Data Packet 2022-23

DOWNTOWN MONTESSORI AT IDA B. WELLS ACADEMY

School # 361

Evaluation And Assessment / Office of Institutional Research / OIR@dallasisd.org / mydata.dallasisd.org

July 28, 2022

DALLAS
INDEPENDENT SCHOOL DISTRICT

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DOWNTOWN MONTESSORI AT IDA B. WELLS ACADEMY (361)   **2**

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2021-22 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 sixth six-weeks grading period.
- "New" students were new to the district in 2021-22. They are counted as new if not enrolled in a district campus before the last day of the 2020-21 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 2020-21 and 2021-22.

ATTENDANCE

- Statistics are based on student attendance through 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.

MAP GROWTH FROM NWEA

• 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.

• Due to the emergency closure in Spring 2020, the first year in which Spring results are available is 2020-21.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

• 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 is rated as Advanced High on the TELPAS in 2022, the TEA does not differentiate between the Advanced and Advanced High levels from 2021.

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 1-12. 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	83
KN	49
1	48
2	34
3	43
ALL	257

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	63	24.5	8	32.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	127	49.4	12	48.0
White	50	19.5	4	16.0
Multiple	16	6.2	0	0.0
Other* (teachers only)	—	—	1	4.0
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	47	18.3
Economically disadvantaged	148	57.6
Limited English proficient (LEP)	41	16.0
Special education	20	7.8
Talented and Gifted (TAG)	53	20.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2020													
	2021	96	28	29.2	0	0.0	1	1.0	36	37.5	24	25.0	7	7.3
	2022	83	26	31.3	0	0.0	0	0.0	36	43.4	17	20.5	4	4.8
KN	2020													
	2021	53	12	22.6	0	0.0	0	0.0	24	45.3	14	26.4	3	5.7
	2022	49	9	18.4	0	0.0	0	0.0	25	51.0	11	22.4	4	8.2
1	2020													
	2021	30	11	36.7	0	0.0	0	0.0	13	43.3	4	13.3	2	6.7
	2022	48	10	20.8	0	0.0	1	2.1	23	47.9	10	20.8	4	8.3
2	2020													
	2021	33	7	21.2	0	0.0	0	0.0	19	57.6	5	15.2	2	6.1
	2022	34	10	29.4	0	0.0	0	0.0	18	52.9	3	8.8	3	8.8
3	2020													
	2021													
	2022	43	8	18.6	0	0.0	0	0.0	25	58.1	9	20.9	1	2.3
PK-3	2020													
	2021	212	58	27.4	0	0.0	1	0.5	92	43.4	47	22.2	14	6.6
	2022	257	63	24.5	0	0.0	1	0.4	127	49.4	50	19.5	16	6.2

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	2020																
	2021	96	48	50.0	12	12.5	6	6.3	16	16.7	0	0.0	91	94.8	49.0	51.0	6.3
	2022	83	50	60.2	12	14.5	8	9.6	12	14.5	0	0.0	41	49.4	51.8	48.2	51.8
KN	2020																
	2021	53	25	47.2	8	15.1	3	5.7	9	17.0	6	11.3	36	67.9	52.8	47.2	0.0
	2022	49	33	67.3	5	10.2	2	4.1	8	16.3	9	18.4	4	8.2	53.1	46.9	0.0
1	2020																
	2021	30	14	46.7	1	3.3	1	3.3	2	6.7	11	36.7	10	33.3	53.3	46.7	0.0
	2022	48	22	45.8	8	16.7	2	4.2	9	18.8	14	29.2	4	8.3	54.2	45.8	0.0
2	2020																
	2021	33	18	54.5	10	30.3	3	9.1	10	30.3	11	33.3	12	36.4	42.4	57.6	3.0
	2022	34	18	52.9	4	11.8	3	8.8	6	17.6	16	47.1	2	5.9	55.9	44.1	0.0
3	2020																
	2021																
	2022	43	25	58.1	12	27.9	5	11.6	12	27.9	14	32.6	6	14.0	46.5	53.5	0.0
PK-3	2020																
	2021	212	105	49.5	31	14.6	13	6.1	37	17.5	28	13.2	149	70.3	49.5	50.5	3.3
	2022	257	148	57.6	41	16.0	20	7.8	47	18.3	53	20.6	57	22.2	52.1	47.9	16.7

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2020		10,874			10,319	94.9			3.8		9,815		90.3
	2021	55	10,216	55	99.3	10,002	97.9	4	7.2	4.7	50	9,094	90.2	89.0
	2022	51	10,601	48	93.5	9,857	93.0	1	1.9	8.0	45	8,573	87.6	80.9
1	2020		11,192			10,678	95.4			3.9		10,139		90.6
	2021	30	10,568	30	100.0	10,378	98.2	1	3.4	4.0	26	9,515	87.8	90.0
	2022	48	10,904	46	95.6	10,206	93.6	1	2.1	7.3	47	8,976	97.3	82.3
2	2020		11,070			10,616	95.9			3.2		10,175		91.9
	2021	34	10,574	34	100.0	10,394	98.3	2	5.8	3.8	33	9,653	96.0	91.3
	2022	36	10,614	34	95.6	9,987	94.1	0	0.0	6.0	31	8,941	87.3	84.2
3	2020		11,093			10,664	96.1			3.5		10,181		91.8
	2021		10,452			10,254	98.1			3.4		9,519		91.1
	2022	44	10,392	42	94.6	9,829	94.6	1	2.3	6.3	42	8,798	94.9	84.7
KN-3	2020		44,229			42,278	95.6			3.6		40,310		91.1
	2021	119	41,809	119	99.7	41,029	98.1	7	5.9	4.0	109	37,781	91.3	90.4
	2022	179	42,510	170	94.7	39,880	93.8	3	1.7	6.9	165	35,288	91.9	83.0

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	32.0
Hispanic	12	48.0
White	4	16.0
Multiple	0	0.0
Other	1	4.0

Gender	Number	Percentage
Female	21	84.0
Male	4	16.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20	4.5	
2020-21	6.7	
2021-22	12.2	70.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	8.0
1	1	4.0
2	0	0.0
3	1	4.0
4	1	4.0
5	2	8.0
1-3	2	8.0
More than 3	21	84.0
1 - 5	5	20.0
6 - 10	8	32.0
11 - 20	5	20.0
More than 20	5	20.0

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	**2019**												67.0	0
	2021												60.2	0
	2022	100.0	100.0	71.4	72.7	*	62.5	62.5		83.3	85.7	84.6	69.7	39

	NUMBER TESTED IN GRADE 3												
2019													6,630
2021													5,489
2022	9	8	21	22	4	8	8		18	21	39	6,015

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	**2019**												2,187	0
	2021												2,182	0
	2022	0	0	6	6	*	3	3		3	3	6	1,825	39

NUMBER TESTED IN GRADE 3												
2019												6,630
2021												5,489
2022	9	8	21	22	4	8	8		18	21	39	6,015

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	**2019**												35.7	0
	2021												32.1	0
	2022	66.7	50.0	66.7	54.5	*	50.0	50.0		55.6	71.4	64.1	45.3	39

														NUMBER TESTED IN GRADE 3
2019													6,630
2021													5,489
2022	9	8	21	22	4	8	8		18	21	39	6,015	

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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	**2019**												21.8	0
	2021												15.6	0
	2022	55.6	37.5	38.1	27.3	*	37.5	37.5		44.4	42.9	43.6	26.5	39

NUMBER TESTED IN GRADE 3												
2019												6,630
2021												5,489
2022	9	8	21	22	4	8	8		18	21	39	6,015

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	**2019**			
	2021			
	2022	86.7	75.9	66.1

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2019												75.5	0
	2021												57.1	0
	2022	100.0	62.5	66.7	62.5	*	45.5	45.5		78.9	69.6	73.8	65.9	42

	NUMBER TESTED IN GRADE 3											
2019												11,124
2021												9,375
2022	9	8	24	24	5	11	11		19	23	42	9,558

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	**2019**												2,726	0
	2021												4,023	0
	2022	0	3	8	9	*	6	6		4	7	11	3,258	42

						NUMBER TESTED IN GRADE 3								
2019													11,124	
2021													9,375	
2022	9	8	24	24	5	11	11		19	23	42	9,558	

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	**2019**												42.8	0
	2021												25.6	0
	2022	44.4	25.0	33.3	25.0	*	18.2	18.2		36.8	34.8	35.7	37.6	42

						NUMBER TESTED IN GRADE 3							
2019													11,124
2021													9,375
2022	9	8	24	24	5	11	11		19	23	42	9,558

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)
	2019												20.3	0
3	**2021**												11.6	0
	2022	11.1	0.0	8.3	4.2	*	9.1	9.1		10.5	8.7	9.5	17.9	42

						NUMBER TESTED IN GRADE 3							
2019												11,124
2021												9,375
2022	9	8	24	24	5	11	11		19	23	42	9,558

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
3	2019				
	2021				
	2022	73.2	62.3	47.3	51.2

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)
1	2020													
	2021	*	60.0	69.2		*	*	*				72.4	48.4	29
	2022	90.0	66.7	50.0	53.3	*	*	*				62.5	36.6	40
K-1	2020													
	2021	*	60.0	69.2		*	*	*				72.4	49.4	29
	2022	90.0	66.7	50.0	53.3	*	*	*				62.5	37.9	40
# Tested (GR K-1)	2020													
	2021	4	10	13		1	1	2				29	5,754	
	2022	10	9	16	15	2	4	5				40	5,967	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	85.7	57.9	*	*	40.0	40.0				64.7	48.4	34
	2022	*	54.5	68.8	60.0	*	*	*				66.7	39.9	33
# Tested (GR 2)	2020													
	2021	5	7	19	1	4	10	10				34	5,792	
	2022	3	11	16	15	3	2	4				33	5,940	

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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)
1	2020													
	2021	*	3	3		*	*	*				10	1,162	29
	2022	5	2	2	1	*	*	*				9	652	40
K-1	2020													
	2021	*	3	3		*	*	*				10	1,277	29
	2022	5	2	2	1	*	*	*				9	724	40
# Tested (GR K-1)	2020													
	2021	4	10	13		1	1	2				29	5,754	
	2022	10	9	16	15	2	4	5				40	5,967	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	5	5	*	*	2	2				12	1,359	34
	2022	*	1	4	1	*	*	*				8	916	33
# Tested (GR 2)	2020													
	2021	5	7	19	1	4	10	10				34	5,792	
	2022	3	11	16	15	3	2	4				33	5,940	

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	2020													
	2021	90.9	100.0	66.7		*		*				90.0	57.1	30
	2022	72.7	22.2	26.1	25.0	*	*	33.3				36.2	41.1	47
1	2020													
	2021	*	63.6	46.2		*	*	*				63.3	46.7	30
	2022	90.0	40.0	40.9	38.1	*	37.5	44.4				51.1	35.7	47
K-1	2020													
	2021	93.3	81.0	52.6		*	*	*				76.7	51.7	60
	2022	81.0	31.6	33.3	30.2	*	27.3	40.0				43.6	38.3	94
# Tested (GR K-1)	2020													
	2021	15	21	19		3	1	3				60	10,412	
	2022	21	19	45	53	4	11	15				94	11,314	
2	2020													
	2021	*	85.7	55.6		*	33.3	33.3				62.5	49.7	32
	2022	*	50.0	73.3	66.7	*	*	*				67.7	44.5	31
# Tested (GR 2)	2020													
	2021	5	7	18		3	9	9				32	6,004	
	2022	3	10	15	15	3	2	4				31	6,029	

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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	2020													
	2021	7	7	2		*		*				18	1,120	30
	2022	2	1	1	1	*	*	1				5	655	47
1	2020													
	2021	*	4	3		*	*	*				10	934	30
	2022	3	1	2	1	*	1	1				6	582	47
K-1	2020													
	2021	9	11	5		*	*	*				28	2,054	60
	2022	5	2	3	2	*	1	2				11	1,237	94
# Tested (GR K-1)	2020													
	2021	15	21	19		3	1	3				60	10,412	
	2022	21	19	45	53	4	11	15				94	11,314	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	3	4		*	2	2				8	1,149	32
	2022	*	3	4	4	*	*	*				10	946	31
# Tested (GR 2)	2020													
	2021	5	7	18		3	9	9				32	6,004	
	2022	3	10	15	15	3	2	4				31	6,029	

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)
1	2020													
	2021	*	60.0	92.3		*	*	*				75.9	52.9	29
	2022	90.0	60.0	45.5	42.9	*	37.5	44.4				57.4	46.4	47
K-1	2020													
	2021	*	60.0	92.3		*	*	*				75.9	53.5	29
	2022	90.0	60.0	45.5	42.9	*	37.5	44.4				57.4	47.6	47
# Tested (GR K-1)	2020													
	2021	4	10	13		1	1	2				29	10,304	
	2022	10	10	22	21	2	8	9				47	10,488	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	71.4	47.4	*	*	44.4	44.4				57.6	46.7	33
	2022	*	36.4	62.5	43.8	*	*	*				57.6	40.2	33
# Tested (GR 2)	2020													
	2021	4	7	19	1	3	9	9				33	9,688	
	2022	3	11	16	16	3	3	5				33	9,585	

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)
1	2020													
	2021	*	2	1		*	*	*				7	1,950	29
	2022	3	2	0	1	*	0	0				6	1,175	47
K-1	2020													
	2021	*	2	1		*	*	*				7	2,117	29
	2022	3	2	0	1	*	0	0				6	1,341	47
# Tested (GR K-1)	2020													
	2021	4	10	13		1	1	2				29	10,304	
	2022	10	10	22	21	2	8	9				47	10,488	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	2	1	*	*	0	0				4	1,397	33
	2022	*	1	2	2	*	*	*				6	986	33
# Tested (GR 2)	2020													
	2021	4	7	19	1	3	9	9				33	9,688	
	2022	3	11	16	16	3	3	5				33	9,585	

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	2020													
	2021	76.9	81.8	71.4		*	57.1	62.5				75.0	62.3	48
	2022	72.7	33.3	32.0	33.3	*	*	37.5				44.9	49.1	49
1	2020													
	2021	*	72.7	84.6		*	*	*				80.0	54.3	30
	2022	90.0	60.0	27.3	33.3	*	12.5	22.2				48.9	46.0	47
K-1	2020													
	2021	76.5	77.3	76.5		*	62.5	70.0				76.9	58.2	78
	2022	81.0	47.4	29.8	33.3	*	23.1	29.4				46.9	47.5	96
# Tested (GR K-1)	2020													
	2021	17	22	34		4	8	10				78	19,324	
	2022	21	19	47	54	4	13	17				96	19,784	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	85.7	70.6		*	50.0	50.0				74.2	45.4	31
	2022	*	40.0	50.0	37.5	*	*	*				53.1	40.9	32
# Tested (GR 2)	2020													
	2021	5	7	17		3	8	8				31	9,836	
	2022	3	10	16	16	3	3	5				32	9,795	

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	2020													
	2021	8	5	5		*	1	2				20	2,140	48
	2022	2	1	2	1	*	*	1				6	1,309	49
1	2020													
	2021	*	3	4		*	*	*				11	1,882	30
	2022	3	2	2	1	*	0	1				9	1,298	47
K-1	2020													
	2021	11	8	9		*	2	4				31	4,022	78
	2022	5	3	4	2	*	0	2				15	2,607	96
# Tested (GR K-1)	2020													
	2021	17	22	34		4	8	10				78	19,324	
	2022	21	19	47	54	4	13	17				96	19,784	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021	*	1	1		*	0	0				3	1,182	31
	2022	*	1	3	2	*	*	*				7	903	32
# Tested (GR 2)	2020													
	2021	5	7	17		3	8	8				31	9,836	
	2022	3	10	16	16	3	3	5				32	9,795	

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)
1	2020													
1	2021			*								*	65.2	1
1	2022			66.7	66.7		*	*				66.7	55.6	6
K-1	2020													
K-1	2021			*								*	64.9	1
K-1	2022			66.7	66.7		*	*				66.7	55.8	6
# Tested (GR K-1)	2020													
# Tested (GR K-1)	2021			1								1	4,901	
# Tested (GR K-1)	2022			6	6		5	5				6	4,935	
2	2020													
2	2021			27.3		*	50.0	50.0				27.3	61.5	11
2	2022			*	*		*	*				*	55.4	3
# Tested (GR 2)	2020													
# Tested (GR 2)	2021			11		1	6	6				11	4,772	
# Tested (GR 2)	2022			3	2		2	2				3	4,495	

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)
1	2020													
	2021			*								*	1,275	1
	2022			1	1		*	*				1	815	6
K-1	2020													
	2021			*								*	1,327	1
	2022			1	1		*	*				1	884	6
# Tested (GR K-1)	2020													
	2021			1								1	4,901	
	2022			6	6		5	5				6	4,935	

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
2	2020													
	2021			1		*	1	1				1	1,204	11
	2022			*	*		*	*				*	910	3
# Tested (GR 2)	2020													
	2021			11		1	6	6				11	4,772	
	2022			3	2		2	2				3	4,495	

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	2020													
	2021	*		71.4			57.1	57.1				73.3	55.8	15
	2022			*	*	*	*	*				*	52.5	5
1	2020													
	2021		*	*		*						*	57.6	3
	2022			30.0	33.3		37.5	37.5				30.0	51.5	10
K-1	2020													
	2021	*	*	68.8		*	57.1	57.1				66.7	56.7	18
	2022			33.3	30.8	*	33.3	33.3				33.3	52.0	15
# Tested (GR K-1)	2020													
	2021	1	1	16		1	7	7				18	9,529	
	2022			15	13	1	12	12				15	9,582	
2	2020													
	2021			28.6		*	44.4	44.4				28.6	54.2	14
	2022			*	*		*	*				*	50.1	2
# Tested (GR 2)	2020													
	2021			14		3	9	9				14	4,788	
	2022			2	2		2	2				2	4,600	

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	2020													
	2021	*		8			3	3				9	602	15
	2022			*	*	*	*	*				*	356	5
1	2020													
	2021		*	*		*						*	840	3
	2022			0	0		0	0				0	566	10
K-1	2020													
	2021	*	*	8		*	3	3				9	1,442	18
	2022			1	0	*	1	1				1	922	15
# Tested (GR K-1)	2020													
	2021	1	1	16		1	7	7				18	9,529	
	2022			15	13	1	12	12				15	9,582	
2	2020													
	2021			0		*	0	0				0	816	14
	2022			*	*		*	*				*	652	2
# Tested (GR 2)	2020													
	2021			14		3	9	9				14	4,788	
	2022			2	2		2	2				2	4,600	

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy N Tested	Literacy % Support % Monitor % On Track	Vocabulary N Tested	Vocabulary % Support % Monitor % On Track	Spelling N Tested	Spelling % Support % Monitor % On Track	Blending N Tested	Blending % Support % Monitor % On Track	Mathematics N Tested	Mathematics % Support % Monitor % On Track	Social Emotional N Tested	Social Emotional % Support % Monitor % On Track
Wave 1 (BOY)	**2020**												
	2021	33	6.1 / 21.2 / 72.7	33	24.2 / 12.1 / 63.6	26	23.1 / 0.0 / 76.9	33	36.4 / 3.0 / 60.6	34	32.4 / 11.8 / 55.9	24	12.5 / 4.2 / 83.3
	2022	34	11.8 / 2.9 / 85.3	37	8.1 / 0.0 / 91.9	34	14.7 / 8.8 / 76.5	37	18.9 / 13.5 / 67.6	45	33.3 / 15.6 / 51.1	2	* / * / *
Wave 2 (MOY)	**2020**												
	2021			36	8.3 / 5.6 / 86.1	26	15.4 / 7.7 / 76.9	36	36.1 / 16.7 / 47.2	34	26.5 / 5.9 / 67.6	25	0.0 / 8.0 / 92.0
	2022			37	24.3 / 0.0 / 75.7	34	26.5 / 2.9 / 70.6	36	19.4 / 8.3 / 72.2	43	37.2 / 11.6 / 51.2	19	0.0 / 5.3 / 94.7
Wave 3 (EOY)	**2020**												
	2021			34	5.9 / 0.0 / 94.1	23	4.3 / 4.3 / 91.3	33	15.2 / 6.1 / 78.8	38	10.5 / 0.0 / 89.5	12	0.0 / 0.0 / 100.0
	2022			39	12.8 / 15.4 / 71.8	27	14.8 / 0.0 / 85.2	30	20.0 / 3.3 / 76.7	44	25.0 / 4.5 / 70.5	4	* / * / *

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy N Tested	Literacy % Support / % Monitor / % On Track	Vocabulary N Tested	Vocabulary % Support / % Monitor / % On Track	Spelling N Tested	Spelling % Support / % Monitor / % On Track	Blending N Tested	Blending % Support / % Monitor / % On Track	Mathematics N Tested	Mathematics % Support / % Monitor / % On Track	Social Emotional N Tested	Social Emotional % Support / % Monitor / % On Track
Wave 1 (BOY)	2020												
	2021	10	20.0 / 10.0 / 70.0	10	70.0 / 10.0 / 20.0	10	10.0 / 0.0 / 90.0	9	11.1 / 33.3 / 55.6	9	33.3 / 0.0 / 66.7	4	* / * / *
	2022	9	22.2 / 22.2 / 55.6	10	60.0 / 0.0 / 40.0	9	0.0 / 11.1 / 88.9	10	40.0 / 20.0 / 40.0	0		6	50.0 / 50.0 / 0.0
Wave 2 (MOY)	2020												
	2021			14	0.0 / 21.4 / 78.6	12	0.0 / 8.3 / 91.7	12	8.3 / 8.3 / 83.3	12	0.0 / 8.3 / 91.7	11	0.0 / 0.0 / 100.0
	2022			7	28.6 / 0.0 / 71.4	5	* / * / *	5	* / * / *	0		5	* / * / *
Wave 3 (EOY)	2020												
	2021			15	46.7 / 0.0 / 53.3	15	0.0 / 0.0 / 100.0	15	20.0 / 0.0 / 80.0	7	0.0 / 0.0 / 100.0	12	0.0 / 0.0 / 100.0
	2022			11	36.4 / 9.1 / 54.5	11	0.0 / 0.0 / 100.0	10	30.0 / 0.0 / 70.0	0		6	0.0 / 16.7 / 83.3

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Rapid Letter Naming		Rapid Vocabulary		Phonological Awareness		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020	0		0		0		0		0	
	2021	75	12.0 17.3 56.0	36	38.9 0.0 61.1	35	11.4 0.0 88.6	74	2.7 40.5 56.8	63	3.2 11.1 85.7
	2022	52	25.0 9.6 53.8	36	16.7 5.6 77.8	32	12.5 0.0 87.5	82	14.6 24.4 61.0	32	0.0 3.1 96.9
Wave 2 (MOY)	2020	0		0		0		0		0	
	2021	74	14.9 5.4 70.3	45	13.3 0.0 86.7	40	22.5 0.0 77.5	72	5.6 40.3 54.2	66	7.6 6.1 86.4
	2022	46	13.0 2.2 76.1	43	0.0 0.0 100.0	36	13.9 2.8 83.3	67	16.4 20.9 62.7	26	3.8 0.0 96.2
Wave 3 (EOY)	2020	0		0		0		0		0	
	2021	79	12.7 5.1 74.7	56	16.1 0.0 83.9	51	11.8 0.0 88.2	86	5.8 32.6 61.6	39	20.5 15.4 64.1
	2022	48	6.3 2.1 87.5	43	4.7 0.0 95.3	36	8.3 0.0 91.7	84	7.1 22.6 70.2	36	19.4 0.0 80.6

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year		Rapid Letter Naming			Rapid Vocabulary			Phonological Awareness			Mathematics			Social Emotional
		N Tested	% Support / % Monitor / % On Track		N Tested	% Support / % Monitor / % On Track		N Tested	% Support / % Monitor / % On Track		N Tested	% Support / % Monitor / % On Track		N Tested	% Support / % Monitor / % On Track
Wave 1 (BOY)	2020	0			0			0			0			0	
	2021	14	57.1 / 7.1 / 28.6		5	* / * / *		5	* / * / *		14	57.1 / 21.4 / 21.4		8	0.0 / 0.0 / 100.0
	2022	35	48.6 / 11.4 / 22.9		30	56.7 / 23.3 / 20.0		23	52.2 / 0.0 / 47.8		0			11	0.0 / 0.0 / 100.0
Wave 2 (MOY)	2020	0			0			0			0			0	
	2021	13	30.8 / 38.5 / 23.1		6	83.3 / 16.7 / 0.0		6	0.0 / 16.7 / 83.3		13	15.4 / 61.5 / 23.1		13	7.7 / 7.7 / 84.6
	2022	24	37.5 / 8.3 / 33.3		17	88.2 / 5.9 / 5.9		16	37.5 / 0.0 / 62.5		0			9	22.2 / 0.0 / 77.8
Wave 3 (EOY)	2020	0			0			0			0			0	
	2021	14	14.3 / 14.3 / 64.3		6	83.3 / 0.0 / 16.7		6	16.7 / 0.0 / 83.3		10	10.0 / 70.0 / 20.0		9	11.1 / 11.1 / 77.8
	2022	37	16.2 / 13.5 / 59.5		29	55.2 / 17.2 / 27.6		24	16.7 / 4.2 / 79.2		1	* / * / *		11	27.3 / 18.2 / 54.5

PERFORMANCE IN 2022

Grade 2021-22 (N Rated)	Domain: 2022 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
1 (8)	Beginning	1	12.5	1	12.5	6	75.0	3	37.5	1	12.5
	Intermediate	3	37.5	3	37.5	2	25.0	3	37.5	5	62.5
	Advanced	4	50.0	4	50.0	0	0.0	2	25.0	2	25.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3 (12)	Beginning	0	0.0	0	0.0	0	0.0	2	16.7	0	0.0
	Intermediate	2	16.7	4	33.3	5	41.7	2	16.7	3	25.0
	Advanced	2	16.7	8	66.7	5	41.7	4	33.3	6	50.0
	Advanced High	8	66.7	0	0.0	2	16.7	4	33.3	3	25.0
ALL (29)	Beginning	1	3.4	2	6.9	11	37.9	9	31.0	2	6.9
	Intermediate	6	20.7	12	41.4	10	34.5	9	31.0	13	44.8
	Advanced	12	41.4	15	51.7	6	20.7	6	20.7	11	37.9
	Advanced High	10	34.5	0	0.0	2	6.9	5	17.2	3	10.3

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years / N (%) Progressed	2022 Level	2021 Level Beg	Int	Adv	Adv High
8 / **4 (50.0%)**	Beginning		1		
	Intermediate	2		3	
	Advanced	0	2	0	
	Advanced High	0	0	0	
11 / **7 (63.6%)**	Beginning		0		
	Intermediate	0		3	
	Advanced	0	4	1	
	Advanced High	0	1	2	
22 / **12 (54.5%)**	Beginning		1		
	Intermediate	3		7	
	Advanced	0	6	2	
	Advanced High	0	1	2	

☐ Indicates students who progressed at least one level from 2021 to 2022.

SEMESTER 1 TESTS

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

SEMESTER 2 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 3 MATHEMATICS (tested with 2020-2021 test)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
44	51.4	70.9	85.3		56.8	97.7	56.3	87.6

GRADE 3 MATHEMATICS (tested with 2020-2021 test)

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

GRADE 3 MATHEMATICS SPANISH (tested with 2020-2021 test)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*	*	25.7	*

GRADE 3 MATHEMATICS SPANISH (tested with 2020-2021 test)

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

GRADE 3 READING (tested with 2020-2021 test)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
41	48.7	69.2	85.2		48.8	97.6	40.3	86.9

GRADE 3 READING (tested with 2020-2021 test)

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

GRADE 3 READING SPANISH (tested with 2020-2021 test)

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
4	*	*	*		*	*	59.8	*

GRADE 3 READING SPANISH (tested with 2020-2021 test)

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