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**FROM:** Whitney Holton, Assistant Superintendent: Instructional Services  
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**SUBJECT:** 2017-18 Campbell Union School District Smarter Balanced Summative Assessment Result

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The 2017-18 school year marked the fourth year of California's new statewide student assessment system - California Assessment of Student Performance and Progress (CAASPP) – which replaced the previous Standardized Testing and Reporting (STAR) system.

The spring of 2018 marked the fourth year of operational testing of **the Smarter Balanced Summative Assessments**. The Smarter Balanced Summative Assessments are the focal point of this analysis.

For each grade level and subject area, students receive a scale score from approximately 2000 to 3000. The overall score falls into one of four achievement levels:

- **Standard Exceeded:** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Met:** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Nearly Met:** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- **Standard Not Met:** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

The test reports also show how students performed in key content *claims*, also called *areas*, in ELA and mathematics.

- ELA Claims: Reading, Writing, Listening, and Research/Inquiry
- Mathematics Claims: Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning

For each claim, a student's performance is represented as “*Above Standard*,” “*Near Standard*,” or “*Below Standard*.” There are only three content claim levels reported, rather than four, because they are based on fewer test items and therefore less precise than the overall scores.

Unlike the CSTs, the Smarter Balanced Summative Assessments are based on a vertically calibrated growth model that allows the California Department of Education (CDE) to produce growth comparisons that can track students' progress through the grade levels. This being the third operational year of the tests means that it is the second year that growth comparisons are available.

For students with significant cognitive abilities, **the California Alternative Assessments (CAA)** in ELA and mathematics are available grades 3 through 8 and 11. This is a new assessment, in its third year of administration.

For each grade level and subject area, students receive a scale score from approximately 300 to 800 based on their grade level. The overall score falls into one of three achievement levels:

- **Level 3 Understanding:** Students at this level demonstrate **understanding** of core subject matter in the content area. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.
- **Level 2 Foundational Understanding:** Students at this level demonstrate **foundational understanding** of core subject matter in the content area when provided with frequent prompts and

supports. They are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may frequently need supports to complete tasks and activities.

- **Level 1 Limited Understanding:** Students at this level demonstrate **limited understanding** of adapted grade level content that focuses on much of the basic knowledge and skills, even with extensive supports.

**The English Language Proficiency Assessments for California (ELPAC)** is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state's assessment of ELP by 2018–19.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade twelve (ages 3-21). The ELPAC is aligned with California’s 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial ELPAC—an initial identification of students as English learners
2. Summative ELPAC—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

ELPAC Student Scores:

- **Level 4- Well Developed:** Students at this level have **well developed** English skills. They can usually use English to learn new things in school. They may occasionally need help using English.
- **Level 3- Moderately Developed:** Students at this level have **moderately developed** English skills. They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
- **Level 2- Somewhat Developed:** Students at this level have **somewhat developed** English skills. They usually need help using English to learn new things at school and to interact in social situations. They can often use English for simple communication.
- **Level 1- Beginning Stage:** Students at this level are at a **beginning stage** of developing English skills. They usually need substantial help using English to learn new things at school and to interact in social situations. They may know some English words and phrases.

The following is a summary of the CAASPP summative assessment results for Campbell Union School District.

## **CUSD Overall Key Findings**

### **For the ELA Assessments:**

- Overall student performance in ELA increased from 54% to 55%
- CUSD has a four year growth in ELA of 7% as compared to 4 % of Santa Clara County (SCCOE has been flat at 62% for three consecutive years)
- All grade levels increased the percentages of students meeting or exceeding standards from the previous year except fifth grade (-4%) and seventh grade (-1%)
- 4<sup>th</sup> grade made the highest percentage of growth from the previous year (+6%)
- Three-year cohort growth from 3rd-5th grade is increasing (50%-52%-58%)
- Cohort from 5th to 6th grade shows a three year dip: Year 1: 51% to 50%, Year 2: 54% to 52% and Year 3: 58 to 56%
- CUSD had lower student proficiency than Santa Clara County in in grades 4-8
- RFEP students' performance (61%) is competitive with the English Only sub-group (66%) and higher than the "all students" group (55%) *RFEP (Redesignated-fluent-English-proficient): Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP. These students are redesignated according to the multiple criteria adopted by the district and demonstrate that students being redesignated have English language proficiency comparable to that of average native English speakers.*

### **Response to ELA Assessments:**

- Determine an induction and support plan for 6th graders at the middle school level where we see cohort drops. District TOSAs to provide academic counseling support with a focus on 6th grade
- Implement the AVID Excel plan for English Learner 6th graders at Monroe Middle School
- Expand Excel summer orientation at MMS and create a summer orientation at RHMS for 6th grade
- Advance learning for all TK-2 teachers in the district's reading plan and ensure that teachers receive professional development on one of three determined literacy strands
- Transition from the BAS Reading assessment to Dibels Assessment to determine specific student skill gaps in reading for grades K-2

### **For the Math Assessments:**

- Overall student performance in Math increased from 48% to 49%
- CUSD has a four year growth in math of 7% as compared to 4% in Santa Clara County (SCCOE Growth has only increase 1% in the last three years)
- 4th grade had the highest proficiency increase (+ 6%) This is one of the grades we identified as problematic last year where we provided increased support
- 3rd grade showed the greatest decrease (-4%). This has typically been our highest grade level
- Multiple year cohort growth over time shows declines or flat growth patterns. (One Example; 3rd-5th grade trend=54% to 49% to 46%)
- CUSD had lower student proficiency than Santa Clara County in all grades

### **Response to Math Assessments:**

- District wide focus on middle school math program. Use improvement science to deeply understand the problem and generate solutions with teachers.
- Provide Chromebooks for all middle school students and training for all teachers on using the devices to personalize learning to better meet individual needs.
- Determine bright spots in math instruction and highlight those practices.
- We had new curriculum in grades TK-5 this year and we experienced an implementation dip in 3rd and 5th grade.
- Teachers are finding supplements to Bridges where they see that more rigor is needed based on pre-assessments.
- Create site based math intervention opportunities

Within Santa Clara County there is a substantial achievement gap between sub-groups. In CUSD our highest performing subgroup is Asian and key findings in relation to their progress as compared with other groups indicate:

- For ELA there is a 65-percentage point difference between the percent of Students with Disabilities/Asian students that met or exceeded standard (19% vs. 84%)
- For ELA there is a 76-percentage point difference between the percent of English Language learners/Asian students that met or exceeded standard (8% vs. 84%)
- For ELA there is a 34-percentage point difference between the percent of Socio-Economically disadvantaged/Asian students that met or exceeded standard (34% vs. 84%)
- The gap is nearly the same for students in math for the above sub-groups

#### **For English Learners Progress on SBA Assessments:**

- Our RFEP students have made growth over the last 4 years in both ELA and math and are outperforming the District-wide group for both subjects
- 103 ELs made at least one proficiency band growth in ELA
- Many ELs aren't making scale score increases in math, especially in our middle schools

#### **Response to EL Progress on SBA**

- Regular analysis and responding to EL data
- Classroom observations to improve quality of Integrated ELD to ensure ELs are gaining access to content and grade level standards
- Interview LTELs to learn about their educational experiences and set goals for success
- 2 TOSAs hired to work only with English Learners

#### **For Special Education Student Progress:**

- District-wide SWD made 4% growth in ELA and 3% growth in Math
- Four-year data trends show an increase of 7% in ELA and 6% in Math, which is the same as the “all students” sub-group’s growth.
- We are seeing a decrease in the percentage of students performing in the standard not met category in Math and ELA. In Math it has gone from 74% to 66% over four years and in ELA it has gone from 75% to 62%. We are moving students out of the lowest band.

Performance Indicator Review (PIR): Indicator 3-Student Achievement & Participation on SBA

- In 2016, CUSD SWD did not meet the state target for ELA & Math targets.
- In 2017, CUSD SWD did not meet the state target for ELA, but met the target for Math.
- In 2018 CUSD met the state target for ELA & Math.
- In 2016 and 2017, CUSD met the state target for participation rate for ELA & Math.

California Alternative Assessment (CAA)-

- There was significant growth in students’ performance on the CAA Assessment; gain of 23 percentage points from (2016 to 2018) in students performing at level 3 in ELA CAA and gain of 26 percentage points from (2016 to 2018) in students performing at level 3 in Math CAA.

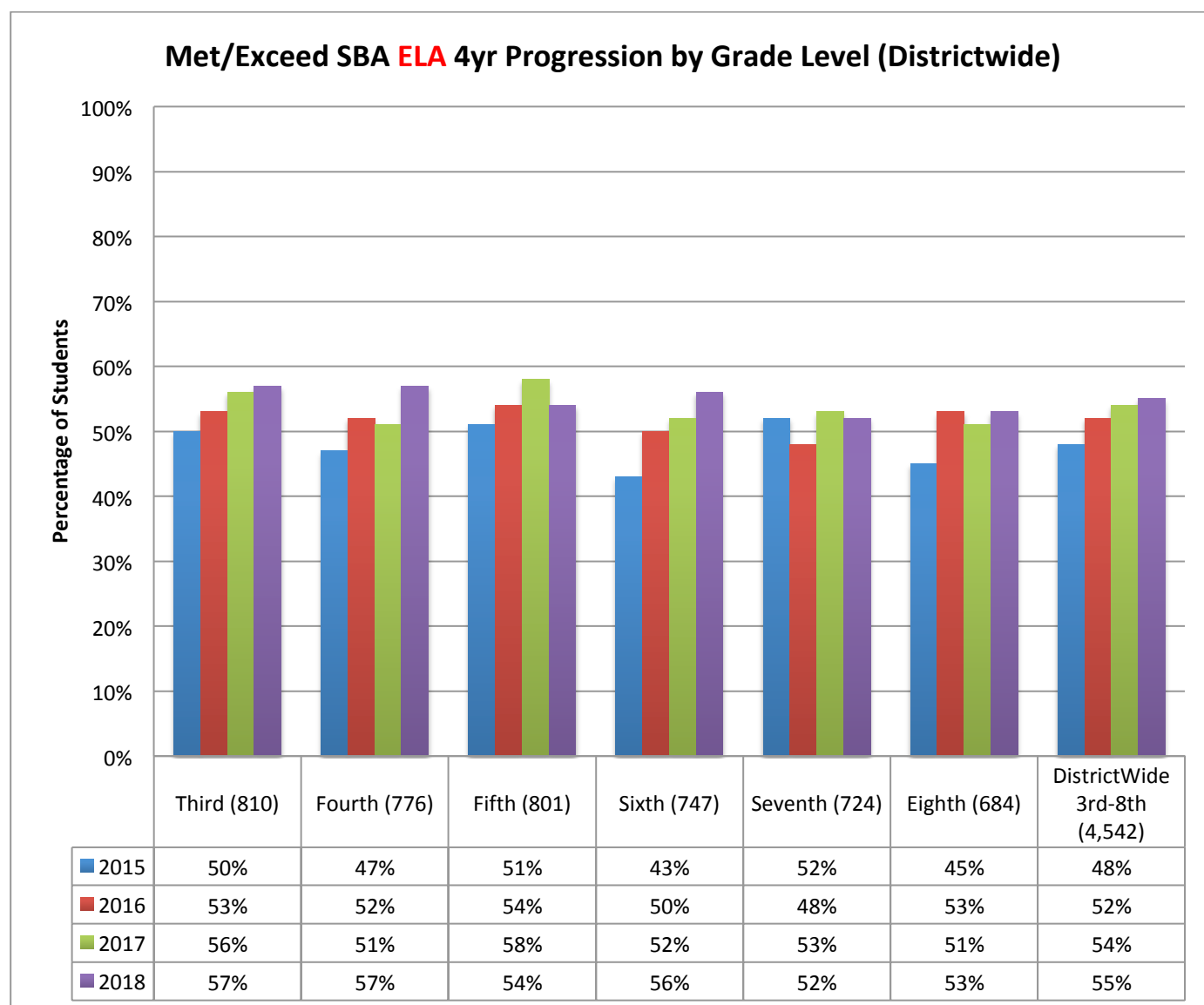
#### **Response to Special Education Assessments:**

- Need to increase awareness of assessment and access to practice assessments to prevent parents from opting students out of the assessment due to lack of knowledge about the test and accommodations/modifications given during the assessment (this has affected our 2018 participation rate)
- Increase strategic collaboration between Special Education and General Education teachers
- Refine collaboration with integrated and designated ELD instruction for SWD
- Increase use of targeted formative assessments for special education progress monitoring

*In the following data charts, District Data will be labeled with letters (A thru S); site data will be labeled with numbers (1-72).*



**Figure A: Percent of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year**

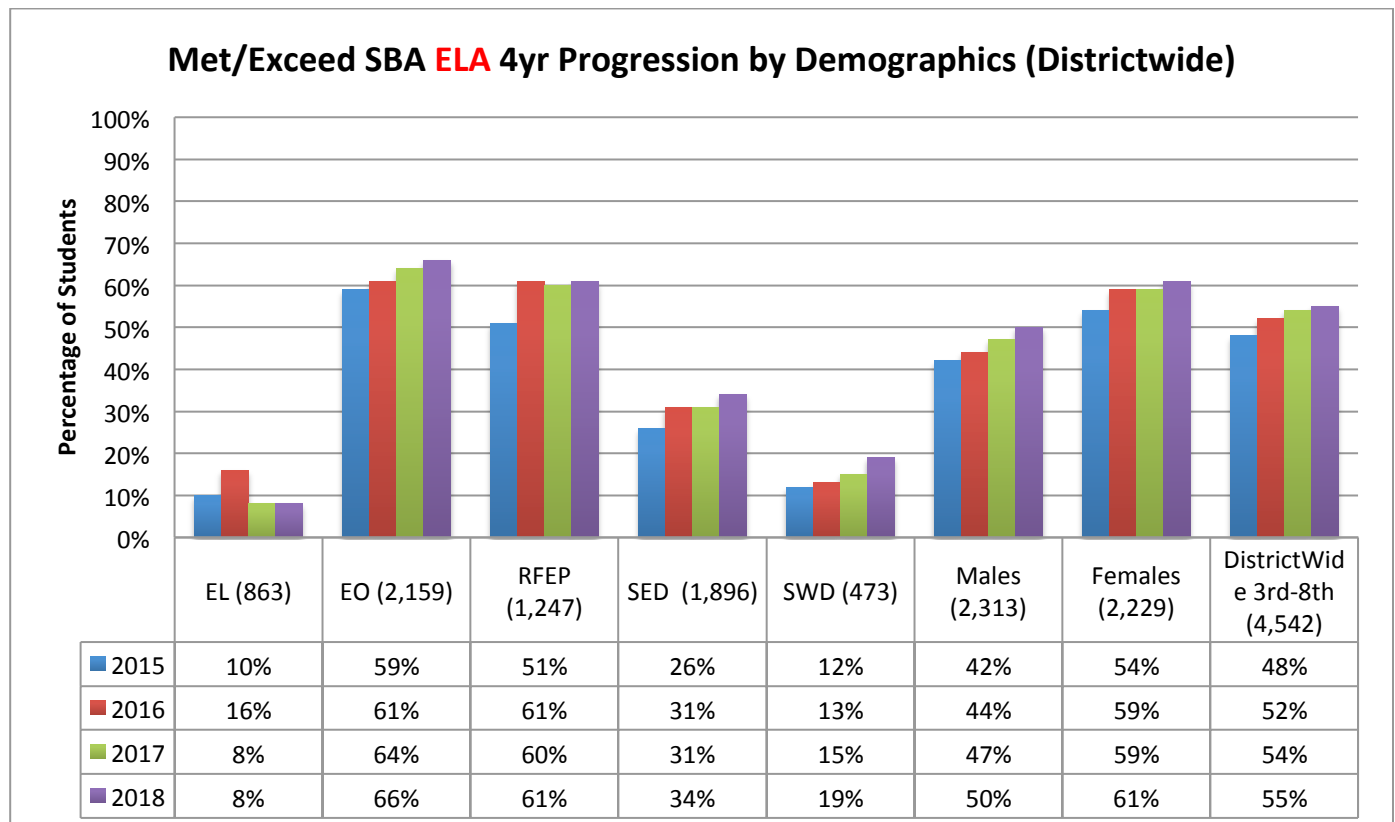
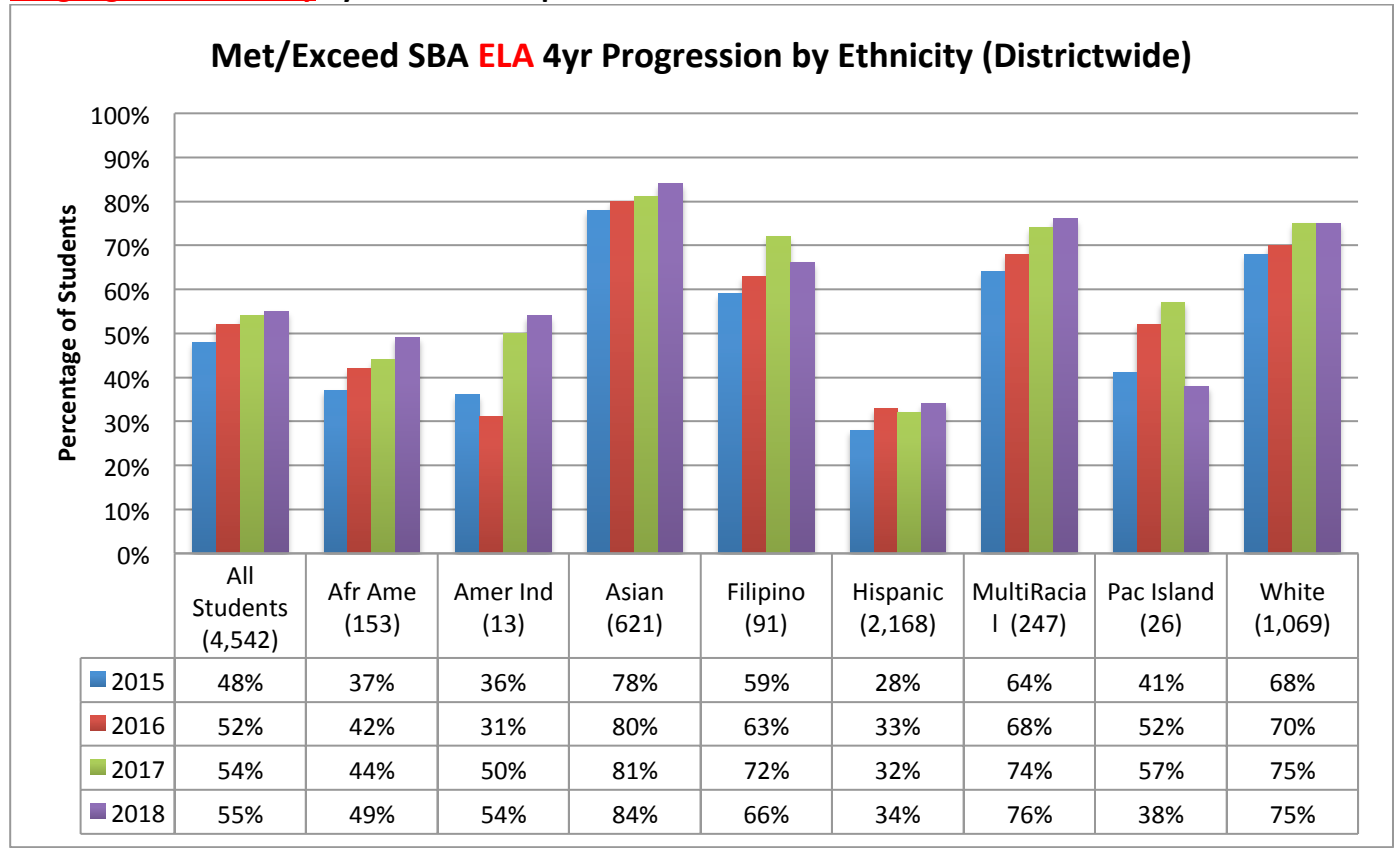


**Santa Clara County Comparison of Percentage of Students (Met/Exceed) in ELA**

SCCOE (ELA)	Third	Fourth	Fifth	Sixth	Seventh	Eighth	County-Wide*
2015	54%	56%	61%	57%	58%	59%	58%
2016	57%	58%	63%	62%	63%	64%	62%
2017	56%	59%	60%	61%	65%	63%	62%
2018	60%	61%	62%	61%	53%	64%	62%

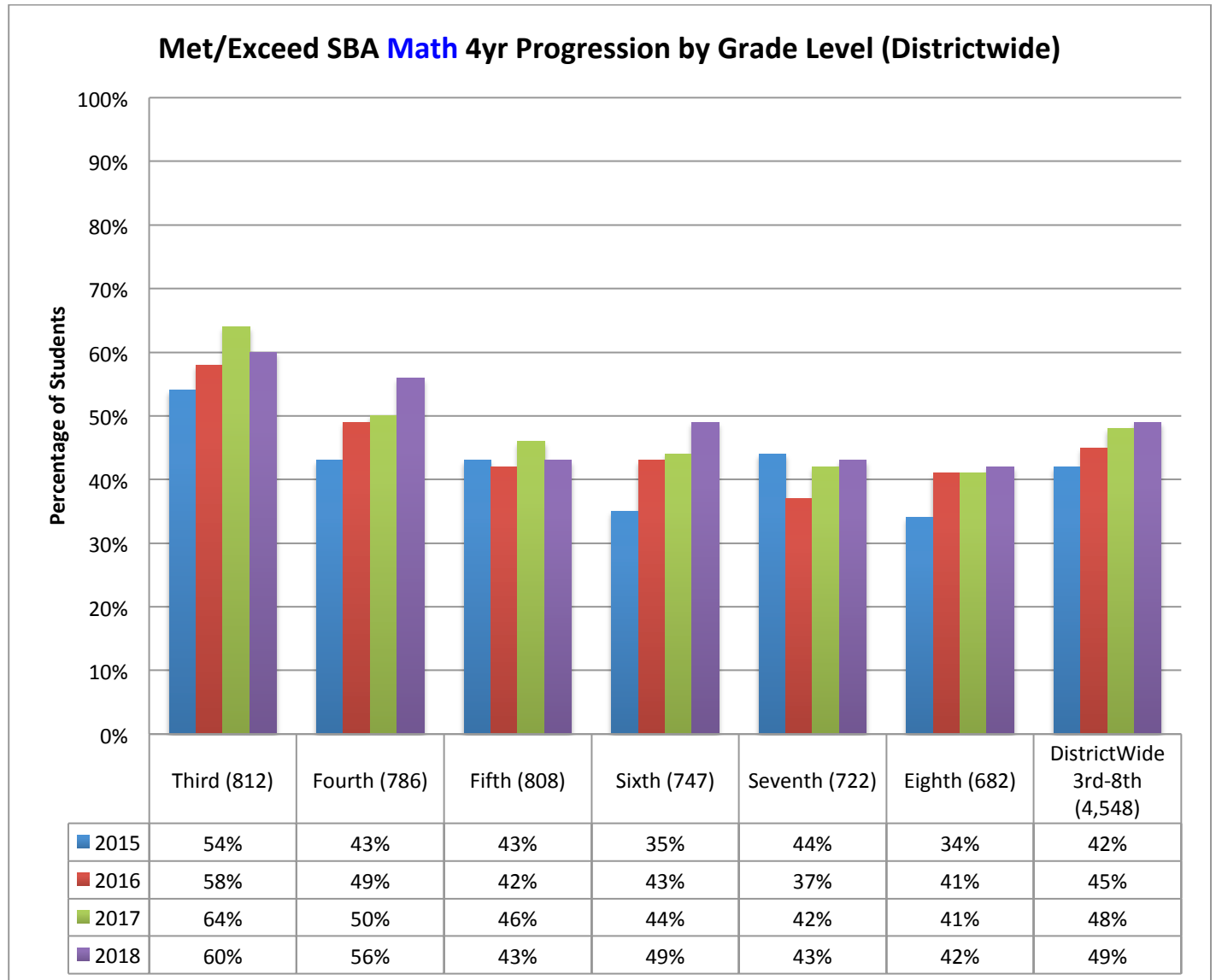
\* includes 11<sup>th</sup> grade data

**Figure B: Percent of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy by Student Group and Year**



**\*\* Change of over 200 fewer EL students in 2017 compared to 2016 data**

**Figure C: Percent of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year**

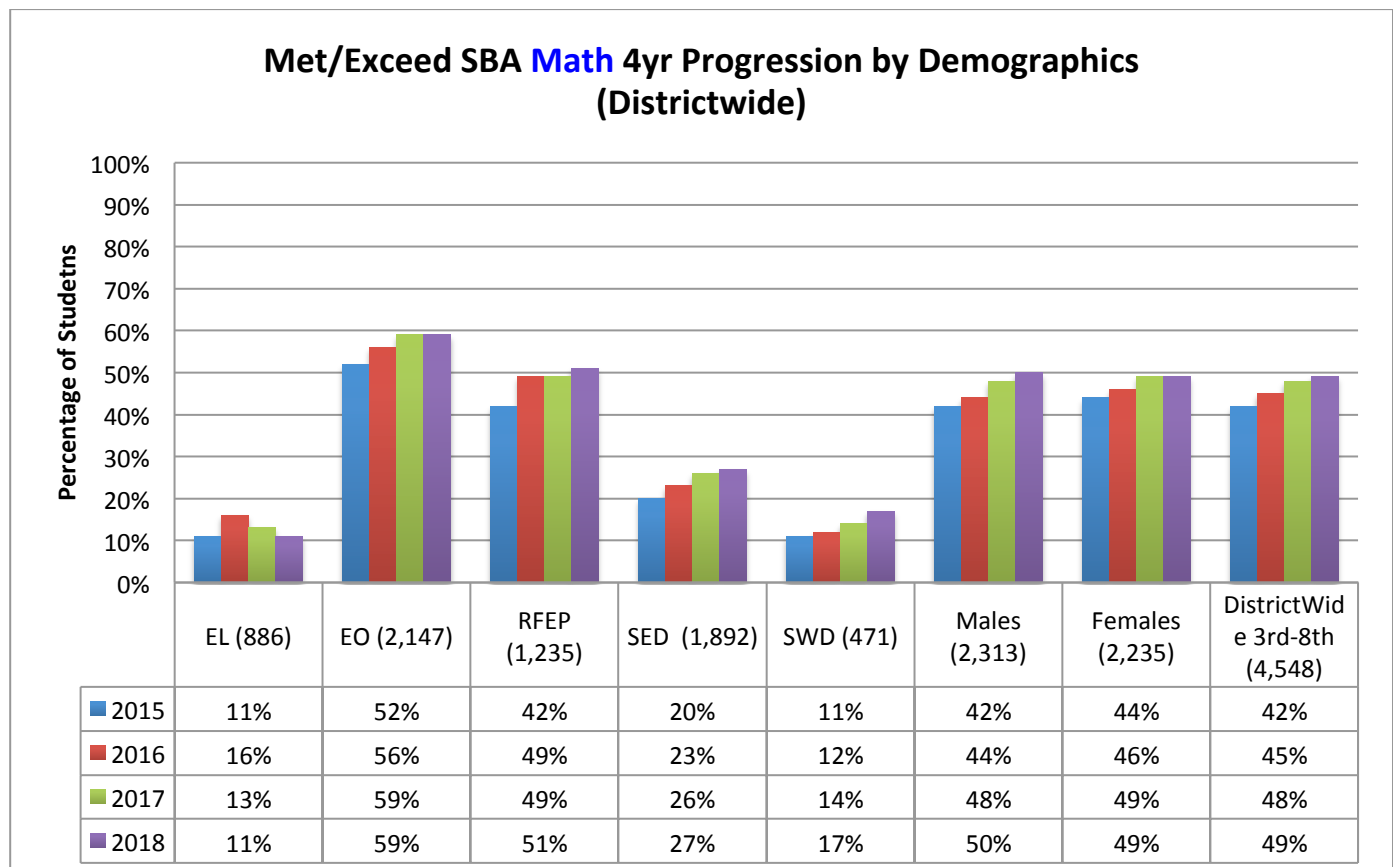
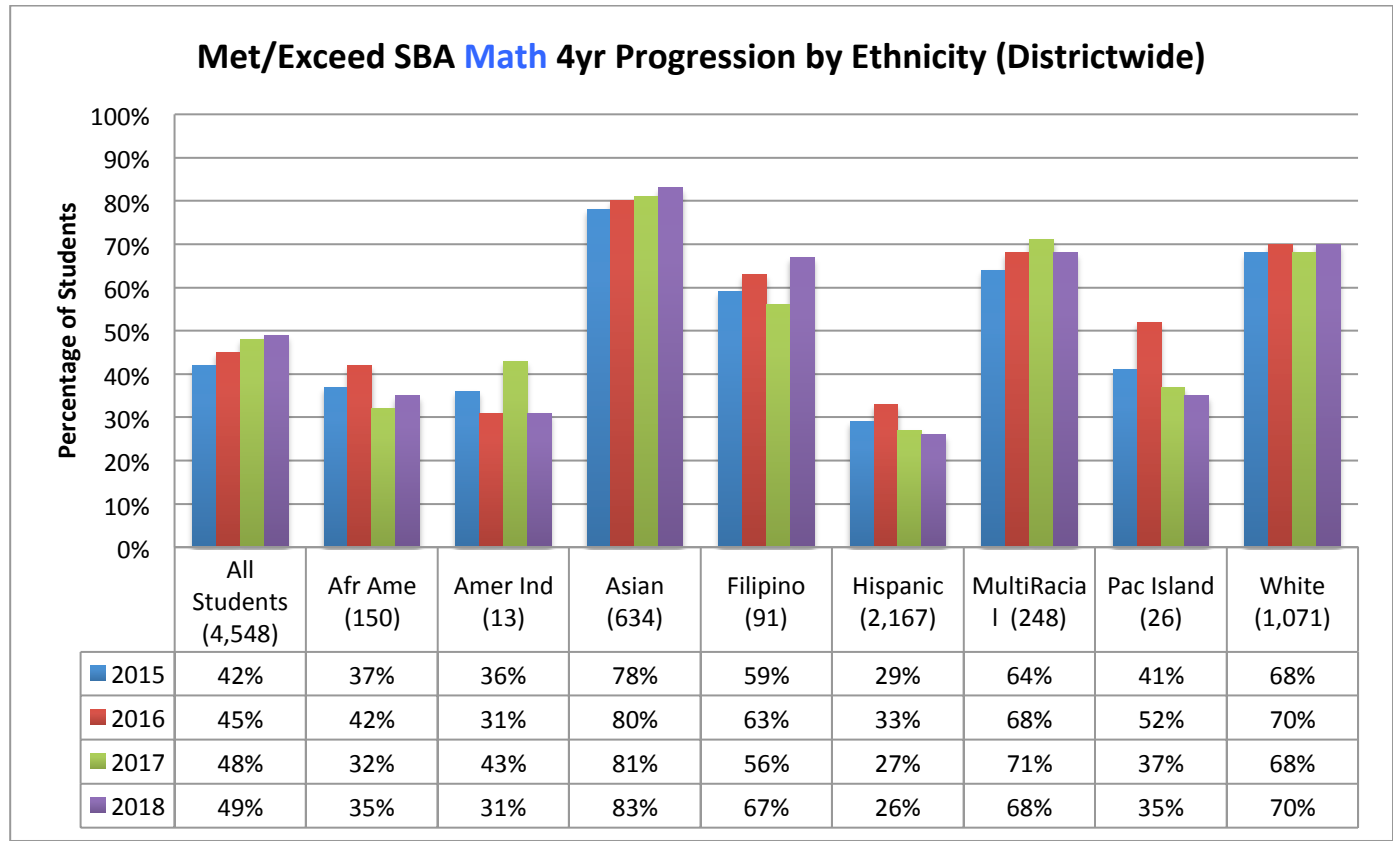


**Santa Clara County Comparison of Percentage of Students (Met/Exceed) in Math**

SCCOE (MATH)	Third	Fourth	Fifth	Sixth	Seventh	Eighth	County-Wide*
2015	57%	53%	50%	50%	53%	51%	52%
2016	63%	56%	53%	54%	56%	55%	55%
2017	62%	58%	51%	55%	58%	55%	56%
2018	63%	60%	53%	54%	57%	56%	56%

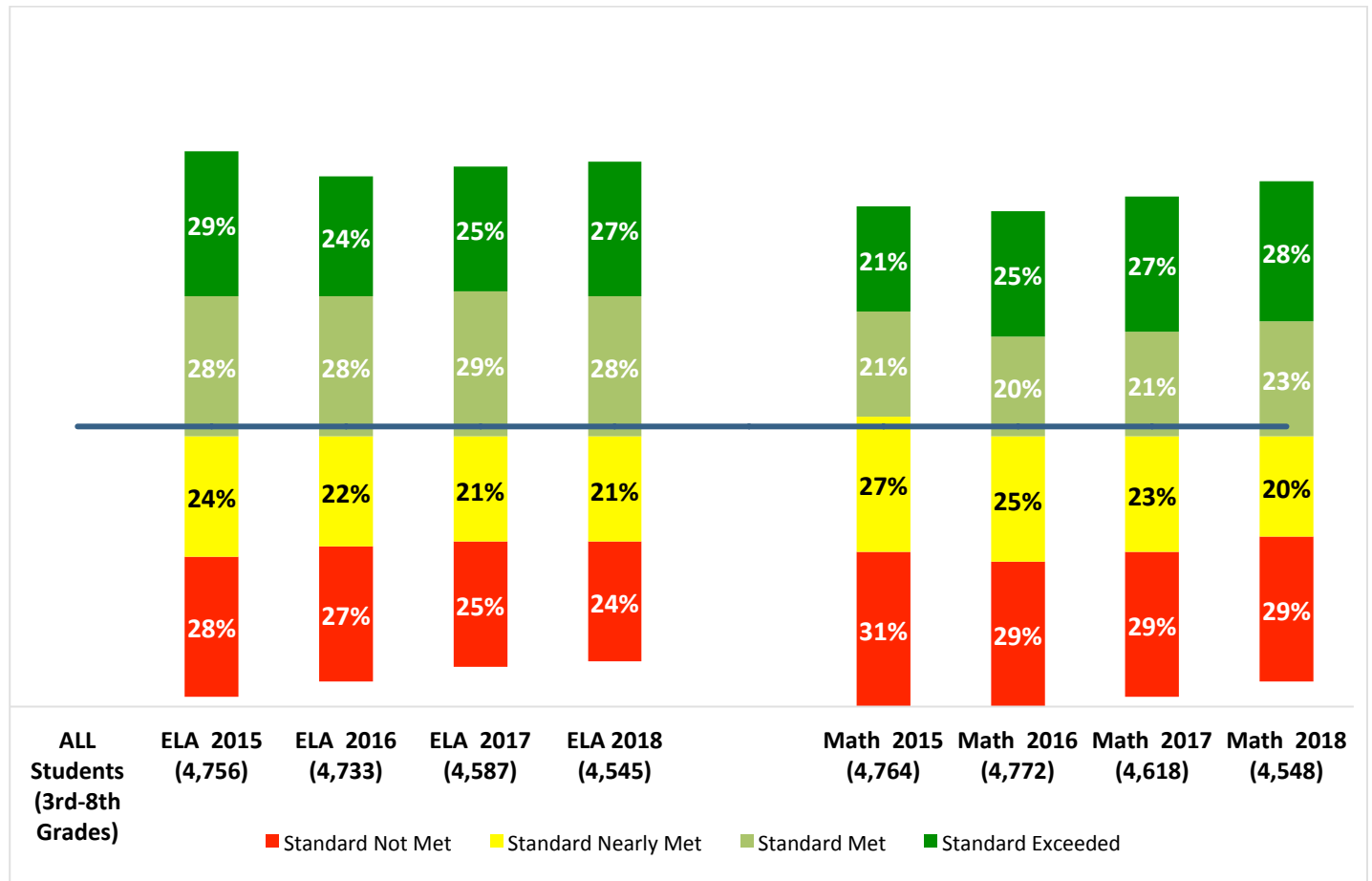
\* includes 11<sup>th</sup> grade data

**Figure D: Percent of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics by Student Group and Year**



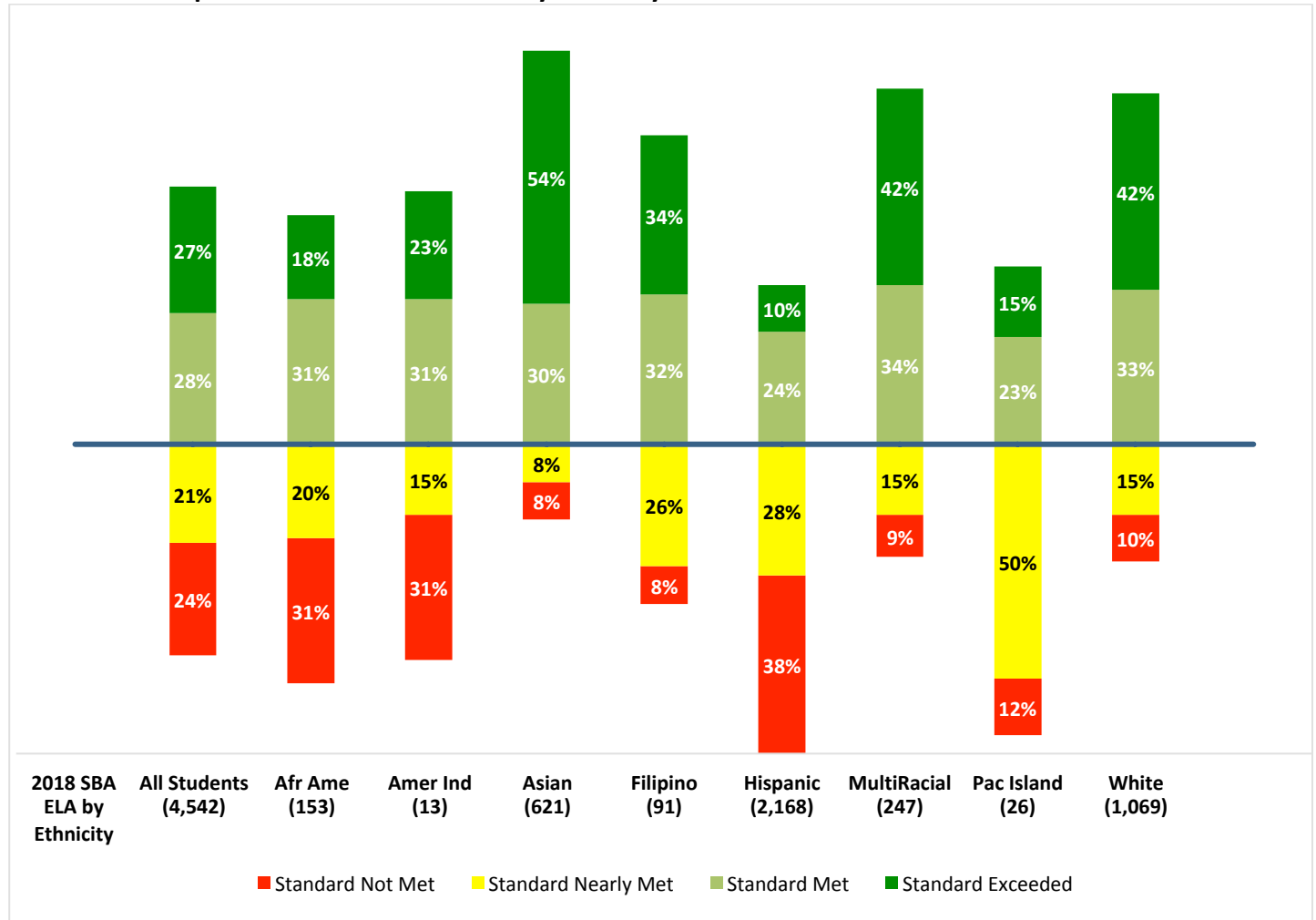
**\*\* Change of over 200 fewer EL students 2017 compared to 2016 data**

**Figure E: Smarter Balanced Summative Assessments ELA & Mathematics Overall Results, Percent of Campbell Union School District Students District-wide at each Achievement Level**





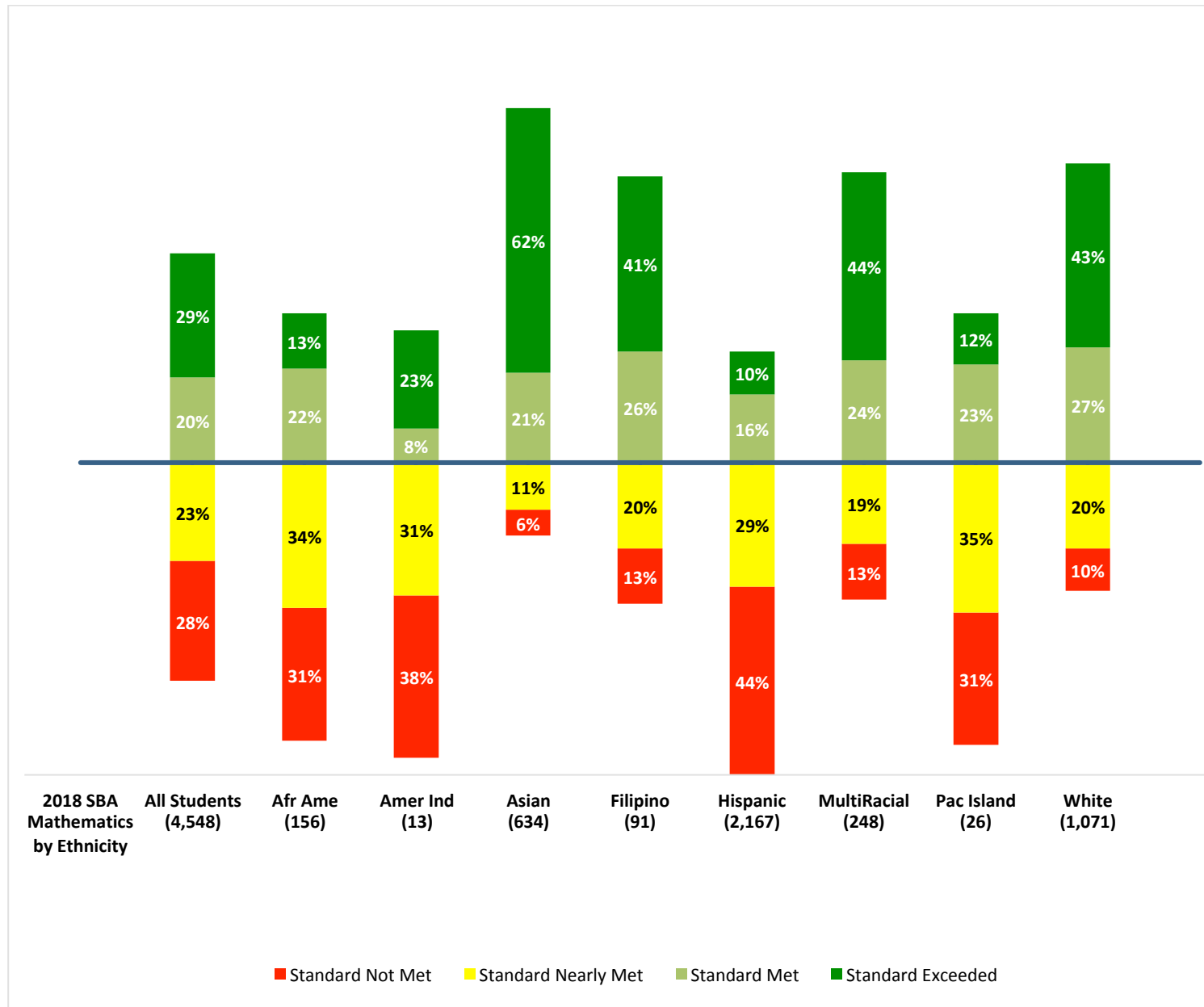
**Figure E: 2018 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Campbell Union School District by Ethnicity at each Achievement Level**



**Table 1: 2018 Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Campbell Union School Subgroups Above and Below Standard Met**

	All	African Amer.	Asian	Filipino	Hispanic	White	Multi	SED	ELL	SWD
Number of Students	4,542	153	621	91	2,168	1,069	247	1,896	863	473
Percent Met/ Exceeded	55%	54%	84%	66%	34%	75%	76%	34%	8%	19%
Percent Not/ Nearly Met	45%	46%	16%	33%	66%	25%	24%	66%	92%	81%

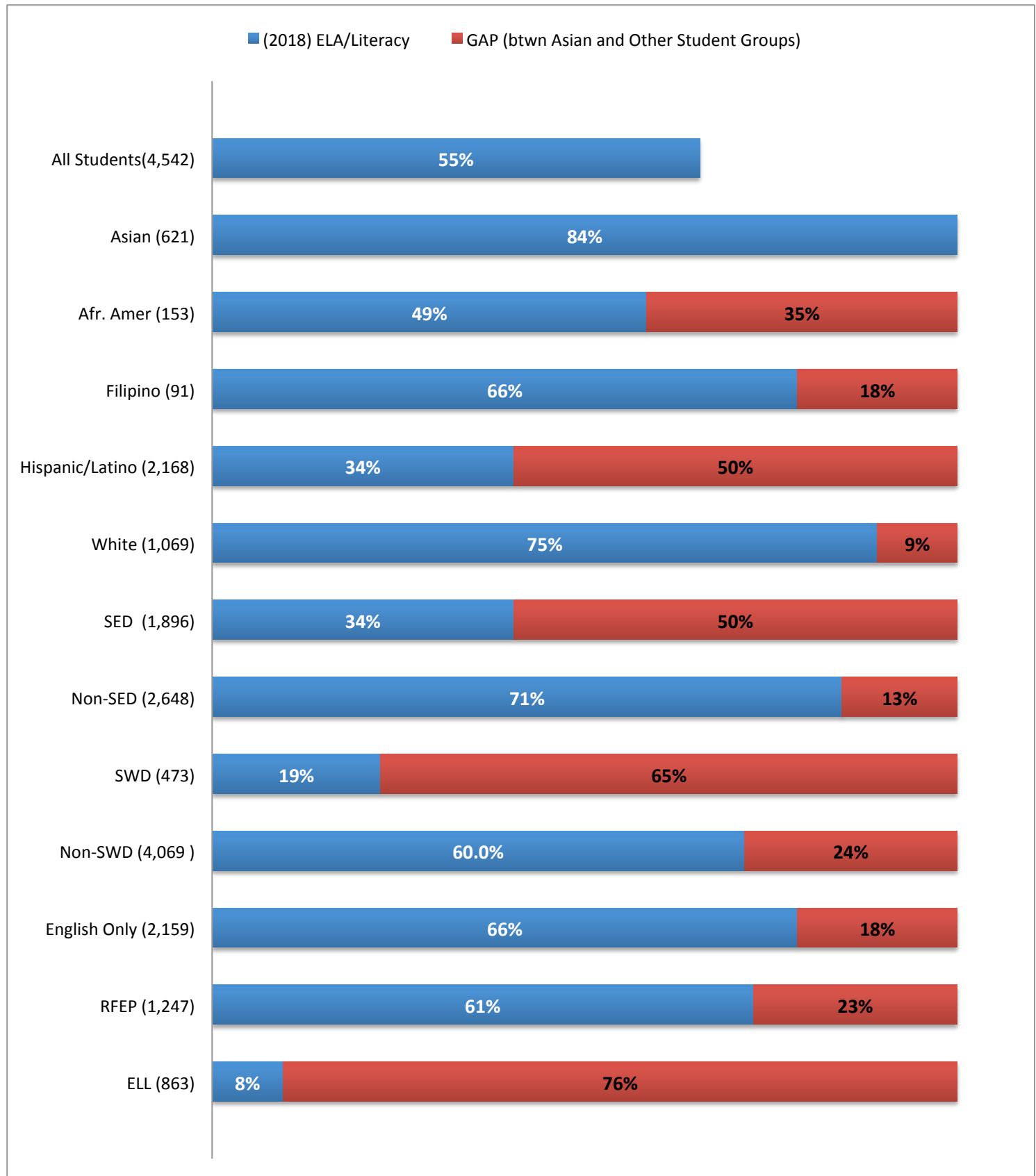
**Figure F: 2018 Smarter Balanced Summative Assessments [Mathematics](#) Overall Results, Percent of Campbell Union School District by Ethnicity at each Achievement Level**



**Table 2: 2018 Smarter Balanced Summative Assessments [Mathematics](#) Overall Results, Percent of Campbell Union School District Subgroups Above and Below Standard Met**

	All	African Amer.	Asian	Filipino	Hispanic	White	Multi	SED	ELL	SWD
Number of Students	4,548	156	634	91	2,167	1,071	248	1,892	886	471
Percent Met/ Exceeded	49%	35%	83%	67%	26%	70%	68%	27%	11%	17%
Percent Not/ Nearly Met	51%	65%	17%	33%	74%	30%	32%	73%	89%	83%

**Figure G: 2018 Smarter Balanced Summative Assessments English Language Arts/Literacy Results, Percent of Campbell Union School District Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Student Groups**



**Figure H: 2018 Smarter Balanced Summative Assessments [Mathematics](#) Results, Percent of Campbell Union School District Students Meeting or Exceeding Standard; Displaying the Achievement Gap between Asian Students and Other Student Groups**

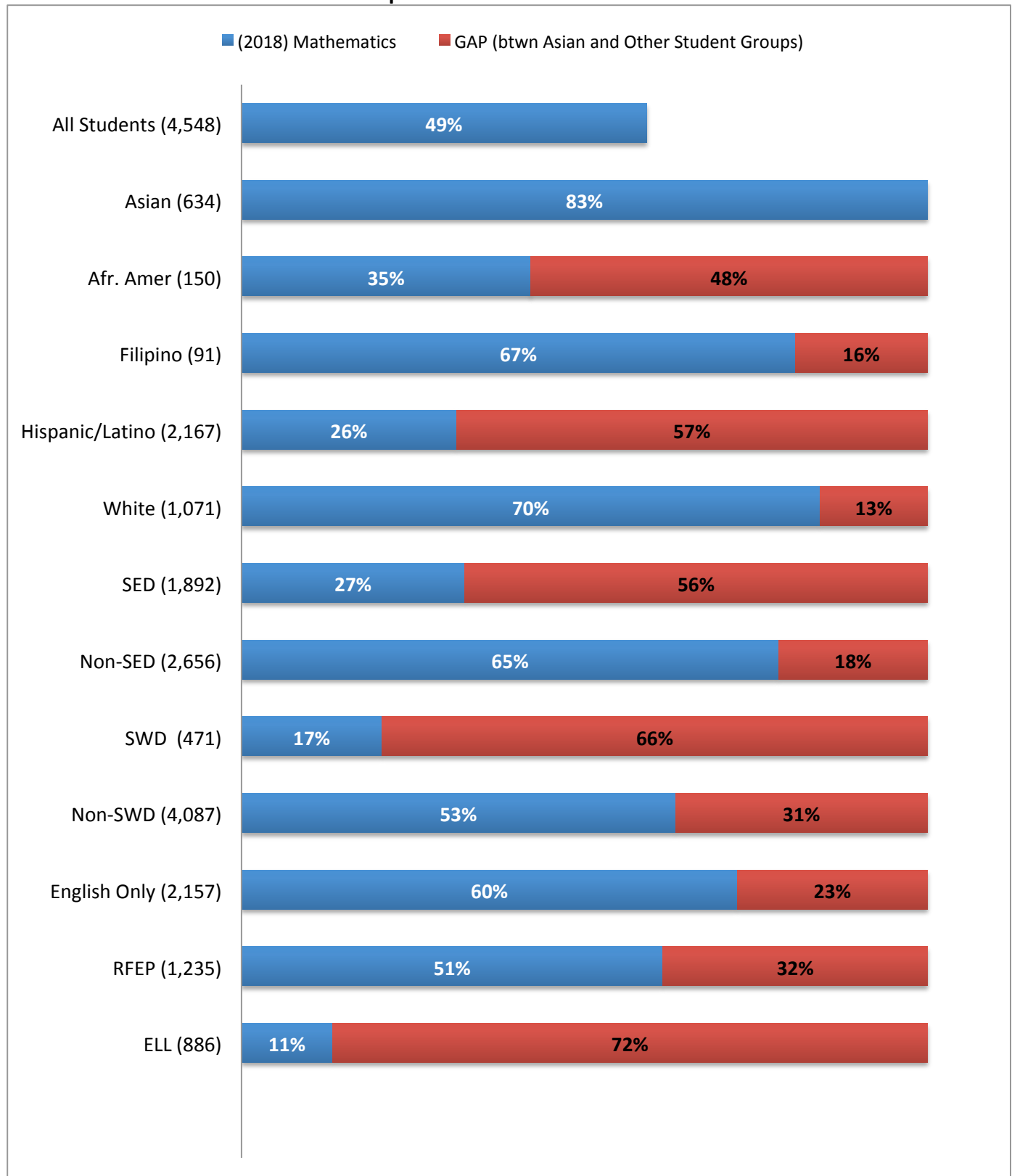


Figure I: Cohort Change over Time: Percentage of Campbell Union School District Students Meeting or Exceeding Standard in **English Language Arts/Literacy**

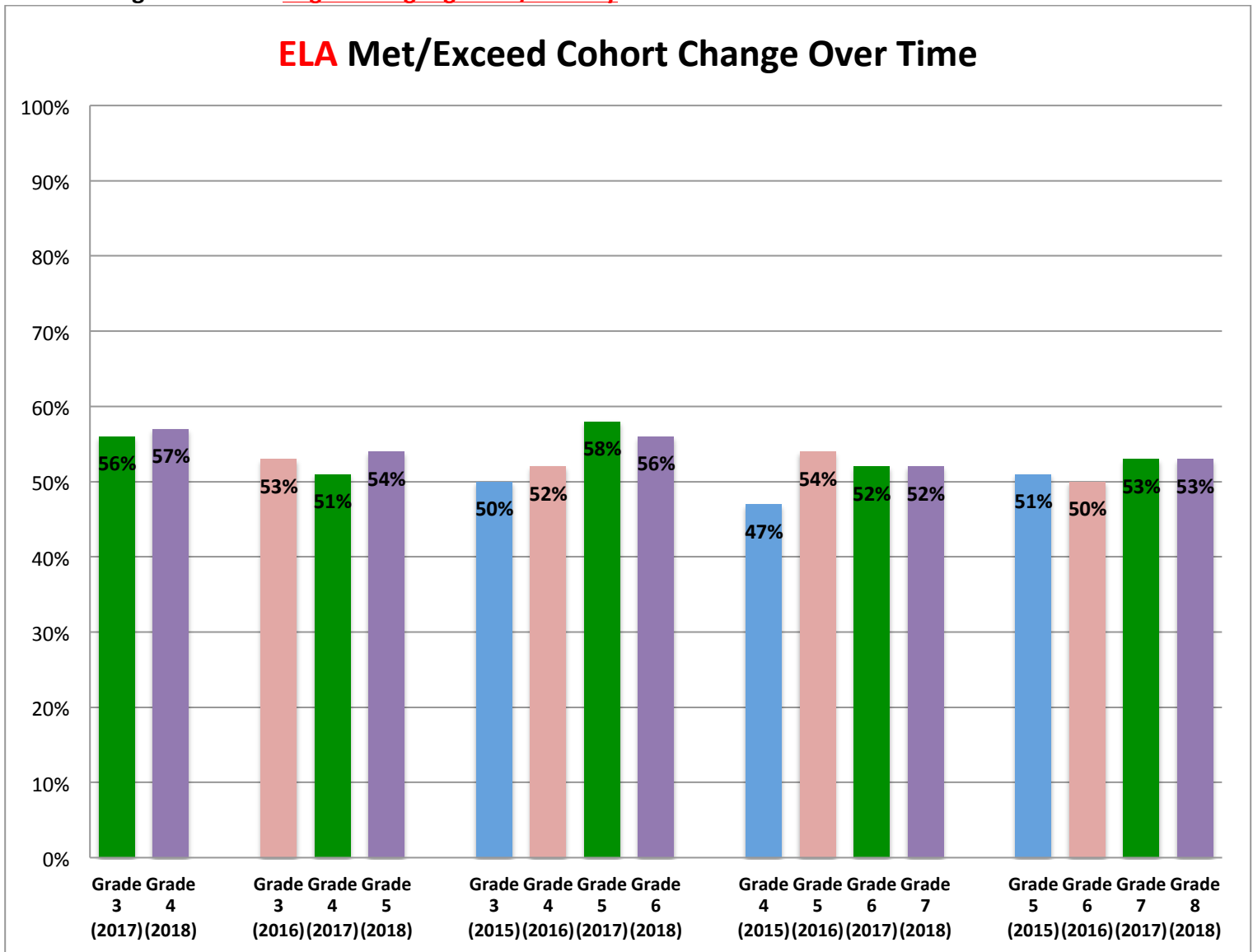
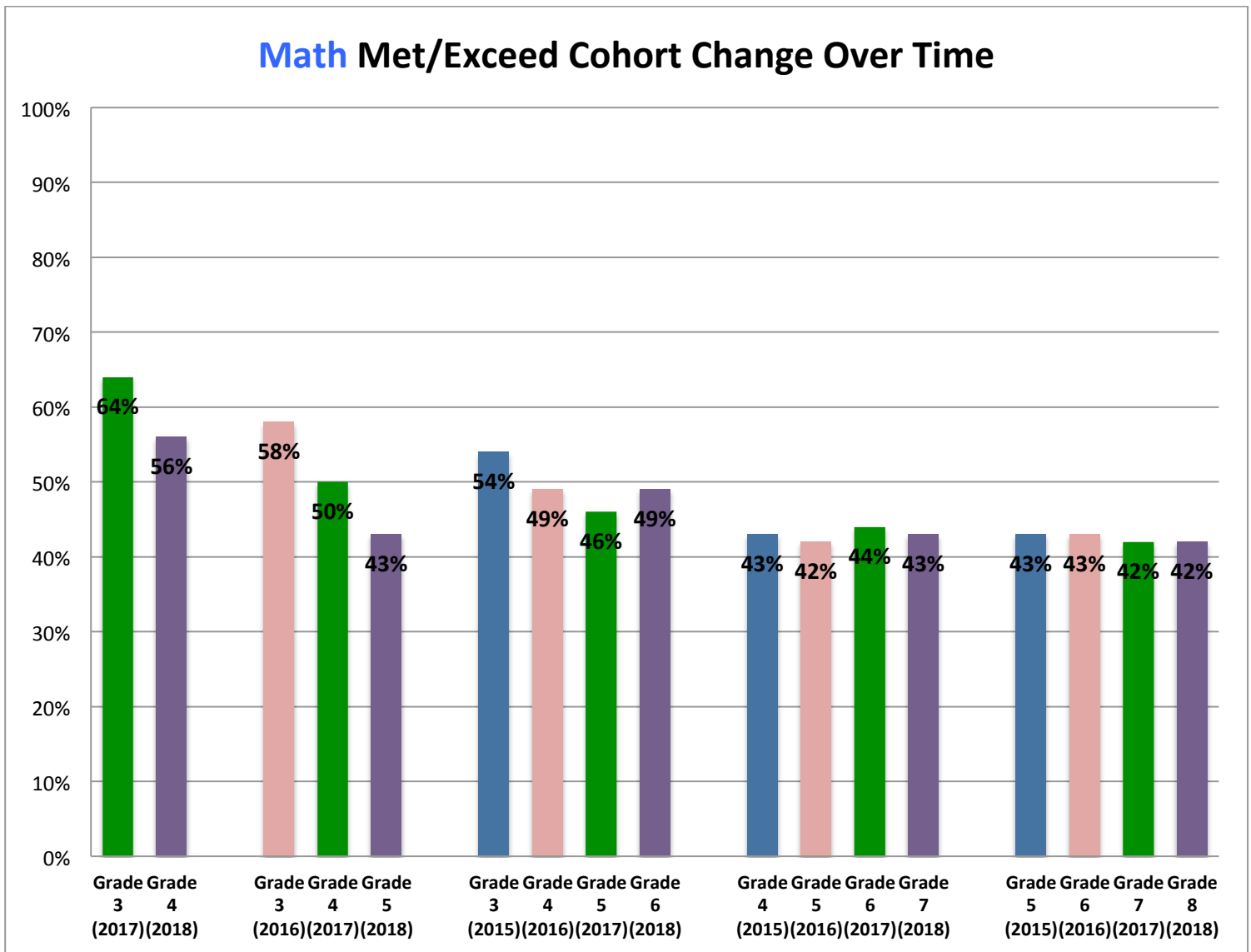




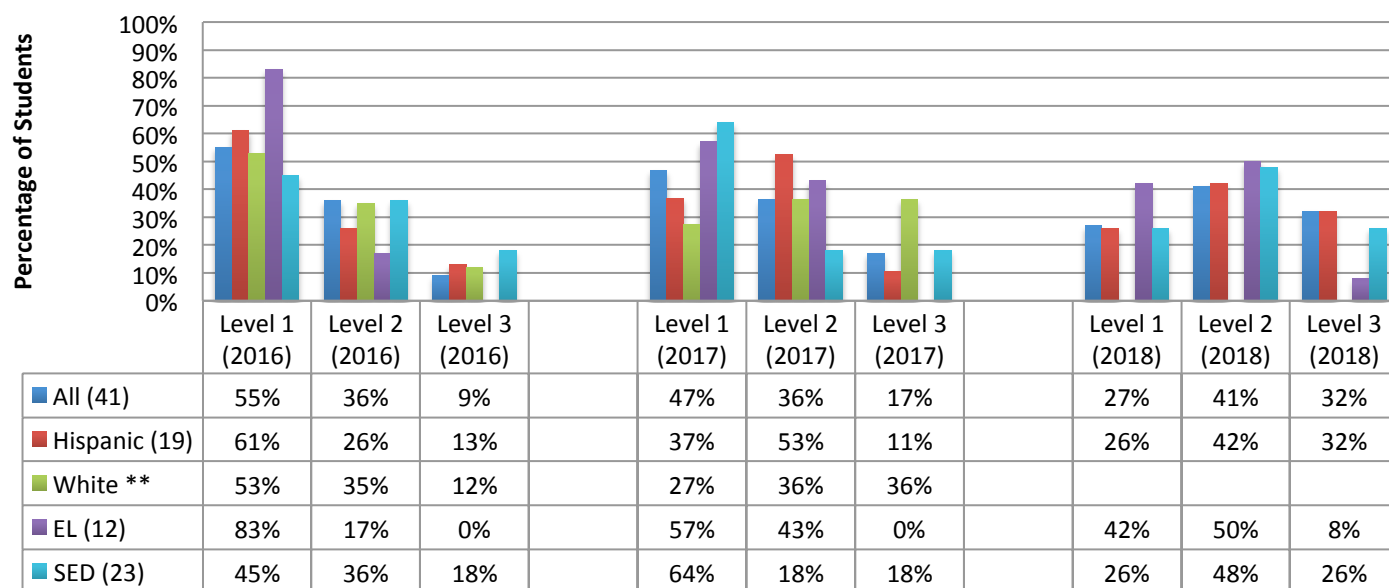
Figure J: Cohort Change over Time: Percentage of Campbell Union School District Students Meeting or Exceeding Standard in [Mathematics](#)



**Figure K: Percentage of Campbell Union School District Students Obtaining Level 1, 2, or 3 in California Alternative Assessment (CAA): English Language Arts/Literacy & Mathematics (3-year comparison)**

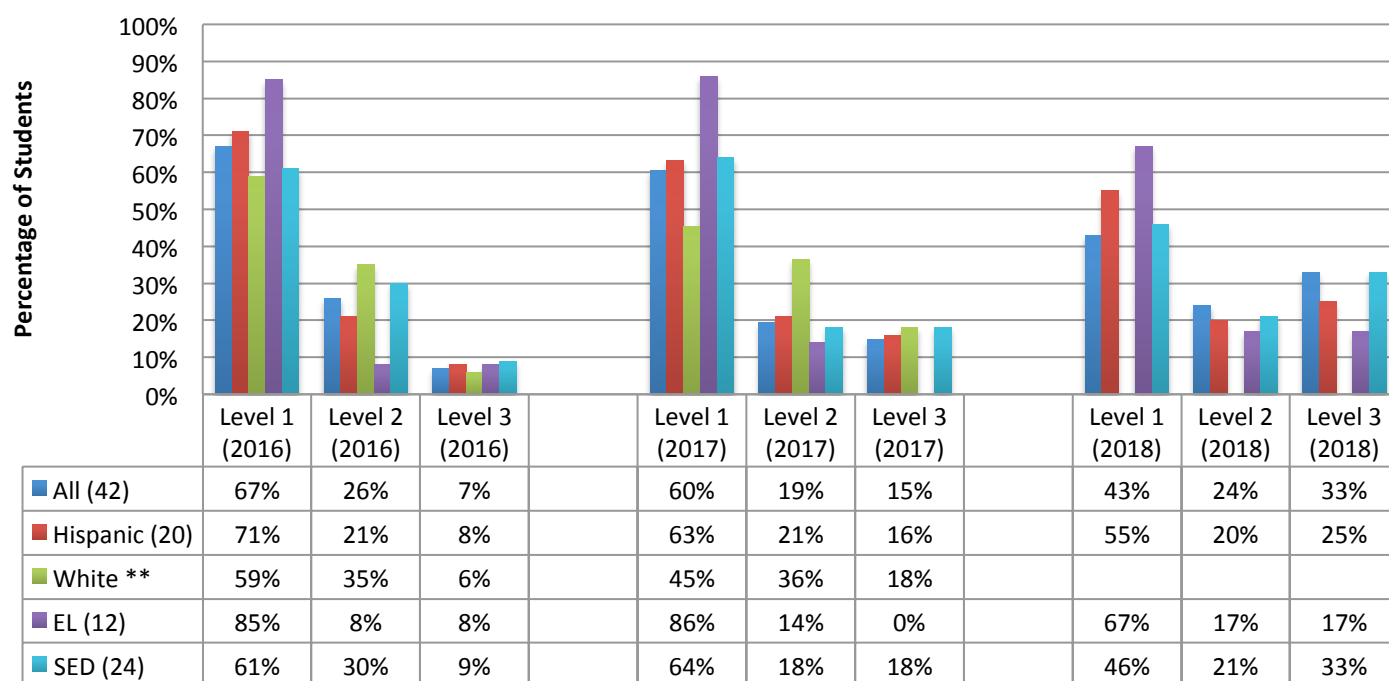
*(Level 1: Limited Understanding, Level 2: Foundational Understanding, & Level 3: Understanding)*

### CAA 3 year Comparison (ELA)



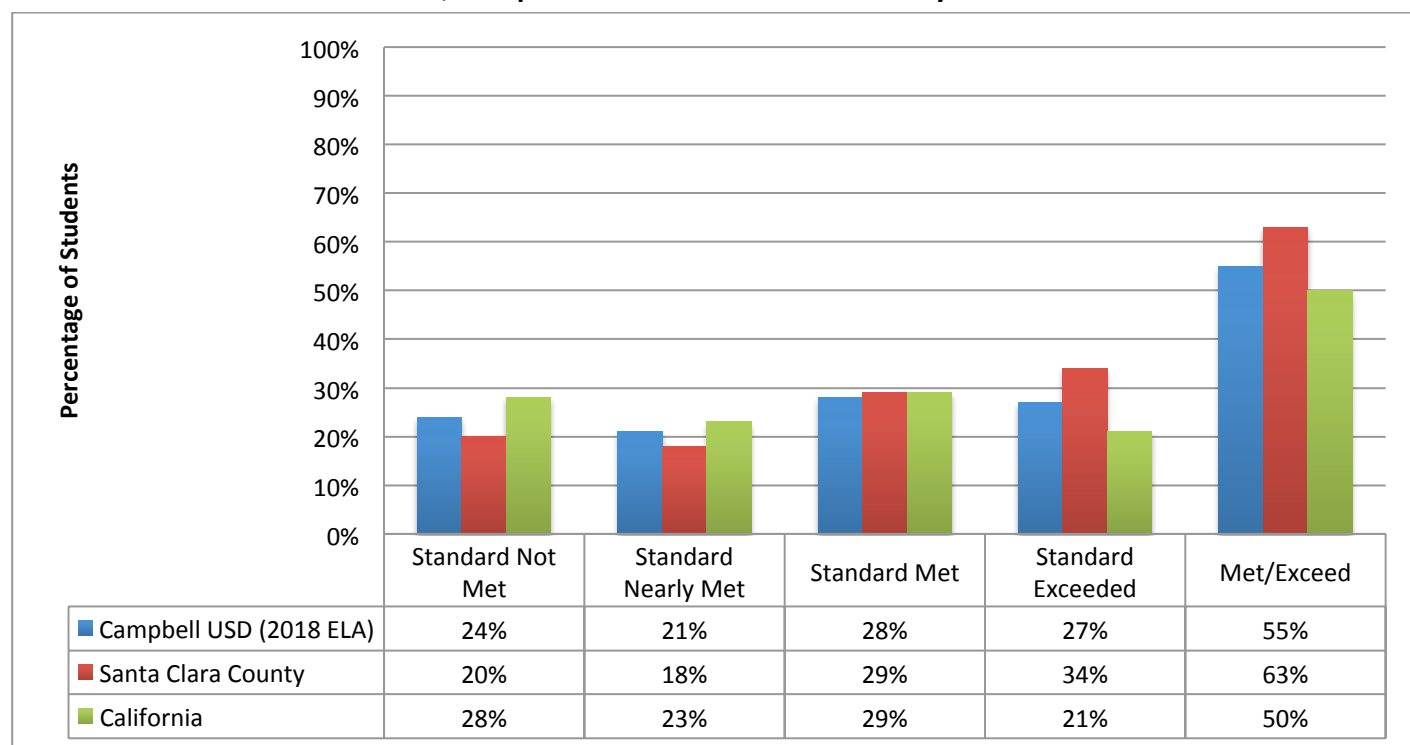
\*\*Total number of White (2018) students tested was less than 10, data hidden for privacy by state

### CAA 3 year Comparison (Math)

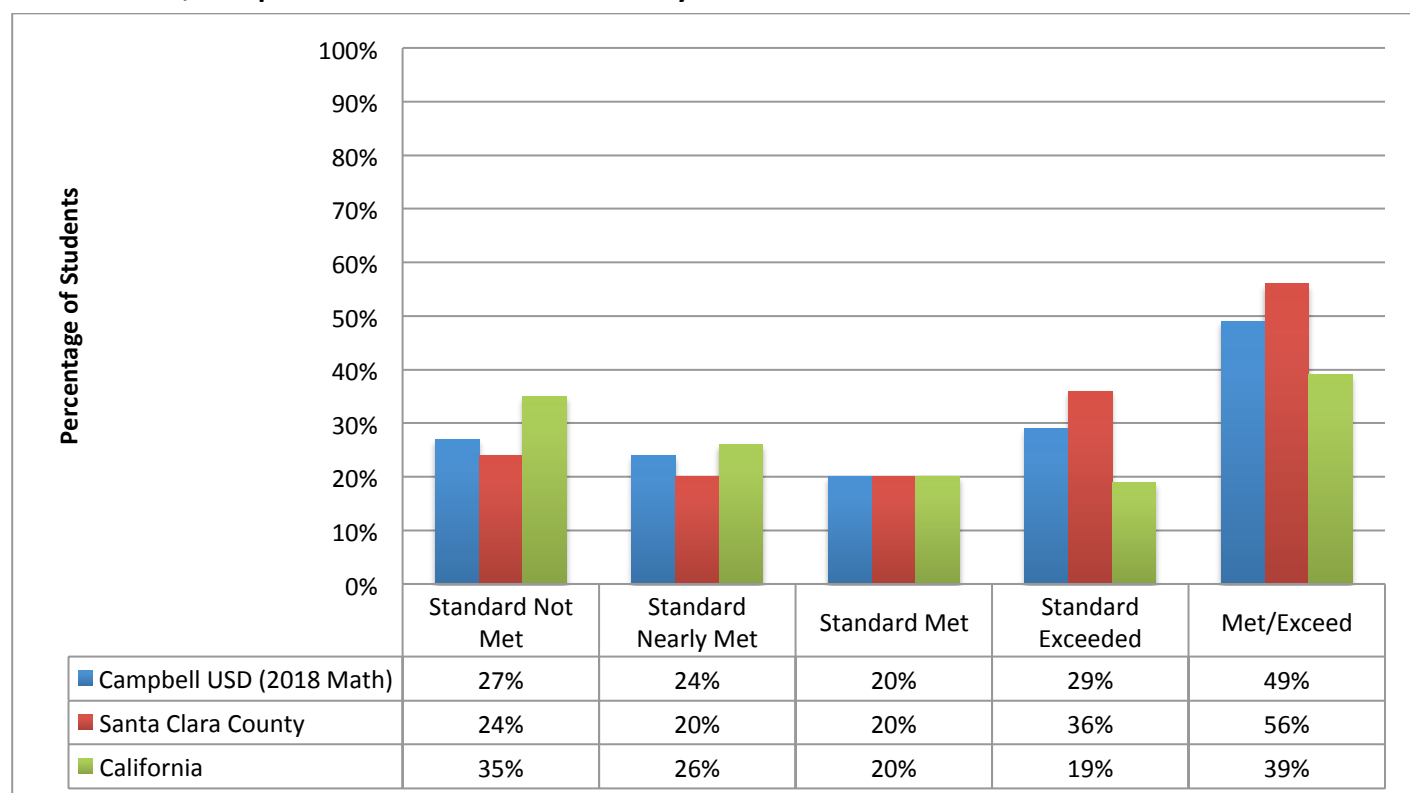


\*\*Total number of White (2018) students tested was less than 10, data hidden for privacy by state

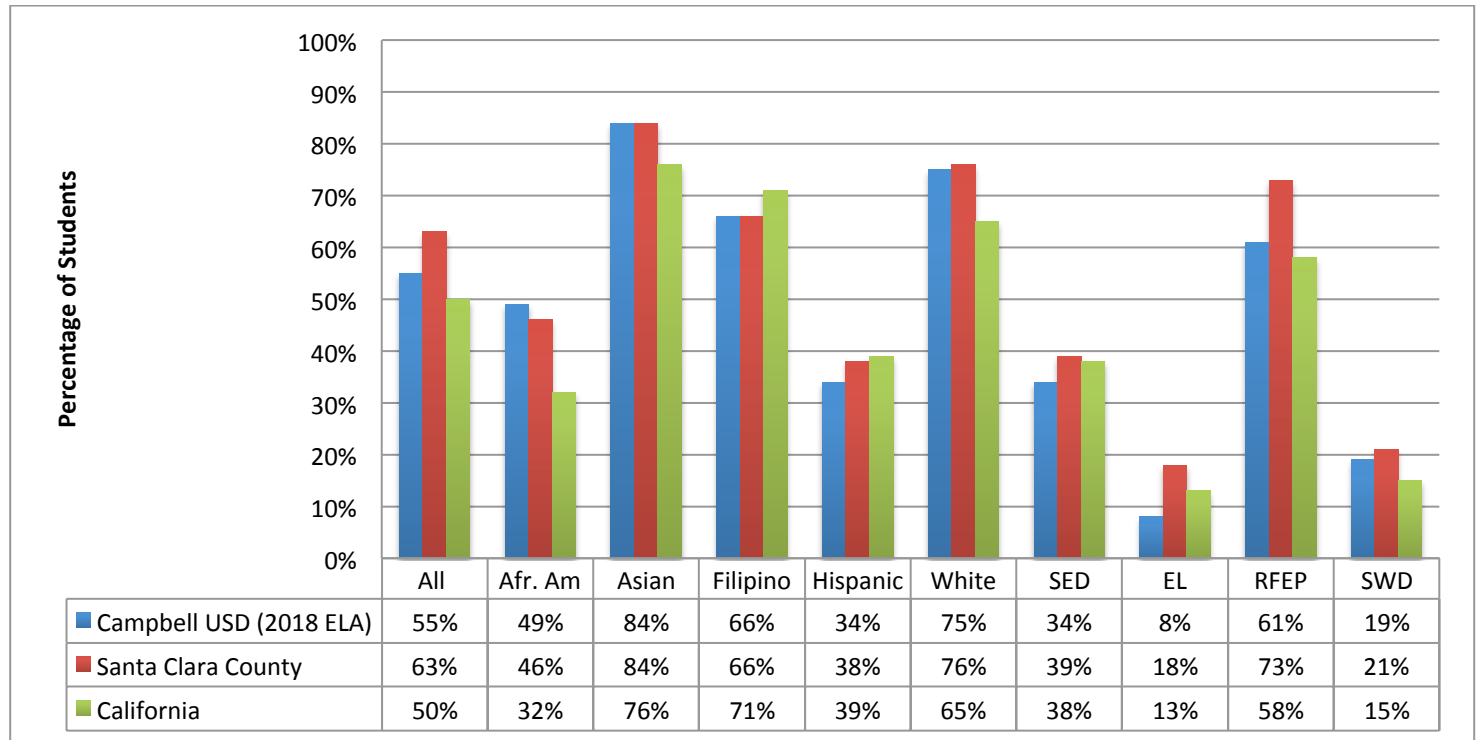
**Figure L: Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Achievement Level Distributions, Campbell USD vs. Santa Clara County vs. California**



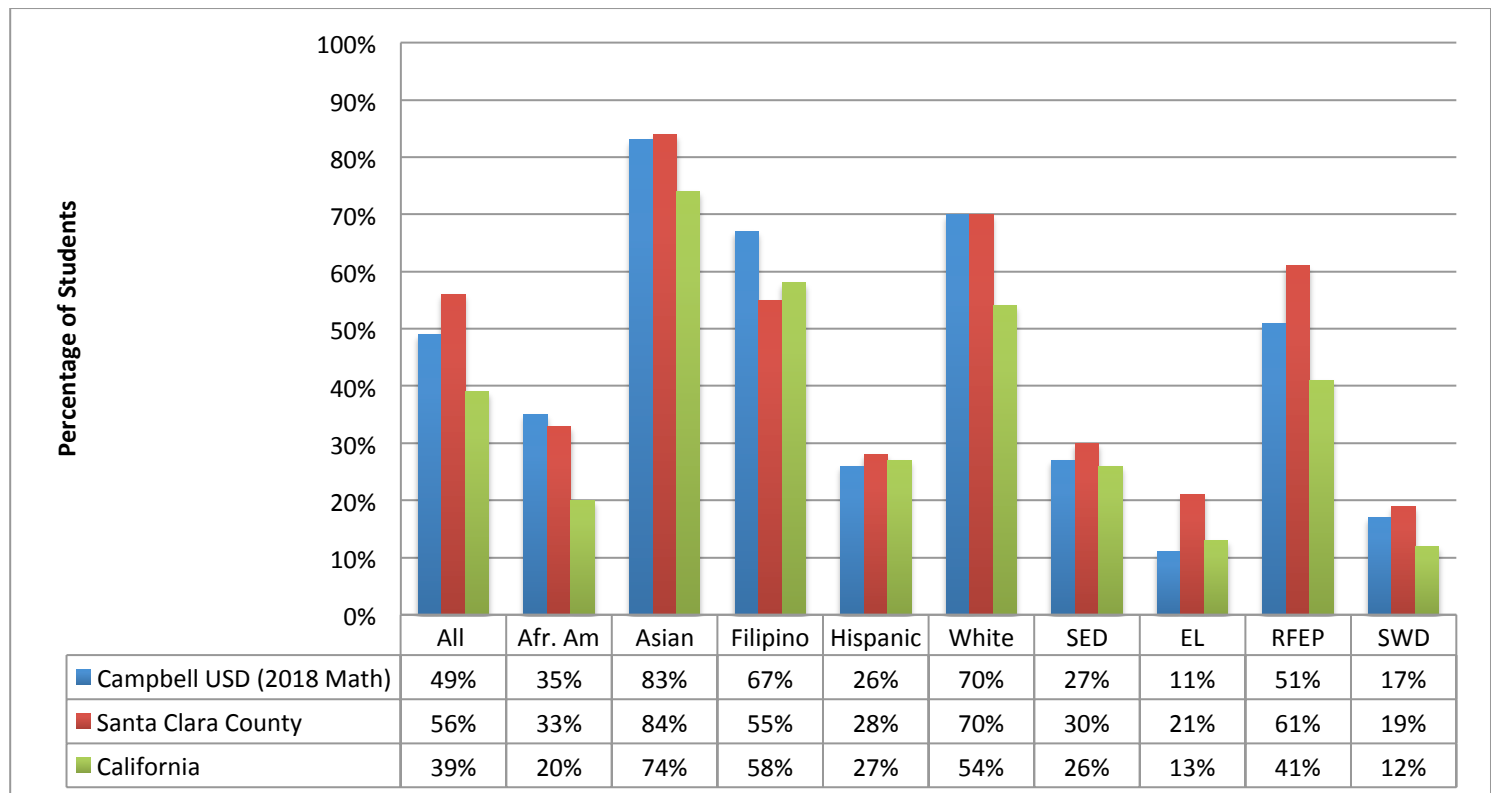
**Figure M: Smarter Balanced Summative Assessments Mathematics Overall Results, Achievement Level Distributions, Campbell USD vs. Santa Clara County vs. California**



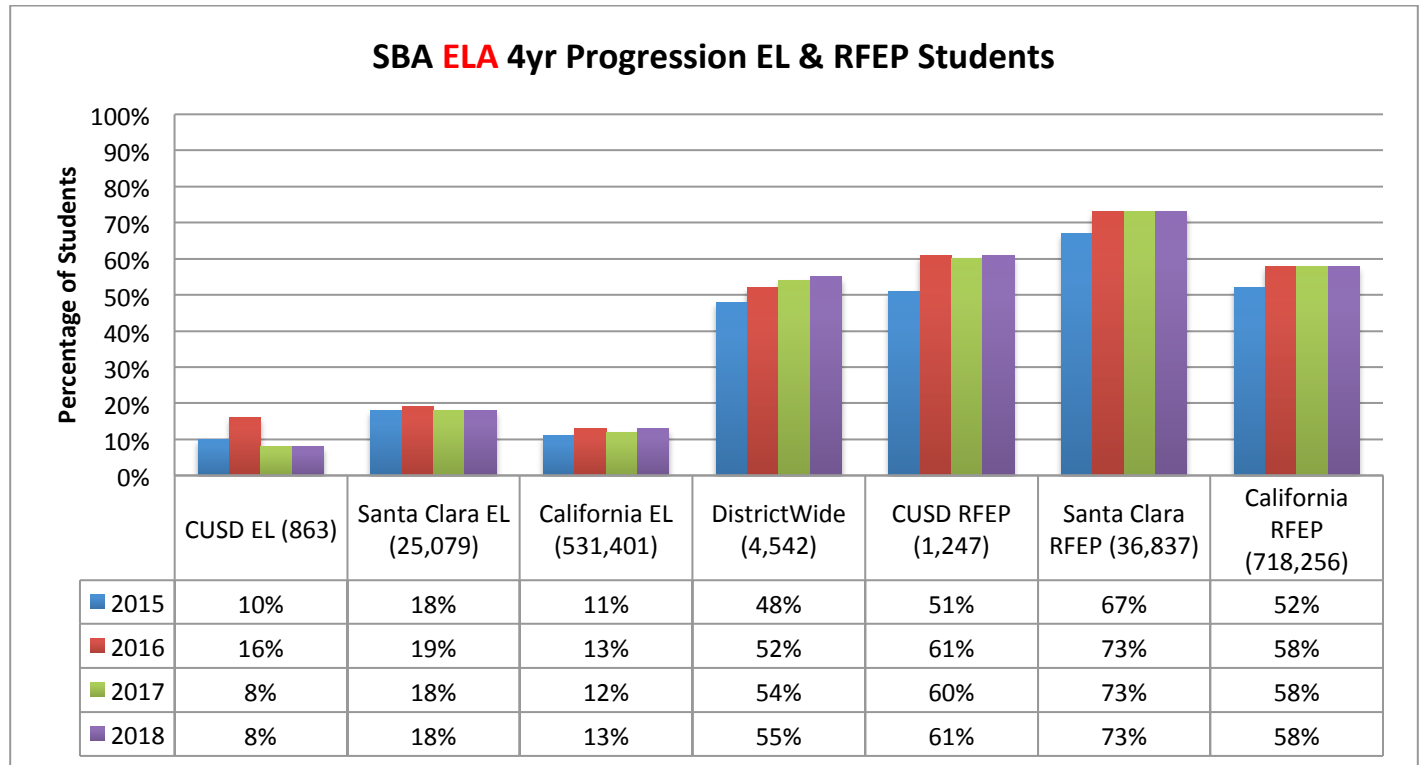
**Figure N: Smarter Balanced Summative Assessments English Language Arts/Literacy Overall Results, Percent of Student Groups Meet/Exceeding Standard, Campbell USD vs. Santa Clara County vs. California**



**Figure O: Smarter Balanced Summative Assessments Mathematics Overall Results, Percent of Student Groups Meet/Exceeding Standard, Campbell USD vs. Santa Clara County vs. California**

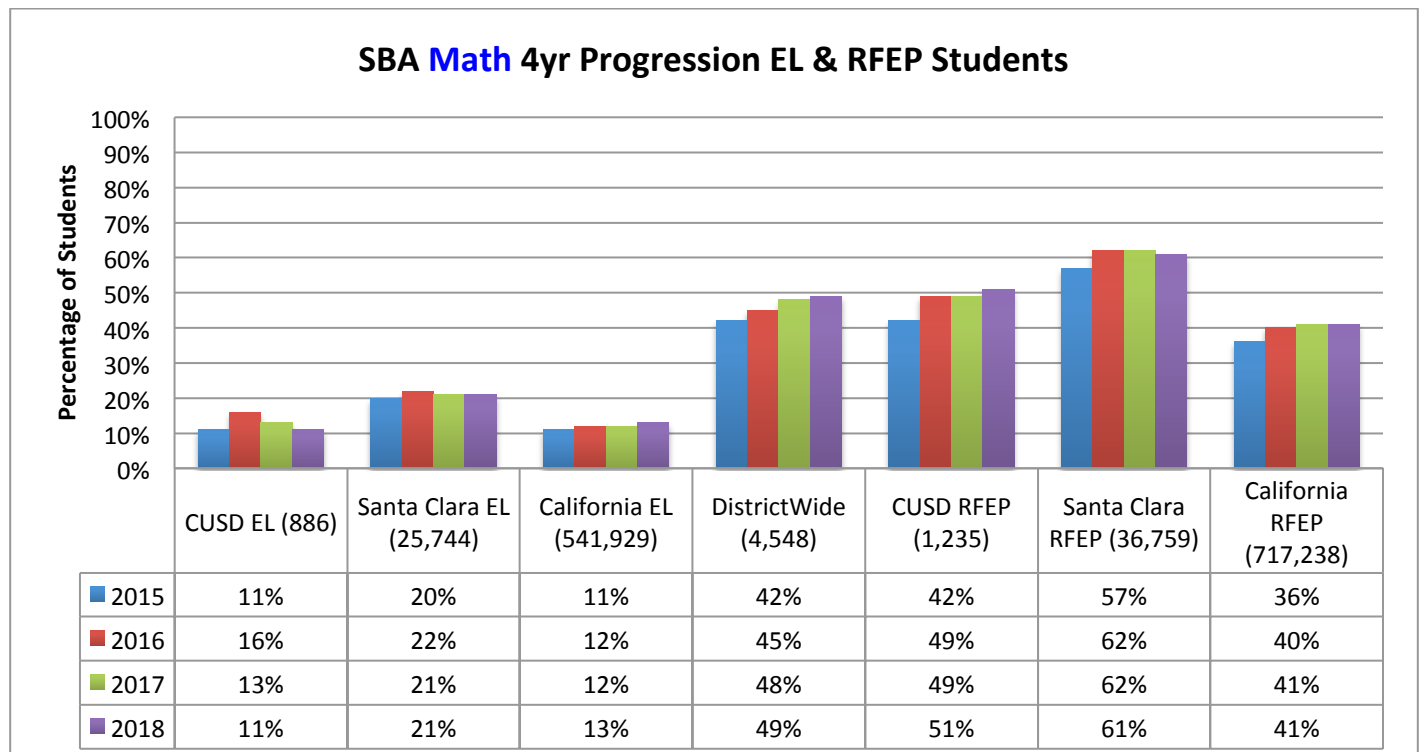


**Figure P: Percent of Campbell Union School District Students Meeting or Exceeding Standard in English Language Arts/Literacy by ELL and RFEP students, Campbell USD vs. Santa Clara County vs. CA**



\* 21% change in the number of EL students at CUSD from 2016- 2017. In 2016, 1,114 EL students took the ELA SBAC assessment, in 2017, 879 students took the ELA SBAC assessment.

**Figure Q: Percent of Campbell Union School District Students Meeting or Exceeding Standard in Mathematics by ELL and RFEP students, Campbell USD vs. Santa Clara County vs. CA**

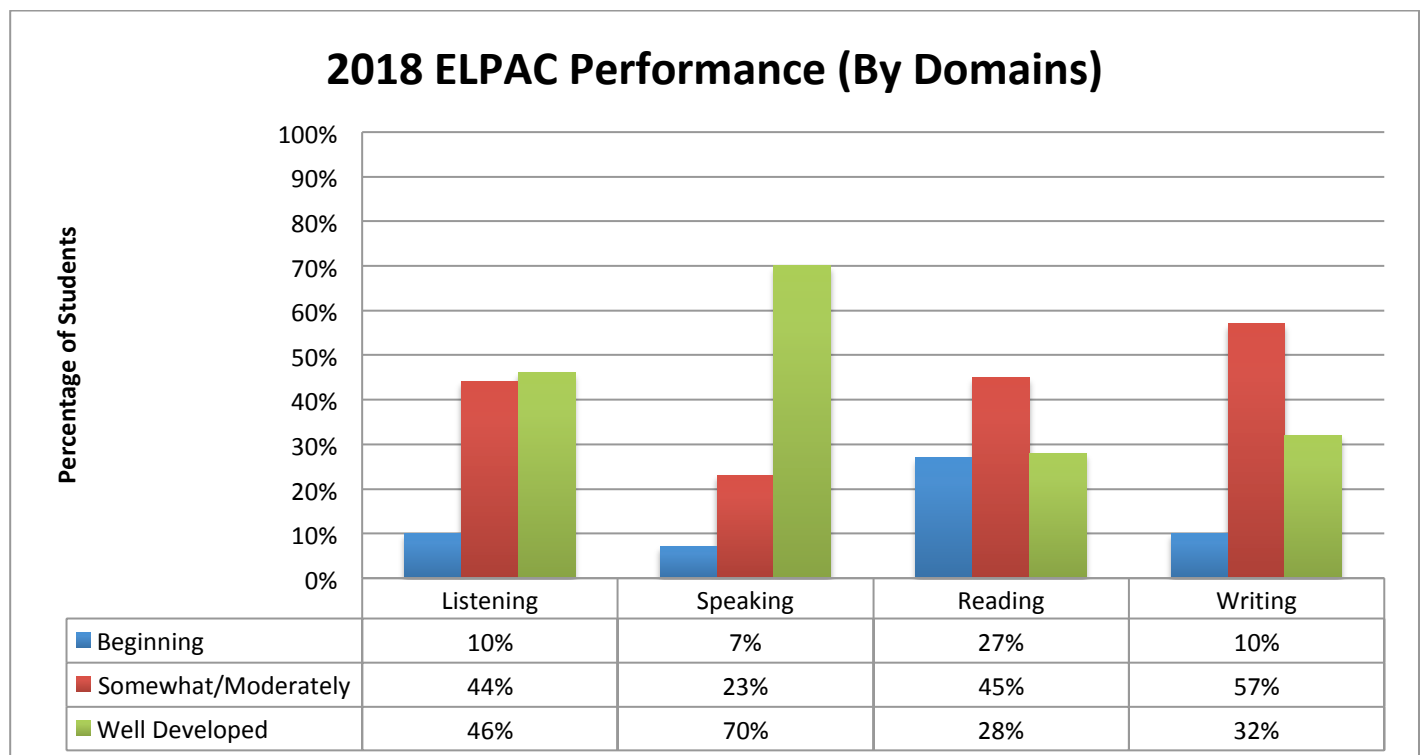
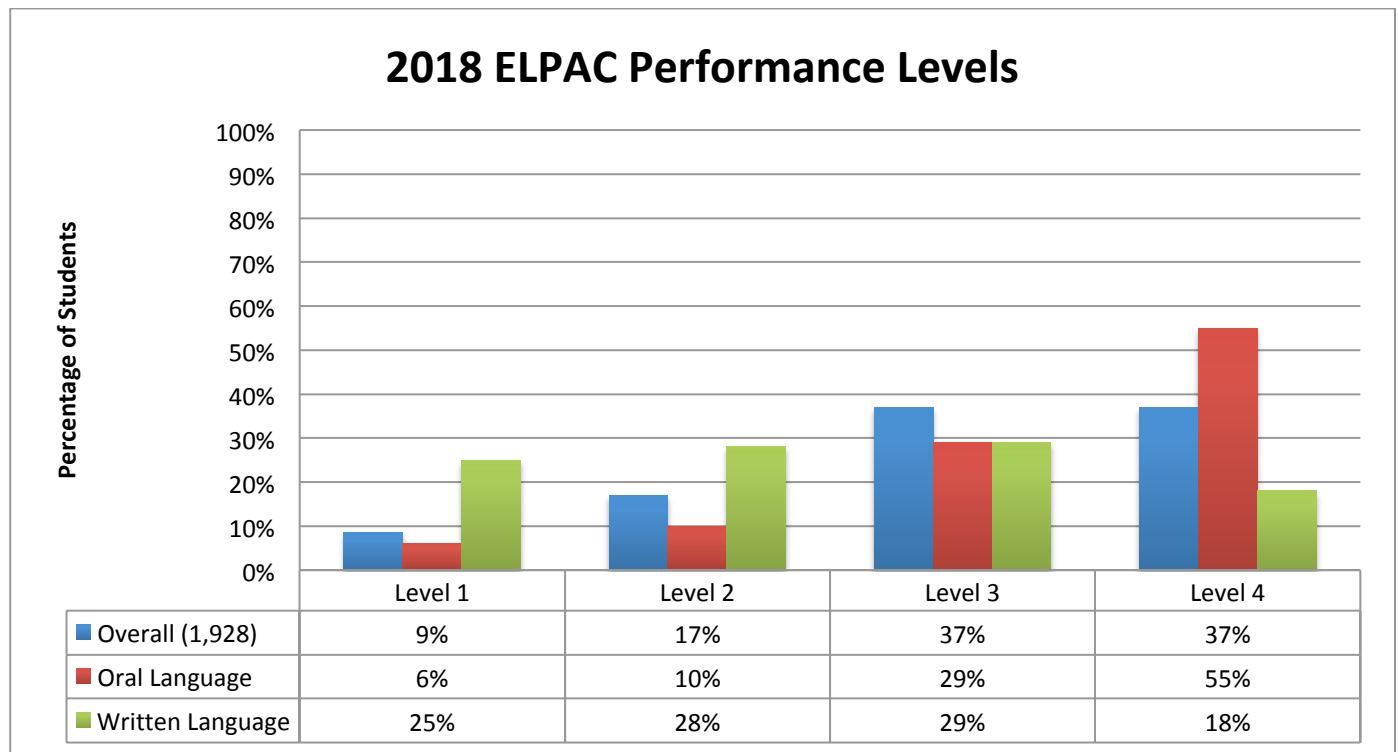


\* 20.7% change in the number of EL students at CUSD from 2016- 2017. In 2016, 1,149 EL students took the Math SBAC assessment, in 2017, 911 students took the math SBAC assessment.

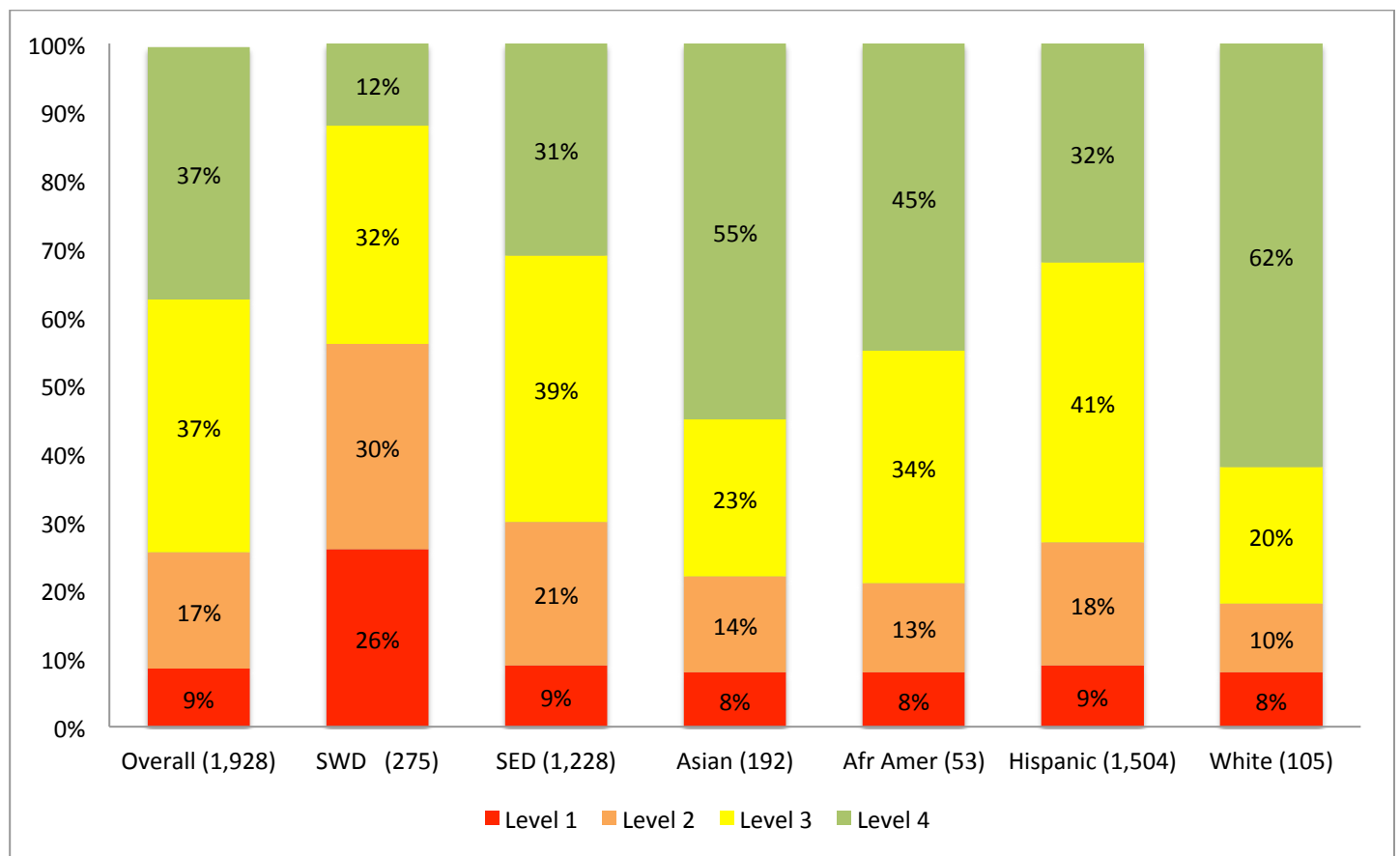
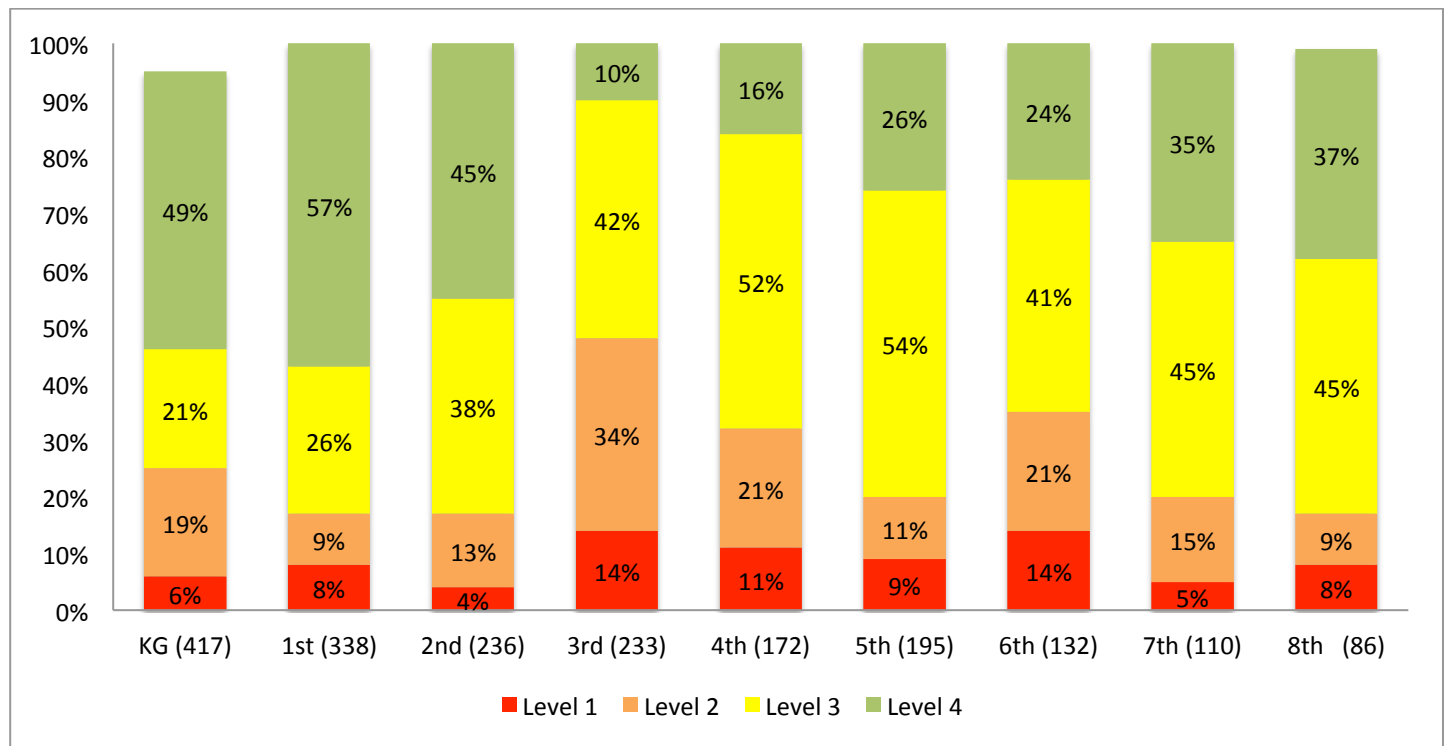


**Figure R: Percentage of Campbell Union School District Students Obtaining Level 1, 2, 3, or 4 on the English Language Proficiency Assessment for California (ELPAC)**

*(Level 1: Beginning Stage, Level 2: Somewhat Developed; Level 3: Moderately Developed; Level 4: Well Developed)*



**Figure S: Percentage of Campbell Union School District Students Obtaining Level 1, 2, 3, or 4 on the 2018 English Language Proficiency Assessment for California (ELPAC) : By Grade Levels and Demographics**

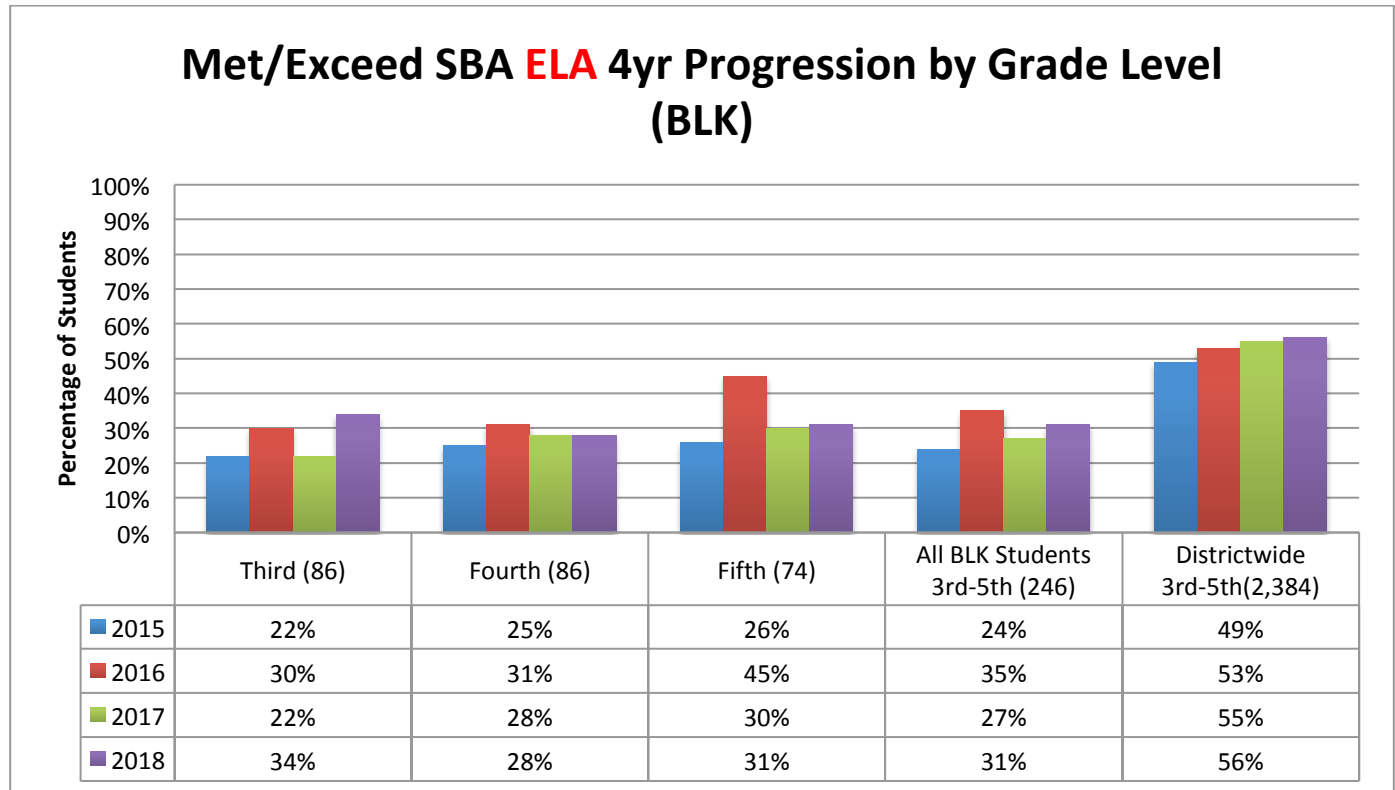




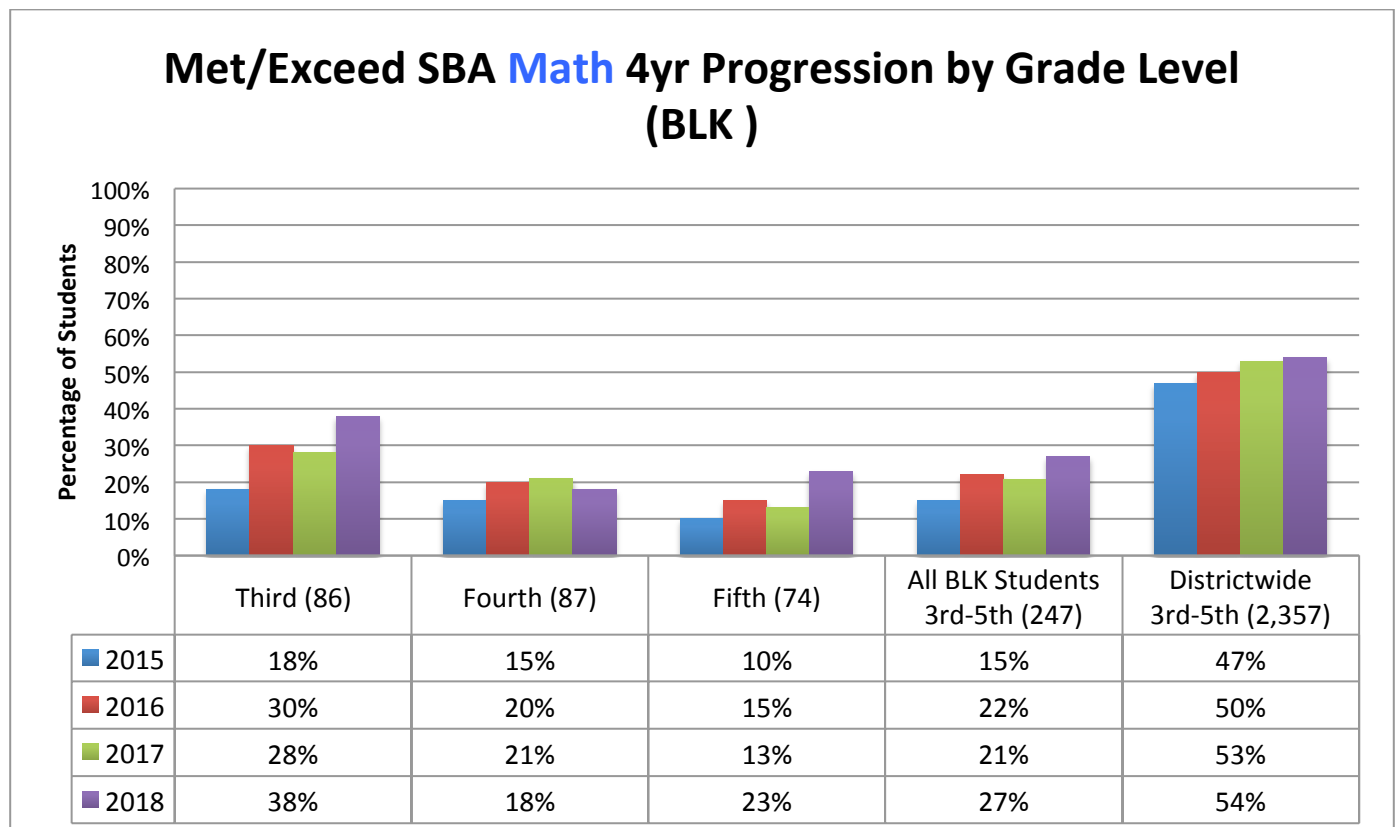
Site	Page Numbers
Campbell USD District-Wide Data	Pg. 5-21
Blackford Elementary (BLK)	Pg. 23-25
Campbell Middle School (CMS)	Pg. 26-28
Capri Elementary (CAP)	Pg. 29-31
Castlemont Elementary (CAS)	Pg. 32-34
Forest Hill Elementary (FH)	Pg. 35-37
Lynhaven Elementary (LYN)	Pg. 38-40
Marshall Lane Elementary (ML)	Pg. 41-43
Monroe Middle School (MMS)	Pg. 44-46
Rolling Hills Middle School (RHMS)	Pg. 47-49
Rosemary Elementary (ROS)	Pg. 50-52
Sherman Oaks Elementary (SOAKS)	Pg. 53-55
Village Elementary (VIL)	Pg. 56-58

The following pages contain Campbell USD data disaggregated by School Site: Grade Level, Ethnicity, and Sub-Groups for **English Language Arts/Literacy (ELA)** and **Mathematics**.

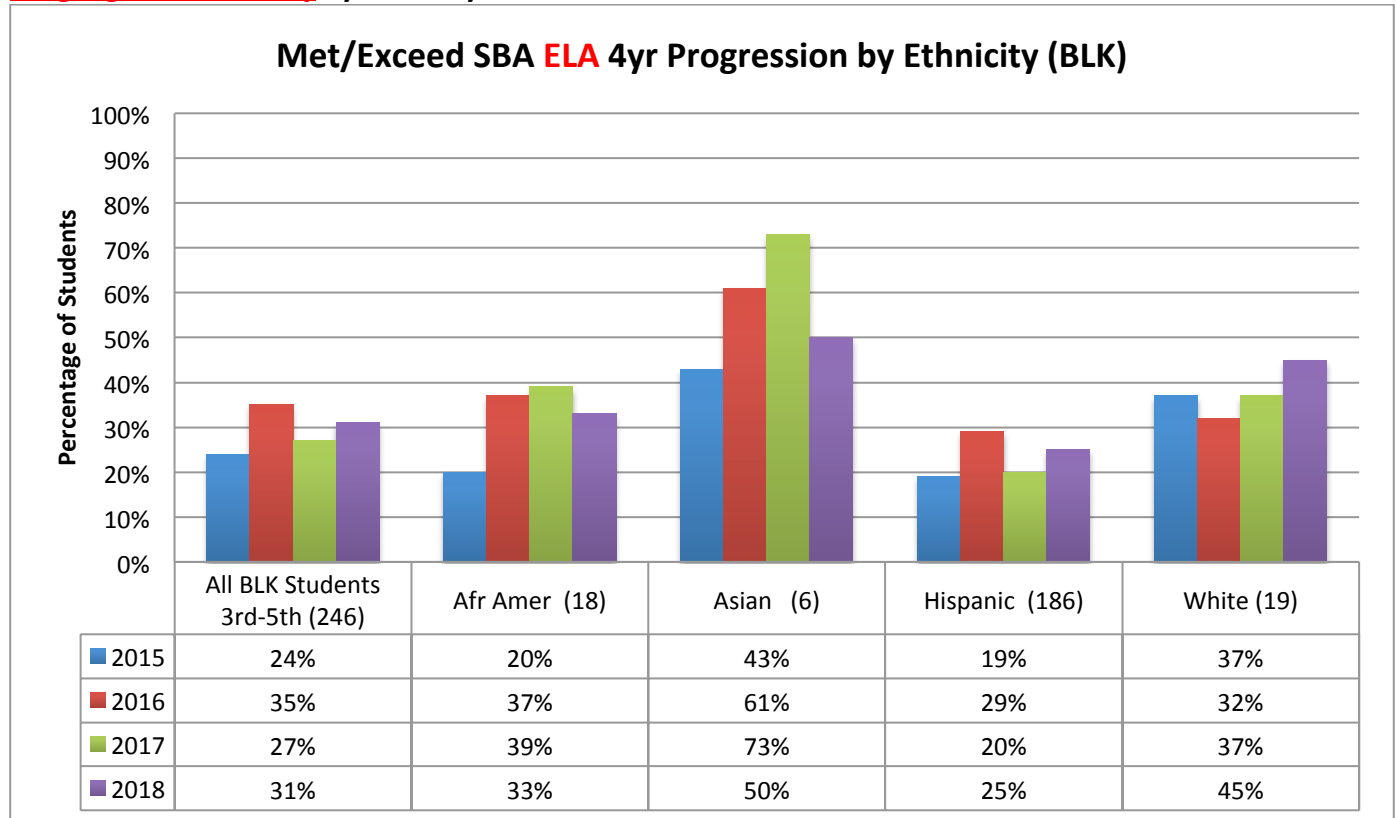
**Figure 1: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year**



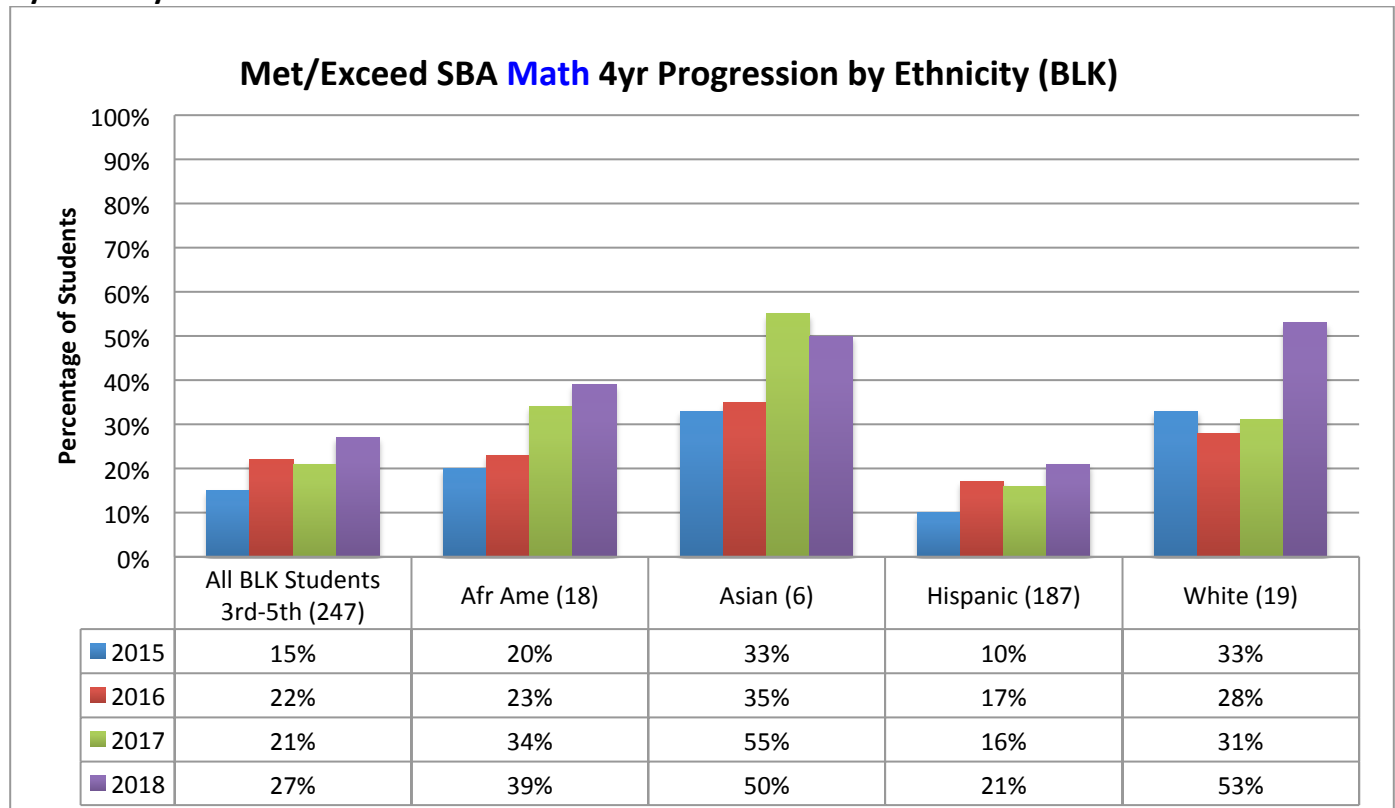
**Figure 2: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year**



**Figure 3: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Ethnicity and Year**

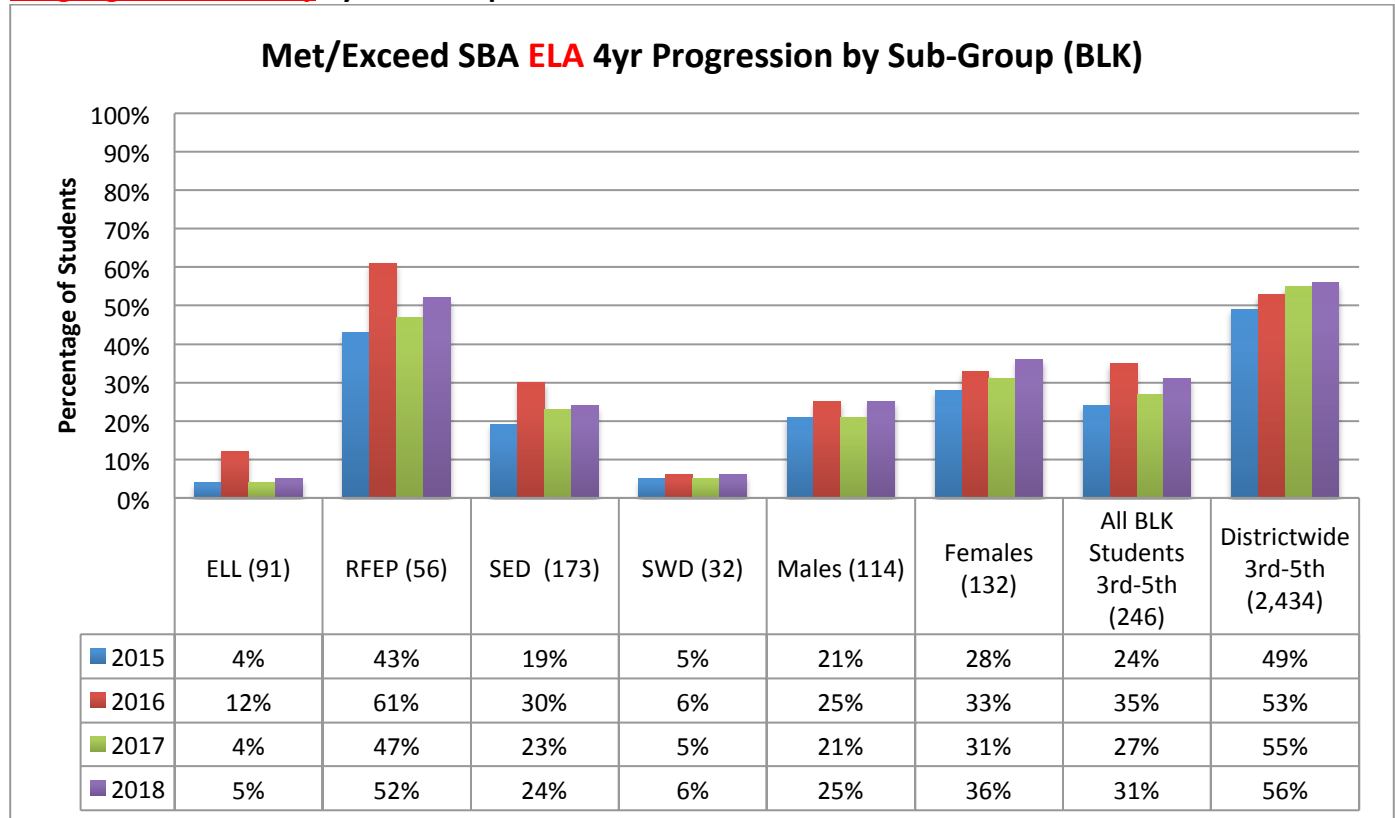


**Figure 4: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**

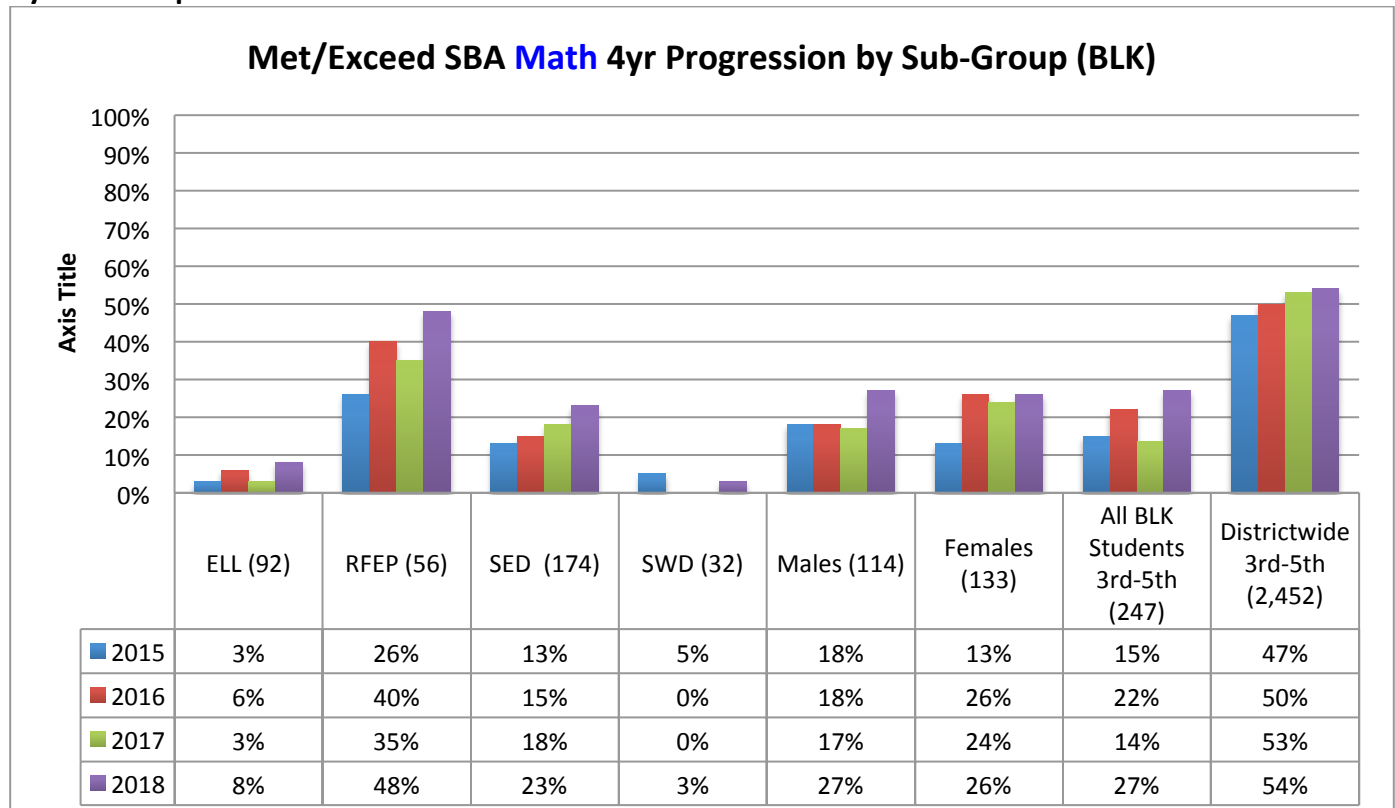




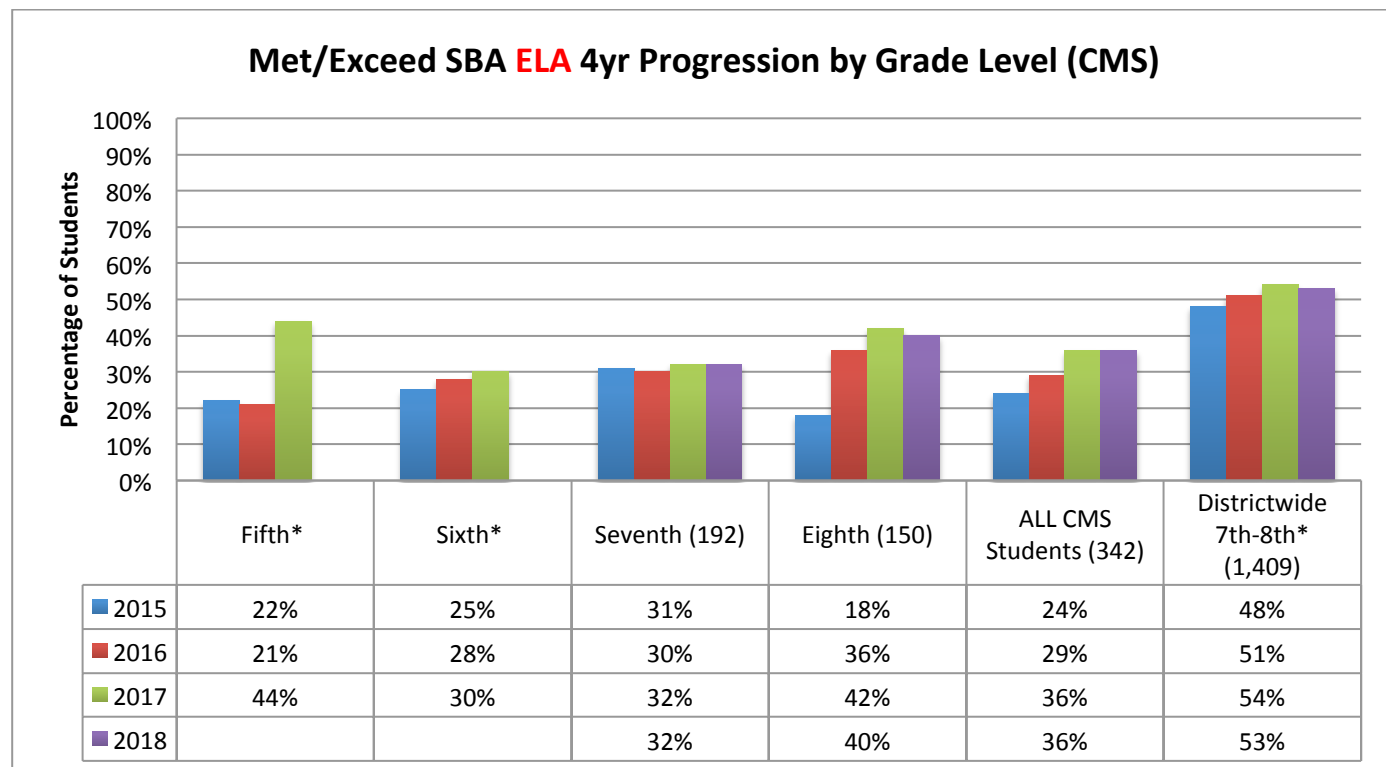
**Figure 5: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and Year**



**Figure 6: Percent of Blackford Elementary (BLK) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**

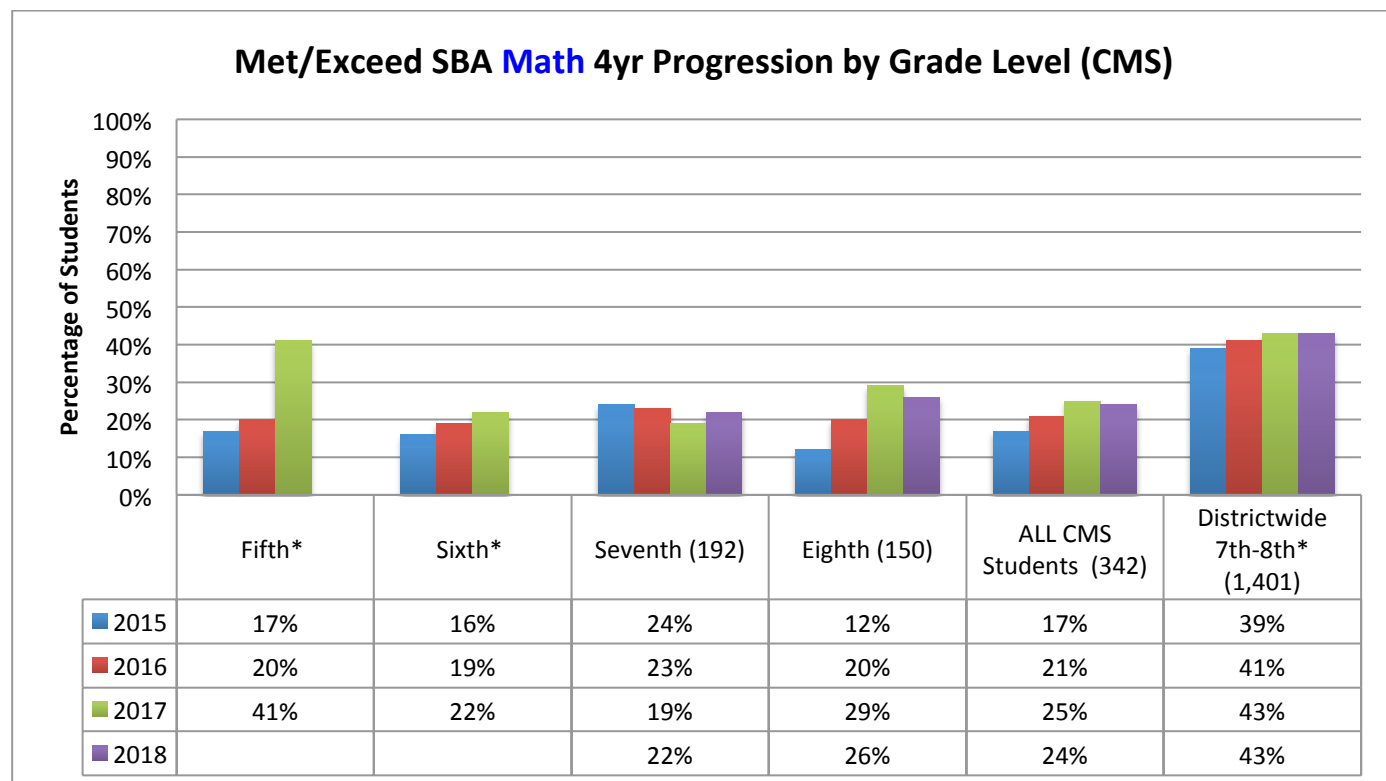


**Figure 7: Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year**



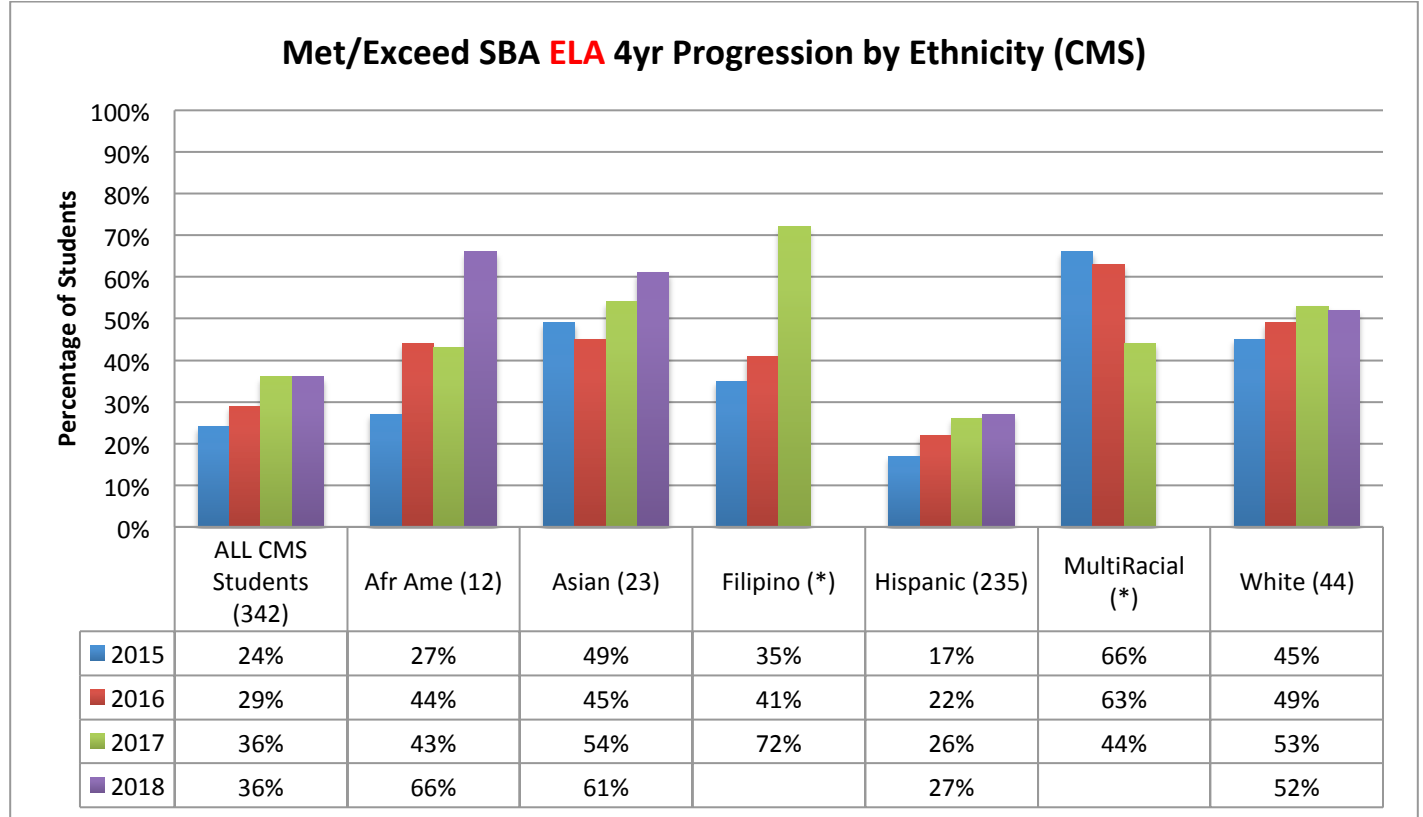
\* From 2016 to 2017 the number of 5<sup>th</sup> graders tested at CMS decreased from 108 in 2016 to 57 in 2017 due to the addition of 5<sup>th</sup> grade at Rosemary Elementary

**Figure 8: Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year**

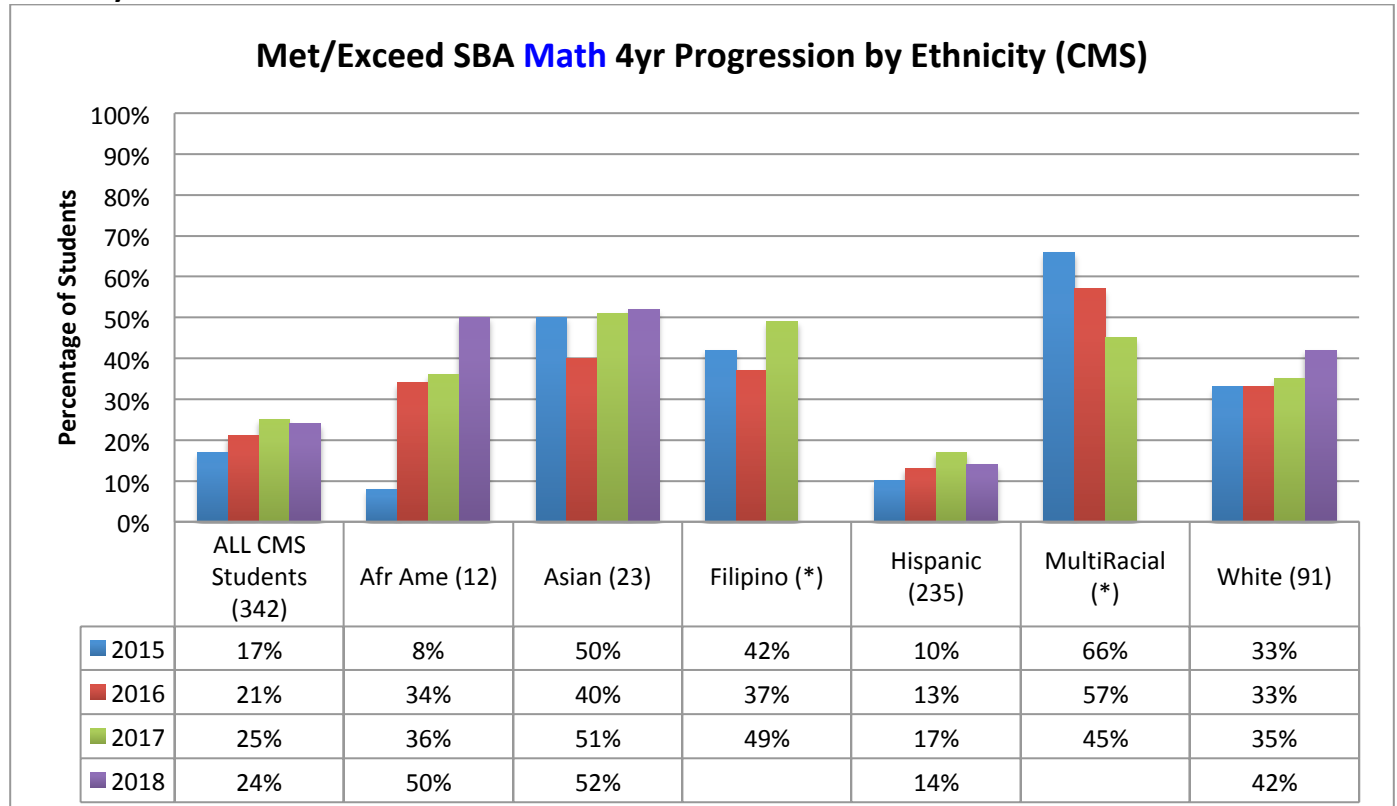


\* From 2016 to 2017 the number of 5<sup>th</sup> graders tested at CMS decreased from 110 in 2016 to 58 in 2017 due to the addition of 5<sup>th</sup> grade at Rosemary Elementary

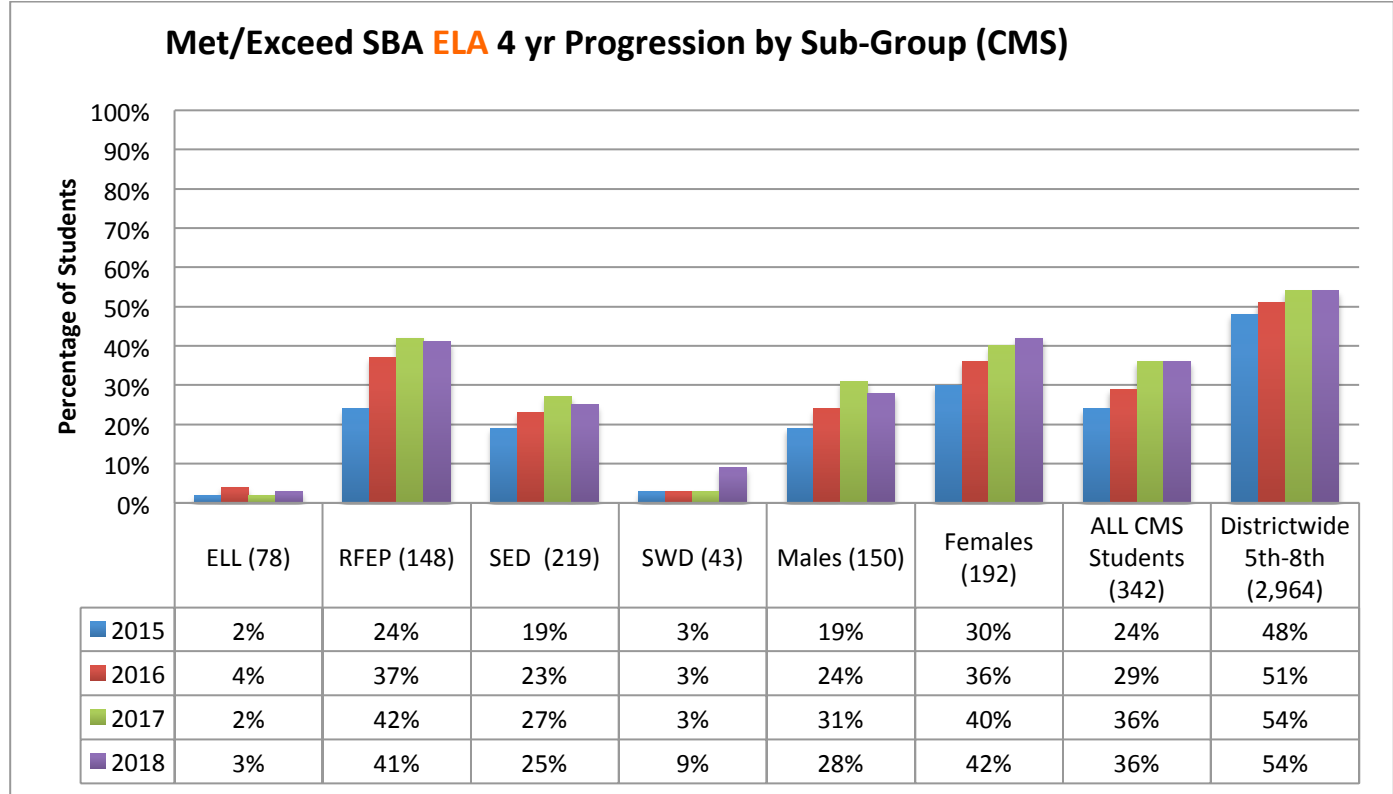
**Figure 9: Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in [English Language Arts/Literacy](#) by Ethnicity and Year**



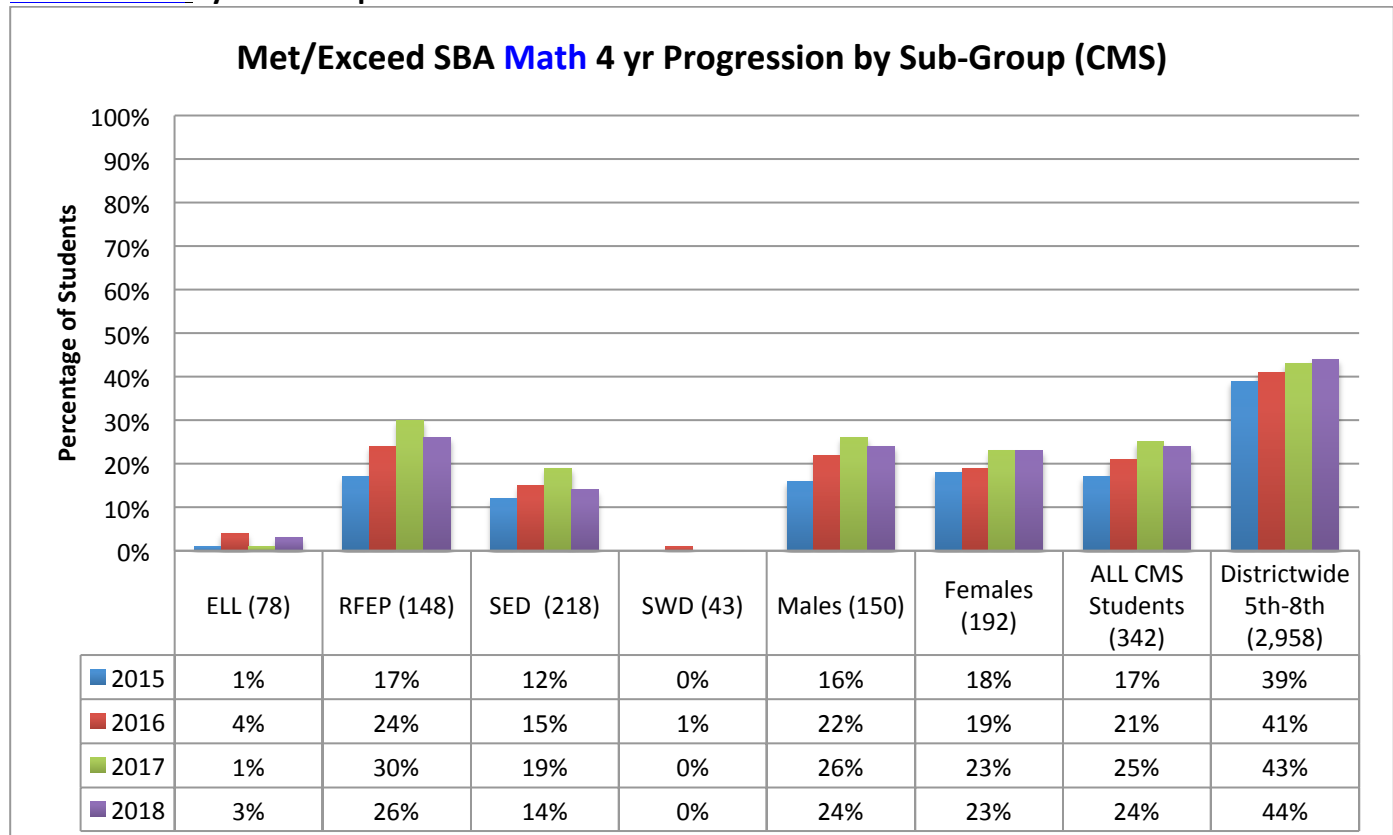
**Figure 10: Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in [Mathematics](#) by Ethnicity and Year**



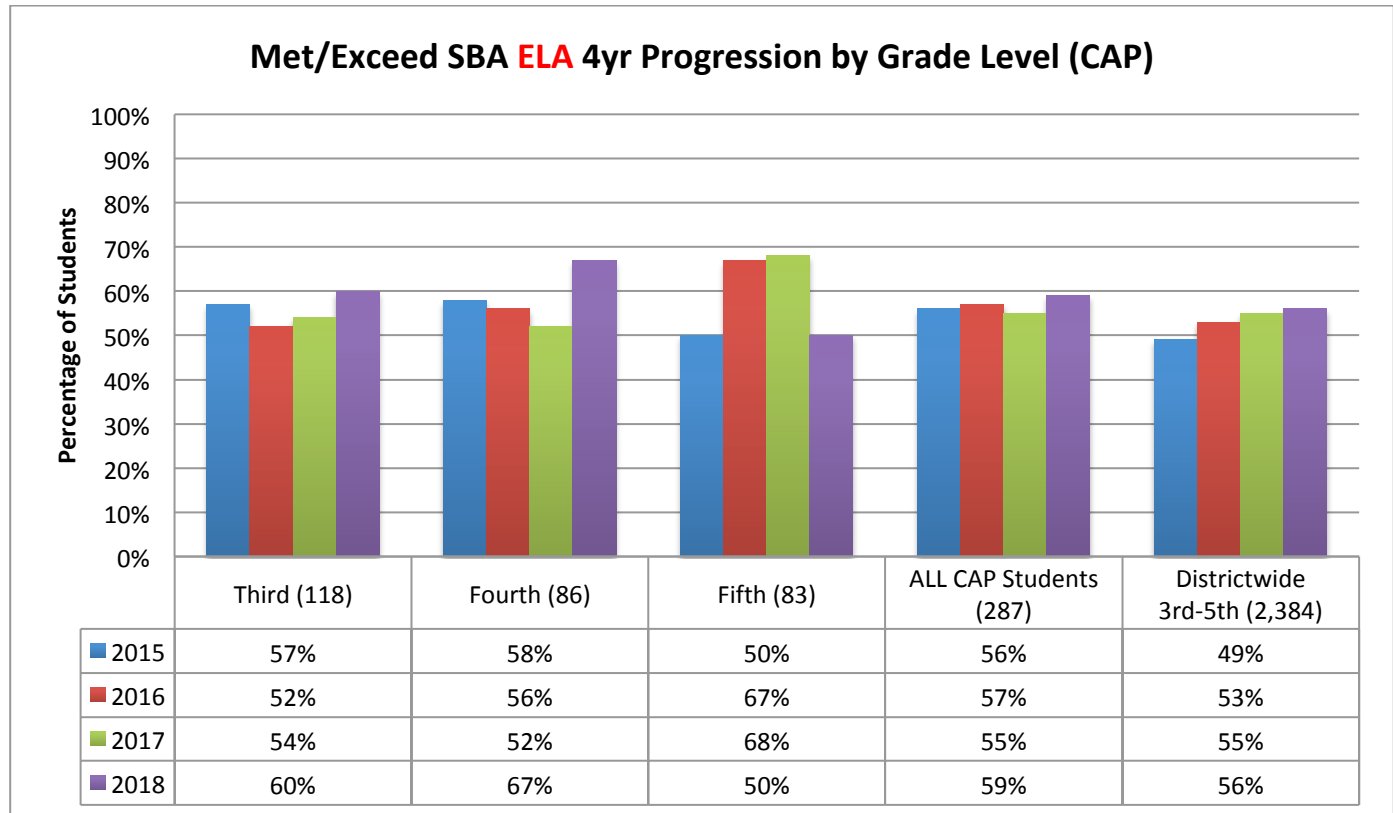
**Figure 11: 2015-2017 Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and Year**



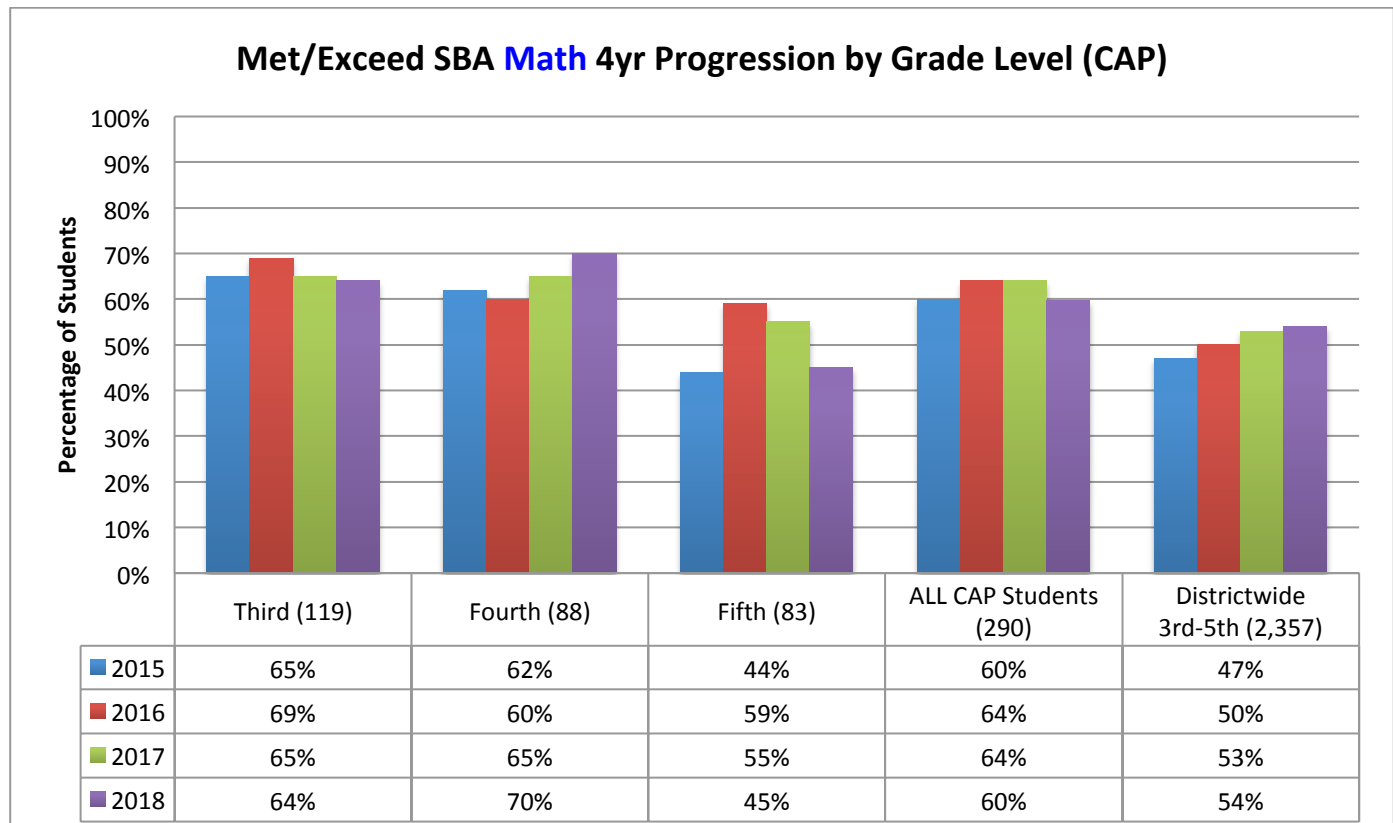
**Figure 12: 2015-2017 Percent of Campbell Middle (CMS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**



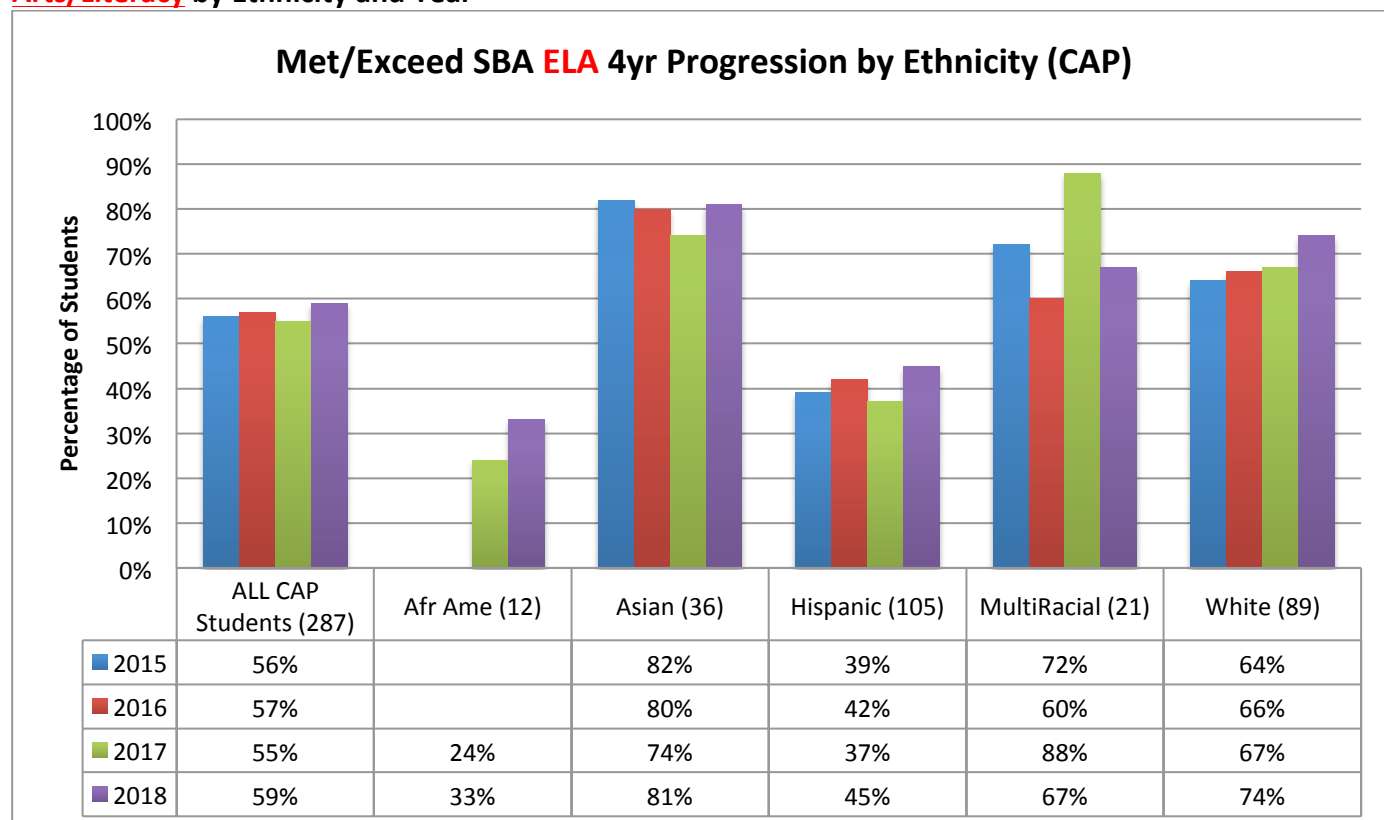
**Figure 13: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in [English Language Arts/Literacy](#) by Grade Level, by Year**



**Figure 14: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in [Mathematics](#) by Grade Level, by Year**

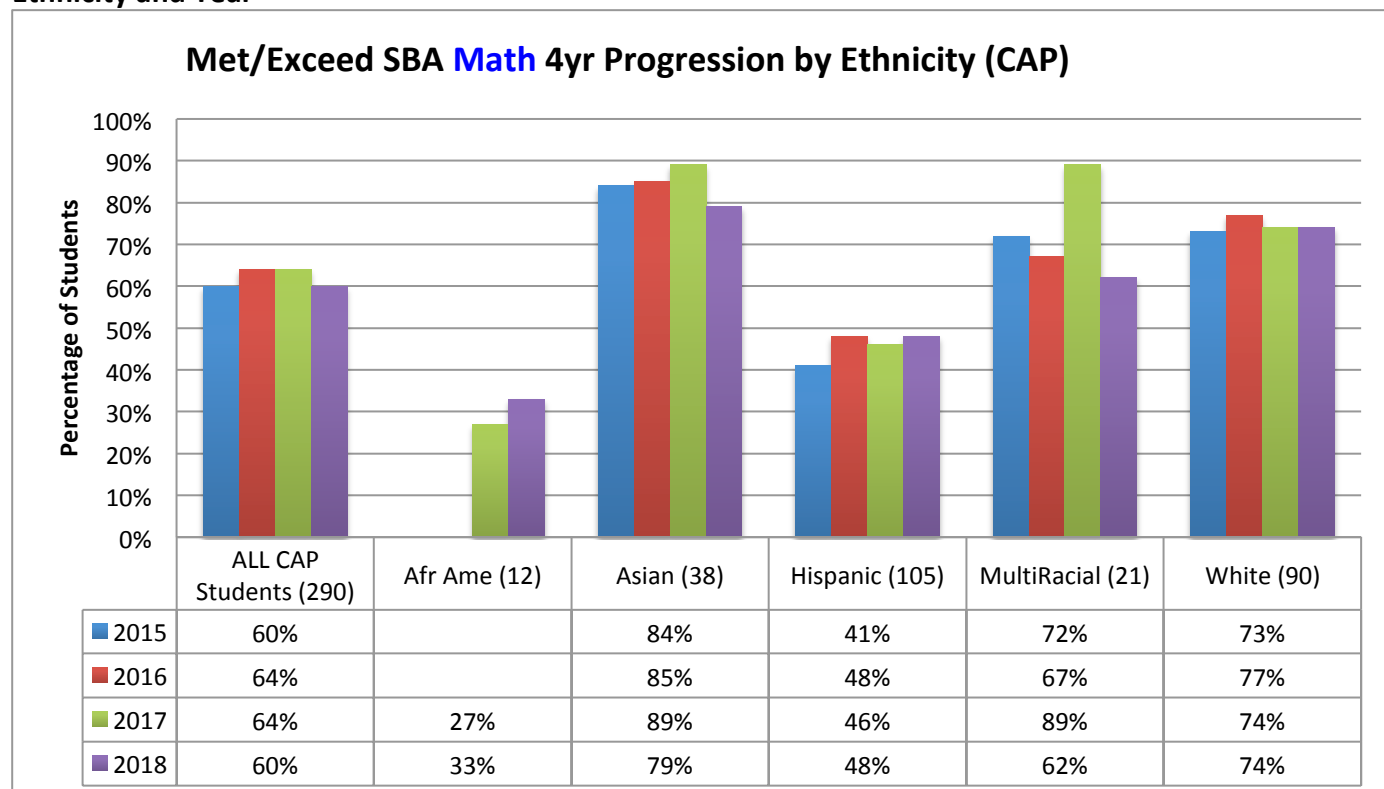


**Figure 15: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in [English Language Arts/Literacy](#) by Ethnicity and Year**



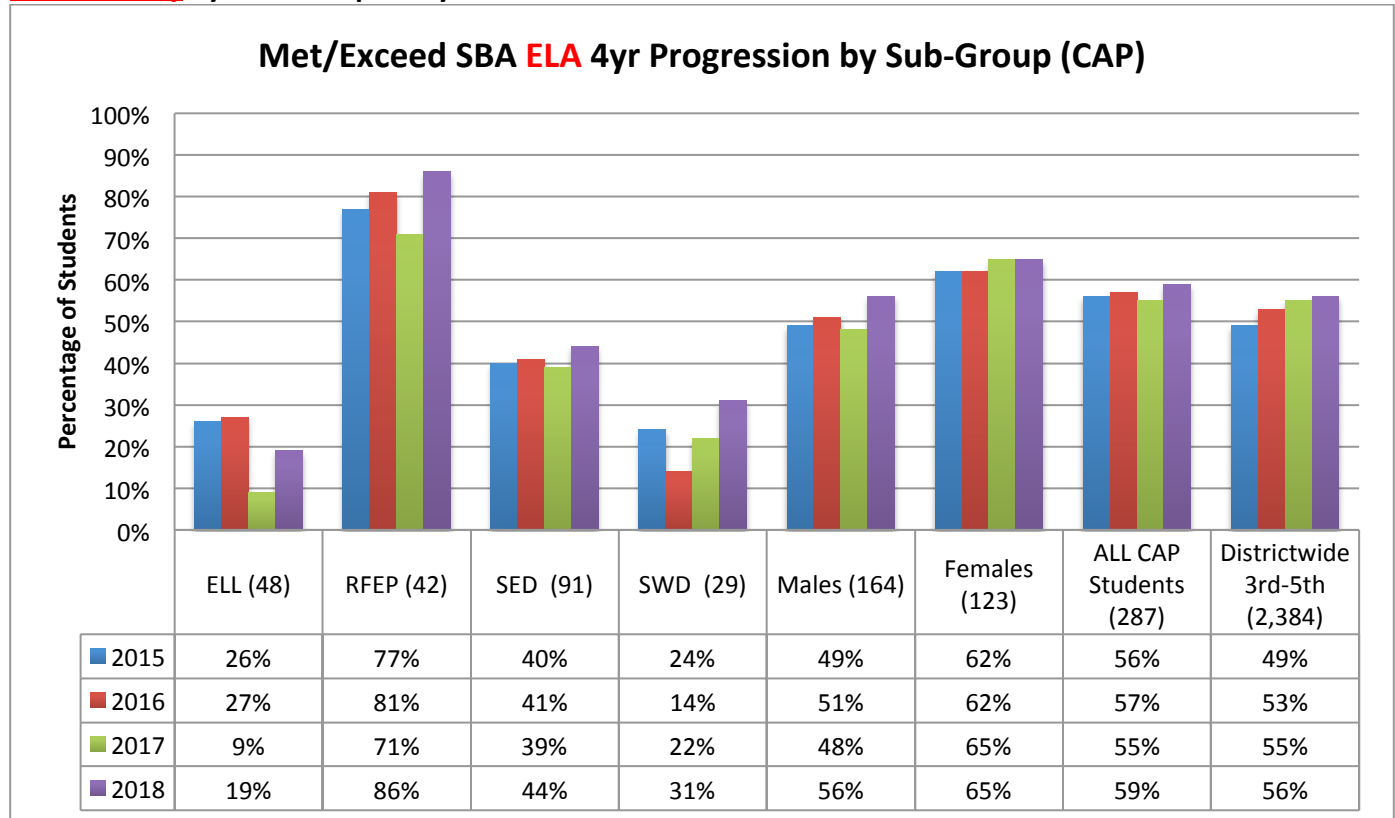
*\*Total number of Afr. Amer. students tested in 2015 and 2016 was less than 10, data hidden for privacy by state*

**Figure 16: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in [Mathematics](#) by Ethnicity and Year**

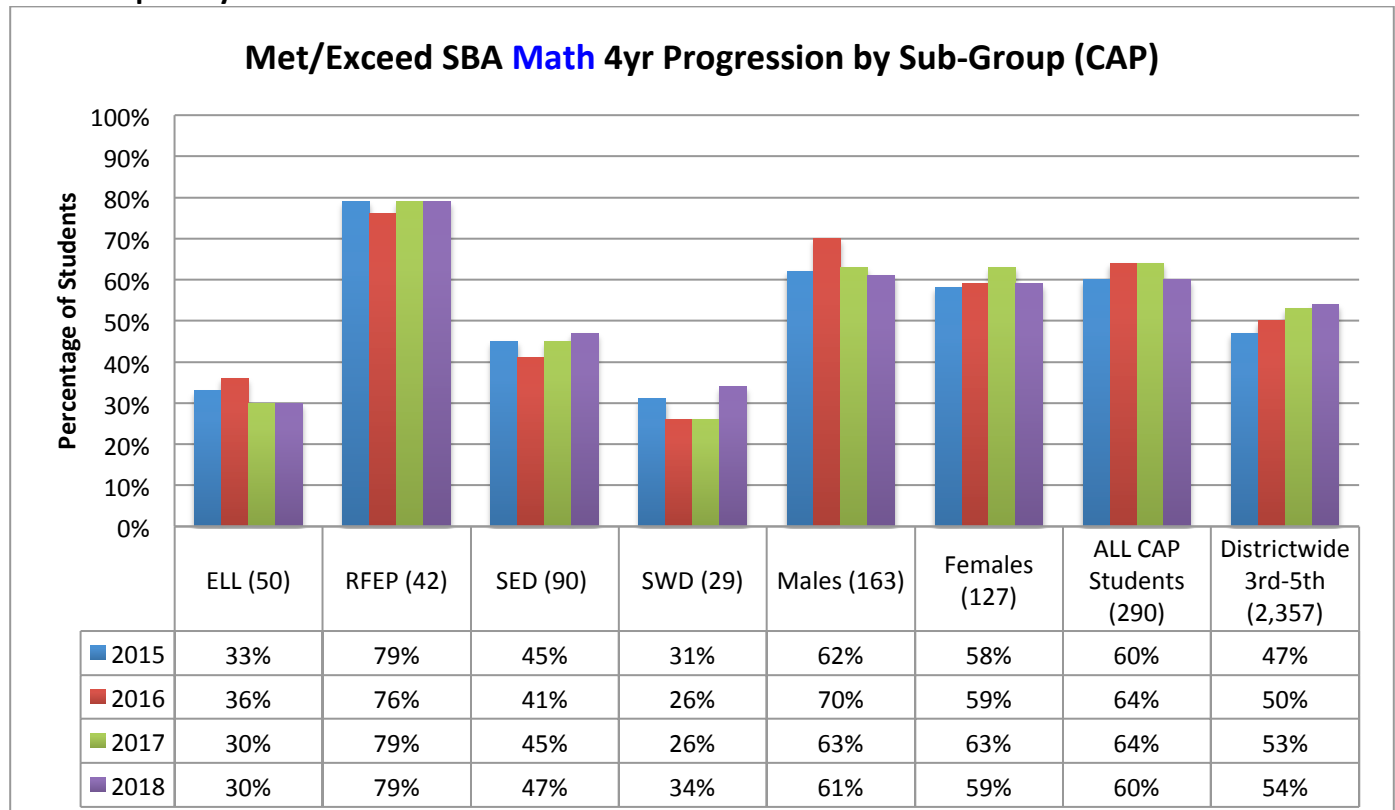


*\*Total number of Afr. Amer. students tested in 2015 and 2016 was less than 10, data hidden for privacy by state*

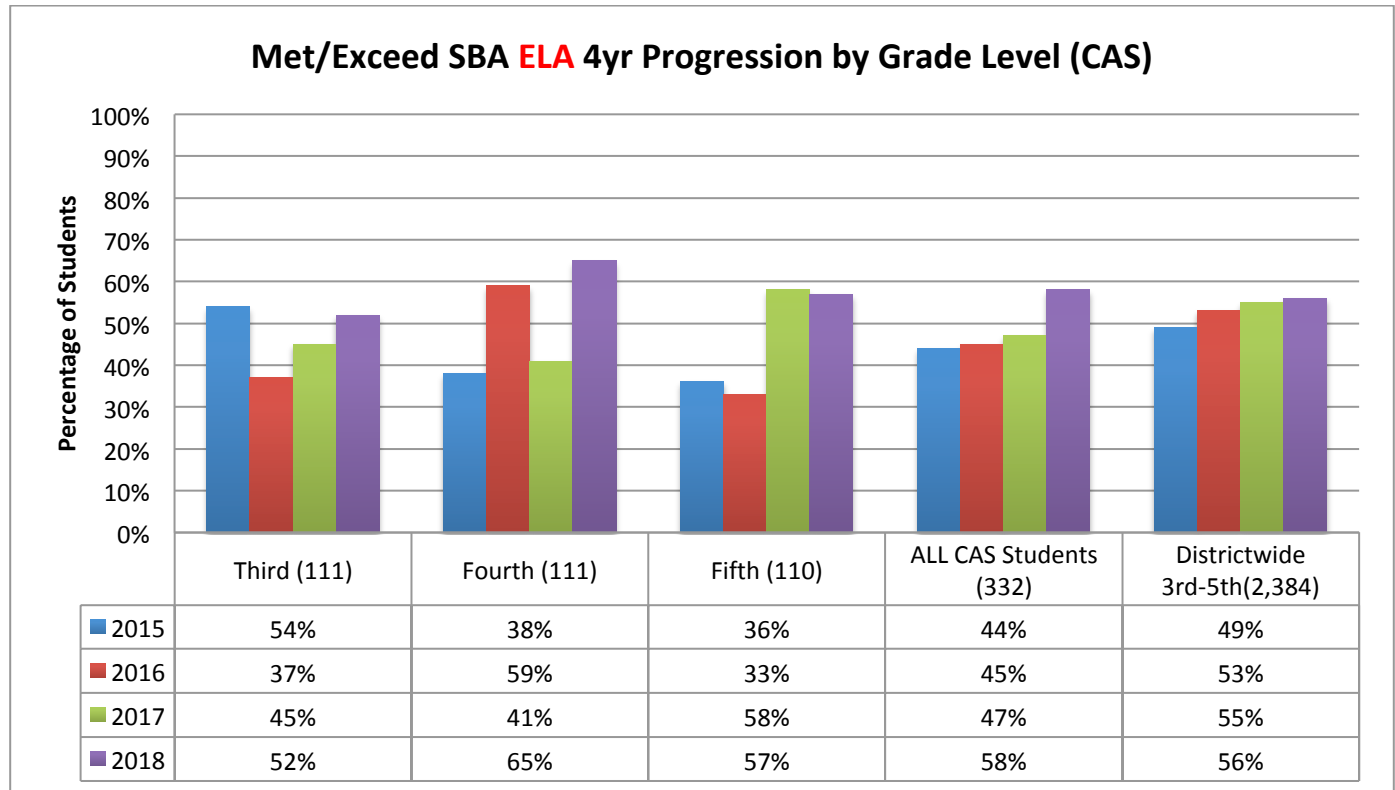
**Figure 17: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in [English Language Arts/Literacy](#) by Sub-Group and year**



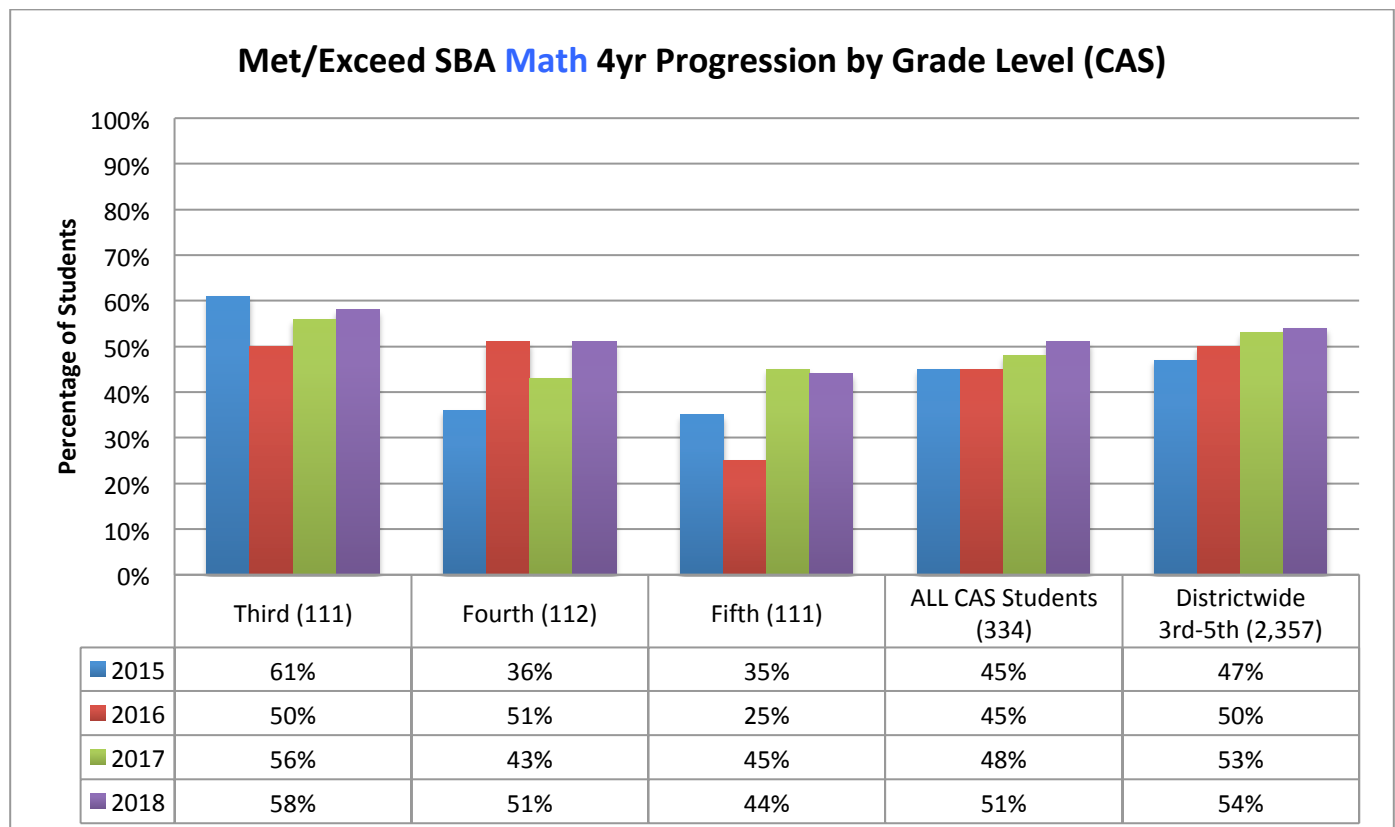
**Figure 18: Percent of Capri Elementary (CAP) Students Meeting or Exceeding Standard in [Mathematics](#) by Sub-Group and year**



**Figure 19: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Grade Level, by Year**

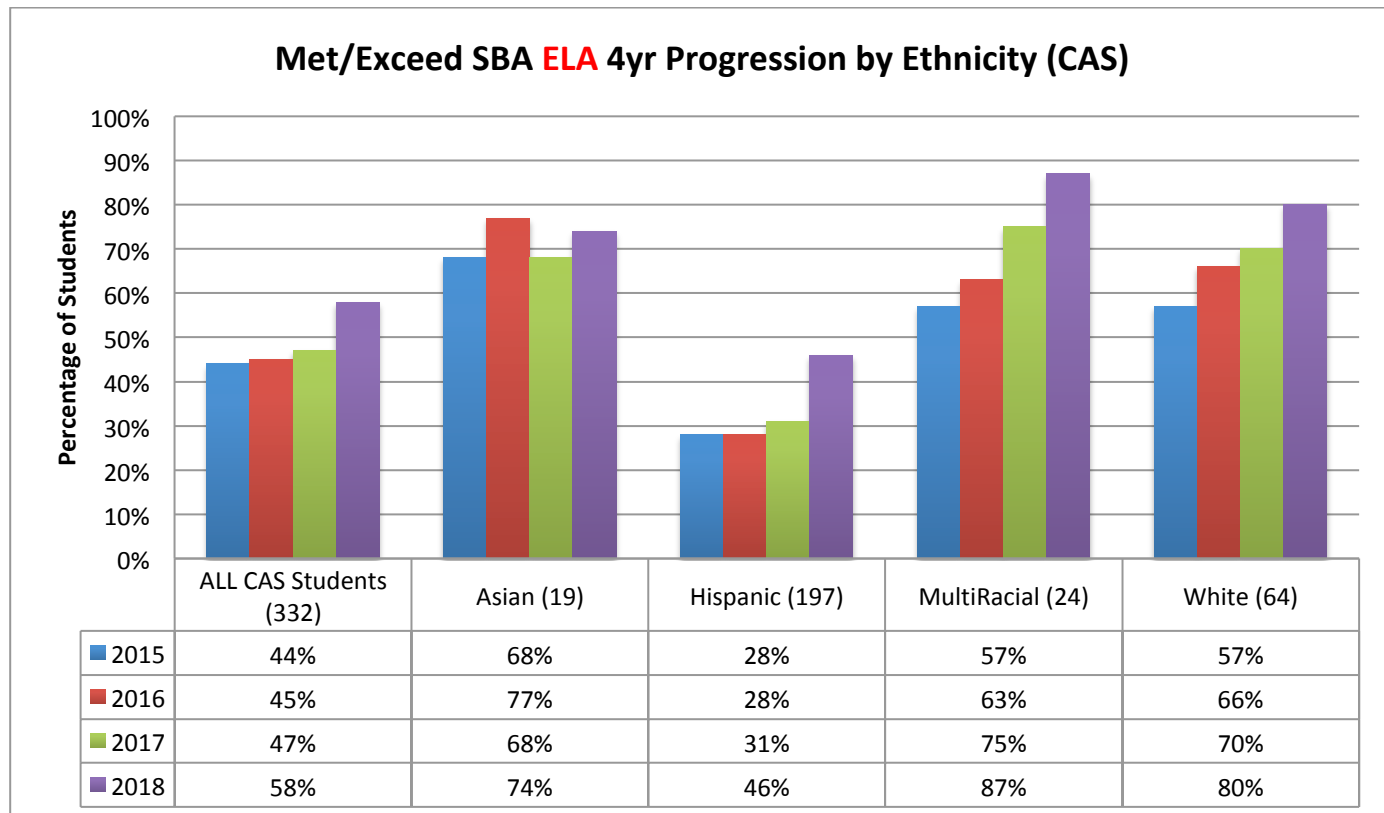


**Figure 20: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in Mathematics by Grade Level, by Year**

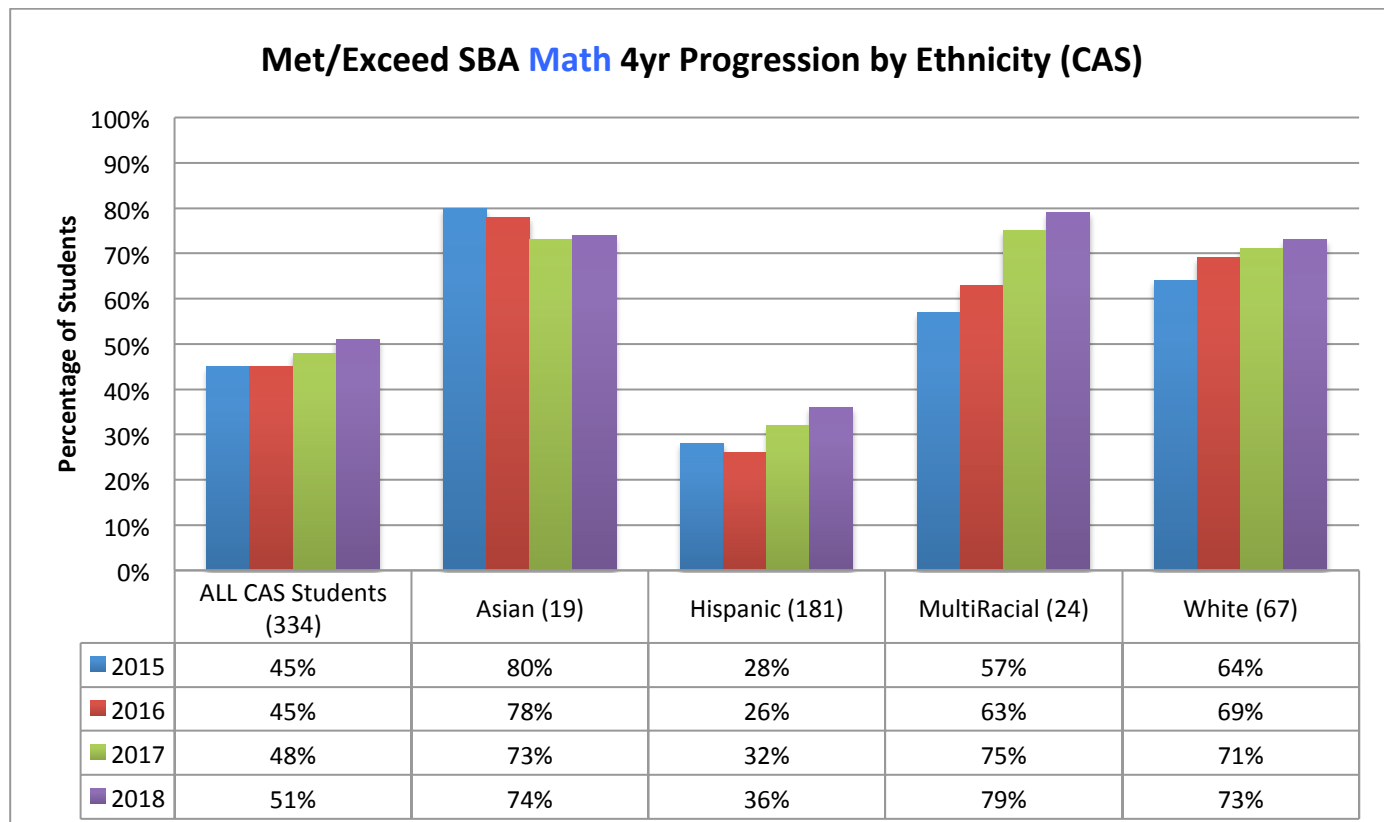




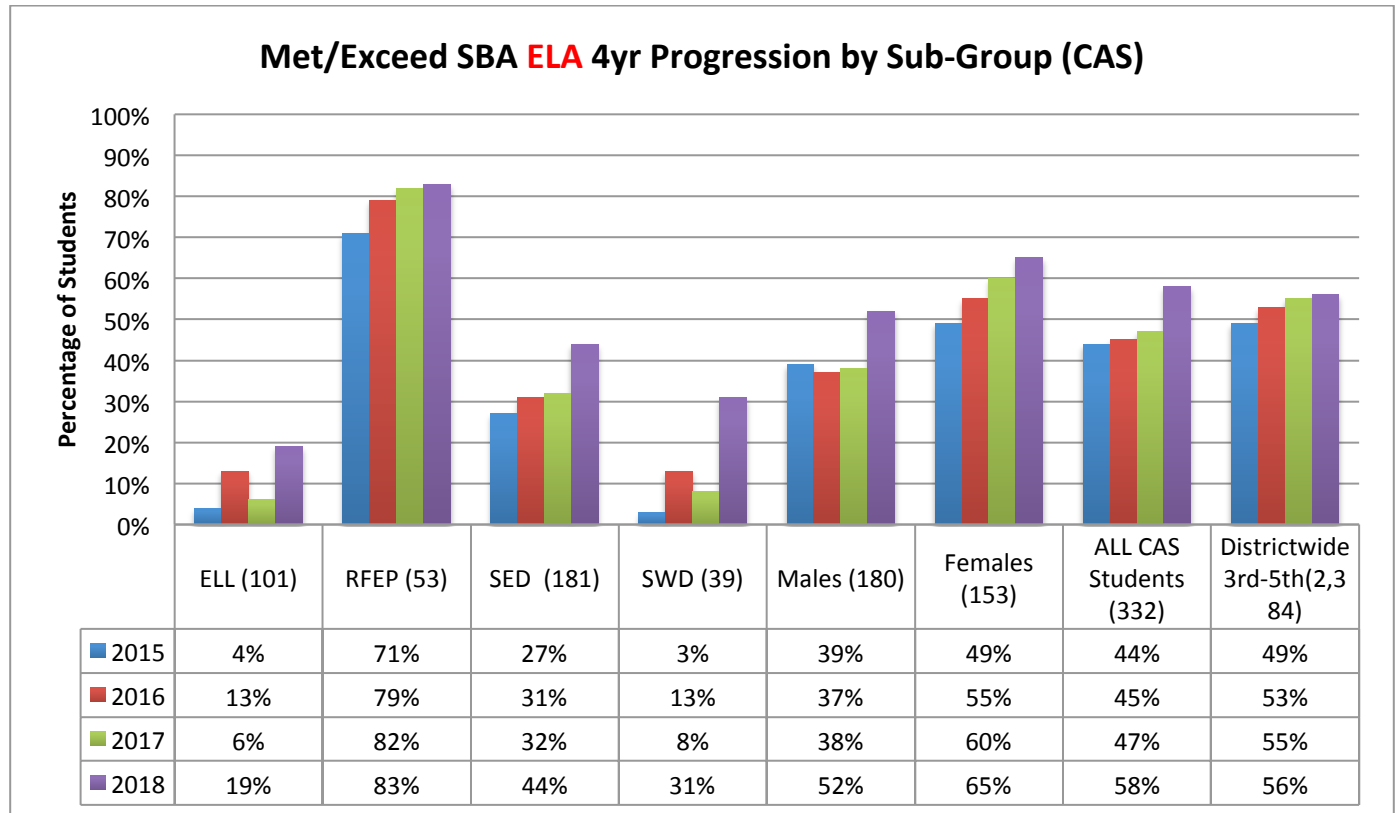
**Figure 21: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



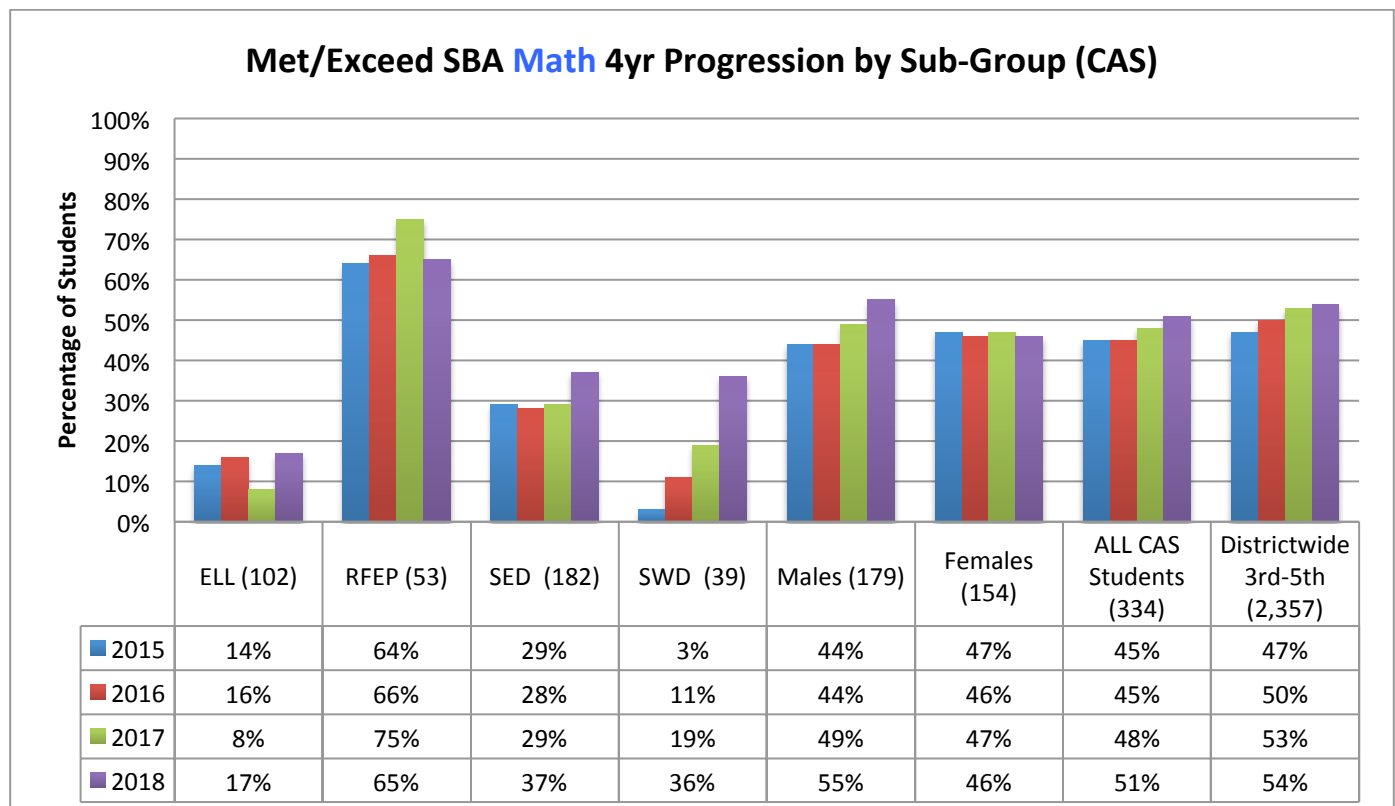
**Figure 22: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**



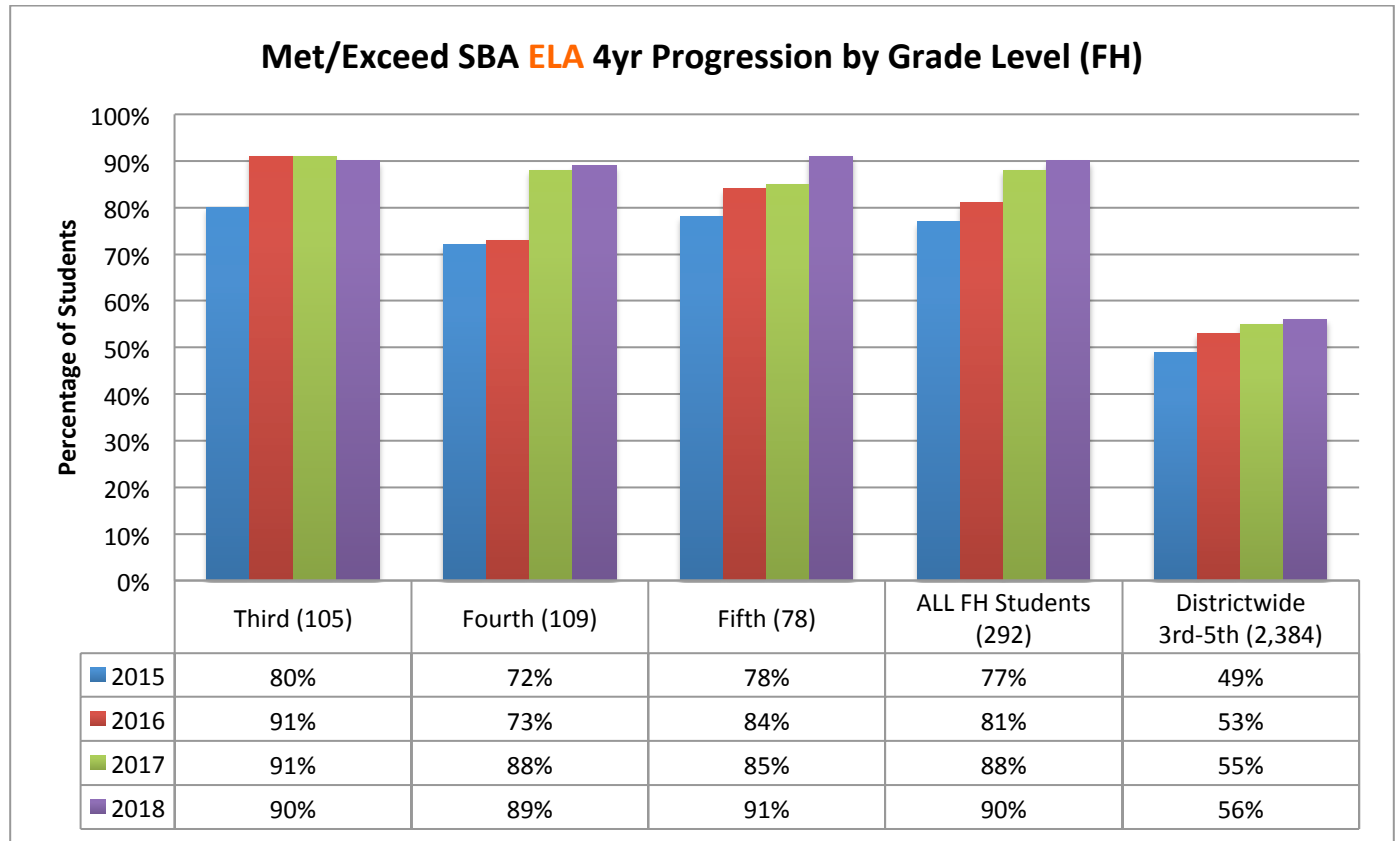
**Figure 23: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year**



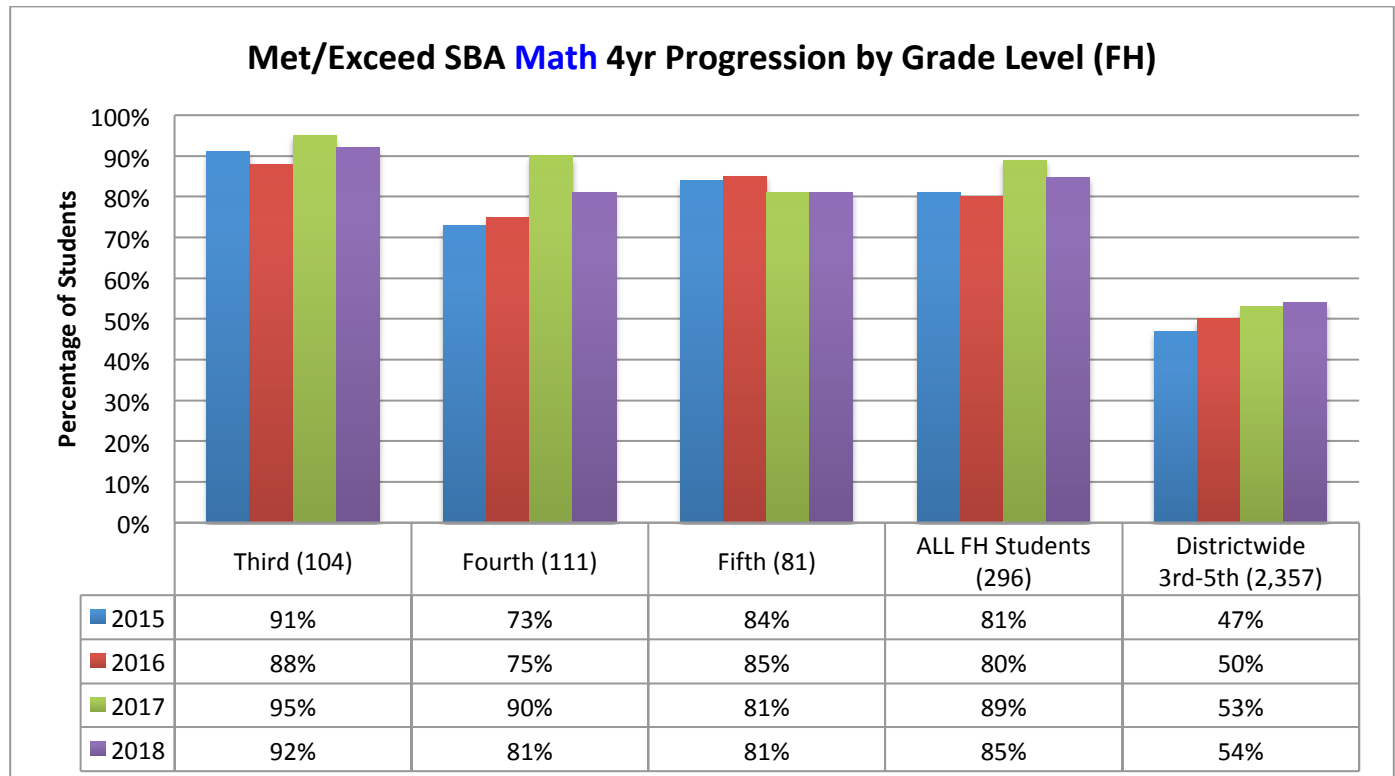
**Figure 24: Percent of Castlemont Elementary (CAS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**



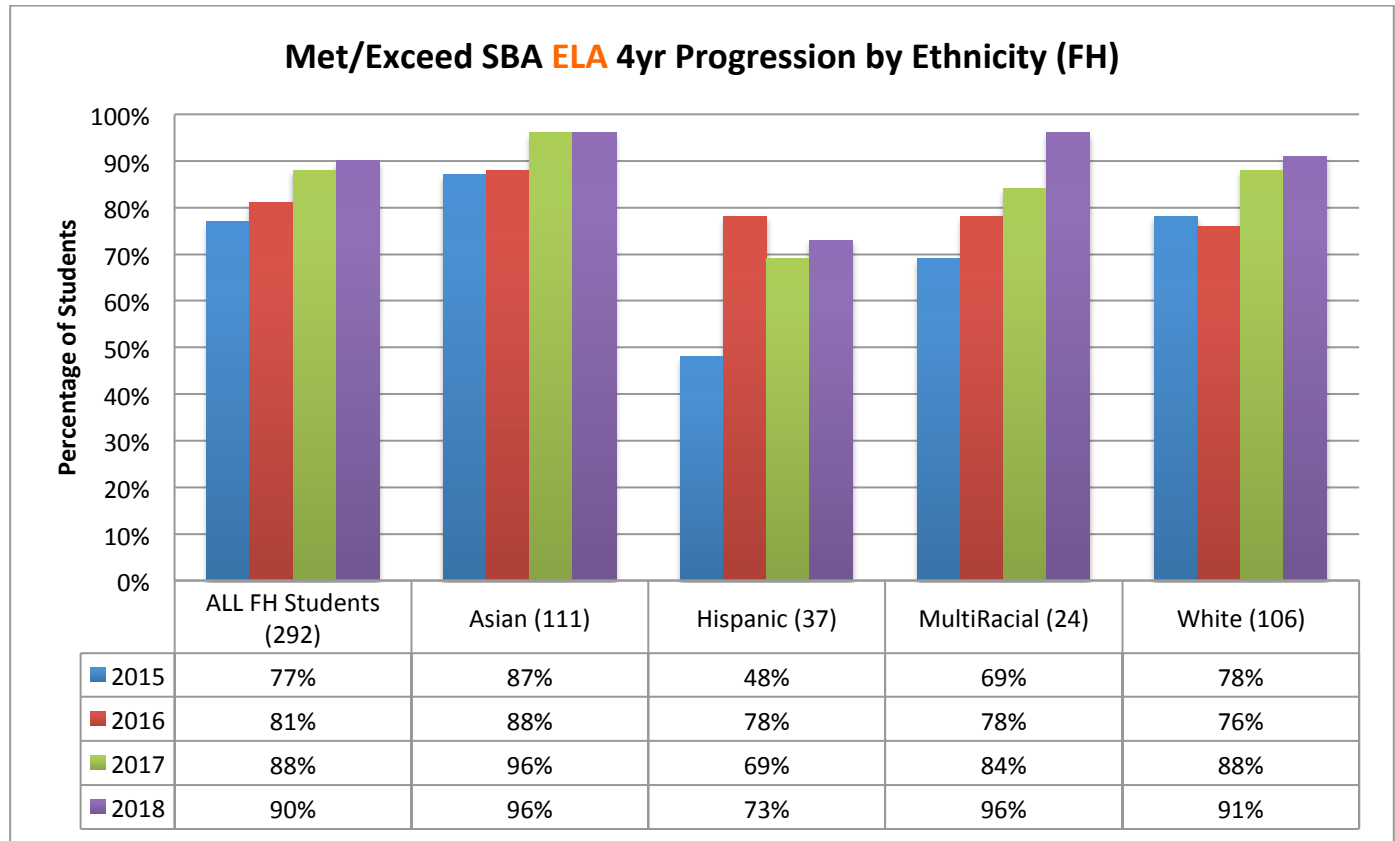
**Figure 25: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Grade Level and Year**



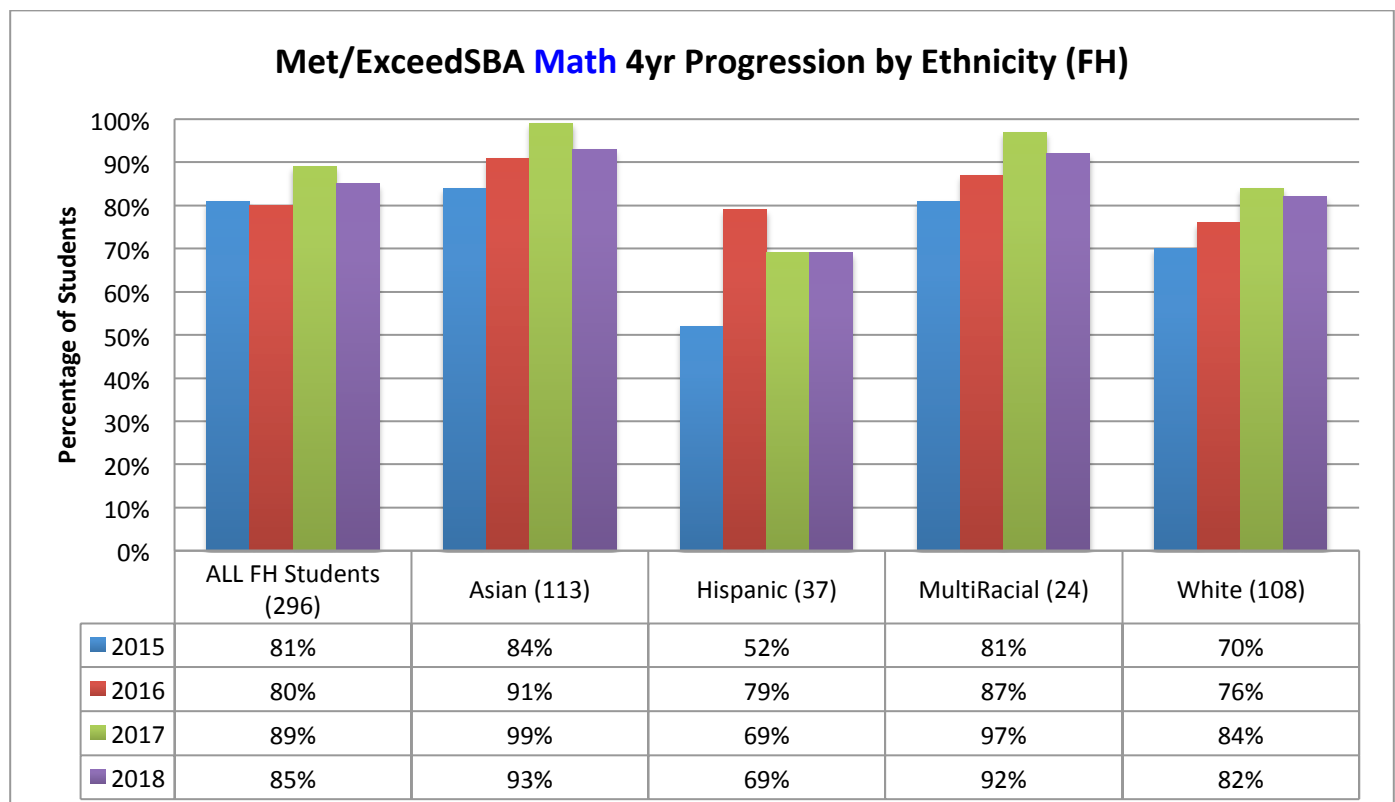
**Figure 26: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in [Mathematics](#) by Grade Level and Year**



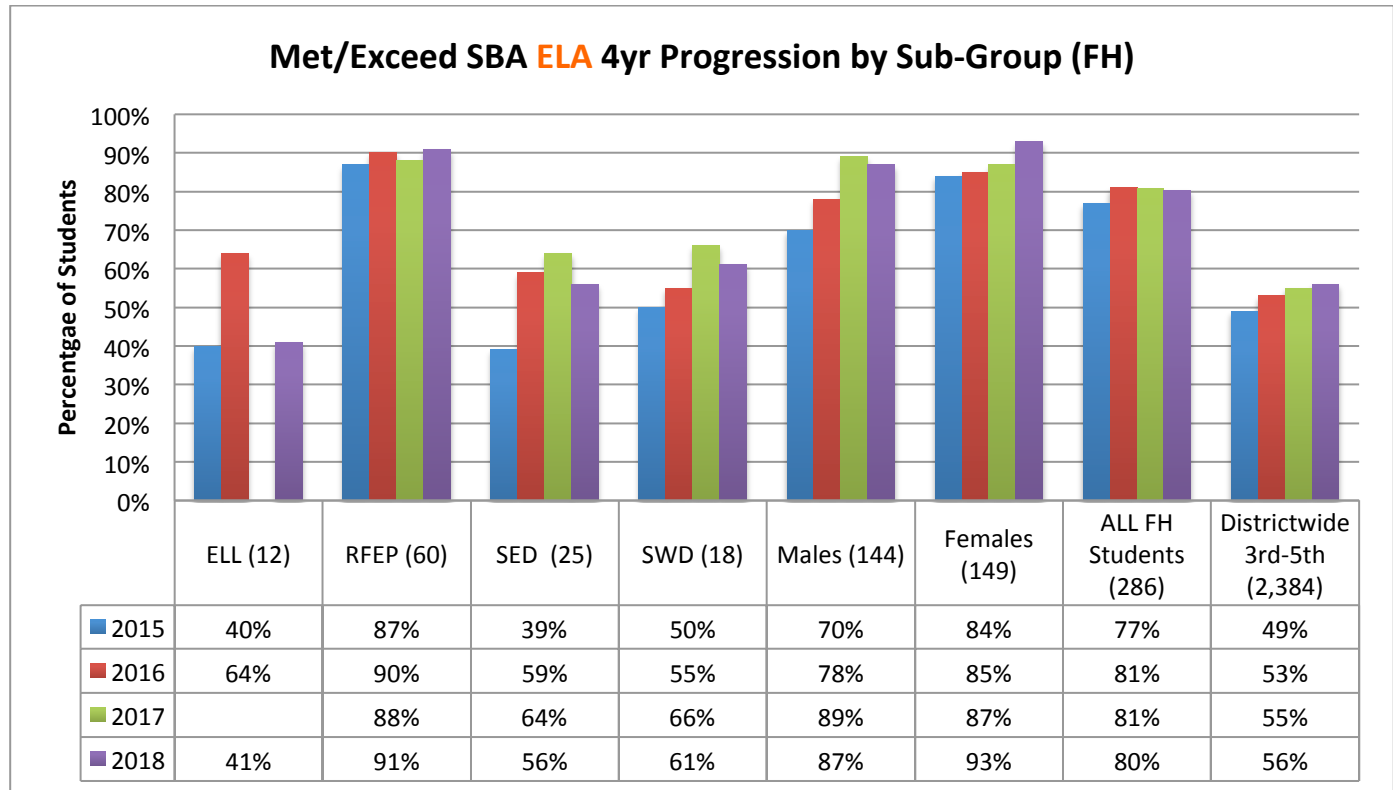
**Figure 27: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



**Figure 28: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**

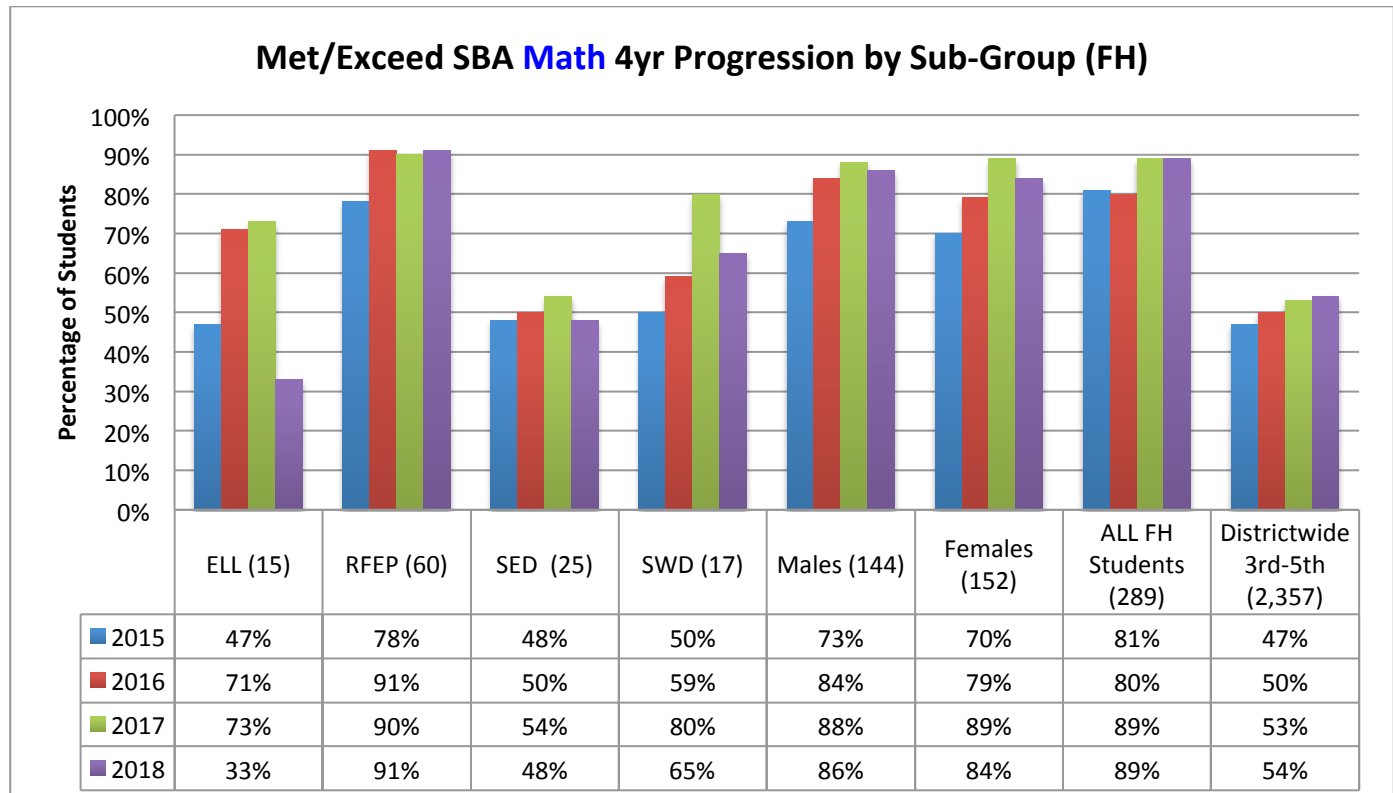


**Figure 29: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Sub-Group and Year**

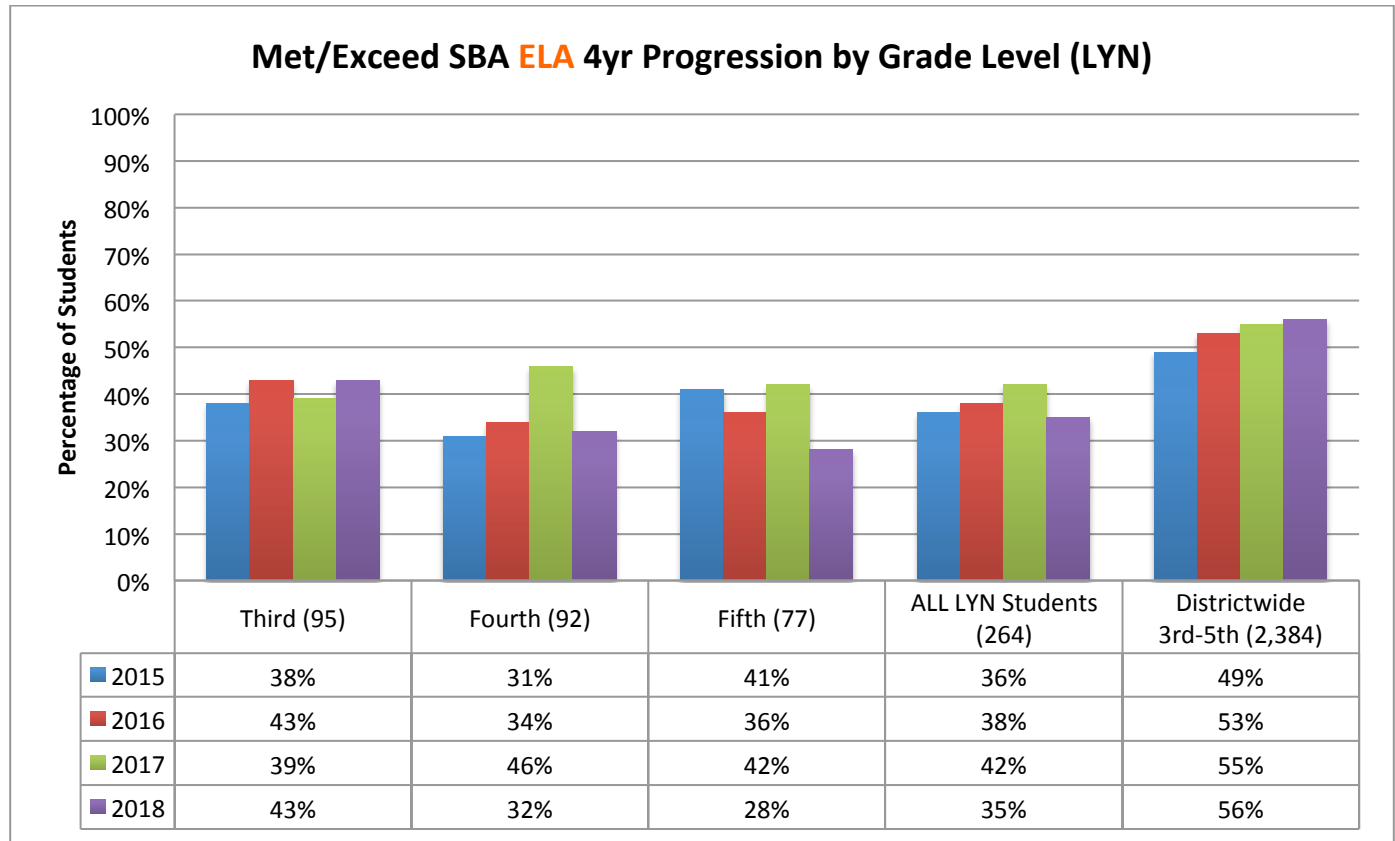


*\*Total number of ELL students tested in 2017 was less than 10, data hidden for privacy by state*

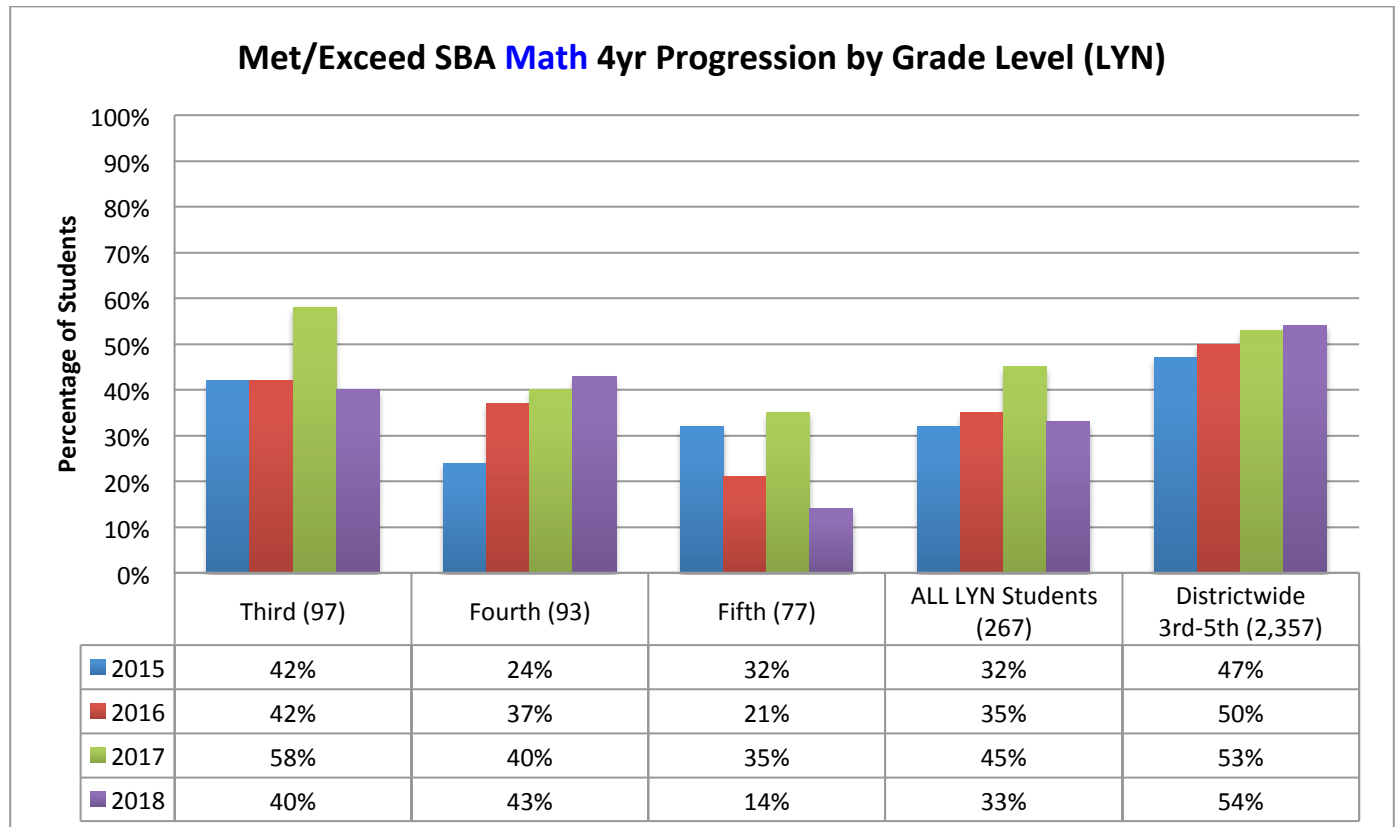
**Figure 30: Percent of Forest Hill Elementary (FH) Students Meeting or Exceeding Standard in [Mathematics](#) by Sub-Group and Year**



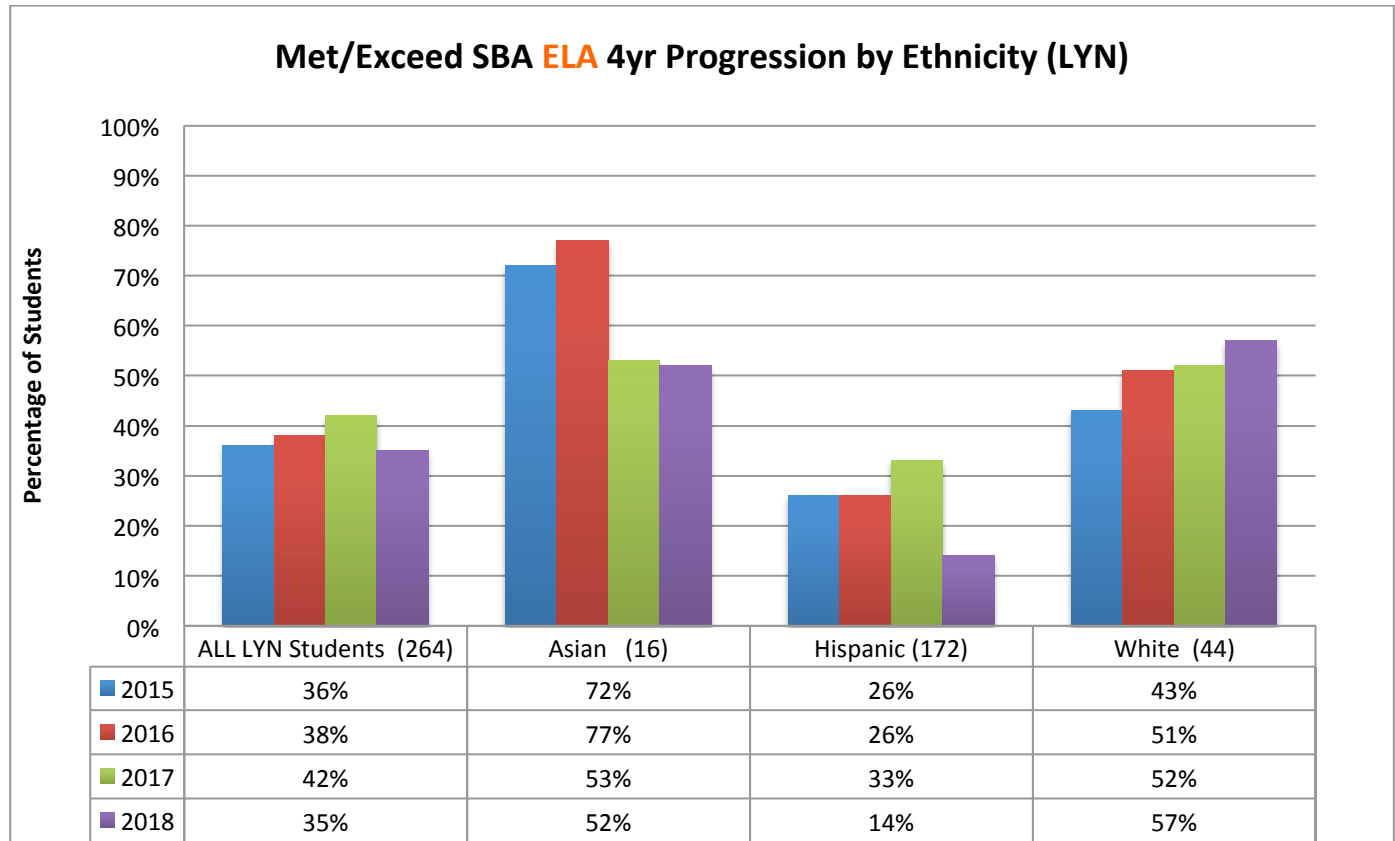
**Figure 31: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Grade Level and Year**



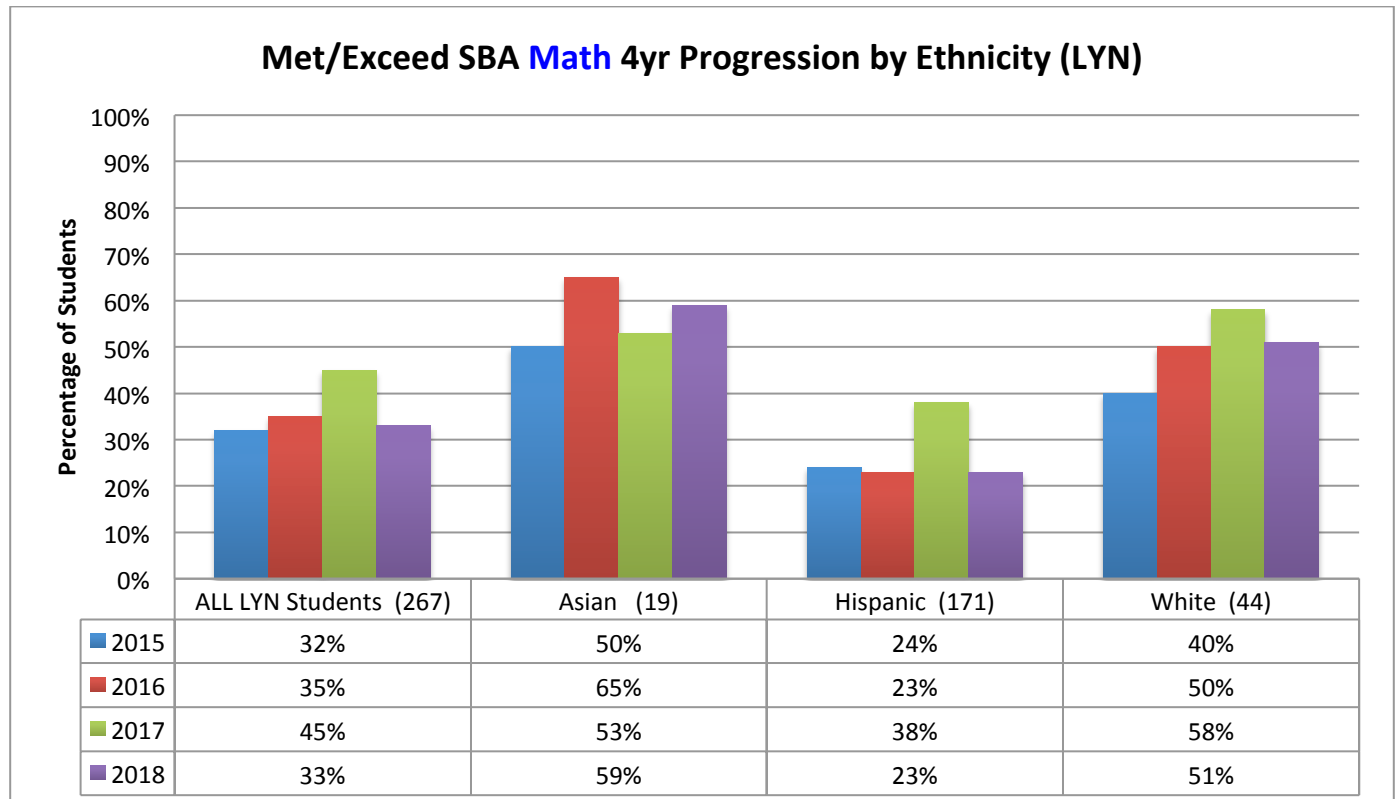
**Figure 32: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in [Mathematics](#) by Grade Level and Year**



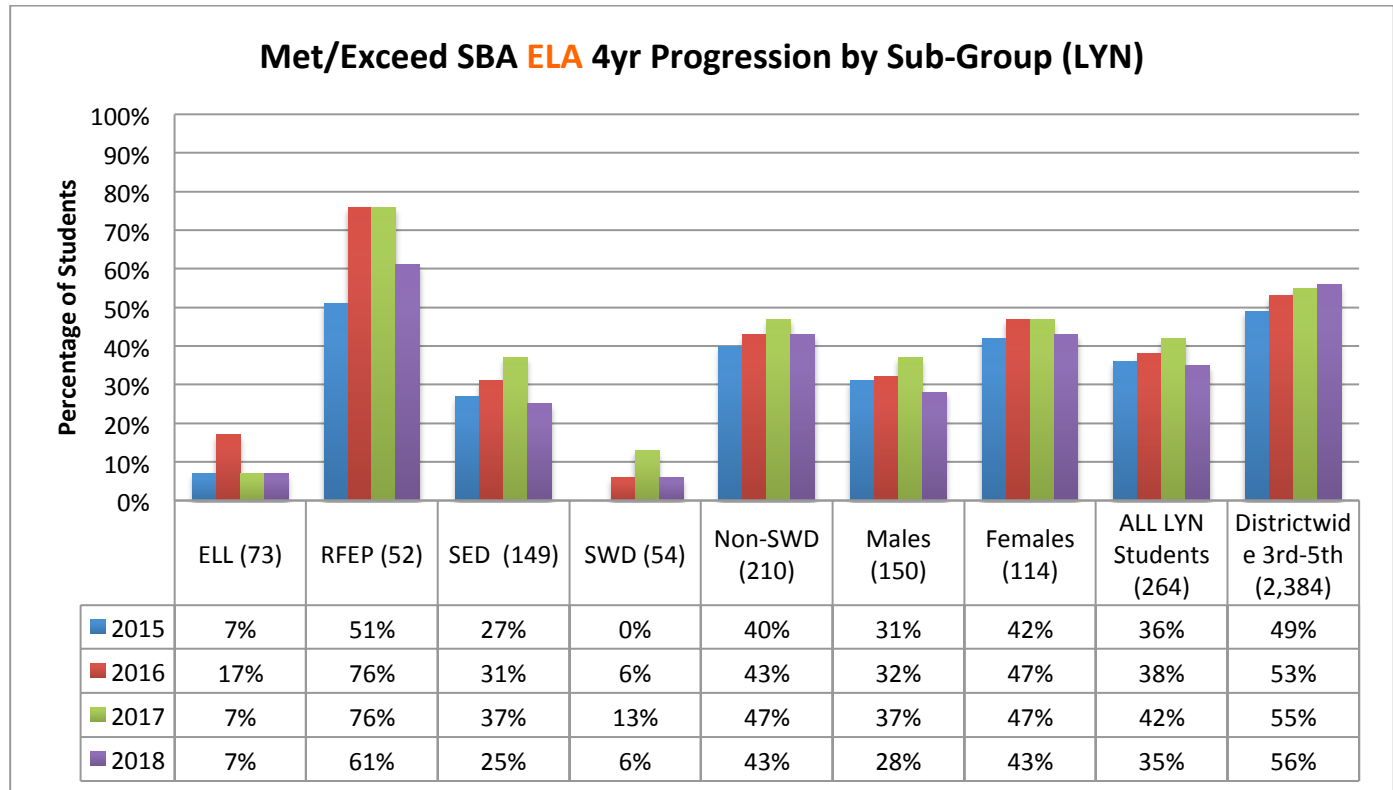
**Figure 33: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Ethnicity and Year**



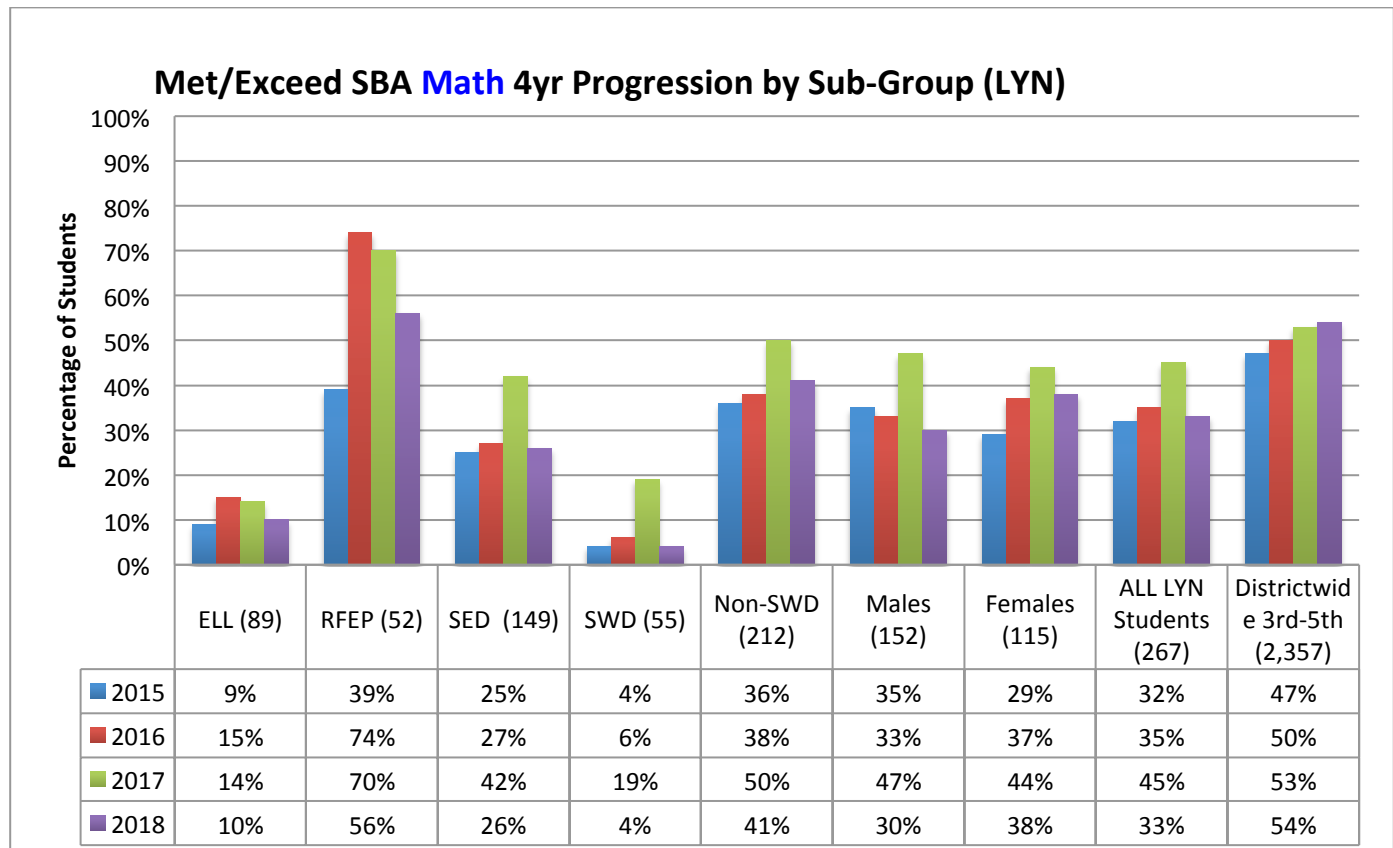
**Figure 34: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in [Mathematics](#) by Ethnicity and Year**



**Figure 35: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Sub-Group and Year**

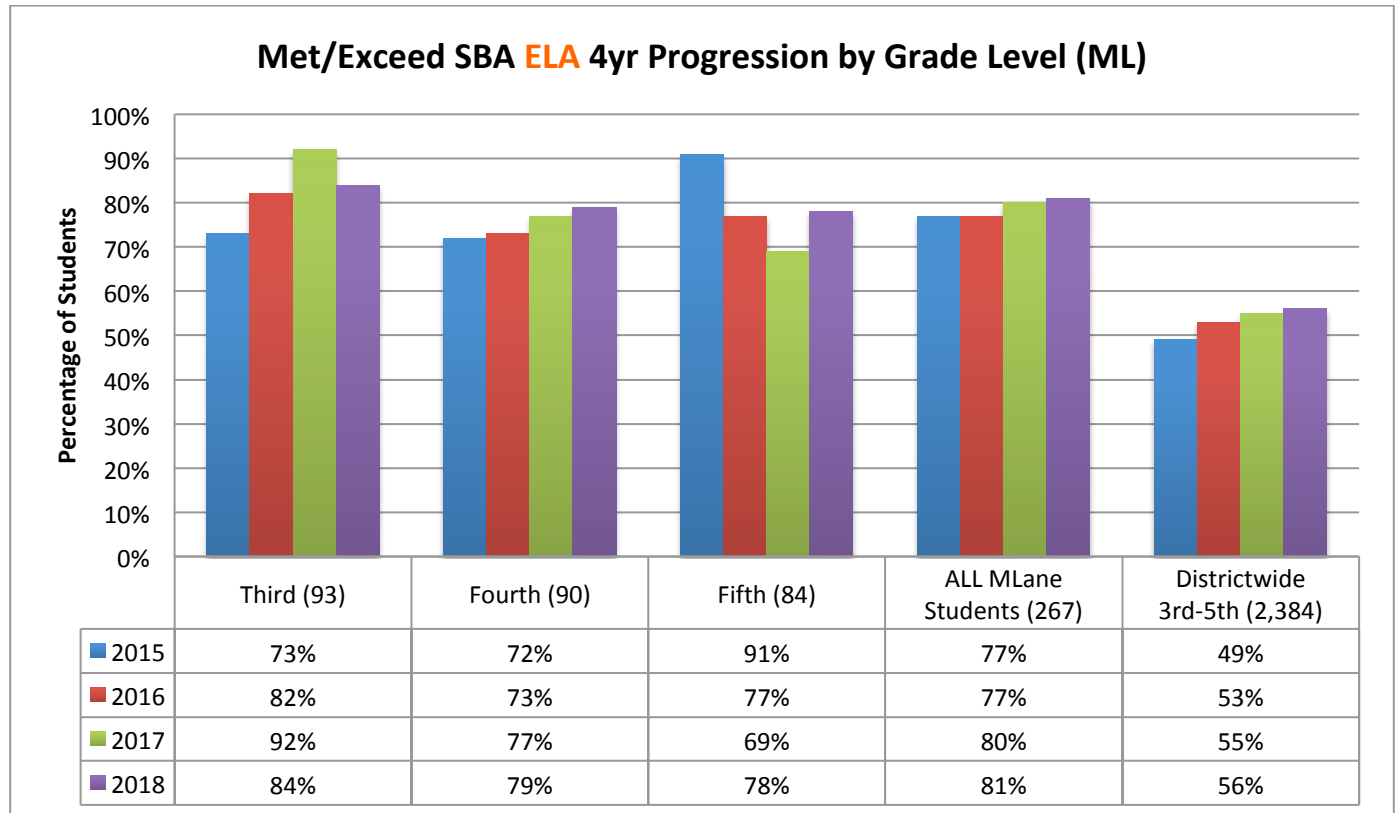


**Figure 36: Percent of Lynhaven Elementary (LYN) Students Meeting or Exceeding Standard in [Mathematics](#) by Sub-Group and Year**

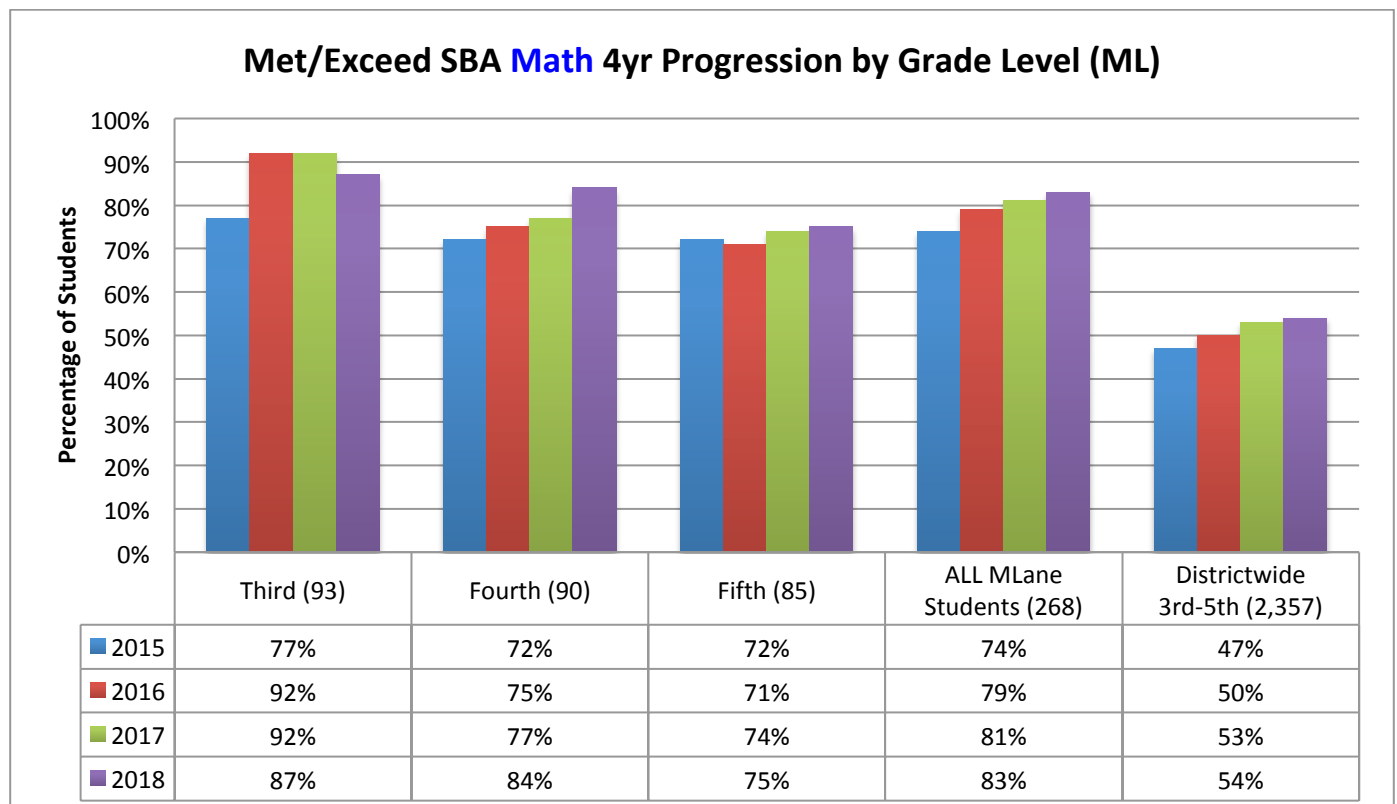




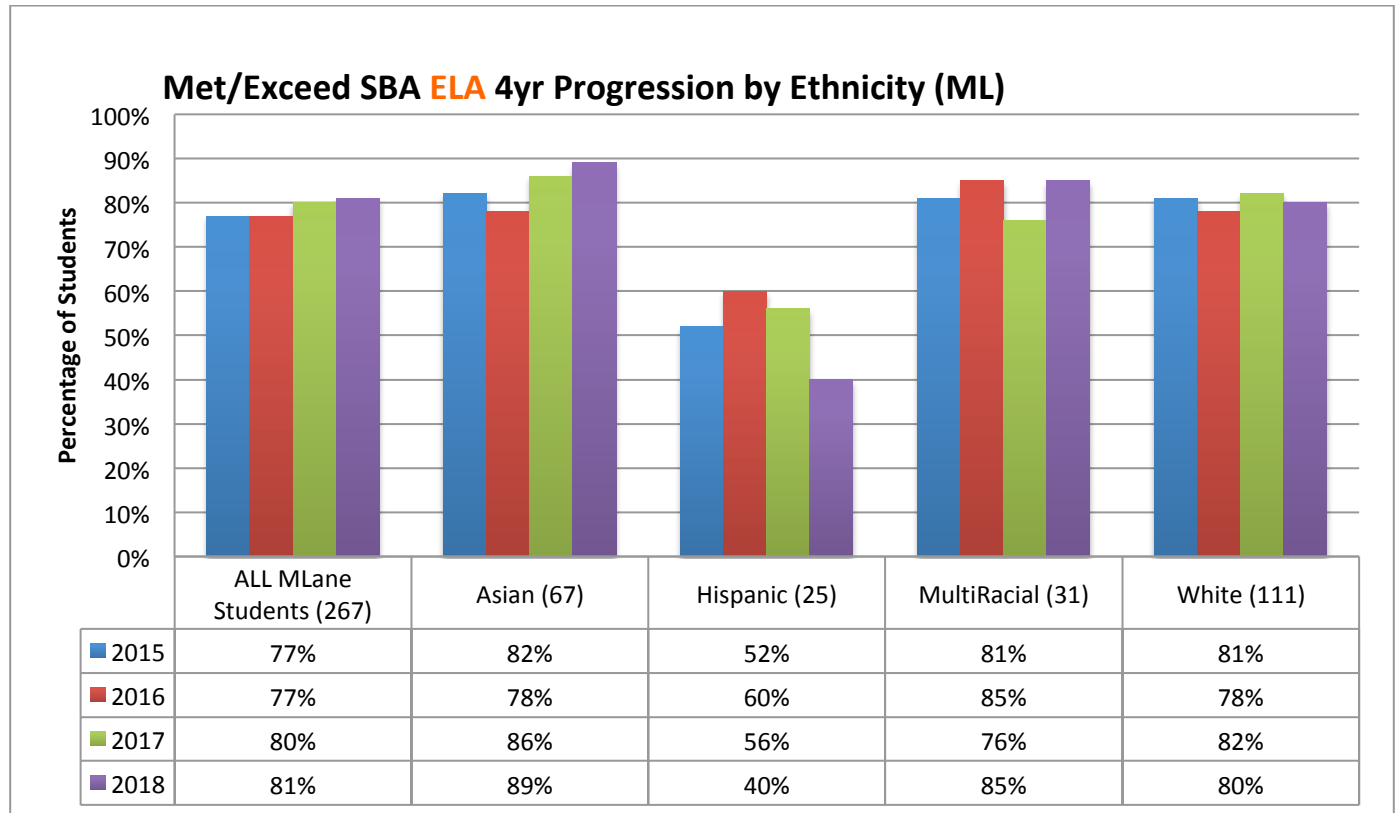
**Figure 37: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year**



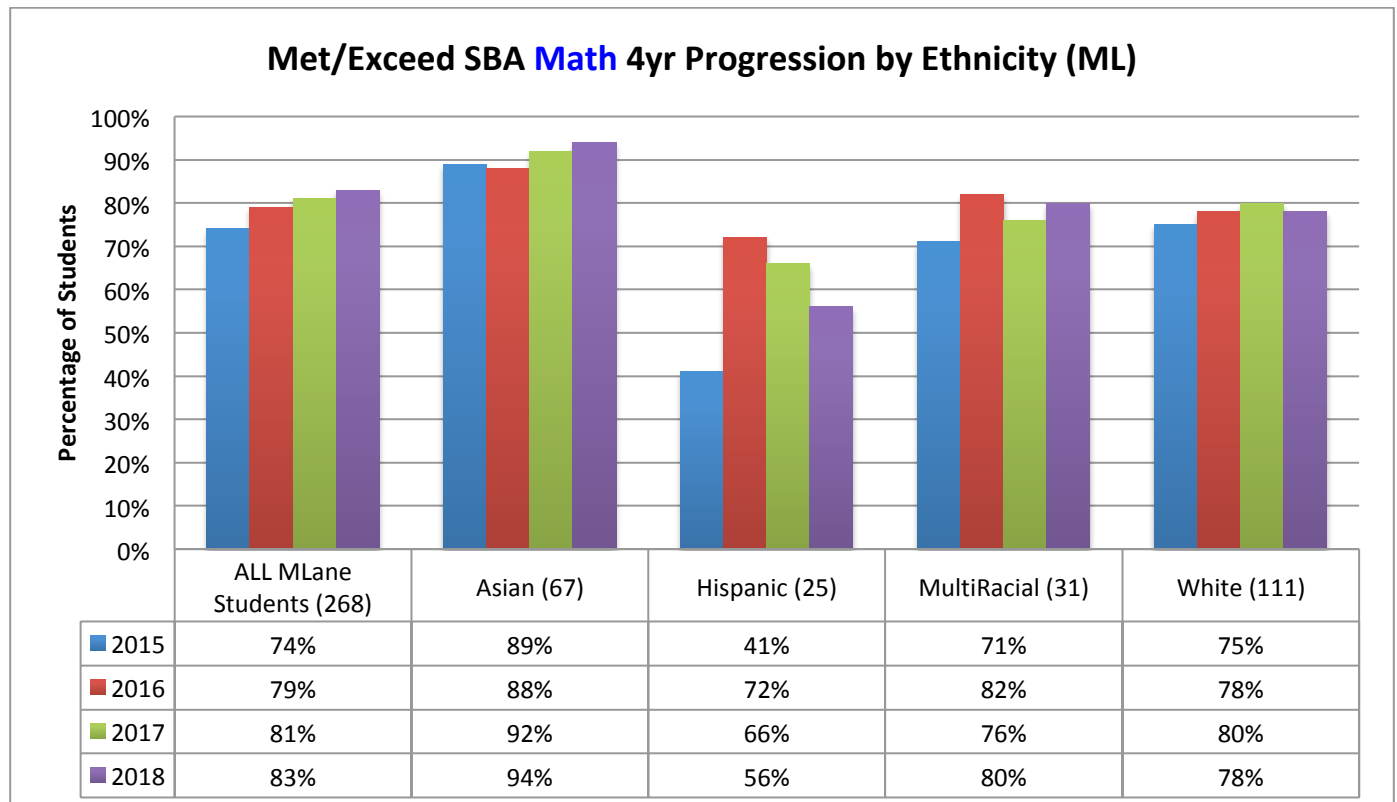
**Figure 38: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year**



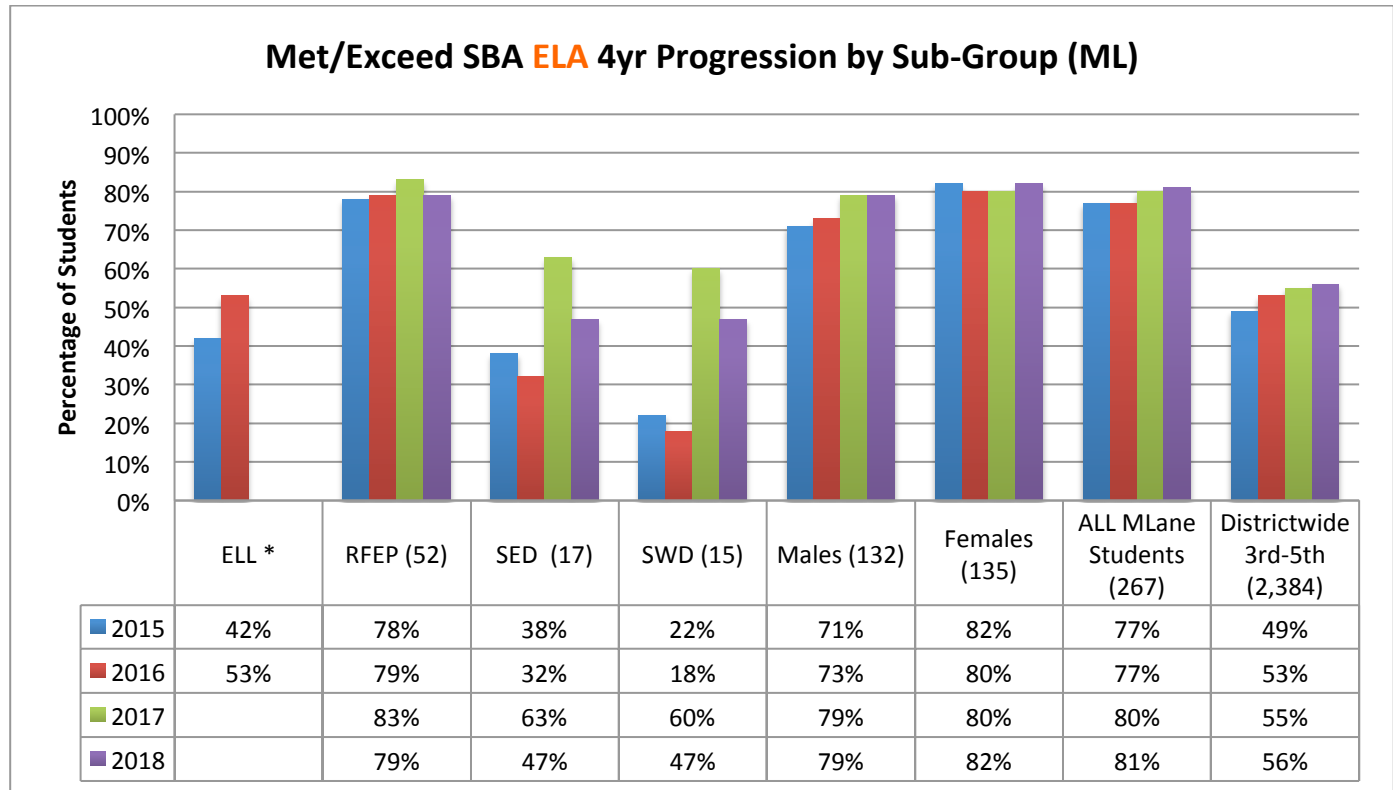
**Figure 39: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



**Figure 40: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**

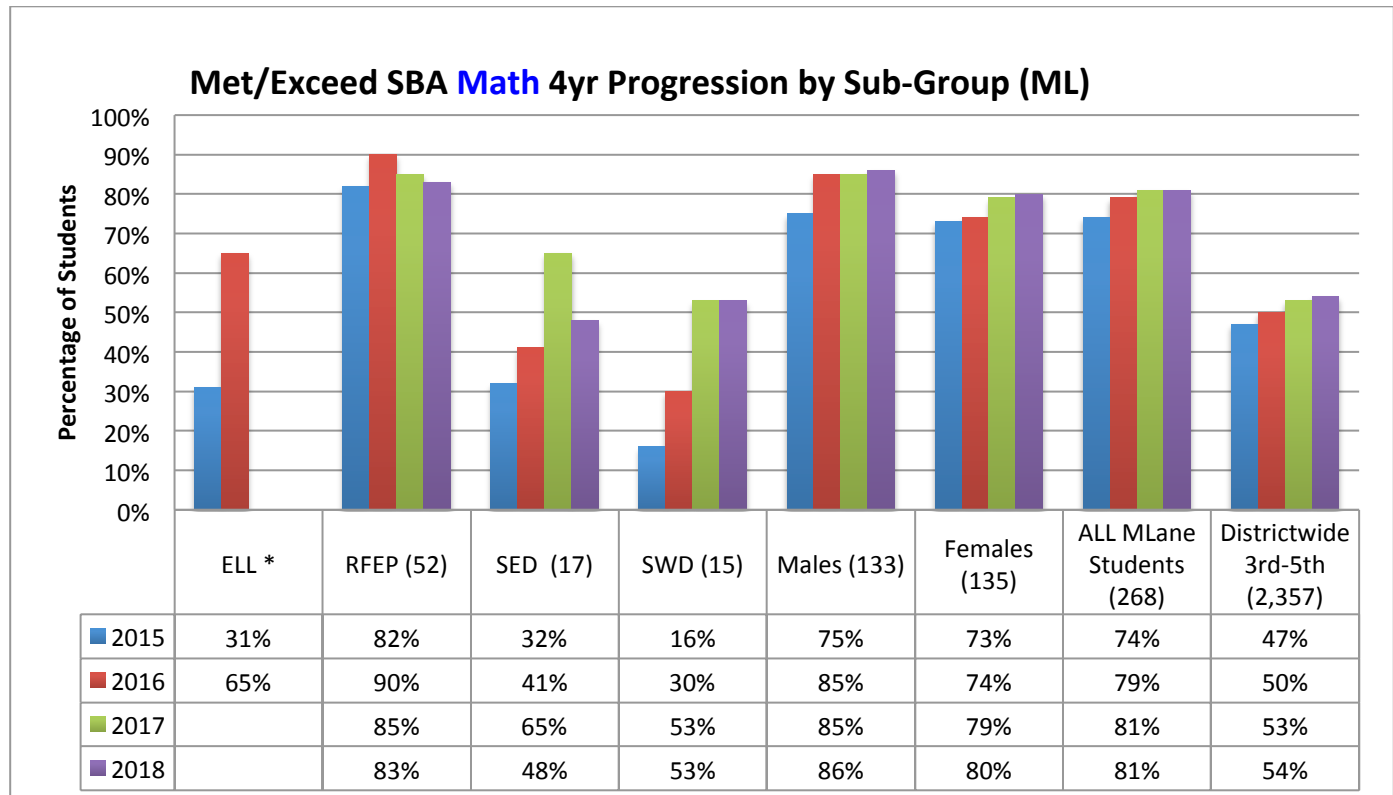


**Figure 41: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year**



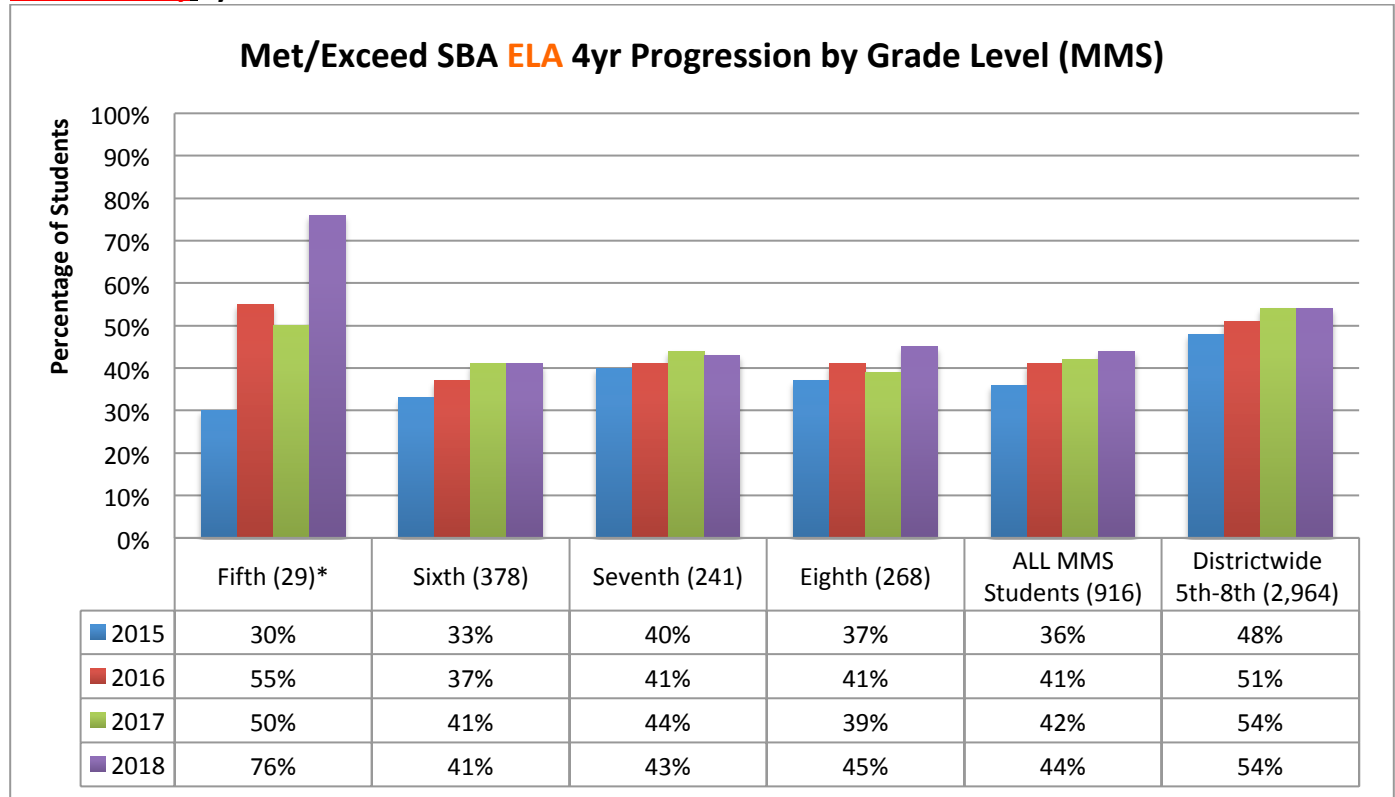
\*Total number of ELL students tested in 2017 was less than 10, data hidden for privacy by state

**Figure 42: Percent of Marshall Lane Elementary (ML) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**

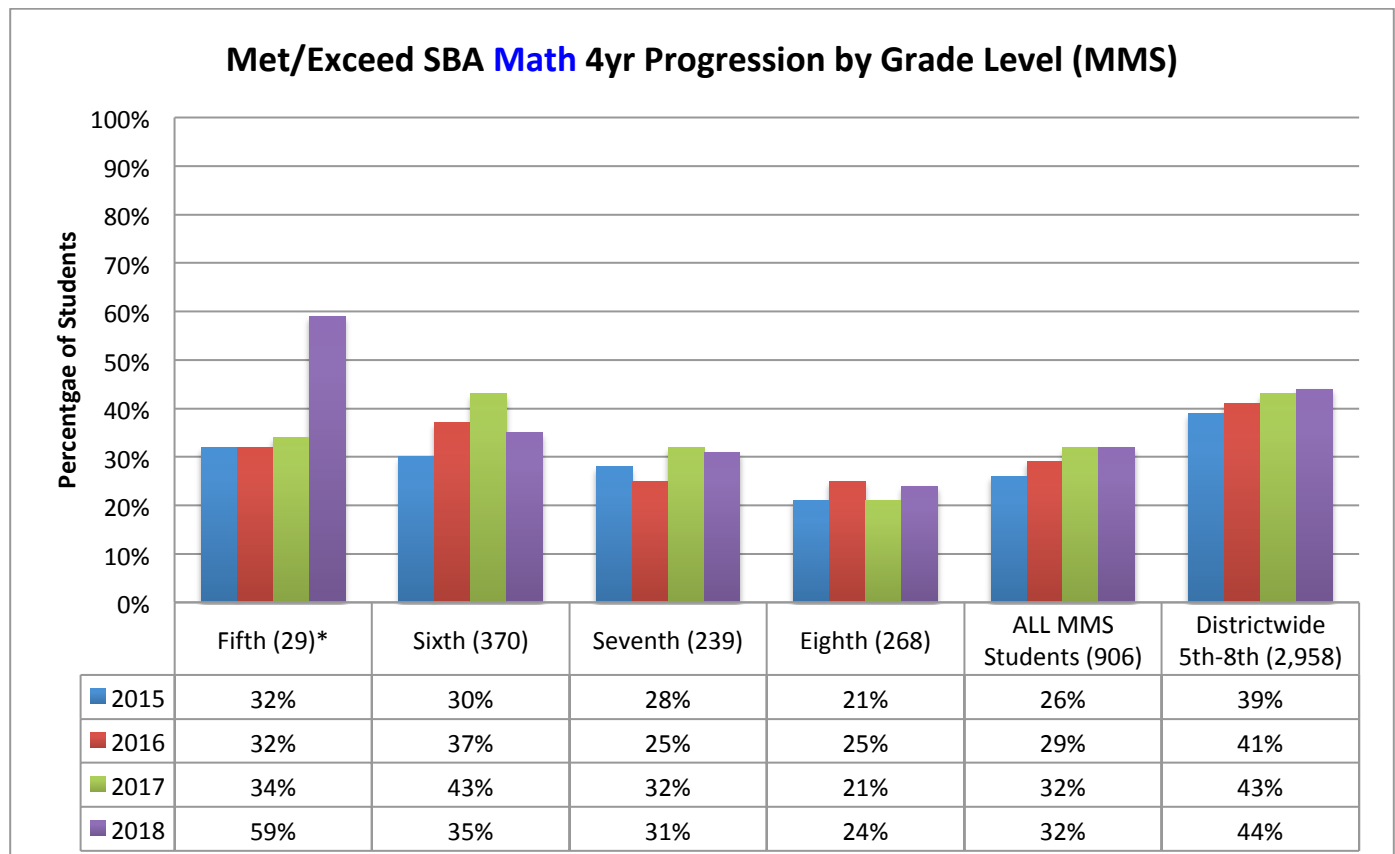


\*Total number of ELL students tested in 2017 was less than 10, data hidden for privacy by state

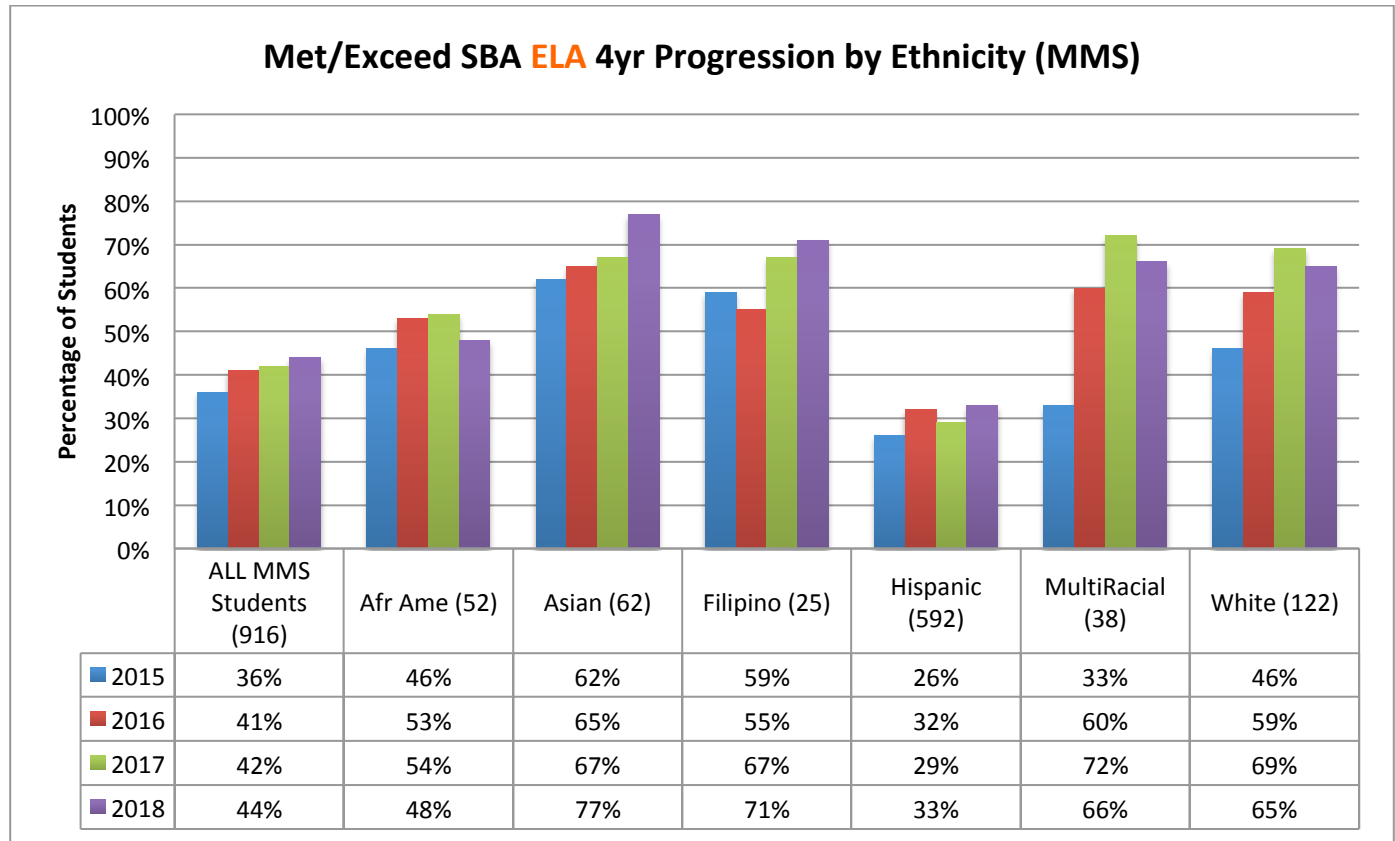
**Figure 43: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year**



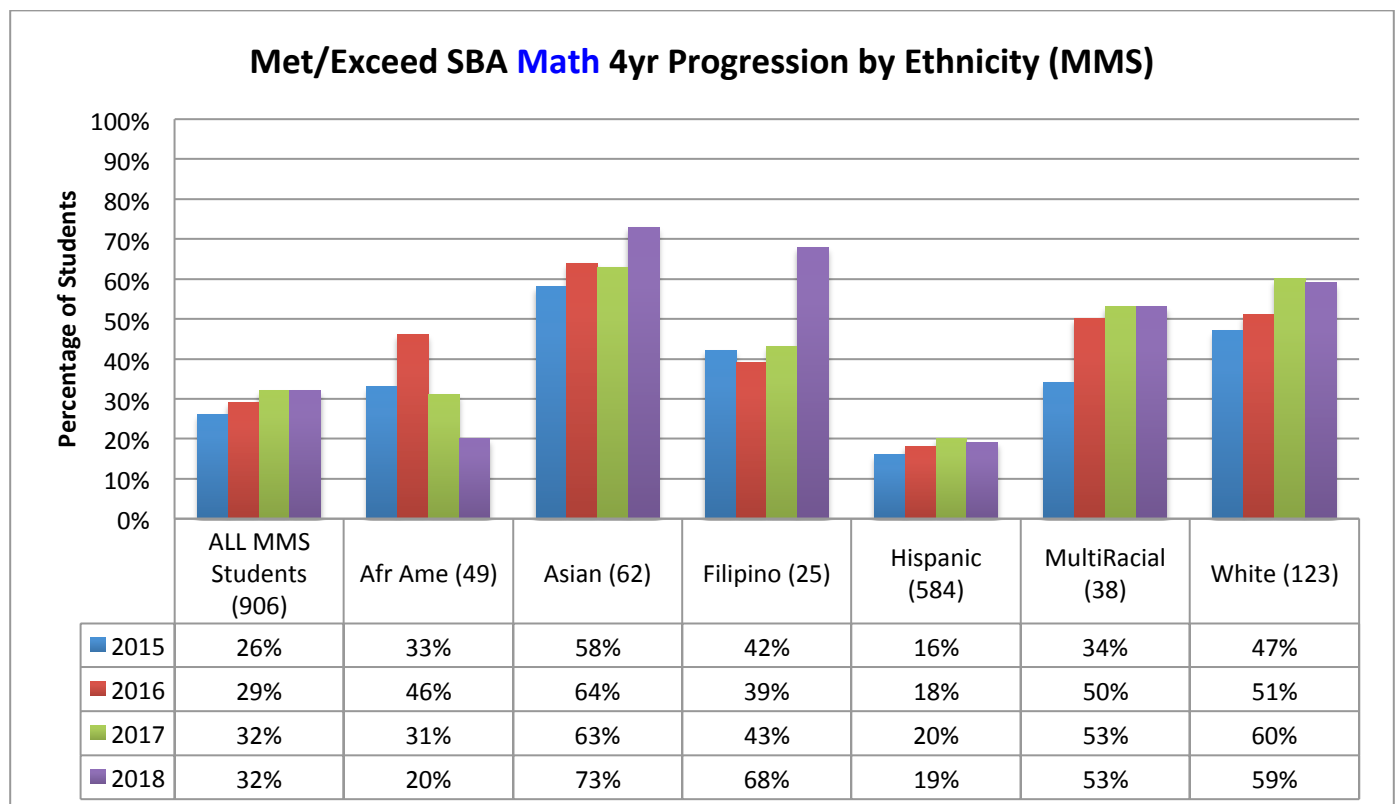
**Figure 44: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year**



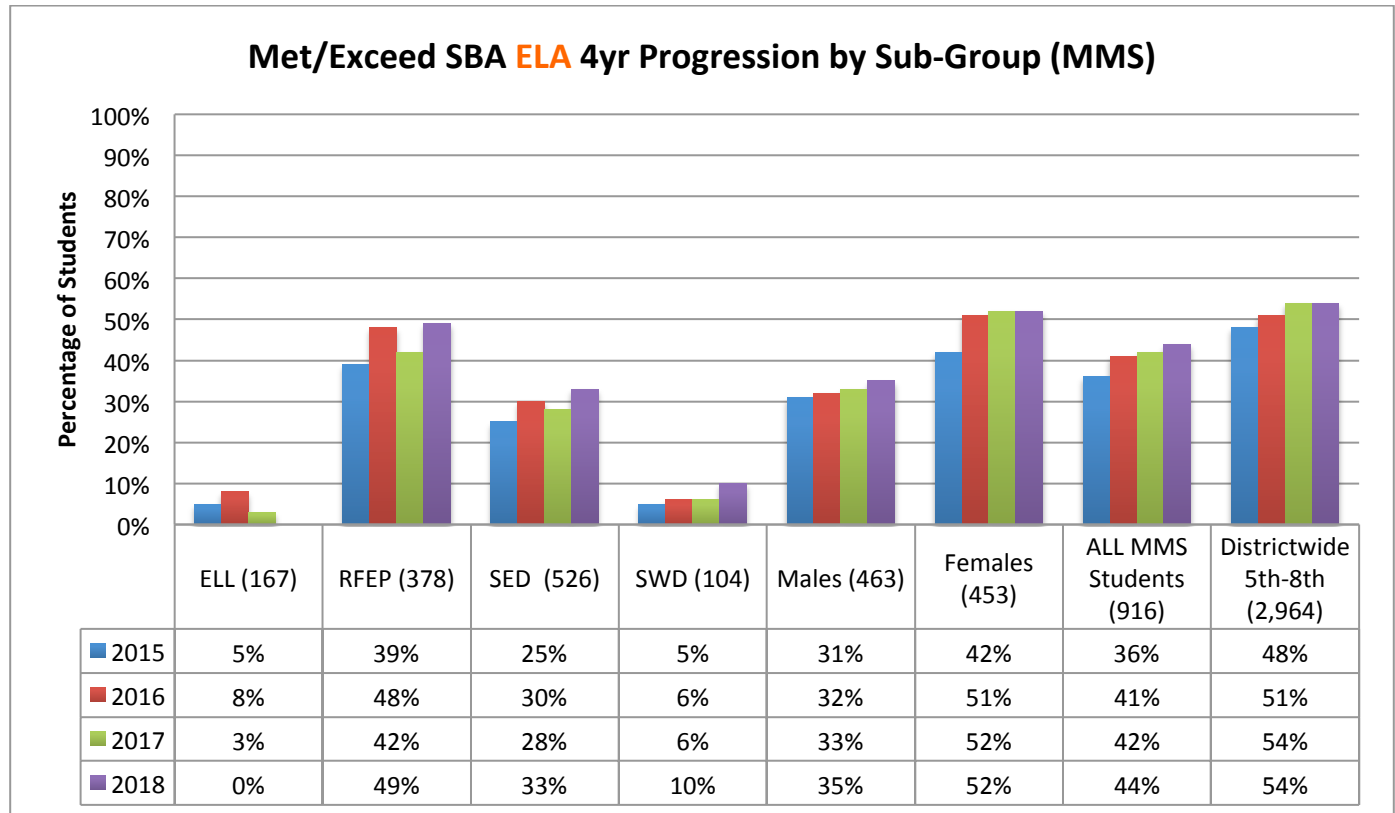
**Figure 45: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



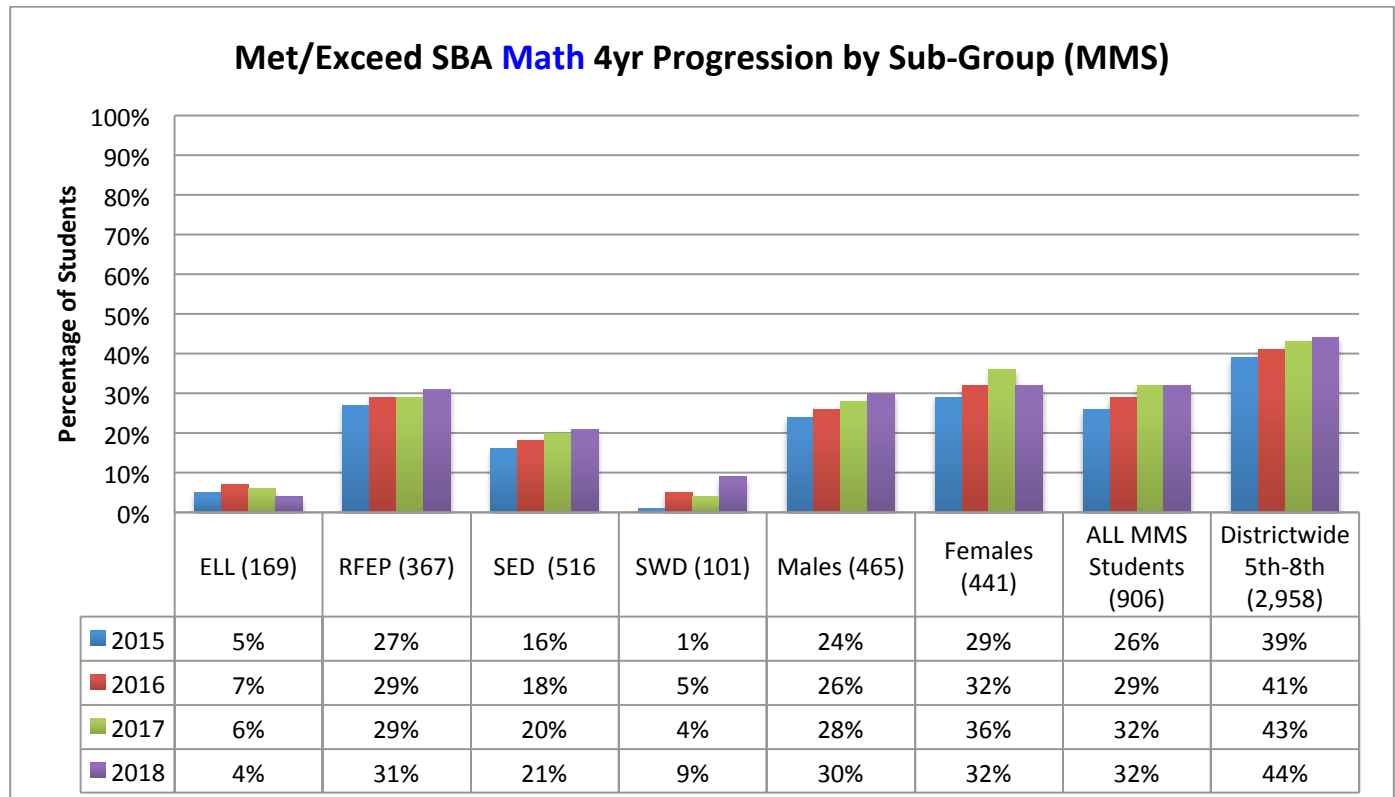
**Figure 46: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**



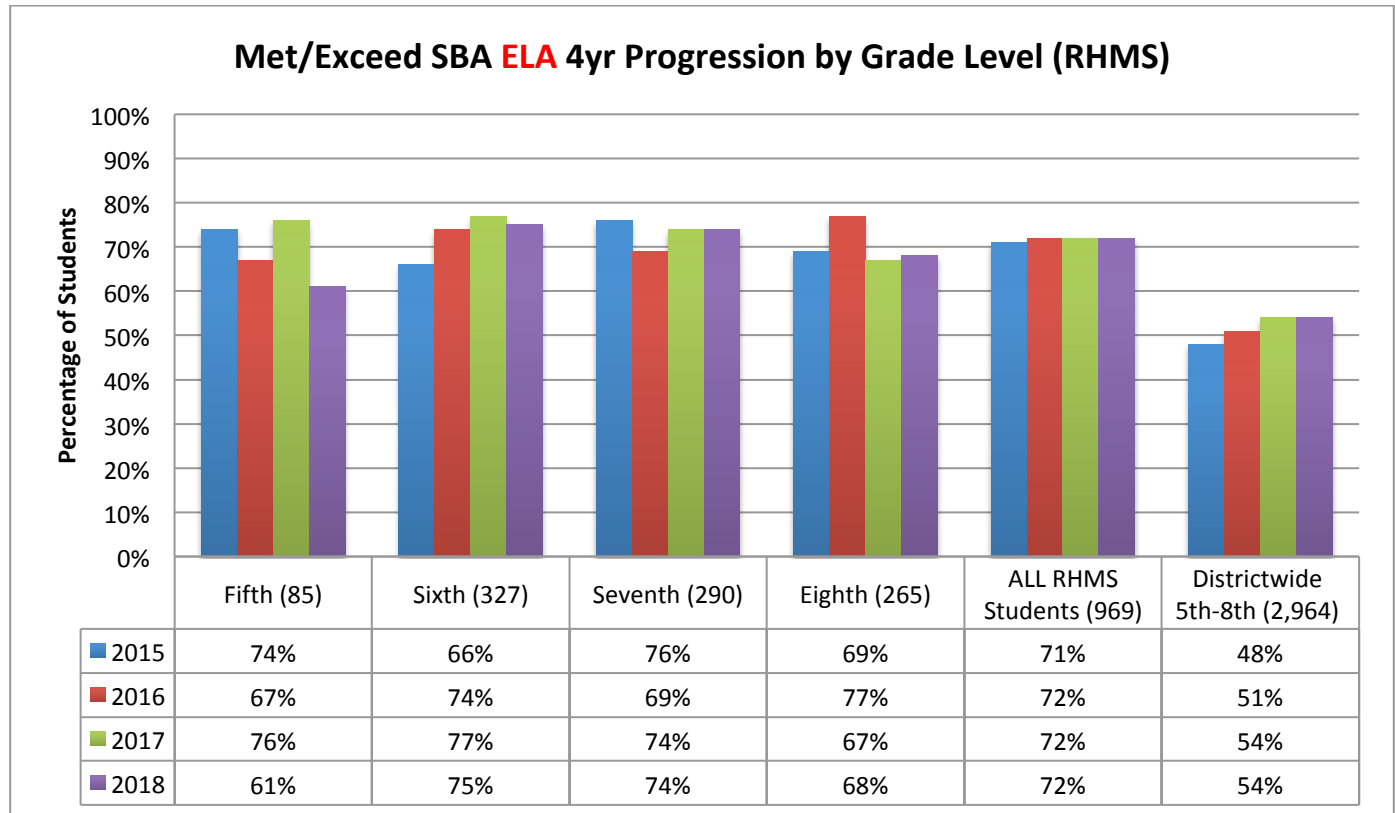
**Figure 47: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in English Language Arts/Literacy by Sub-Group and Year**



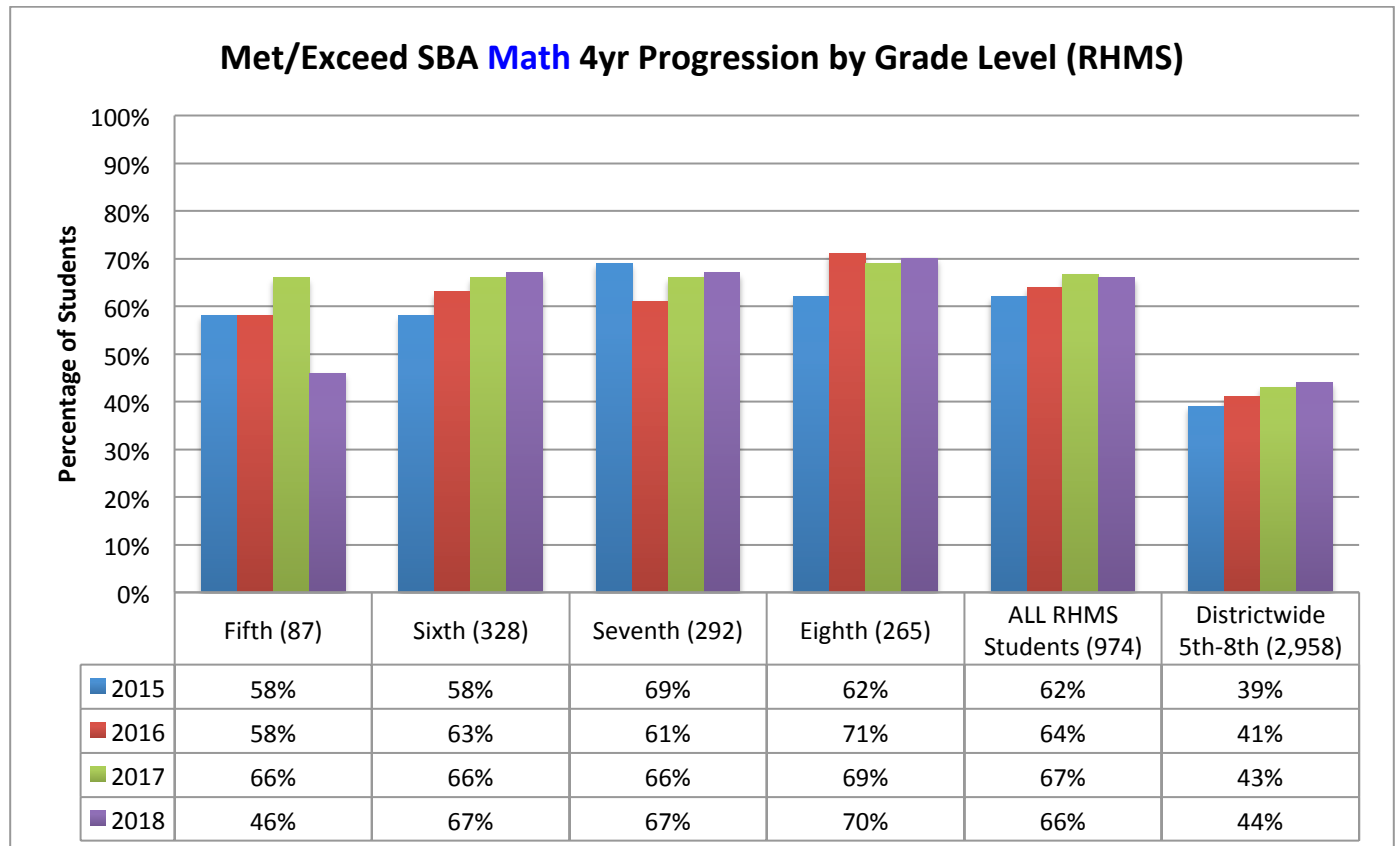
**Figure 48: Percent of Monroe Middle (MMS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**



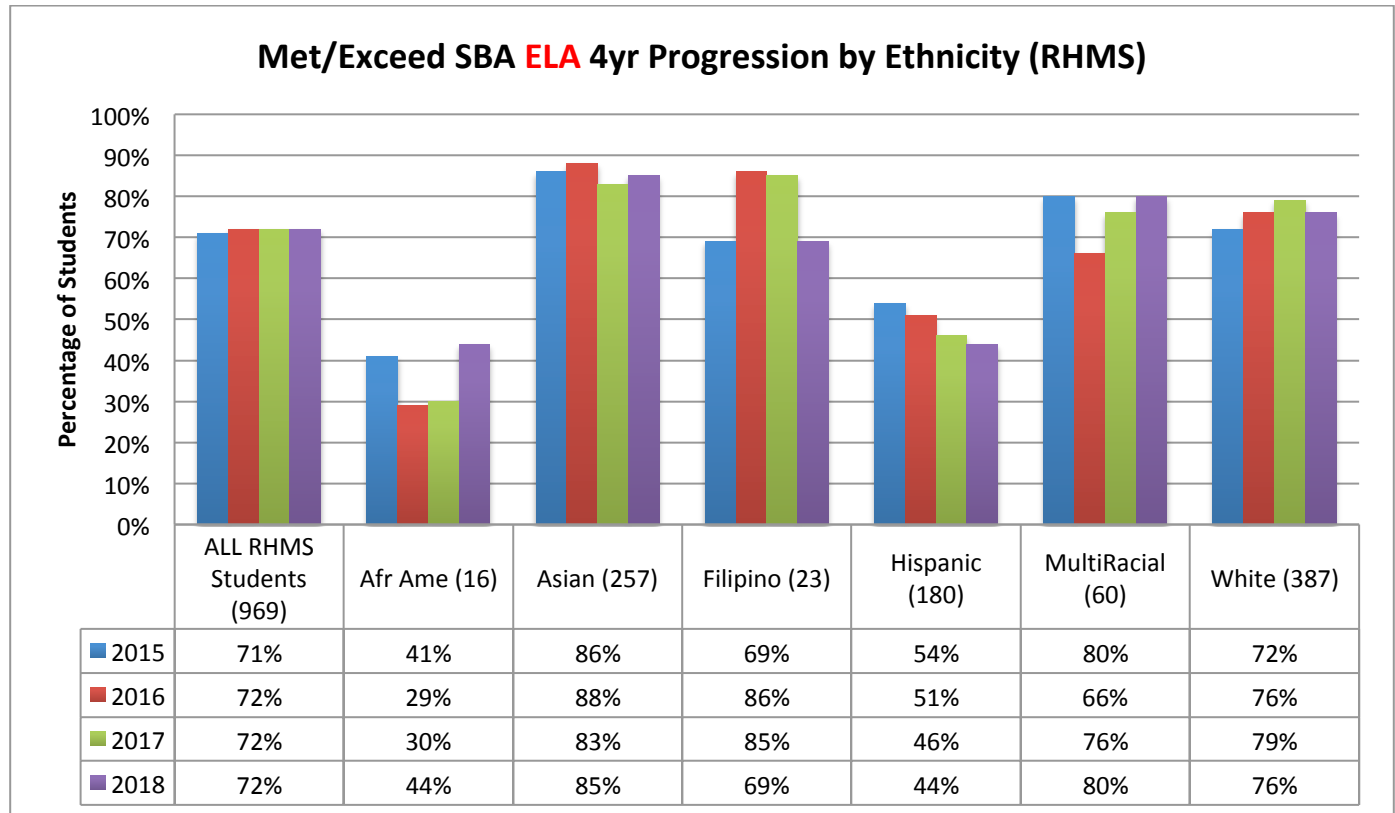
**Figure 49: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Grade Level and Year**



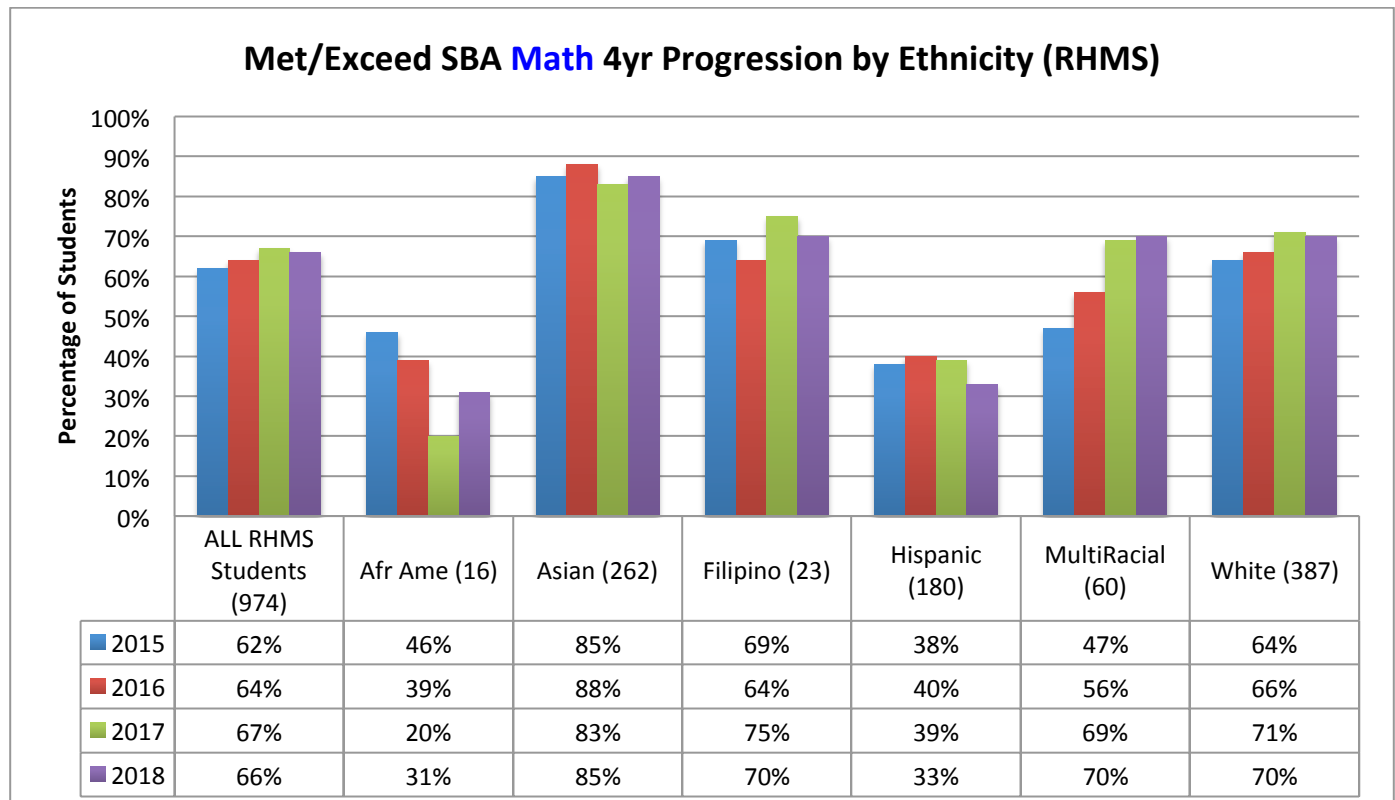
**Figure 50: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in [Mathematics](#) by Grade Level and Year**



**Figure 51: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Ethnicity and Year**

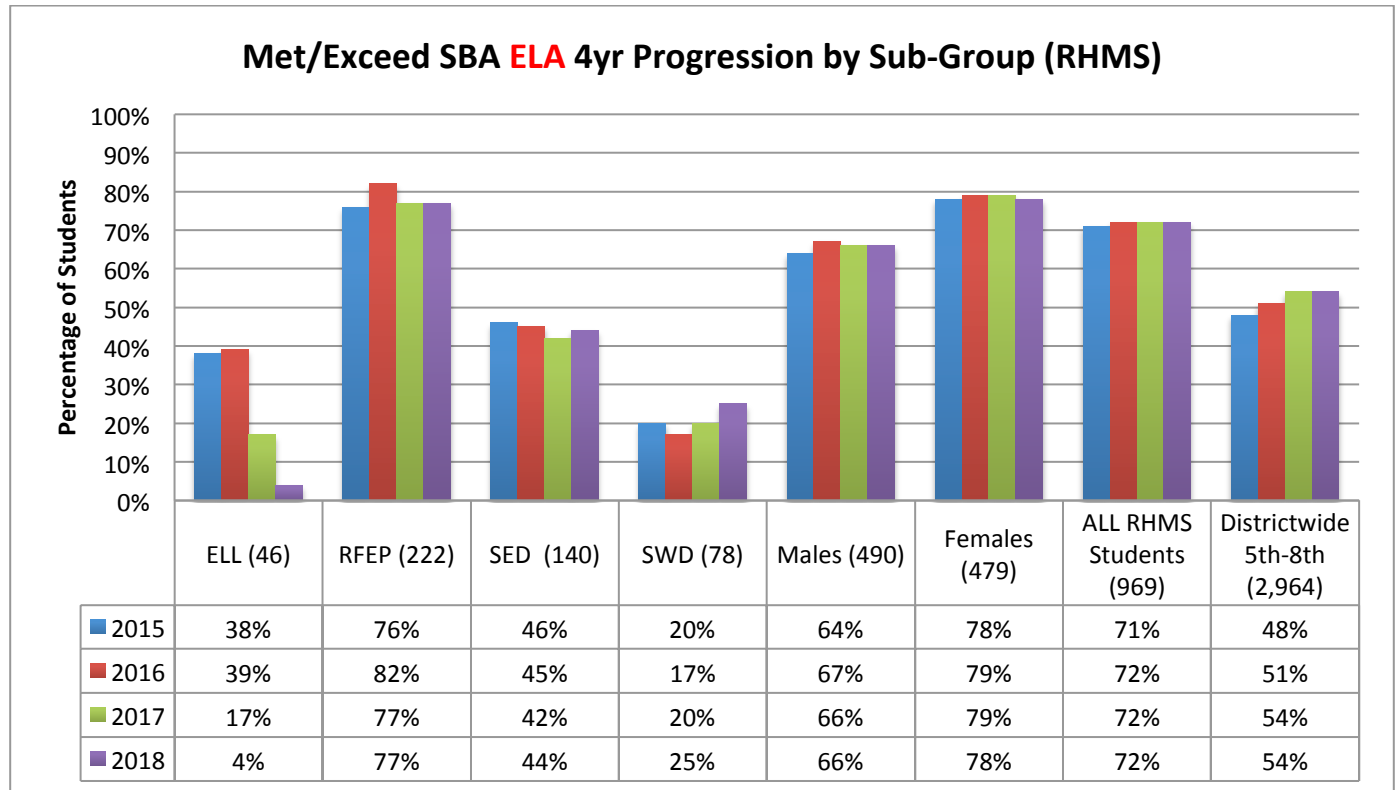


**Figure 52: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in [Mathematics](#) by Ethnicity and Year**

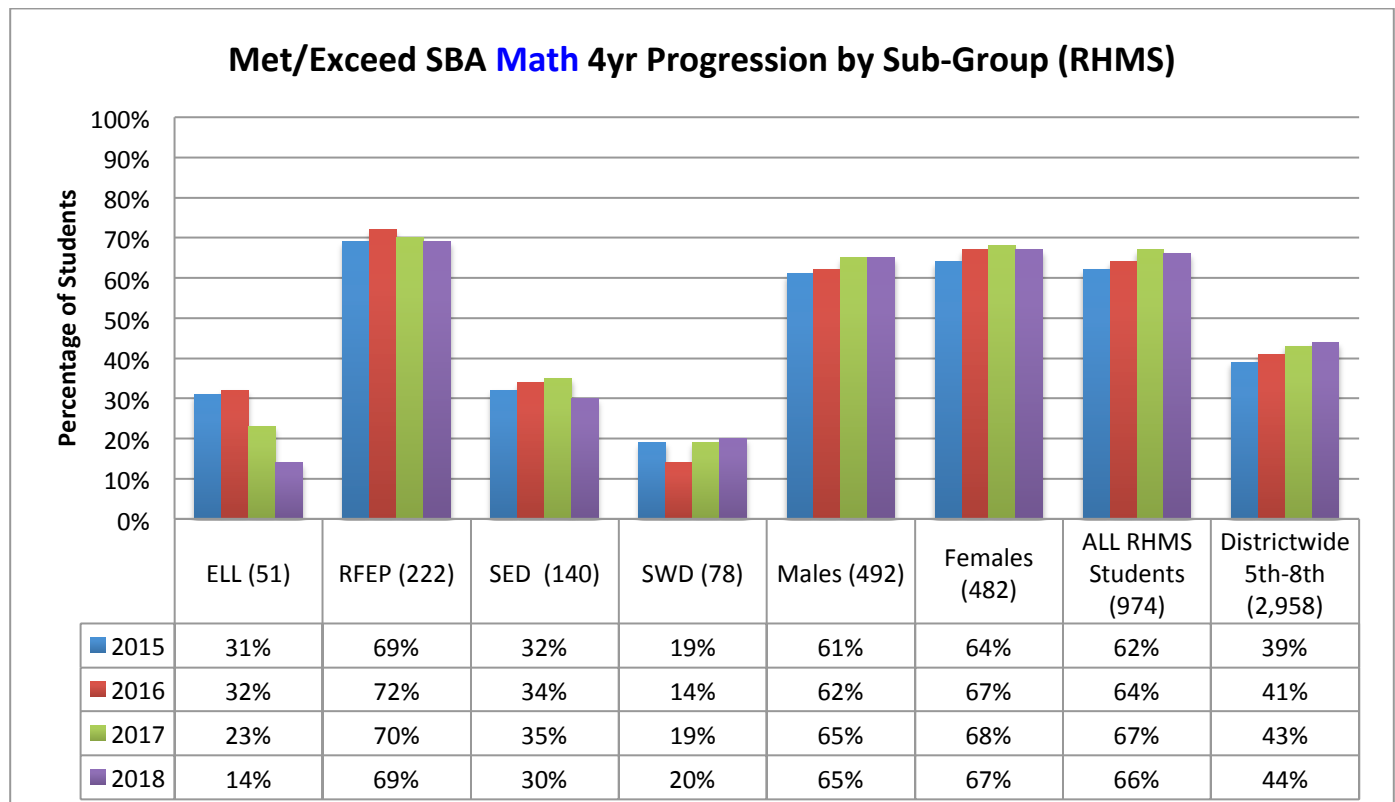




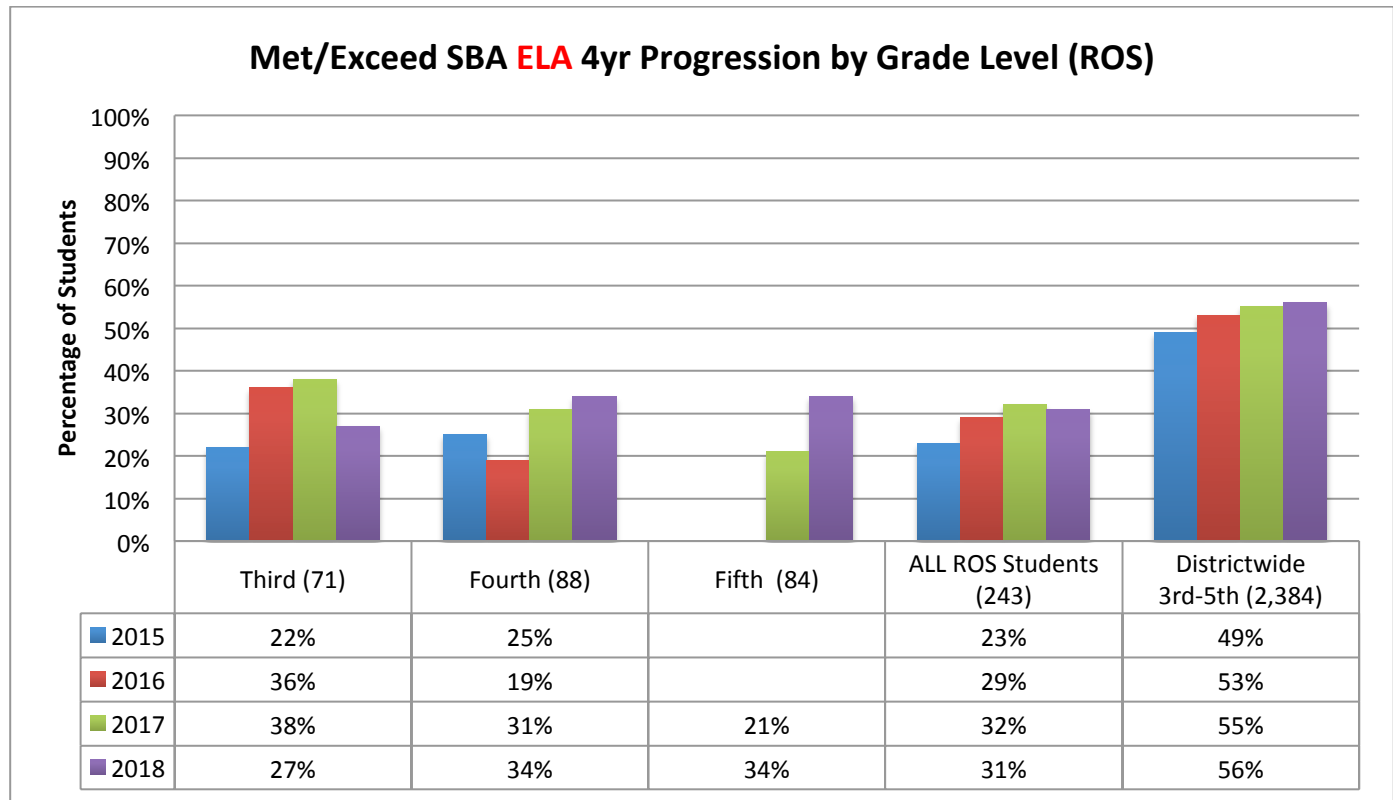
**Figure 53: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in [English Language Arts/ Literacy](#) by Sub-Group and Year**



**Figure 54: Percent of Rolling Hills Middle (RHMS) Students Meeting or Exceeding Standard in [Mathematics](#) by Sub-Group and Year**

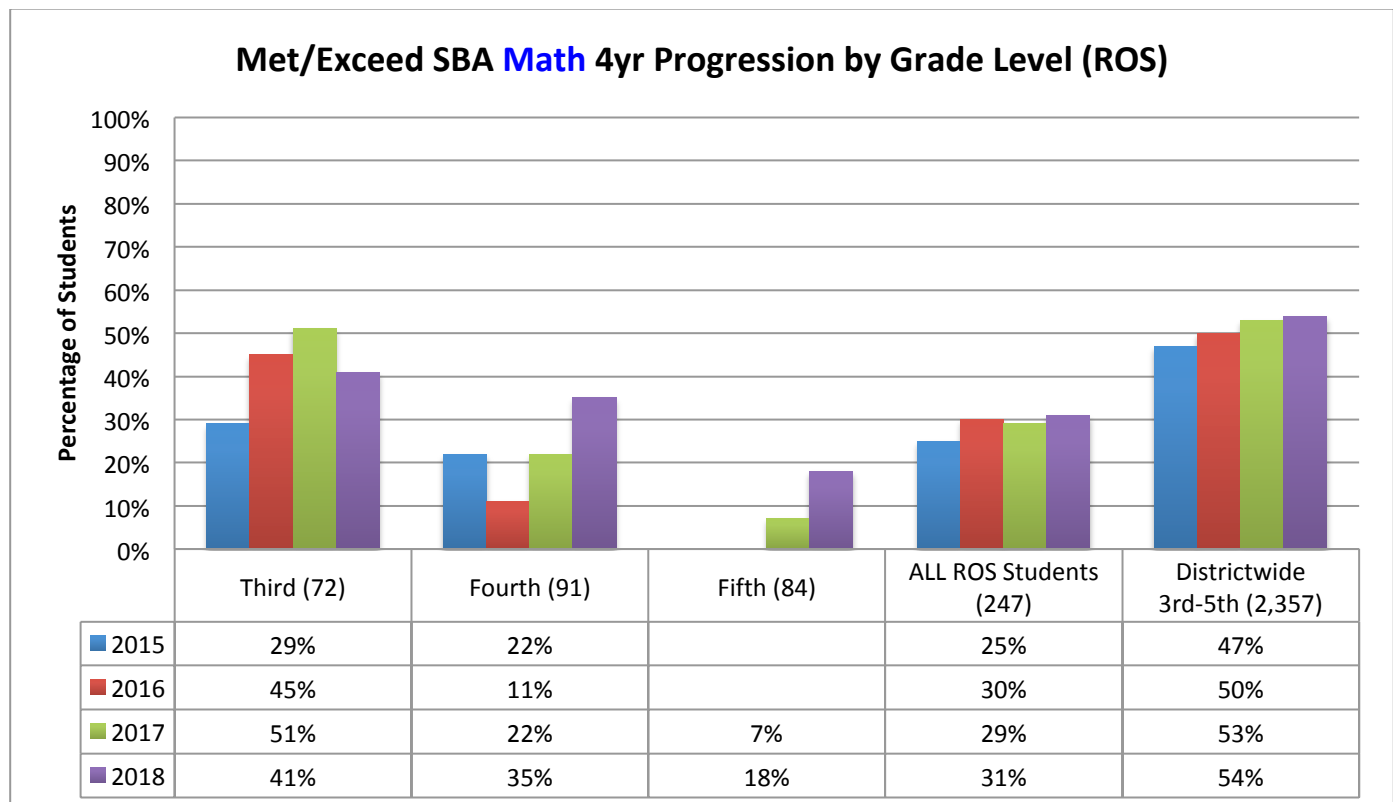


**Figure 55: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year**

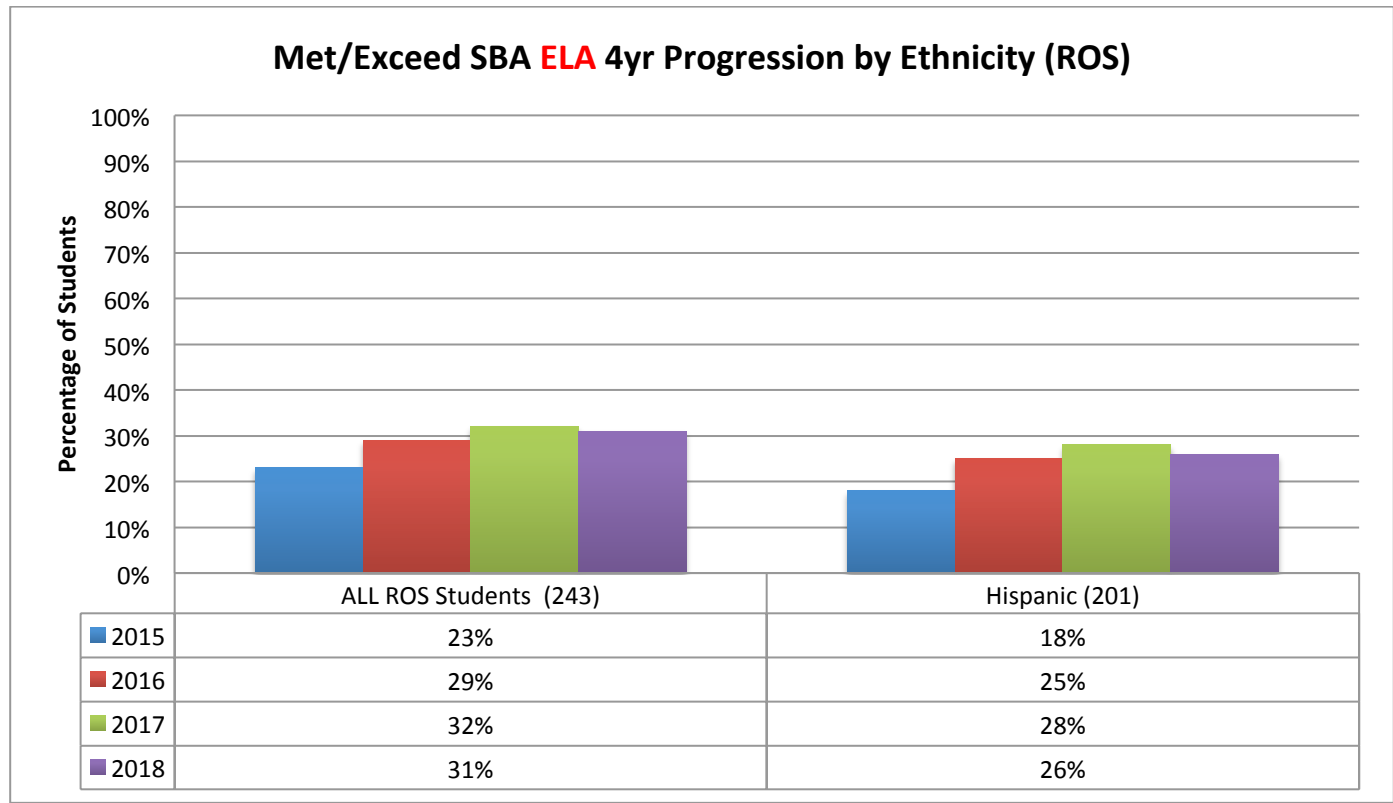


*\*Rosemary expanded from a TK-4 school to a TK-5<sup>th</sup> grade school at the start of the 2016-2017 school year.*

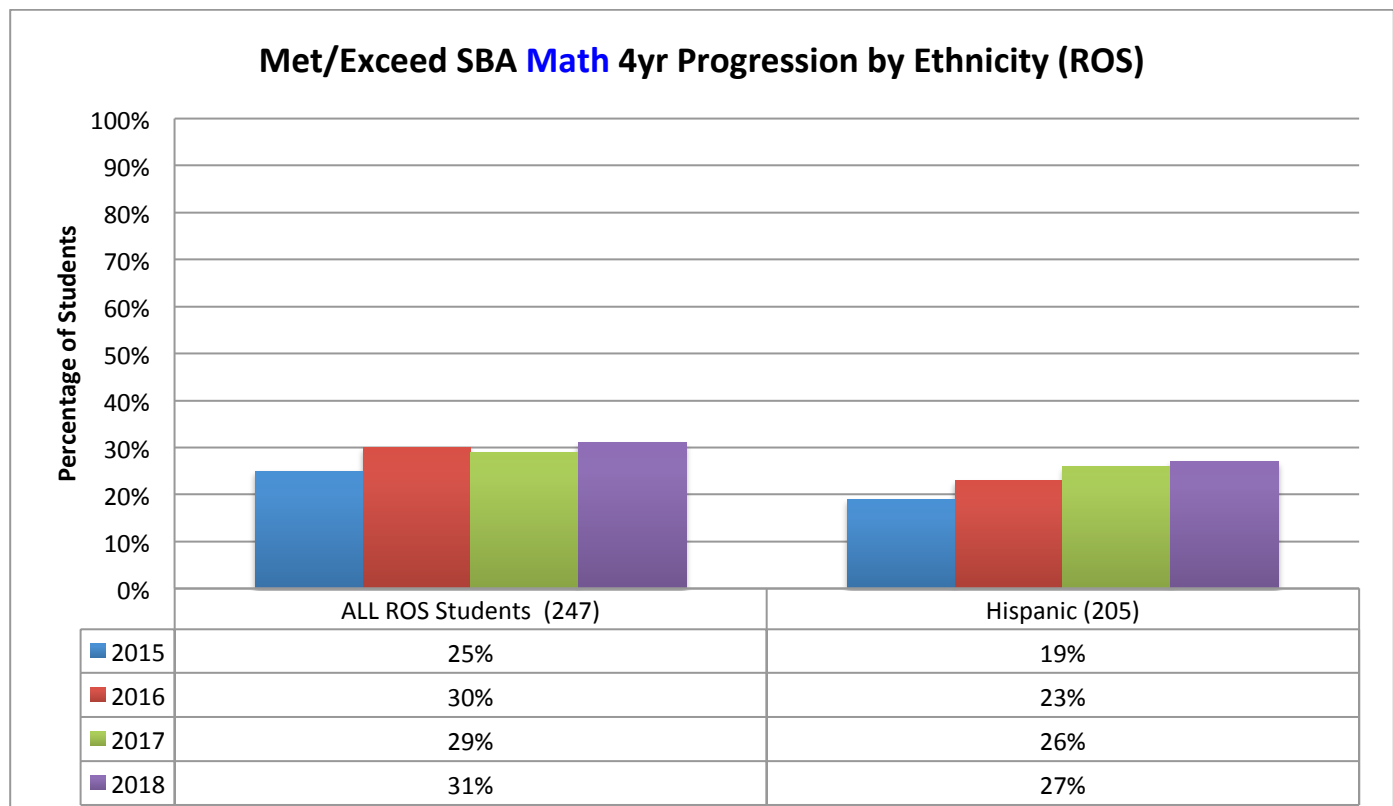
**Figure 56: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year**



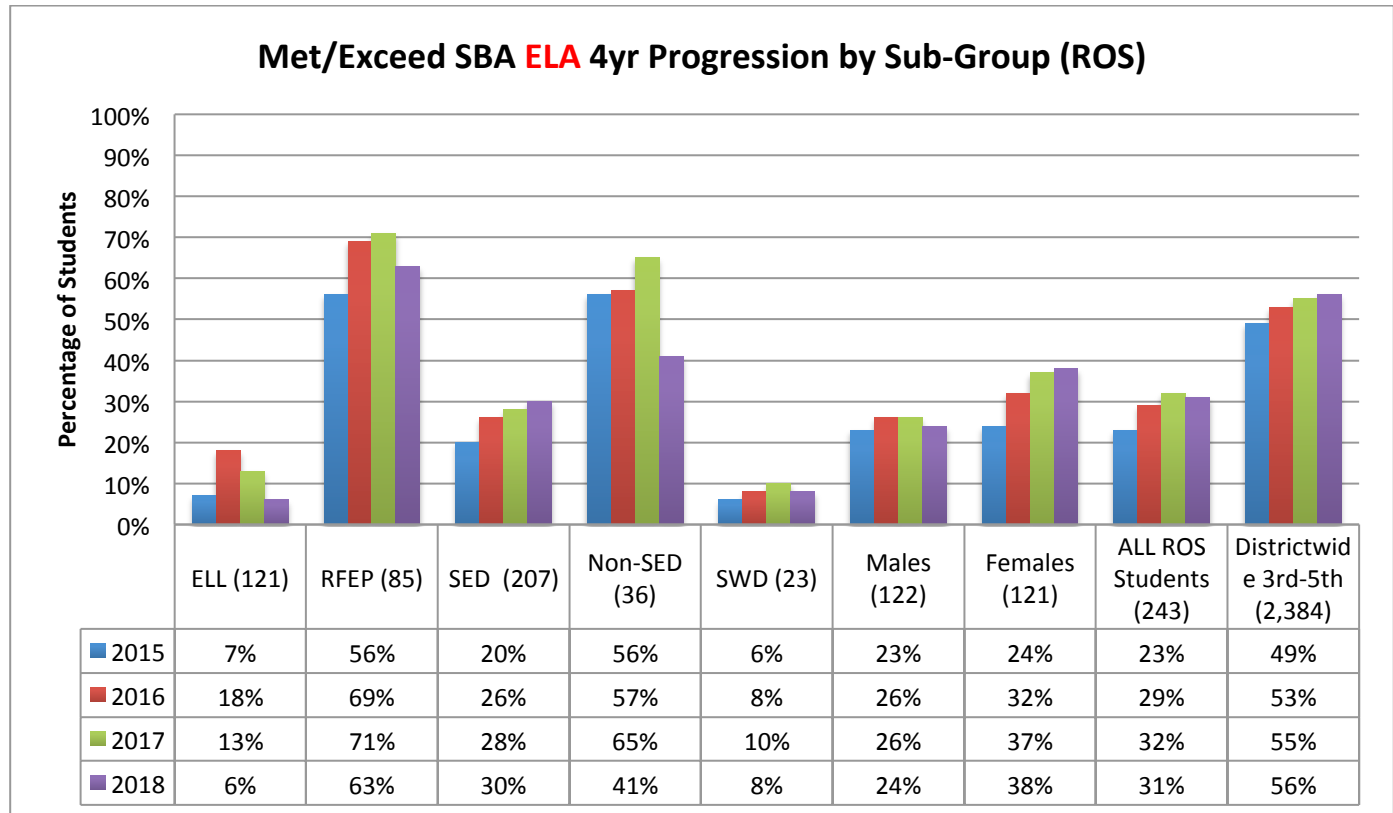
**Figure 57: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



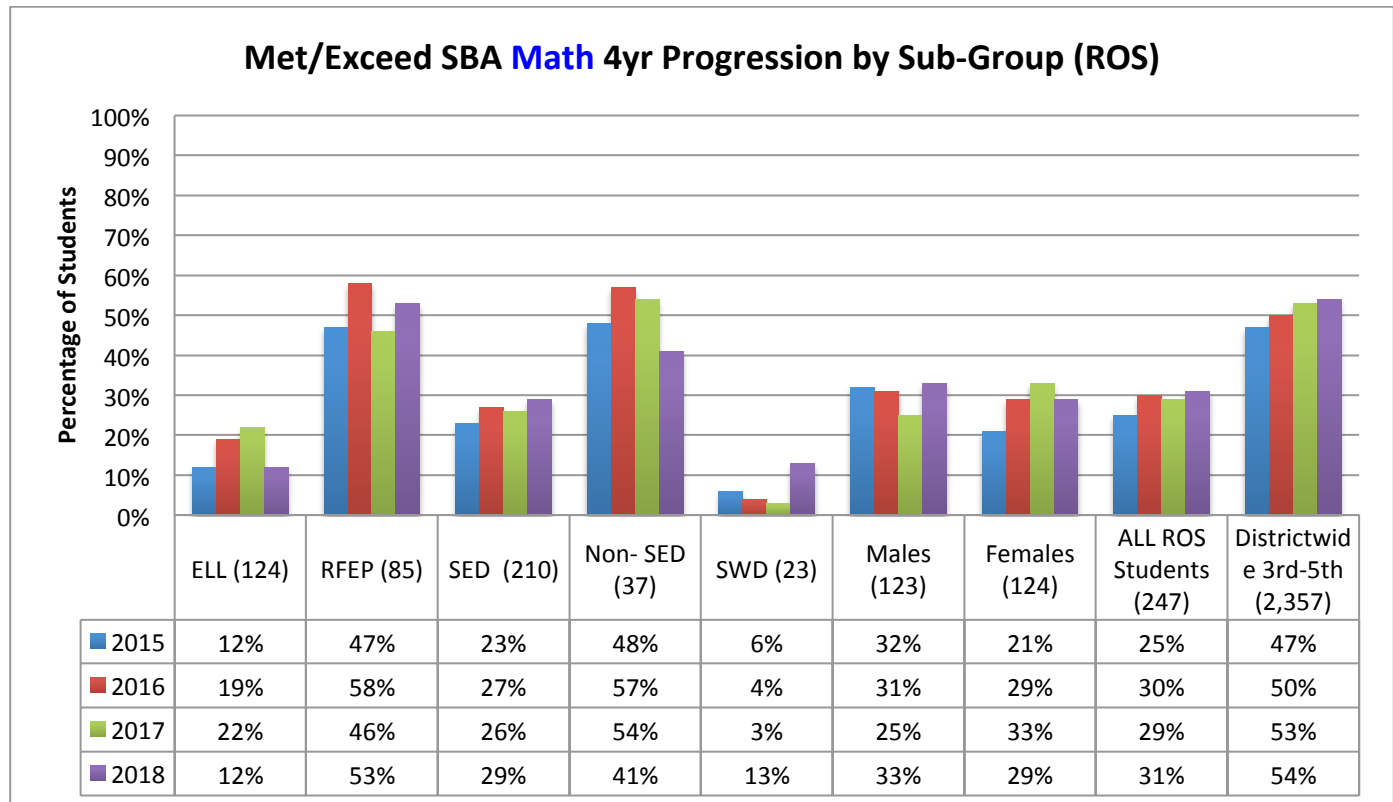
**Figure 58: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**



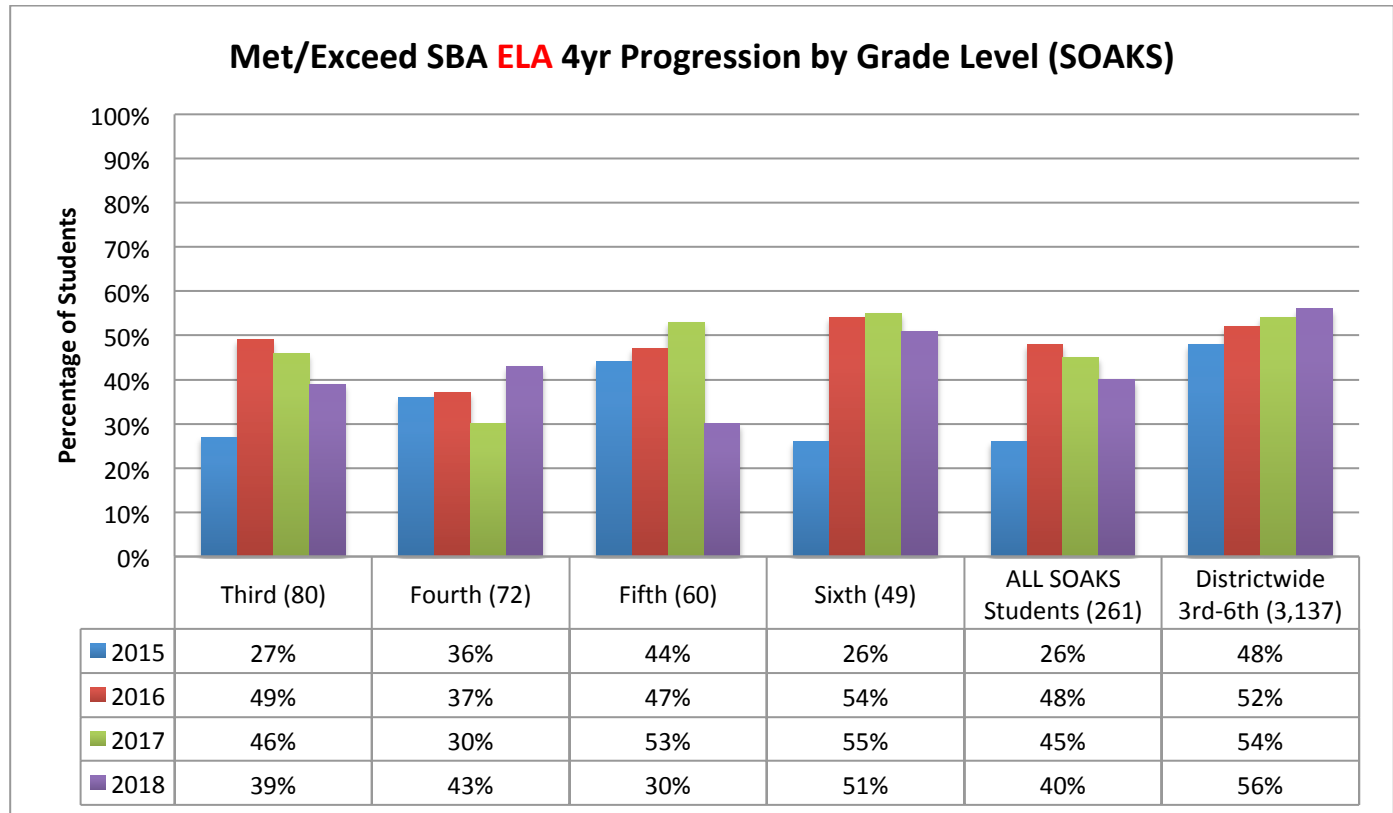
**Figure 59: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year**



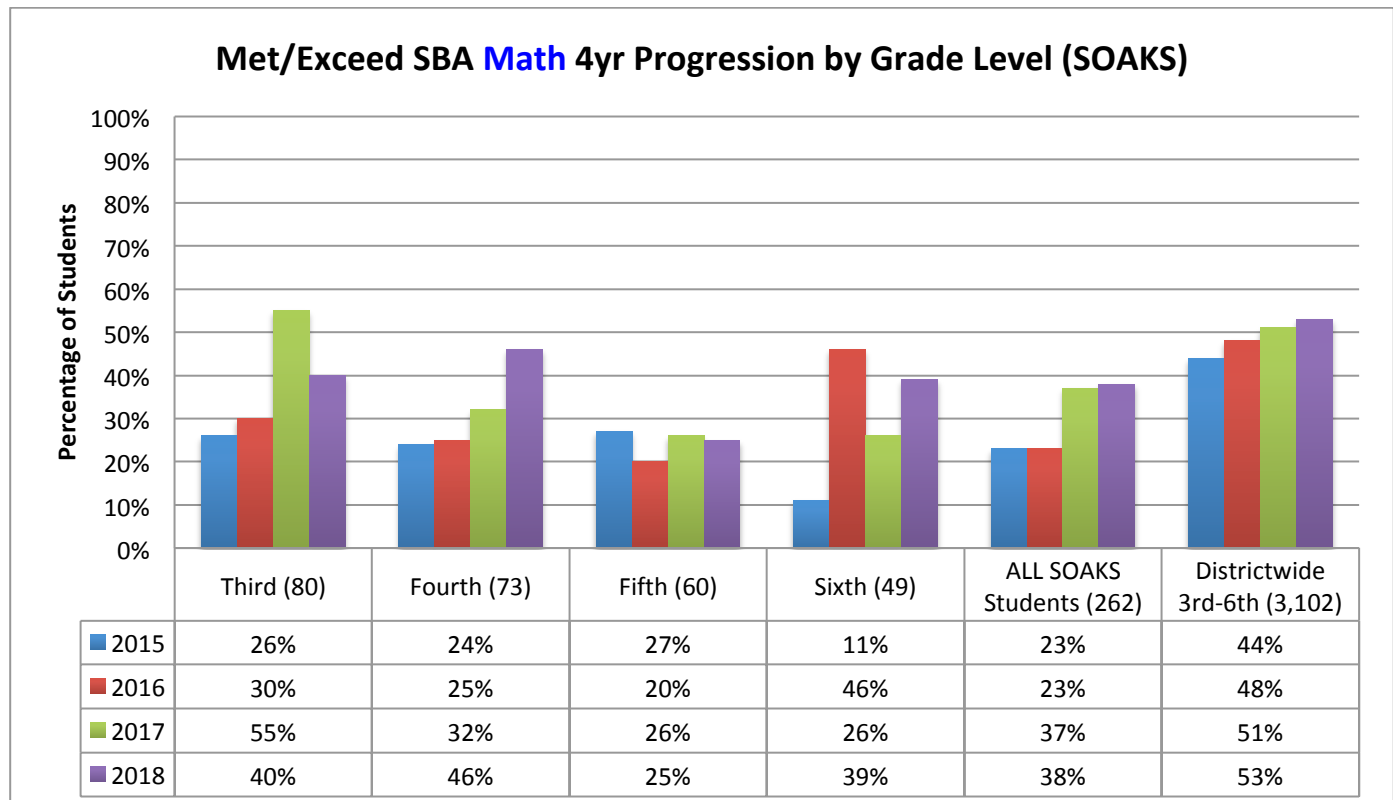
**Figure 60: Percent of Rosemary Elementary (ROS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**



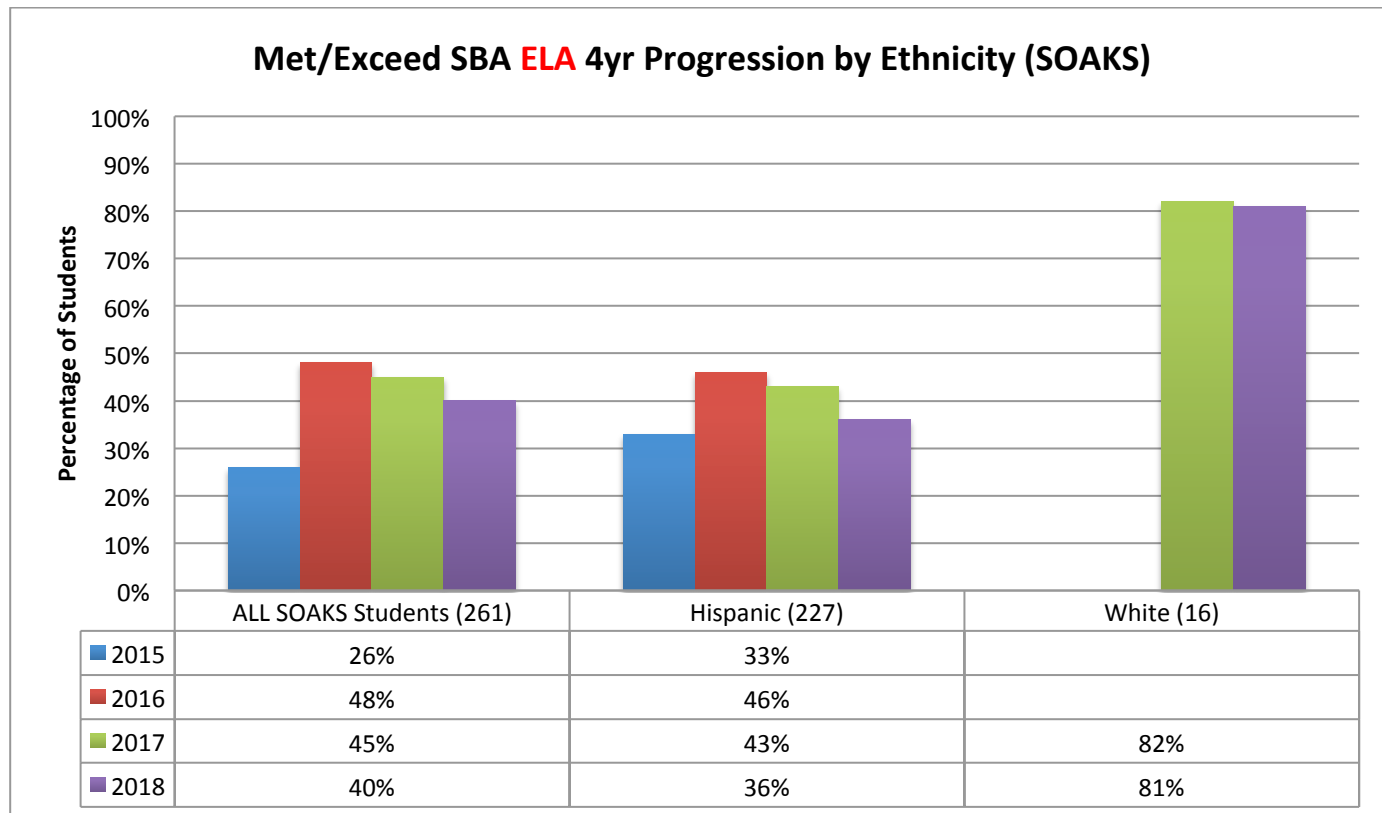
**Figure 61: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year**



**Figure 62: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year**

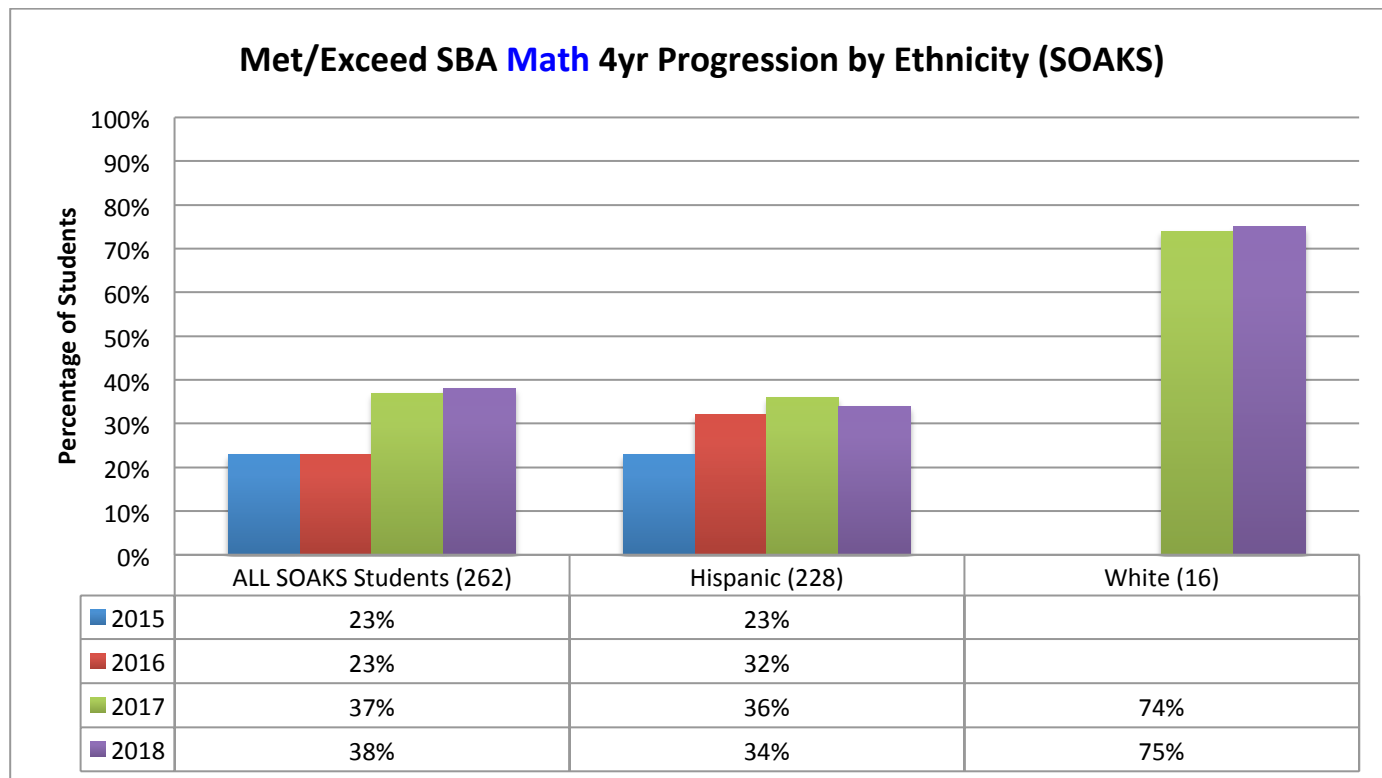


**Figure 63: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



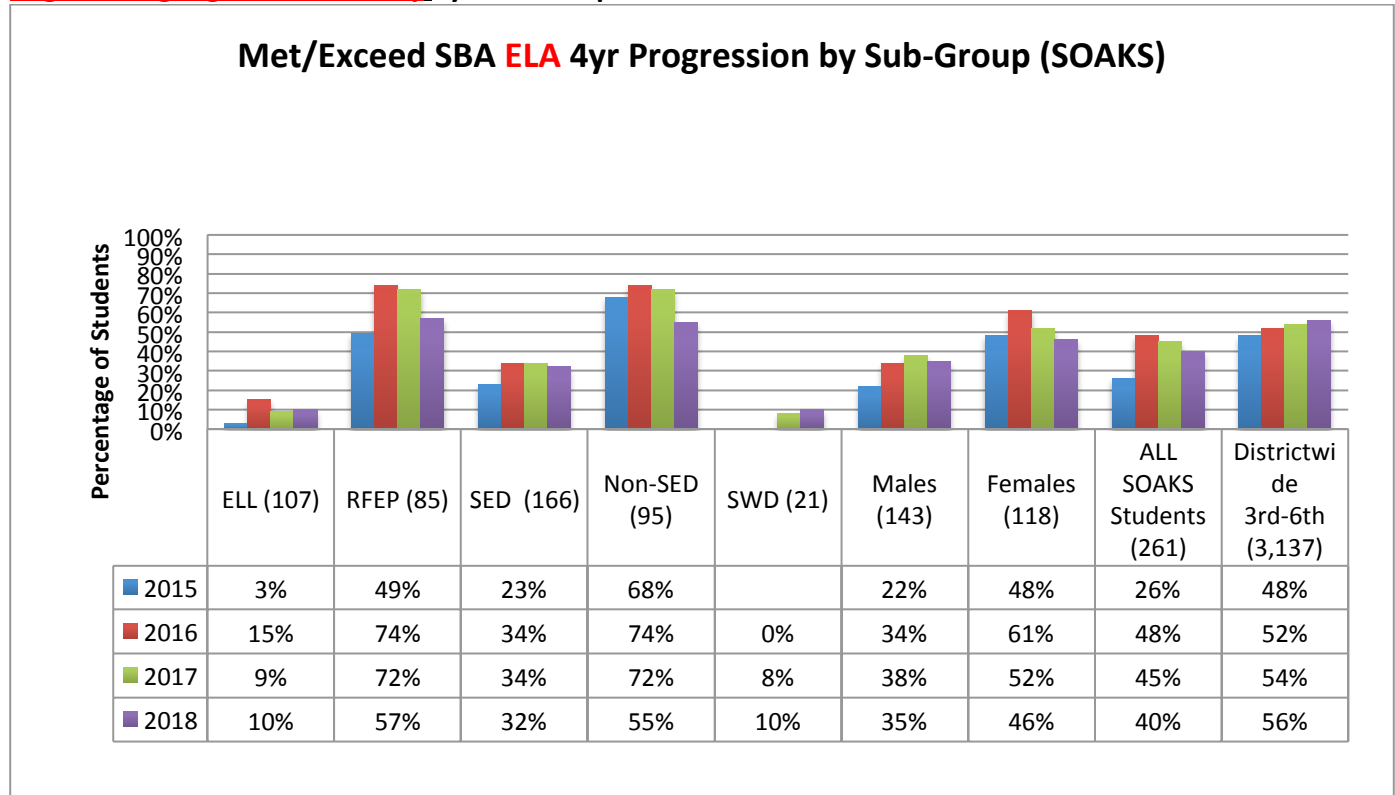
*\*Total number of White students tested in 2015 and 2016 was less than 10, data hidden for privacy by state*

**Figure 64: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**

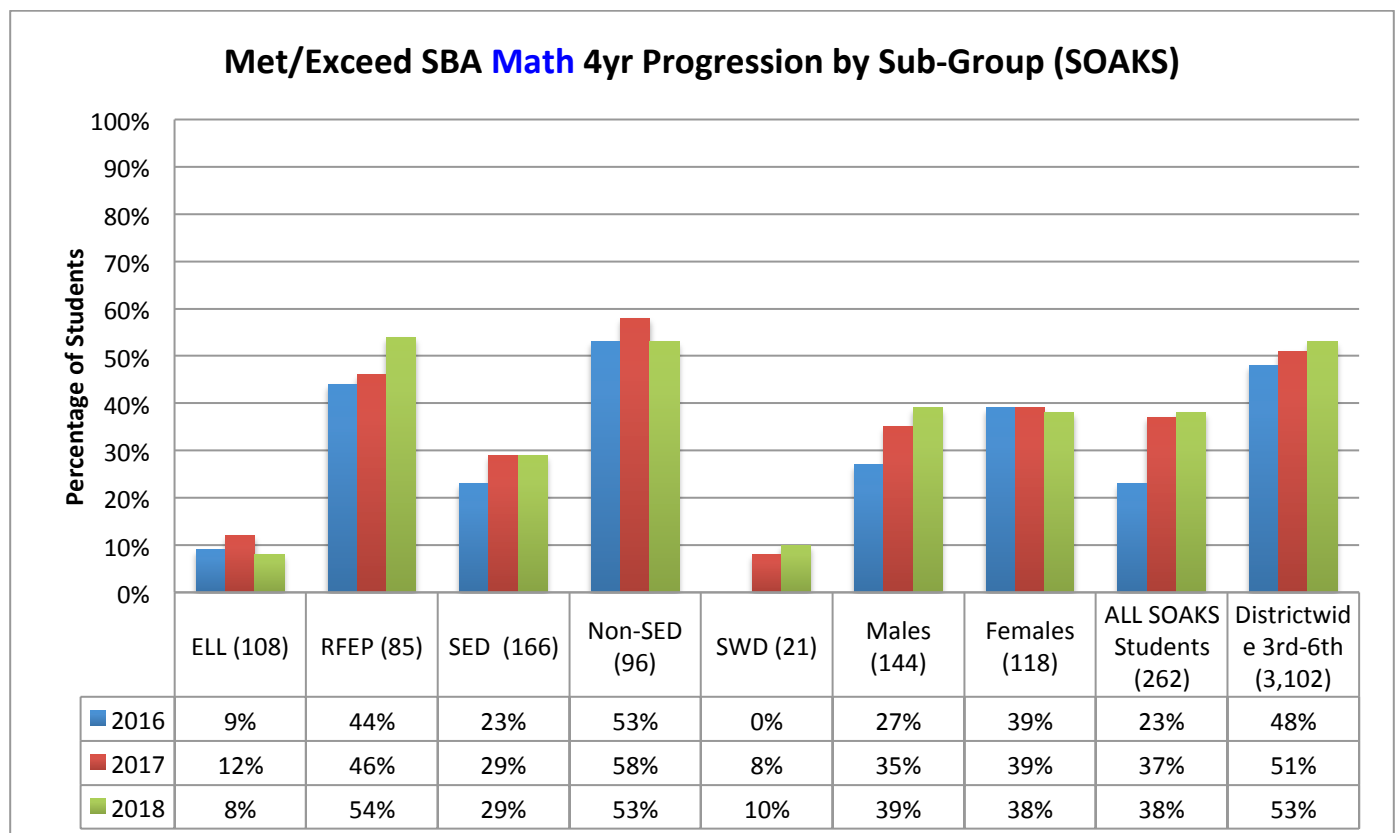


*\*Total number of White students tested in 2015 and 2016 was less than 10, data hidden for privacy by state*

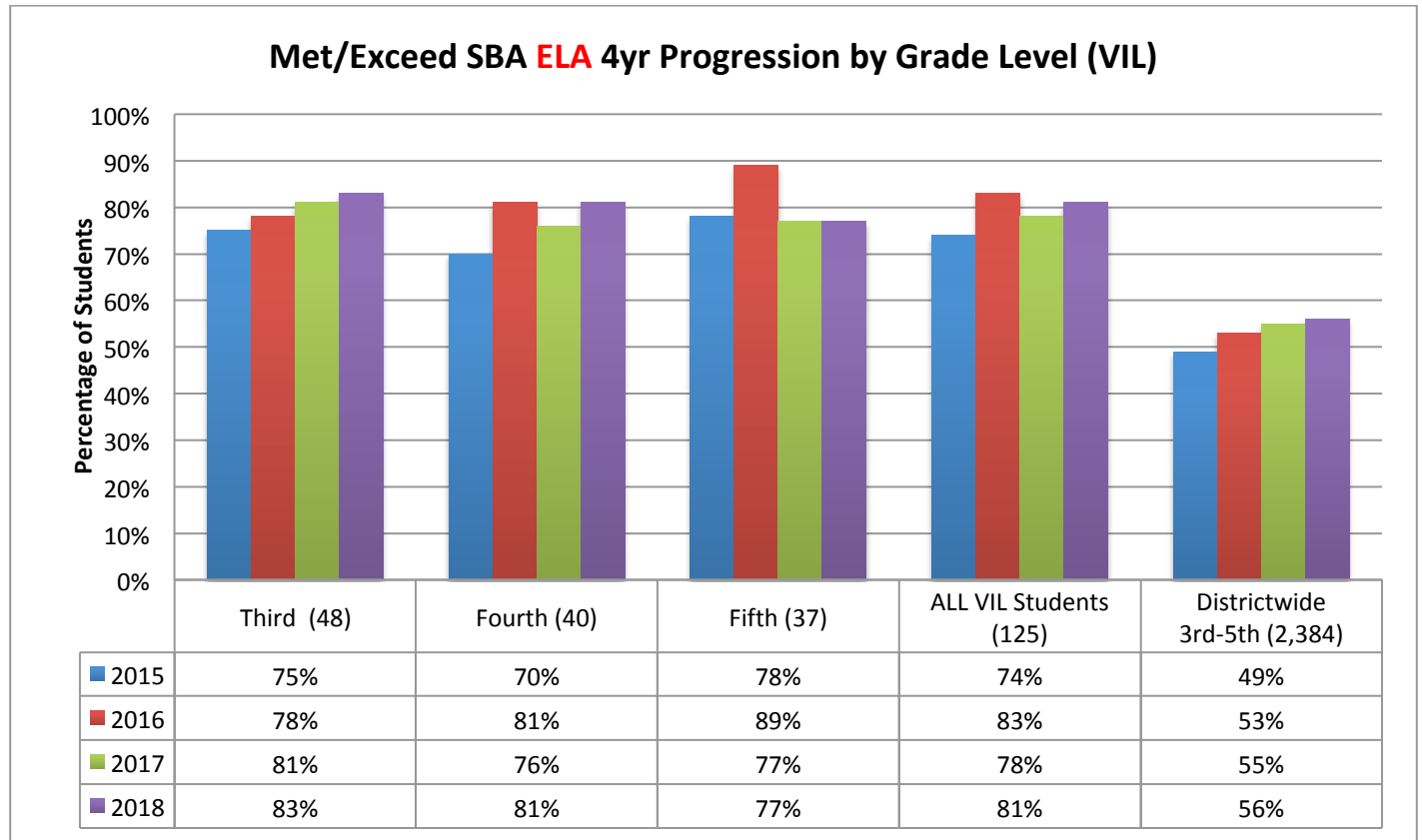
**Figure 65: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year**



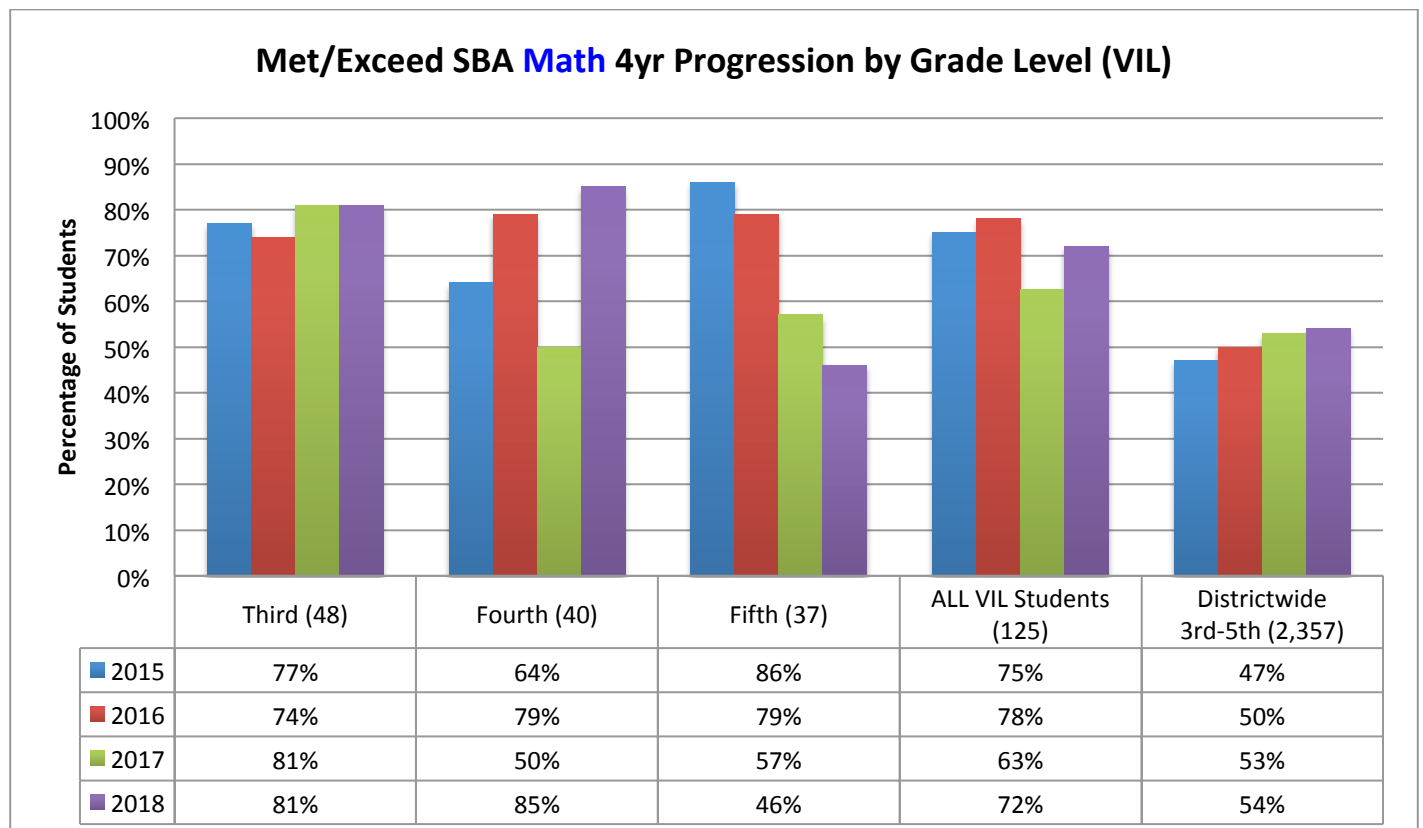
**Figure 66: Percent of Sherman Oaks Elementary (SOAKS) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**



**Figure 67: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Grade Level and Year**

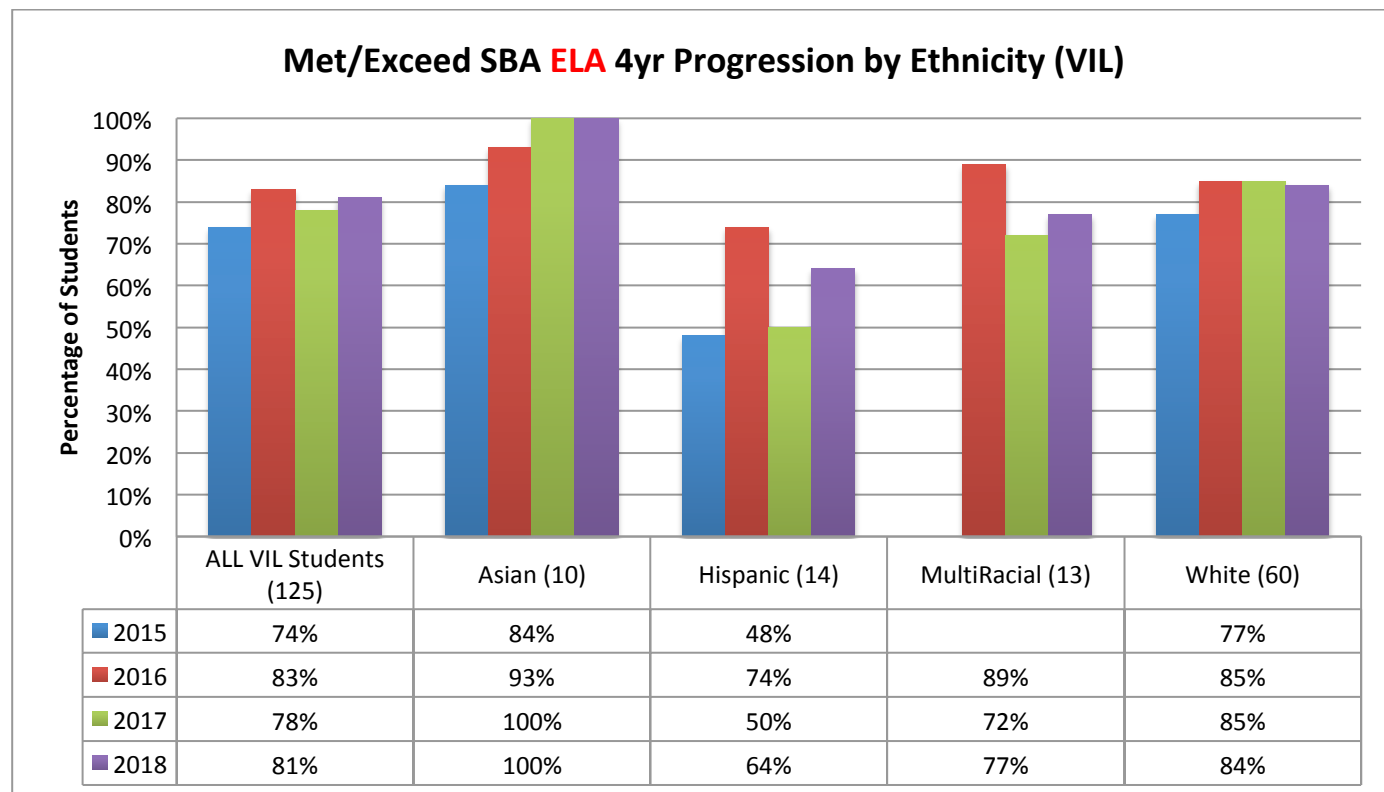


**Figure 68: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in Mathematics by Grade Level and Year**



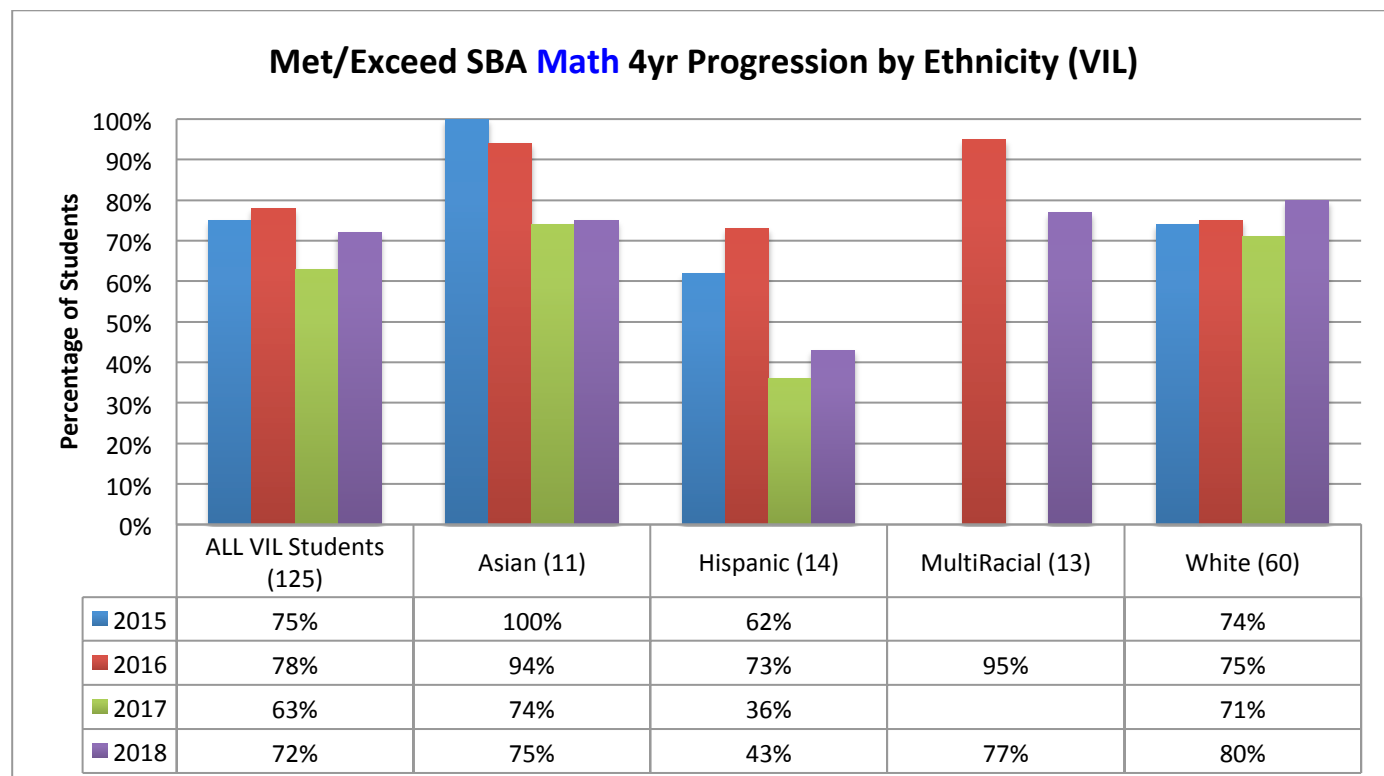


**Figure 69: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Ethnicity and Year**



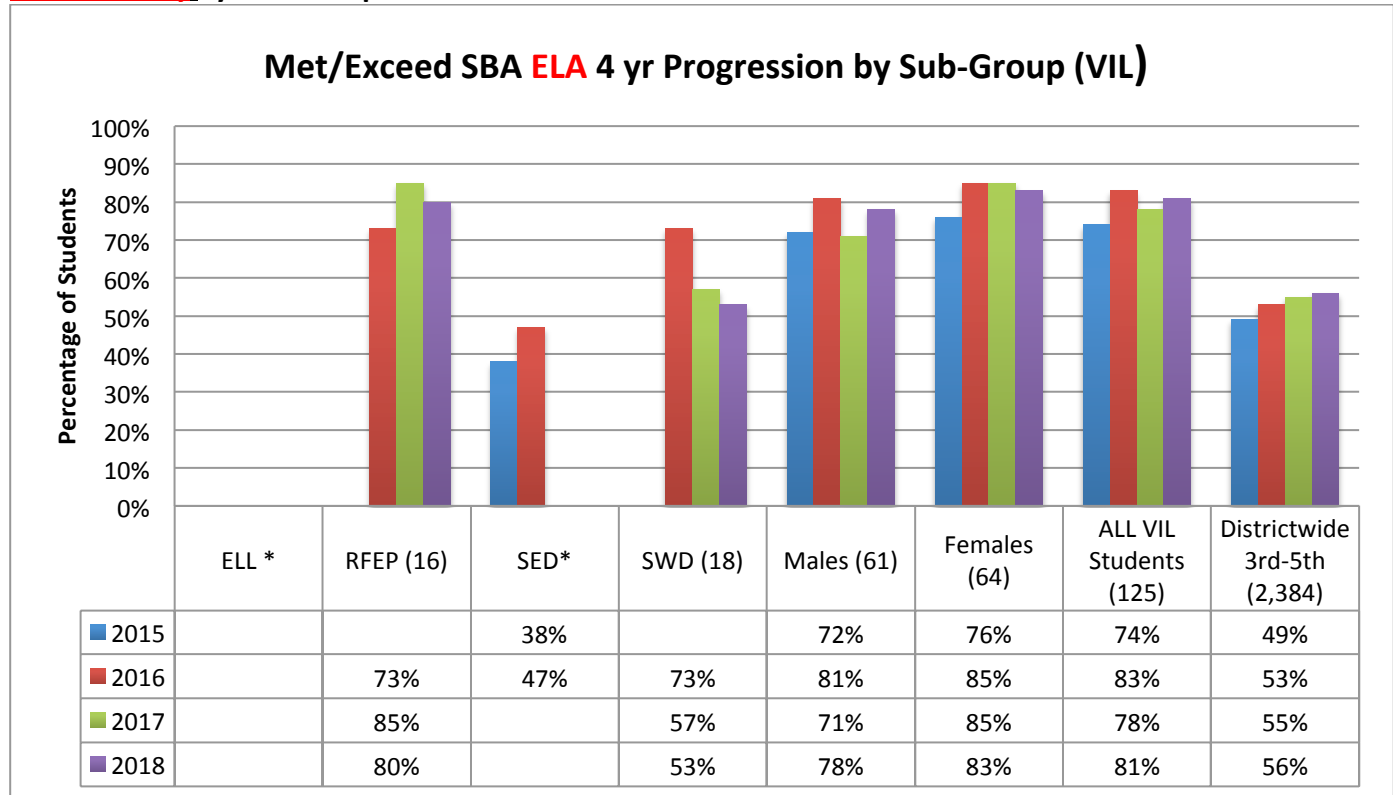
*\*Total number of Multi-Racial students tested in 2015 was less than 10, data hidden for privacy by state*

**Figure 70: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in Mathematics by Ethnicity and Year**



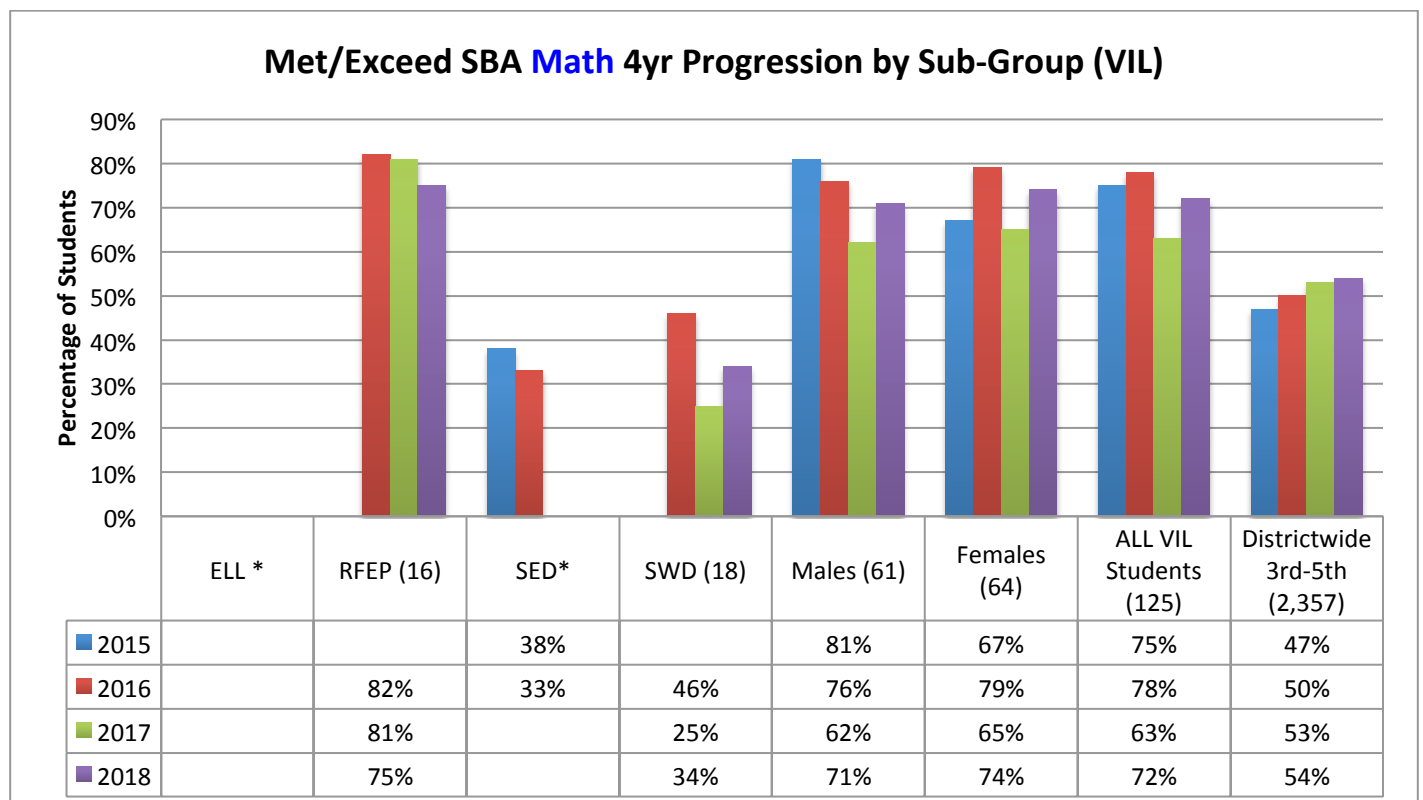
*\*Total number of Multi-Racial students tested in 2015 and 2017 was less than 10, data hidden for privacy by state*

**Figure 71: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in English Language Arts/ Literacy by Sub-Group and Year**



\*Total number of ELL (2015-2018) and SED (2017-2018) students tested was less than 10, data hidden for privacy by state

**Figure 72: Percent of Village Elementary (VIL) Students Meeting or Exceeding Standard in Mathematics by Sub-Group and Year**



\*Total number of ELL (2015-2018) and SED students (2017-2018) tested was less than 10, data hidden for privacy by state