E

F P

T O Z

DATA

P E C F D

PACKET

F E F O R Z D

2019-20C

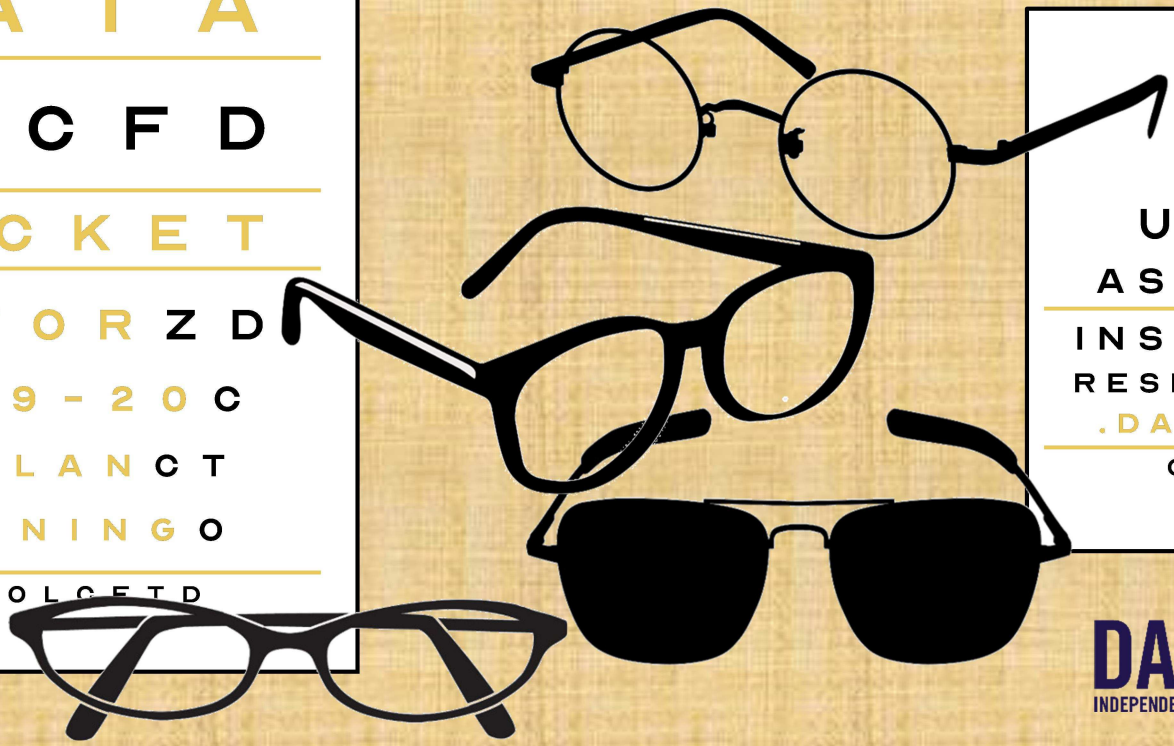
L E P L A N C T

F D P N I N G O

P E Z O L C F T D

SUDIE L. WILLIAMS TALENTED AND GIFTED ACADEMY

SCHOOL NUMBER 384



E

VAL

UATION&

ASSESSMENT

INSTITUTIONAL

RESEARCHMYDATA

.DALLASISD.ORG

OIR@DALLAS

ISD.ORG

DALLAS INDEPENDENT SCHOOL DISTRICT

JULY 24, 2019

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

STUDENTS AND STAFF

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

STAAR

10. Reading (3-8) .... STAAR 3-8 Reading in English
15. Writing (3-8) ..... STAAR 3-8 Writing in English
20. Math (3-8) ..... STAAR 3-8 Mathematics in English
25. Science (3-8) ..... STAAR 3-8 Science in English

ENGLISH PROFICIENCY

30. TELPAS ..... Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

31. 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.

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.

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
4	78
5	54
6	70
ALL	202

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	18	8.9	3	20.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	7	3.5	*	*
Hispanic	87	43.1	1	6.7
White	79	39.1	11	73.3
Multiple	11	5.4	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	42	20.8
Economically disadvantaged	79	39.1
Limited English proficient (LEP)	38	18.8
Special education	10	5.0
Talented and Gifted (TAG)	127	62.9

			African American		American Indian		Asian		Hispanic		White		Multiple category	
Grade	Year	Enrollment	N	%	N	%	N	%	N	%	N	%	N	%
4	**2017**													
	2018													
	2019	78	6	7.7	0	0.0	2	2.6	18	23.1	46	59.0	6	7.7
5	**2017**													
	2018													
	2019	54	5	9.3	0	0.0	3	5.6	26	48.1	16	29.6	4	7.4
6	**2017**													
	2018													
	2019	70	7	10.0	0	0.0	2	2.9	43	61.4	17	24.3	1	1.4
4-6	**2017**													
	2018													
	2019	202	18	8.9	0	0.0	7	3.5	87	43.1	79	39.1	11	5.4

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	
4	**2017**																
	2018																
	2019	78	12	15.4	6	7.7	5	6.4	8	10.3	49	62.8	20	25.6	57.7	42.3	0.0
5	**2017**																
	2018																
	2019	54	26	48.1	13	24.1	4	7.4	15	27.8	36	66.7	12	22.2	51.9	48.1	0.0
6	**2017**																
	2018																
	2019	70	41	58.6	19	27.1	1	1.4	19	27.1	42	60.0	9	12.9	42.9	57.1	0.0
4-6	**2017**																
	2018																
	2019	202	79	39.1	38	18.8	10	5.0	42	20.8	127	62.9	41	20.3	51.0	49.0	0.0

		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
4	**2017**		12,873			12,467	96.8			15.4		11,953		92.9
	2018		12,675			12,235	96.5			14.1		11,637		91.8
	2019	77	12,118	75	97.3	11,678	96.4	1	1.3	6.0	77	11,110	99.5	91.7
5	**2017**		12,220			11,838	96.9			6.1		11,367		93.0
	2018		12,498			12,078	96.6			6.1		11,513		92.1
	2019	54	12,193	52	97.2	11,764	96.5	3	5.6	5.4	54	11,300	100.0	92.7
6	**2017**		10,771			10,375	96.3			18.5		9,885		91.8
	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	70	11,096	68	97.6	10,607	95.6	0	0.0	7.0	70	9,954	100.0	89.7
4-6	**2017**		85,626			82,578	96.4			15.7		78,626		91.8
	2018		82,994			79,750	96.1			14.3		75,224		90.6
	2019	201	80,206	196	97.4	76,930	95.9	4	2.0	6.2	201	72,707	99.9	90.7

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	20.0
Hispanic	1	6.7
White	11	73.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	10	66.7
Male	5	33.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17		
2017-18		
2018-19	3.4	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	20.0
1	1	6.7
2	5	33.3
3	1	6.7
4	0	0.0
5	2	13.3
1-3	7	46.7
More than 3	5	33.3
1 - 5	9	60.0
6 - 10	3	20.0
11 - 20	0	0.0
More than 20	0	0.0

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**												56.4	0
	2018												61.9	0
	2019	97.8	100.0	100.0	100.0	*	100.0	100.0		100.0	97.0	98.7	67.2	78
5	**2017**												71.7	0
	2018												76.0	0
	2019	100.0	*	96.2	96.0	*	100.0	100.0		100.0	96.2	98.1	81.0	54
6	**2017**												52.4	0
	2018												54.5	0
	2019	100.0	85.7	95.3	92.5	*	100.0	95.0		100.0	92.5	95.7	56.6	70
3-6	**2017**												59.5	0
	2018												64.2	0
	2019	98.7	94.4	96.6	94.8	100.0	100.0	97.7		100.0	94.9	97.5	67.1	202

	NUMBER TESTED IN GRADES 3-6											
2017												33,739
2018												33,027
2019	79	18	87	77	10	38	43		103	99	202	32,585

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)
4	**2017**												3,323	0
	2018												2,811	0
	2019	1	0	0	0	*	0	0		0	1	1	2,376	78
5	**2017**												2,269	0
	2018												1,956	0
	2019	0	*	1	1	*	0	0		0	1	1	1,508	54
6	**2017**												5,071	0
	2018												4,740	0
	2019	0	1	2	3	*	0	1		0	3	3	4,699	70
3-6	**2017**												13,677	0
	2018												11,816	0
	2019	1	1	3	4	0	0	1		0	5	5	10,736	202

	NUMBER TESTED IN GRADES 3-6											
2017												33,739
2018												33,027
2019	79	18	87	77	10	38	43		103	99	202	32,585

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)
4	**2017**												32.4	0
	2018												35.6	0
	2019	95.7	83.3	88.9	91.7	*	83.3	87.5		91.1	93.9	92.3	37.1	78
5	**2017**												38.2	0
	2018												44.1	0
	2019	93.8	*	92.3	92.0	*	92.3	93.3		89.3	96.2	92.6	45.9	54
6	**2017**												22.9	0
	2018												26.7	0
	2019	88.2	85.7	72.1	67.5	*	63.2	60.0		86.7	70.0	77.1	26.3	70
3-6	**2017**												30.9	0
	2018												34.5	0
	2019	93.7	88.9	81.6	79.2	90.0	76.3	76.7		89.3	84.8	87.1	35.4	202

	NUMBER TESTED IN GRADES 3-6											
2017												33,739
2018												33,027
2019	79	18	87	77	10	38	43		103	99	202	32,585

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**												16.9	0
	2018												17.7	0
	2019	84.8	66.7	50.0	58.3	*	33.3	37.5		68.9	75.8	71.8	18.2	78
5	**2017**												19.4	0
	2018												20.1	0
	2019	87.5	*	61.5	56.0	*	46.2	40.0		57.1	84.6	70.4	24.1	54
6	**2017**												9.5	0
	2018												11.3	0
	2019	58.8	57.1	32.6	30.0	*	26.3	25.0		43.3	40.0	41.4	11.1	70
3-6	**2017**												15.8	0
	2018												16.6	0
	2019	79.7	61.1	44.8	42.9	80.0	34.2	32.6		58.3	63.6	60.9	18.0	202

	NUMBER TESTED IN GRADE 3-6											
2017												33,739
2018												33,027
2019	79	18	87	77	10	38	43		103	99	202	32,585

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
4	**2017**			
	2018			
	2019	92.0	84.4	87.3
5	**2017**			
	2018			
	2019	95.1	87.0	86.0
6	**2017**			
	2018			
	2019	88.6	80.8	82.3
3-6	**2017**			
	2018			
	2019	91.6	83.9	85.2

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**												54.4	0
	2018												51.2	0
	2019	97.8	100.0	100.0	100.0	*	100.0	100.0		97.8	96.9	97.4	56.9	77

	NUMBER TESTED IN GRADE 4											
2017												7,530
2018												7,361
2019	45	6	18	12	5	6	8		45	32	77	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**												3,435	0
	2018												3,589	0
	2019	1	0	0	0	*	0	0		1	1	2	3,091	77

	NUMBER TESTED IN GRADE 4											
2017												7,530
2018												7,361
2019	45	6	18	12	5	6	8		45	32	77	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**												26.0	0
	2018												29.2	0
	2019	86.7	66.7	77.8	66.7	*	66.7	75.0		77.8	87.5	81.8	26.4	77

	NUMBER TESTED IN GRADE 4											
2017												7,530
2018												7,361
2019	45	6	18	12	5	6	8		45	32	77	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**												7.4	0
	2018												7.1	0
	2019	40.0	0.0	16.7	16.7	*	16.7	12.5		26.7	31.3	28.6	7.6	77

	NUMBER TESTED IN GRADE 4											
2017												7,530
2018												7,361
2019	45	6	18	12	5	6	8		45	32	77	7,170

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

		REPORTING CATEGORY		
Grade	Year	1. Composition[1] (Expository)	2. Revision	3. Editing
4	**2017**			
	2018			
	2019	4.3	81.0	87.3

[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)
4	**2017**												68.1	0
	2018												75.2	0
	2019	97.8	100.0	100.0	100.0	*	100.0	100.0		97.8	97.0	97.4	74.7	78
5	**2017**												80.6	0
	2018												86.9	0
	2019	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.0	54
6	**2017**												64.1	0
	2018												66.8	0
	2019	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	73.5	70
3-6	**2017**												70.8	0
	2018												76.2	0
	2019	98.7	100.0	100.0	100.0	100.0	100.0	100.0		99.0	99.0	99.0	78.1	202

	NUMBER TESTED IN GRADES 3-6											
2017												47,905
2018												46,720
2019	79	18	87	77	10	38	43		103	99	202	45,500

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**												4,016	0
	2018												3,028	0
	2019	1	0	0	0	*	0	0		1	1	2	2,959	78
5	**2017**												2,308	0
	2018												1,582	0
	2019	0	*	0	0	*	0	0		0	0	0	1,420	54
6	**2017**												3,811	0
	2018												3,458	0
	2019	0	0	0	0	*	0	0		0	0	0	2,860	70
3-6	**2017**												13,986	0
	2018												11,140	0
	2019	1	0	0	0	0	0	0		1	1	2	9,965	202

	NUMBER TESTED IN GRADES 3-6											
2017												47,905
2018												46,720
2019	79	18	87	77	10	38	43		103	99	202	45,500

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**												39.4	0
	2018												44.2	0
	2019	95.7	100.0	88.9	100.0	*	100.0	100.0		93.3	90.9	92.3	44.8	78
5	**2017**												42.4	0
	2018												53.8	0
	2019	100.0	*	96.2	96.0	*	92.3	93.3		96.4	100.0	98.1	55.5	54
6	**2017**												28.8	0
	2018												33.0	0
	2019	94.1	100.0	95.3	95.0	*	94.7	95.0		96.7	95.0	95.7	37.6	70
3-6	**2017**												37.9	0
	2018												43.6	0
	2019	96.2	100.0	94.3	96.1	90.0	94.7	95.3		95.1	94.9	95.0	45.4	202

	NUMBER TESTED IN GRADES 3-6											
2017												47,905
2018												46,720
2019	79	18	87	77	10	38	43		103	99	202	45,500

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**												22.1	0
	2018												23.8	0
	2019	80.4	83.3	83.3	83.3	*	100.0	87.5		82.2	75.8	79.5	25.1	78
5	**2017**												19.3	0
	2018												27.6	0
	2019	87.5	*	73.1	64.0	*	61.5	66.7		75.0	76.9	75.9	34.0	54
6	**2017**												10.4	0
	2018												11.5	0
	2019	64.7	71.4	58.1	55.0	*	63.2	60.0		63.3	57.5	60.0	15.4	70
3-6	**2017**												18.2	0
	2018												21.0	0
	2019	78.5	72.2	67.8	62.3	80.0	68.4	67.4		74.8	68.7	71.8	23.9	202

	NUMBER TESTED IN GRADE 3-6											
2017												47,905
2018												46,720
2019	79	18	87	77	10	38	43		103	99	202	45,500

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
4	**2017**				
	2018				
	2019	89.5	83.8	81.8	91.7
5	**2017**				
	2018				
	2019	92.0	91.2	80.0	78.2
6	**2017**				
	2018				
	2019	75.9	81.1	76.2	82.4
3-6	**2017**				
	2018				
	2019	85.4	84.9	79.4	84.9

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**												65.9	
	2018												68.8	
	2019	100.0	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	69.3	54

	NUMBER TESTED IN GRADE 5											
2017												9,759
2018												10,271
2019	16	5	26	26	4	13	15		28	26	54	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**												3328	
	2018												3208	
	2019	0	*	0	0	*	0	0		0	0	0	3203	54

	NUMBER TESTED IN GRADE 5											
2017												9,759
2018												10,271
2019	16	5	26	26	4	13	15		28	26	54	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**												33.0	
	2018												32.6	
	2019	93.8	*	88.5	80.8	*	92.3	86.7		89.3	88.5	88.9	42.0	54

	NUMBER TESTED IN GRADE 5											
2017												9,759
2018												10,271
2019	16	5	26	26	4	13	15		28	26	54	10,432

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	**2017**												12.8	
	2018												12.1	
	2019	68.8	*	50.0	38.5	*	53.8	46.7		57.1	53.8	55.6	19.7	54

	NUMBER TESTED IN GRADE 5											
2017												9,759
2018												10,271
2019	16	5	26	26	4	13	15		28	26	54	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**				
	2018				
	2019	84.6	85.9	85.9	89.5

PERFORMANCE IN 2019

Grade 2018-19	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2019 Level	N	%	N	%	N	%	N	%	N	%
4 (6)	Beginning	1	16.7	2	33.3	0	0.0	1	16.7	0	0.0
	Intermediate	1	16.7	3	50.0	0	0.0	0	0.0	1	20.0
	Advanced	2	33.3	1	16.7	3	60.0	1	16.7	3	60.0
	Advanced High	2	33.3	0	0.0	2	40.0	4	66.7	1	20.0
5 (13)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	3	23.1	6	46.2	0	0.0	0	0.0
	Advanced	6	46.2	7	53.8	4	30.8	0	0.0	8	61.5
	Advanced High	7	53.8	3	23.1	3	23.1	13	100.0	5	38.5
6 (19)	Beginning	0	0.0	1	5.3	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	7	36.8	1	5.3	0	0.0	1	5.3
	Advanced	5	26.3	10	52.6	3	15.8	6	31.6	8	42.1
	Advanced High	14	73.7	1	5.3	15	78.9	13	68.4	10	52.6
ALL (38)	Beginning	1	2.6	3	7.9	0	0.0	1	2.6	0	0.0
	Intermediate	1	2.6	13	34.2	7	18.9	0	0.0	2	5.4
	Advanced	13	34.2	18	47.4	10	27.0	7	18.4	19	51.4
	Advanced High	23	60.5	4	10.5	20	54.1	30	78.9	16	43.2

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years		2018 Level			
N (%) Progressed	2019 Level	Beg	Int	Adv	Adv High
5 1 (20.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	3	
	Advanced High	0	0	1	
13 5 (38.5%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	8	
	Advanced High	0	0	5	
19 10 (52.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	8	
	Advanced High	0	0	10	
37 16 (43.2%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	19	
	Advanced High	0	0	16	

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

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
Middle School Exams								
MATHEMATICS 6 PRE-AP								
71	66.9	79.3	84.3	84.8	85.9	100.0	72.2	96.8
READING LANGUAGE ARTS 6 PRE-AP								
71	78.4	82.5	90.4	91.3	93.0	100.0	81.7	99.0
SCIENCE 6 PRE-AP								
71	75.4	83.6	91.7	92.6	93.0	100.0	76.1	98.6
WORLD CULTURES 6 PRE-AP								
71	70.1	81.3	84.9	85.3	87.3	98.6	78.7	96.5
Elementary School Exams								
GRADE 4 LANGUAGE ARTS								
78	78.9	86.5	93.1		96.2	100.0	66.0	92.3
GRADE 4 MATHEMATICS								
78	84.4	88.6	92.2		97.4	100.0	66.6	91.0
GRADE 4 READING								
78	83.2	89.9	92.1		98.7	100.0	68.8	91.6
GRADE 5 MATHEMATICS								
54	86.8	91.4	88.3		100.0	100.0	76.6	92.2
GRADE 5 READING								
54	83.0	88.7	85.9		100.0	98.1	78.4	93.9
GRADE 5 SCIENCE								
54	79.4	79.4	92.3		88.9	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
Middle School Exams								
MATHEMATICS 6 PRE-AP								
READING LANGUAGE ARTS 6 PRE-AP								
SCIENCE 6 PRE-AP								
70	91.2	94.2	93.5	93.4	100.0	100.0	86.4	97.7
WORLD CULTURES 6 PRE-AP								
70	73.1	81.2	90.4	91.4	94.3	100.0	79.7	97.0
Elementary School Exams								
GRADE 4 LANGUAGE ARTS								
GRADE 4 MATHEMATICS								
GRADE 4 READING								
GRADE 5 MATHEMATICS								
GRADE 5 READING								
GRADE 5 SCIENCE								