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DATA

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PACKET

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2019-20 C

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F D P **NING** O

P E Z O L C F T D

K.B. POLK CENTER
FOR TALENTED
AND GIFTED

SCHOOL NUMBER 828

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A S S E S S M E N T

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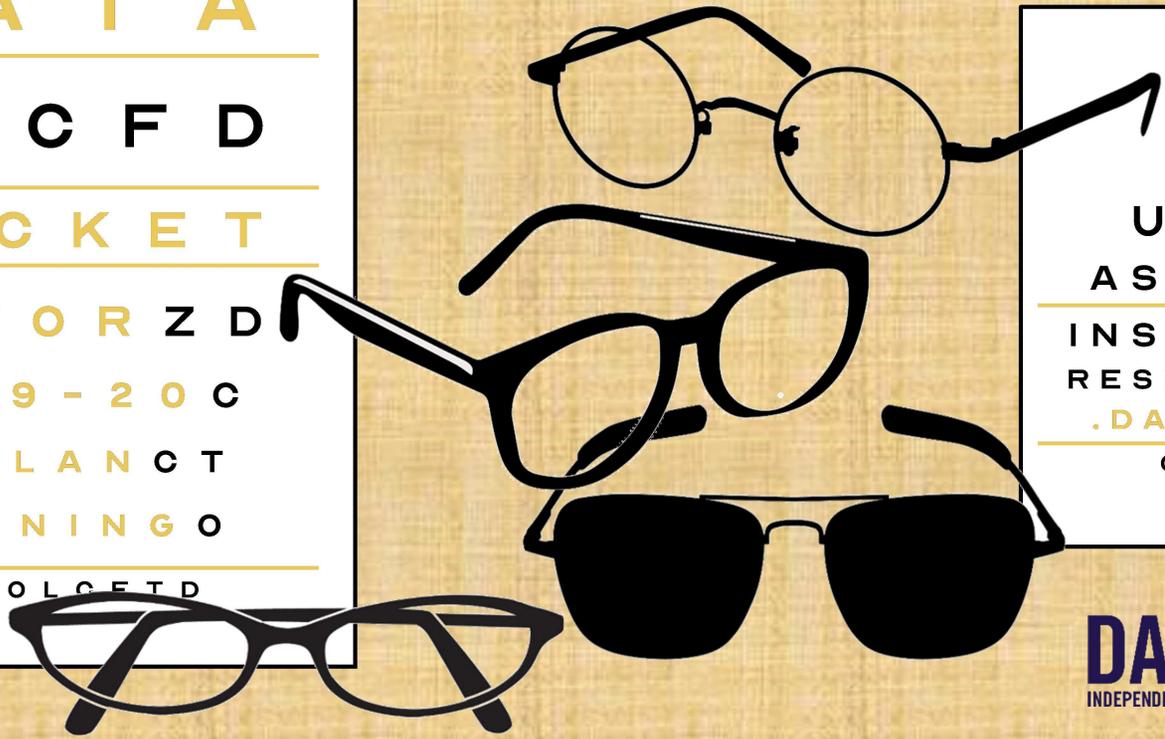
JULY 24, 2019

STATISTICS BASED ONLY ON STUDENTS IN THE CHOICE PROGRAM

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 statistics are not available for programs within a campus or for "zoned only" students. See statistics for whole campus in main campus packet.

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."

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.
- Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.
- Statistics from 2017-18 IPT administations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
5	10
ALL	10

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	**Percent**	**Number**	**Percent**
Black/African American	0	0.0		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	1	10.0		
Hispanic	9	90.0		
White	0	0.0		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for "zoned only" students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	0	0.0
Economically disadvantaged	7	70.0
Limited English proficient (LEP)	7	70.0
Special education	1	10.0
Talented and Gifted (TAG)	7	70.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
5	2017	22	6	27.3	0	0.0	0	0.0	10	45.5	6	27.3	0	0.0
	2018	21	4	19.0	0	0.0	0	0.0	13	61.9	4	19.0	0	0.0
	2019	10	0	0.0	0	0.0	1	10.0	9	90.0	0	0.0	0	0.0
5	2017	22	6	27.3	0	0.0	0	0.0	10	45.5	6	27.3	0	0.0
	2018	40	5	12.5	0	0.0	1	2.5	29	72.5	5	12.5	0	0.0
	2019	10	0	0.0	0	0.0	1	10.0	9	90.0	0	0.0	0	0.0

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	
5	2017	22	13	59.1	5	22.7	0	0.0	5	22.7	14	63.6	0	0.0	45.5	54.5	0.0
	2018	21	18	85.7	7	33.3	2	9.5	7	33.3	19	90.5	1	4.8	57.1	42.9	0.0
	2019	10	7	70.0	7	70.0	1	10.0	0	0.0	7	70.0	0	0.0	80.0	20.0	0.0
5	2017	22	13	59.1	5	22.7	0	0.0	5	22.7	14	63.6	0	0.0	45.5	54.5	0.0
	2018	40	33	82.5	21	52.5	3	7.5	21	52.5	31	77.5	2	5.0	67.5	32.5	0.0
	2019	10	7	70.0	7	70.0	1	10.0	0	0.0	7	70.0	0	0.0	80.0	20.0	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
5	**2017**	22	12,220	21	96.8	11,838	96.9	0	0.0	6.1	21	11,367	96.0	93.0
	2018	22	12,498	21	97.4	12,078	96.6	0	0.0	6.1	21	11,513	97.0	92.1
	2019	9	12,193	9	95.5	11,764	96.5	0	0.0	5.4	10	11,300	100.0	92.7
5	**2017**	22	74,855	21	96.8	72,203	96.5	0	0.0	15.3	21	68,741	96.0	91.8
	2018	41	72,186	40	97.5	69,366	96.1	0	0.0	14.0	40	65,475	98.7	90.7
	2019	9	69,110	9	95.5	66,323	96.0	0	0.0	6.1	10	62,753	100.0	90.8

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**												56.4	0
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	*	100.0	61.9	19
	2019												67.2	0
5	**2017**	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	71.7	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	76.0	21
	2019			100.0	100.0	*	100.0	100.0		100.0	*	100.0	81.0	10
3-5	**2017**	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	62.7	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	68.7	40
	2019			100.0	100.0	*	100.0	100.0		100.0	*	100.0	72.3	10

	NUMBER TESTED IN GRADES 3-5												
2017	6	6	10	13		5	5		10	12	22	23,084
2018	5	5	29	34	3	21	21		27	13	40	22,610
2019			9	7	1	7	7		8	2	10	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)
4	2017												3,323	0
	2018	*	*	0	0	*	0	0		0	*	0	2,811	19
	2019												2,376	0
5	2017	0	0	0	0		*	*		0	0	0	2,269	22
	2018	*	*	0	0	*	0	0		0	0	0	1,956	21
	2019			0	0	*	0	0		0	*	0	1,508	10
3-5	2017	0	0	0	0		*	*		0	0	0	8,606	22
	2018	*	*	0	0	*	0	0		0	0	0	7,076	40
	2019			0	0	*	0	0		0	*	0	6,037	10

	NUMBER TESTED IN GRADES 3-5												
2017	6	6	10	13		5	5		10	12	22	23,084
2018	5	5	29	34	3	21	21		27	13	40	22,610
2019			9	7	1	7	7		8	2	10	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)
4	**2017**												32.4	0
	2018	*	*	87.5	87.5	*	85.7	85.7		93.3	*	89.5	35.6	19
	2019												37.1	0
5	**2017**	100.0	83.3	80.0	76.9		*	*		80.0	91.7	86.4	38.2	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	44.1	21
	2019			88.9	100.0	*	85.7	85.7		87.5	*	90.0	45.9	10
3-5	**2017**	100.0	83.3	80.0	76.9		*	*		80.0	91.7	86.4	34.6	22
	2018	*	*	93.1	94.1	*	90.5	90.5		96.3	92.3	95.0	38.0	40
	2019			88.9	100.0	*	85.7	85.7		87.5	*	90.0	39.9	10

	NUMBER TESTED IN GRADES 3-5											
2017	6	6	10	13		5	5		10	12	22	23,084
2018	5	5	29	34	3	21	21		27	13	40	22,610
2019			9	7	1	7	7		8	2	10	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)
4	2017												16.9	0
	2018	*	*	50.0	50.0	*	57.1	57.1		53.3	*	57.9	17.7	19
	2019												18.2	0
5	2017	100.0	66.7	60.0	61.5		*	*		70.0	75.0	72.7	19.4	22
	2018	*	*	23.1	44.4	*	28.6	28.6		58.3	33.3	47.6	20.1	21
	2019			55.6	71.4	*	57.1	57.1		62.5	*	60.0	24.1	10
3-5	2017	100.0	66.7	60.0	61.5		*	*		70.0	75.0	72.7	18.8	22
	2018	*	*	37.9	47.1	*	47.6	47.6		55.6	46.2	52.5	19.1	40
	2019			55.6	71.4	*	57.1	57.1		62.5	*	60.0	21.5	10

	NUMBER TESTED IN GRADE 3-5												
2017	6	6	10	13		5	5		10	12	22	23,084
2018	5	5	29	34	3	21	21		27	13	40	22,610
2019			9	7	1	7	7		8	2	10	21,769

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
4	2017			
	2018	84.9	84.6	86.2
	2019			
5	2017	88.6	88.6	88.3
	2018	86.9	89.6	81.3
	2019	90.0	81.9	87.1
3-5	2017	88.6	88.6	88.3
	2018	85.9	87.2	83.6
	2019	90.0	81.9	87.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2017												68.1	0
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	*	100.0	75.2	19
	2019												74.7	0
5	2017	100.0	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	80.6	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	86.9	21
	2019			100.0	100.0	*	100.0	100.0		100.0	*	100.0	88.0	10
3-5	2017	100.0	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	72.7	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	78.8	40
	2019			100.0	100.0	*	100.0	100.0		100.0	*	100.0	79.5	10

	NUMBER TESTED IN GRADES 3-5											
2017	6	6	10	13		5	21		10	12	22	37,278
2018	5	5	29	34	3	21	21		27	13	40	36,318
2019			9	7	1	7	7		8	2	10	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)
4	**2017**							0					4,016	0
	2018	*	*	0	0	*	0	0		0	*	0	3,028	19
	2019												2,959	0
5	**2017**	0	0	0	0		*	0		0	0	0	2,308	22
	2018	*	*	0	0	*	0	0		0	0	0	1,582	21
	2019			0	0	*	0	0		0	*	0	1,420	10
3-5	**2017**	0	0	0	0		*	0		0	0	0	10,175	22
	2018	*	*	0	0	*	0	0		0	0	0	7,682	40
	2019			0	0	*	0	0		0	*	0	7,105	10

	NUMBER TESTED IN GRADES 3-5											
2017	6	6	10	13		5	21		10	12	22	37,278
2018	5	5	29	34	3	21	21		27	13	40	36,318
2019			9	7	1	7	7		8	2	10	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)
4	**2017**												39.4	0
	2018	*	*	56.3	50.0	*	64.3	64.3		60.0	*	57.9	44.2	19
	2019												44.8	0
5	**2017**	83.3	66.7	80.0	69.2		*	*		70.0	83.3	77.3	42.4	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	53.8	21
	2019			88.9	85.7	*	100.0	100.0		87.5	*	90.0	55.5	10
3-5	**2017**	83.3	66.7	80.0	69.2		*	*		70.0	83.3	77.3	40.5	22
	2018	*	*	75.9	76.5	*	76.2	76.2		77.8	84.6	80.0	46.6	40
	2019			88.9	85.7	*	100.0	100.0		87.5	*	90.0	47.8	10

	NUMBER TESTED IN GRADES 3-5												
2017	6	6	10	13		5	5		10	12	22	37,278
2018	5	5	29	34	3	21	21		27	13	40	36,318
2019			9	7	1	7	7		8	2	10	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)
4	2017												22.1	0
	2018	*	*	18.8	18.8	*	28.6	28.6		33.3	*	26.3	23.8	19
	2019												25.1	0
5	2017	83.3	16.7	60.0	46.2		*	*		50.0	58.3	54.5	19.3	22
	2018	*	*	53.8	50.0	*	42.9	42.9		50.0	55.6	52.4	27.6	21
	2019			66.7	71.4	*	71.4	71.4		75.0	*	70.0	34.0	10
3-5	2017	83.3	16.7	60.0	46.2		*	*		50.0	58.3	54.5	20.4	22
	2018	*	*	34.5	35.3	*	33.3	33.3		40.7	38.5	40.0	23.7	40
	2019			66.7	71.4	*	71.4	71.4		75.0	*	70.0	26.6	10

	NUMBER TESTED IN GRADE 3-5												
2017	6	6	10	13		5	5		10	12	22	37,278
2018	5	5	29	34	3	21	21		27	13	40	36,318
2019			9	7	1	7	7		8	2	10	34,690

K.B. POLK CENTER FOR TALENTED AND GIFTED (828)   **17**

July 24, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_math_per_mst   2019-20 Data Packet

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
4	**2017**				
	2018	71.3	70.8	75.8	82.9
	2019				
5	**2017**	87.9	79.1	79.8	88.6
	2018	84.9	83.2	80.4	81.0
	2019	88.3	85.3	83.3	77.5
3-5	**2017**	87.9	79.1	79.8	88.6
	2018	78.5	77.3	78.2	81.9
	2019	88.3	85.3	83.3	77.5

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	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	65.9	22
	2018	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	68.8	21
	2019			100.0	100.0	*	100.0	100.0		100.0	*	100.0	69.3	10

	NUMBER TESTED IN GRADE 5												
2017	6	6	10	13		5	5		10	12	22	9,759
2018	4	4	13	18	2	7	7		12	9	21	10,271
2019			9	7	1	7	7		8	2	10	10,432

K.B. POLK CENTER FOR TALENTED AND GIFTED (828)   **19**

July 24, 2019   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_STAAR38_E_sc_per_app   2019-20 Data Packet

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2017	0	0	0	0		*	*		0	0	0	3328	22
	2018	*	*	0	0	*	0	0		0	0	0	3208	21
	2019			0	0	*	0	0		0	*	0	3203	10

	NUMBER TESTED IN GRADE 5												
2017	6	6	10	13		5	5		10	12	22	9,759
2018	4	4	13	18	2	7	7		12	9	21	10,271
2019			9	7	1	7	7		8	2	10	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	100.0	66.7	80.0	84.6		*	*		80.0	83.3	81.8	33.0	22
	2018	*	*	84.6	77.8	*	85.7	85.7		75.0	88.9	81.0	32.6	21
	2019			77.8	85.7	*	100.0	100.0		75.0	*	80.0	42.0	10

	NUMBER TESTED IN GRADE 5												
2017	6	6	10	13		5	5		10	12	22	9,759
2018	4	4	13	18	2	7	7		12	9	21	10,271
2019			9	7	1	7	7		8	2	10	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	100.0	16.7	60.0	46.2		*	*		70.0	50.0	59.1	12.8	22
	2018	*	*	38.5	38.9	*	57.1	57.1		50.0	33.3	42.9	12.1	21
	2019			55.6	71.4	*	71.4	71.4		62.5	*	60.0	19.7	10

	NUMBER TESTED IN GRADE 5												
2017	6	6	10	13		5	5		10	12	22	9,759
2018	4	4	13	18	2	7	7		12	9	21	10,271
2019			9	7	1	7	7		8	2	10	10,432

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	**2017**	85.6	89.8	87.7	86.0
	2018	88.9	86.3	80.0	84.5
	2019	83.3	87.5	91.0	90.8

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0
	Advanced High	5	71.4	5	71.4	6	85.7	7	100.0	7	100.0
ALL (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0
	Advanced High	5	71.4	5	71.4	6	85.7	7	100.0	7	100.0

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
7 7 (100.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		7
7 7 (100.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		7

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

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
4 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	7.1	0	0.0	0	0.0	0	0.0
	Advanced	6	42.9	6	42.9	5	35.7	3	21.4	3	21.4
	Advanced High	8	57.1	7	50.0	9	64.3	11	78.6	11	78.6
5 (7)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	1	14.3	4	57.1	0	0.0	0	0.0	0	0.0
	Advanced High	6	85.7	3	42.9	7	100.0	7	100.0	7	100.0
ALL (21)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	4.8	0	0.0	0	0.0	0	0.0
	Advanced	7	33.3	10	47.6	5	23.8	3	14.3	3	14.3
	Advanced High	14	66.7	10	47.6	16	76.2	18	85.7	18	85.7

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
14 12 (85.7%)	Beginning			0	
	Intermediate	0		0	
	Advanced	0	1		2
	Advanced High	0	0		11
7 7 (100.0%)	Beginning			0	
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		7
21 19 (90.5%)	Beginning			0	
	Intermediate	0		0	
	Advanced	0	1		2
	Advanced High	0	0		18

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

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	5	7									7	100.0
	ALL	7									7	100.0

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	5	7							*	*	6	85.7
	ALL	7							*	*	6	85.7
Spanish	5	1	*	*								
	ALL	1	*	*								

SEMESTER 1 TESTS

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

Elementary School Exams

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
10	86.8	91.4	93.1		100.0	100.0	76.6	92.2

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
10	82.7	88.5	89.9		100.0	100.0	78.4	93.9

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
10	93.7	93.7	93.1		100.0	100.0	75.6	95.2

SEMESTER 2 TESTS

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

GRADE 5 MATHEMATICS

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

GRADE 5 READING

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

GRADE 5 SCIENCE

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