		25.0	4.2	15.4	22.1	52
	2018		11.4	*	15.2	0.0	*	13.3		4.0	22.7	12.8	23.8	47
	2019		17.5	0.0	10.0	*		0.0		25.0	7.7	15.2	25.1	46
5	**2017**		19.0	*	22.0	*	*	8.6		19.4	23.3	21.3	19.3	61
	2018		17.8	42.9	24.3	14.3	*	6.3		25.0	19.0	22.6	27.6	53
	2019		20.0	*	16.7	0.0	*	6.9		11.1	36.4	22.4	34.0	49
3-5	**2017**		13.6	31.3	16.7	0.0	33.3	6.1		16.7	15.1	15.9	20.4	157
	2018		13.7	31.3	17.6	4.8	*	8.0		15.2	17.1	16.1	23.7	149
	2019		22.1	15.4	15.2	0.0	*	3.6		18.6	25.8	22.1	26.6	136

	NUMBER TESTED IN GRADE 3-5											
2017		140	16	126	10	6	66		84	73	157	37,278
2018		131	16	108	21	3	50		79	70	149	36,318
2019		122	13	105	19	3	56		70	66	136	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**	65.1	54.7	59.7	48.3
	2018	64.5	59.3	52.5	61.2
	2019	67.7	64.2	63.1	68.3
4	**2017**	67.3	45.1	48.8	46.6
	2018	57.9	58.2	54.5	54.3
	2019	64.3	49.8	53.9	69.6
5	**2017**	65.3	69.4	67.9	65.2
	2018	60.7	69.4	68.3	63.7
	2019	72.1	76.4	56.0	64.8
3-5	**2017**	65.9	57.3	59.3	54.3
	2018	61.1	62.6	58.7	59.9
	2019	68.1	63.7	57.4	67.5

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)
5	**2017**		75.9	*	76.0	*	*	64.7		77.4	76.7	77.0	65.9	61
	2018		62.2	71.4	64.9	16.7	*	40.6		68.8	57.1	64.2	68.8	53
	2019		60.0	*	54.1	16.7	*	41.4		55.6	68.2	61.2	69.3	49

	NUMBER TESTED IN GRADE 5											
2017		58	3	50	2	1	34		31	30	61	9,759
2018		45	7	37	6	2	32		32	21	53	10,271
2019		45	4	37	12	1	29		27	22	49	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**		14	*	12	*	*	12		7	7	14	3328	61
	2018		17	2	13	5	*	19		10	9	19	3208	53
	2019		18	*	17	10	*	17		12	7	19	3203	49

	NUMBER TESTED IN GRADE 5											
2017		58	3	50	2	1	34		31	30	61	9,759
2018		45	7	37	6	2	32		32	21	53	10,271
2019		45	4	37	12	1	29		27	22	49	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**		29.3	*	30.0	*	*	17.6		32.3	33.3	32.8	33.0	61
	2018		22.2	28.6	24.3	0.0	*	0.0		34.4	9.5	24.5	32.6	53
	2019		15.6	*	16.2	0.0	*	6.9		11.1	27.3	18.4	42.0	49

	NUMBER TESTED IN GRADE 5											
2017		58	3	50	2	1	34		31	30	61	9,759
2018		45	7	37	6	2	32		32	21	53	10,271
2019		45	4	37	12	1	29		27	22	49	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**		8.6	*	8.0	*	*	5.9		9.7	6.7	8.2	12.8	61
	2018		11.1	14.3	10.8	0.0	*	0.0		18.8	0.0	11.3	12.1	53
	2019		2.2	*	5.4	0.0	*	3.4		3.7	9.1	6.1	19.7	49

	NUMBER TESTED IN GRADE 5											
2017		58	3	50	2	1	34		31	30	61	9,759
2018		45	7	37	6	2	32		32	21	53	10,271
2019		45	4	37	12	1	29		27	22	49	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**	56.0	66.0	72.1	69.8
	2018	62.6	67.5	59.2	61.3
	2019	70.4	56.4	61.4	66.5

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**	*	87.1	84.8	81.7	33
	2018	*	84.8	82.9	82.2	35
	2019	*	83.3	81.3	80.8	32
1	**2017**	62.5	80.0	77.4	74.0	53
	2018	*	87.0	84.0	73.1	25
	2019	*	75.0	75.8	72.9	33
2	**2017**	*	60.9	58.0	70.7	50
	2018	12.5	52.3	46.2	70.6	52
	2019	*	61.5	58.6	68.5	29
K-2	**2017**	50.0	74.6	72.1	75.2	136
	2018	25.0	71.0	66.1	75.2	112
	2019	50.0	73.9	72.3	74.0	94
# Tested (GR K-2)	**2017**	14	122	136	35,859	
	2018	12	100	112	33,518	
	2019	6	88	94	32,206	

		TERRANOVA/SUPERA MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K	**2017**	*	71.0	66.7	59.6	33
	2018	*	57.6	57.1	61.3	35
	2019	*	43.3	43.8	62.8	32
1	**2017**	25.0	60.0	54.7	54.2	53
	2018	*	78.3	76.0	55.6	25
	2019	*	50.0	51.5	56.4	33
2	**2017**	*	63.0	60.0	57.7	50
	2018	25.0	63.6	57.7	58.8	52
	2019	*	64.0	60.7	58.9	28
K-2	**2017**	21.4	63.9	59.6	57.1	136
	2018	33.3	65.0	61.6	58.5	112
	2019	50.0	51.7	51.6	59.3	93
# Tested (GR K-2)	**2017**	14	122	136	35,697	
	2018	12	100	112	33,476	
	2019	6	87	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**		85.2	83.3	85.2		*	*		84.2	85.7	84.8	77.8	33
	2018		83.9	*	82.8		*	*		72.2	94.1	82.9	80.0	35
	2019		81.5	*	79.2	*	*	*		81.0	81.8	81.3	78.4	32
1	**2017**		79.2	*	69.2		*	62.5		76.5	78.9	77.4	63.5	53
	2018		81.8	*	81.0	*		*		86.7	80.0	84.0	63.1	25
	2019		72.4	*	79.3	*	*	*		72.2	80.0	75.8	65.0	33
2	**2017**		61.9	42.9	54.1	*	*	*		50.0	68.2	58.0	60.4	50
	2018		48.9	16.7	40.0	*	*	12.5		37.0	56.0	46.2	60.0	52
	2019		60.0	*	60.0	*		*		61.9	50.0	58.6	59.8	29
K-2	**2017**		74.4	58.8	68.0	*	33.3	50.0		69.1	76.4	72.1	66.7	136
	2018		67.3	58.3	63.3	*	*	25.0		60.0	73.1	66.1	67.4	112
	2019		71.6	77.8	73.1	*	*	50.0		71.7	73.5	72.3	67.5	94
# Tested (GR K-2)	**2017**		117	17	103	5	6	14		81	55	136	19,128	
	2018		98	12	90	4	5	12		60	52	112	17,696	
	2019		81	9	78	5	3	6		60	34	94	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**		10	2	9		*	*		7	5	12	2,012	33
	2018		11	*	10		*	*		4	8	12	2,066	35
	2019		9	*	7	*	*	*		5	5	10	1,898	32
1	**2017**		10	*	8		*	0		6	6	12	1,504	53
	2018		5	*	6	*		*		3	3	6	1,368	25
	2019		4	*	5	*	*	*		2	4	6	1,275	33
2	**2017**		10	0	7	*	*	*		5	5	10	1,299	50
	2018		11	1	9	*	*	0		3	10	13	1,203	52
	2019		2	*	3	*		*		3	0	3	1,212	29
K-2	**2017**		30	3	24	*	0	0		18	16	34	4,815	136
	2018		27	3	25	*	*	1		10	21	31	4,637	112
	2019		15	3	15	*	*	1		10	9	19	4,385	94
# Tested (GR K-2)	**2017**		117	17	103	5	6	14		81	55	136	19,128	
	2018		98	12	90	4	5	12		60	52	112	17,696	
	2019		81	9	78	5	3	6		60	34	94	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**		81.5	83.3	81.5		*	*		78.9	85.7	81.8	70.7	33
	2018		74.2	*	69.0		*	*		66.7	76.5	71.4	71.4	35
	2019		74.1	*	70.8	*	*	*		71.4	81.8	75.0	71.9	32
1	**2017**		66.7	*	64.1		*	25.0		52.9	84.2	64.2	49.0	53
	2018		72.7	*	66.7	*		*		73.3	60.0	68.0	48.4	25
	2019		31.0	*	27.6	*	*	*		27.8	33.3	30.3	47.7	33
2	**2017**		57.1	42.9	51.4	*	*	*		50.0	59.1	54.0	47.2	50
	2018		46.7	16.7	45.0	*	*	12.5		40.7	48.0	44.2	47.2	52
	2019		44.0	*	44.0	*		*		42.9	37.5	41.4	46.2	29
K-2	**2017**		66.7	52.9	64.1	*	0.0	21.4		58.0	74.5	64.7	54.9	136
	2018		61.2	33.3	57.8	*	*	25.0		56.7	59.6	58.0	55.3	112
	2019		49.4	44.4	46.2	*	*	33.3		48.3	50.0	48.9	54.9	94
# Tested (GR K-2)	**2017**		117	17	103	5	6	14		81	55	136	19,124	
	2018		98	12	90	4	5	12		60	52	112	17,696	
	2019		81	9	78	5	3	6		60	34	94	17,258	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	**2017**		6	3	7		*	*		5	4	9	1,361	33
	2018		8	*	7		*	*		6	3	9	1,368	35
	2019		5	*	2	*	*	*		2	3	5	1,322	32
1	**2017**		6	*	2		*	0		5	2	7	712	53
	2018		1	*	1	*		*		1	0	1	642	25
	2019		3	*	3	*	*	*		1	3	4	583	33
2	**2017**		8	1	6	*	*	*		4	5	9	986	50
	2018		3	0	0	*	*	0		1	2	3	937	52
	2019		3	*	3	*		*		4	0	4	802	29
K-2	**2017**		20	4	15	*	0	0		14	11	25	3,059	136
	2018		12	1	8	*	*	0		8	5	13	2,947	112
	2019		11	2	8	*	*	0		7	6	13	2,707	94
# Tested (GR K-2)	**2017**		117	17	103	5	6	14		81	55	136	19,124	
	2018		98	12	90	4	5	12		60	52	112	17,696	
	2019		81	9	78	5	3	6		60	34	94	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**		66.7	66.7	66.7		*	*		68.4	64.3	66.7	59.7	33
	2018		58.1	*	51.7		*	*		55.6	58.8	57.1	61.3	35
	2019		44.4	*	41.7	*	*	*		38.1	54.5	43.8	62.8	32
1	**2017**		54.2	*	51.3		*	25.0		50.0	63.2	54.7	54.3	53
	2018		81.8	*	71.4	*		*		86.7	60.0	76.0	55.5	25
	2019		48.3	*	55.2	*	*	*		50.0	53.3	51.5	56.4	33
2	**2017**		64.3	28.6	56.8	*	*	*		60.7	59.1	60.0	57.7	50
	2018		60.0	33.3	52.5	*	*	25.0		59.3	56.0	57.7	58.8	52
	2019		58.3	*	62.5	*		*		65.0	50.0	60.7	58.9	28
K-2	**2017**		60.7	47.1	57.3	*	16.7	21.4		58.0	61.8	59.6	57.2	136
	2018		64.3	41.7	56.7	*	*	33.3		65.0	57.7	61.6	58.5	112
	2019		50.0	66.7	53.2	*	*	50.0		50.8	52.9	51.6	59.3	93
# Tested (GR K-2)	**2017**		117	17	103	5	6	14		81	55	136	35,543	
	2018		98	12	90	4	5	12		60	52	112	33,396	
	2019		80	9	77	5	3	6		59	34	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**		4	1	2		*	*		3	2	5	1,889	33
	2018		2	*	1		*	*		2	0	2	2,135	35
	2019		4	*	2	*	*	*		1	3	4	2,112	32
1	**2017**		3	*	3		*	0		2	2	4	1,610	53
	2018		2	*	2	*		*		2	0	2	1,689	25
	2019		4	*	4	*	*	*		1	4	5	1,580	33
2	**2017**		11	0	9	*	*	*		9	3	12	2,115	50
	2018		8	1	6	*	*	0		4	6	10	2,139	52
	2019		3	*	4	*		*		4	0	4	2,338	28
K-2	**2017**		18	1	14	*	0	0		14	7	21	5,614	136
	2018		12	1	9	*	*	0		8	6	14	5,963	112
	2019		11	2	10	*	*	0		6	7	13	6,030	93
# Tested (GR K-2)	**2017**		117	17	103	5	6	14		81	55	136	35,543	
	2018		98	12	90	4	5	12		60	52	112	33,396	
	2019		80	9	77	5	3	6		59	34	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 (6)	Beginning	0	*0.0*	0	*0.0*	1	*16.7*	3	*50.0*	0	*0.0*
	Intermediate	2	*33.3*	3	*50.0*	2	*33.3*	0	*0.0*	3	*50.0*
	Advanced	1	*16.7*	1	*16.7*	2	*33.3*	2	*33.3*	1	*16.7*
	Advanced High	3	*50.0*	2	*33.3*	1	*16.7*	1	*16.7*	2	*33.3*

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years		2018 Level			
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
5	Beginning	0			
	Intermediate	0	2		
2 (40.0%)	Advanced	0	0	0	
	Advanced High	0	0	2	

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 (8)	Beginning	0	*0.0*	1	*12.5*	2	*25.0*	2	*25.0*	1	*12.5*
	Intermediate	2	*25.0*	2	*25.0*	3	*37.5*	4	*50.0*	2	*25.0*
	Advanced	4	*50.0*	4	*50.0*	2	*25.0*	1	*12.5*	4	*50.0*
	Advanced High	2	*25.0*	1	*12.5*	1	*12.5*	1	*12.5*	1	*12.5*

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
7 6 (85.7%)	Beginning	1			
	Intermediate	2	0		
	Advanced	0	3	0	
	Advanced High	0	0	1	

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								
30	75.8	84.5			93.3		87.2	
KINDERGARTEN READING								
31	86.7	91.2			100.0		91.7	
GRADE 1 MATHEMATICS								
30	81.1	83.3			83.3		77.8	
GRADE 1 READING								
30	82.3	86.8			96.7		86.4	
GRADE 2 MATHEMATICS								
29	72.6	80.9	82.8		75.9	96.6	78.4	93.0
GRADE 2 READING								
29	70.2	80.1	78.6		79.3	89.7	76.8	91.5
GRADE 3 MATHEMATICS								
40	63.4	75.6	73.3		67.5	57.5	65.9	90.6
GRADE 3 READING								
40	57.5	71.7	68.2		55.0	57.5	54.4	89.1
GRADE 4 LANGUAGE ARTS								
41	53.1	70.1	79.8		51.2	97.6	66.0	92.3
GRADE 4 MATHEMATICS								
41	60.3	71.0	82.4		53.7	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								
41	54.0	72.4	82.1		65.9	97.6	68.8	91.6
GRADE 5 MATHEMATICS								
36	69.8	80.3	79.4		80.6	91.7	76.6	92.2
GRADE 5 READING								
36	69.1	79.4	85.5		97.2	100.0	78.4	93.9
GRADE 5 SCIENCE								
36	74.3	74.3	85.3		66.7	100.0	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								