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DEPARTAMENTO DE EDUCACIÓN

**Medición y Evaluación para la  
Transformación Académica de  
Puerto Rico (META-PR)  
2015-2016 School Year**

**Executive Summary  
August  
2016**



Pearson

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## Overview

### Introduction

This executive summary is designed to provide the Puerto Rico Department of Education (PRDE) general information of the *Medición y Evaluación para la Transformación Académica de Puerto Rico (META-PR)* test development process and results. This summary briefly presents information regarding: test development, forms development, test administration, as well as scoring and reporting. This document is intended for internal use only by PRDE and not for general public distribution. Its purpose is not intended for providing strategies of how to improve the educational system.

The META-PR is aligned to the 2014 Puerto Rico Core Standards. This test is designed to measure student achievement in Spanish, Mathematics, English as a Second Language, and Science. The META-PR is administered annually to all students and complies with state and federal requirements, and the agreement PRDE has with the U.S. Department of Education including the new federal law Every Student Succeeds Act (ESSA).

### Test Administration Dates

The test administration dates for META-PR were April 29<sup>th</sup> through May 5<sup>th</sup>, 2016. Online administration dates were April 29<sup>th</sup> through May 11<sup>th</sup>, 2016.

### Test Content Areas

The META-PR assesses the following grades in each content area:

- Math grades 3 through 8, and 11
- Spanish grades 3 through 8, and 11
- English as a Second Language grades 3 through 8, and 11
- Science grades 4, 8, and 11 only

### Total Students Reported

The total number of students reported is based on the number of answer booklets received by Pearson. Table Number 1 reflects the total number of answer booklets received by grade for participating enrolled students in public and institution schools who met the PRDE attempted and non-attempted guidelines (please refer to section *META-PR Reporting Details* for a definition of non-attempted).

**Table 1: Total Number of Students Reported by Grade**

Grade	Number of students from public schools	Number of students from institutions
3 <sup>rd</sup>	28,258	1
4 <sup>th</sup>	28,412	1
5 <sup>th</sup>	29,485	0
6 <sup>th</sup>	28,649	0
7 <sup>th</sup>	29,788	0
8 <sup>th</sup>	30,083	1
11 <sup>th</sup>	27,964	0
<b>TOTAL</b>	<b>202,639</b>	<b>3</b>

## Test Development

### META-PR Test Development Contractor

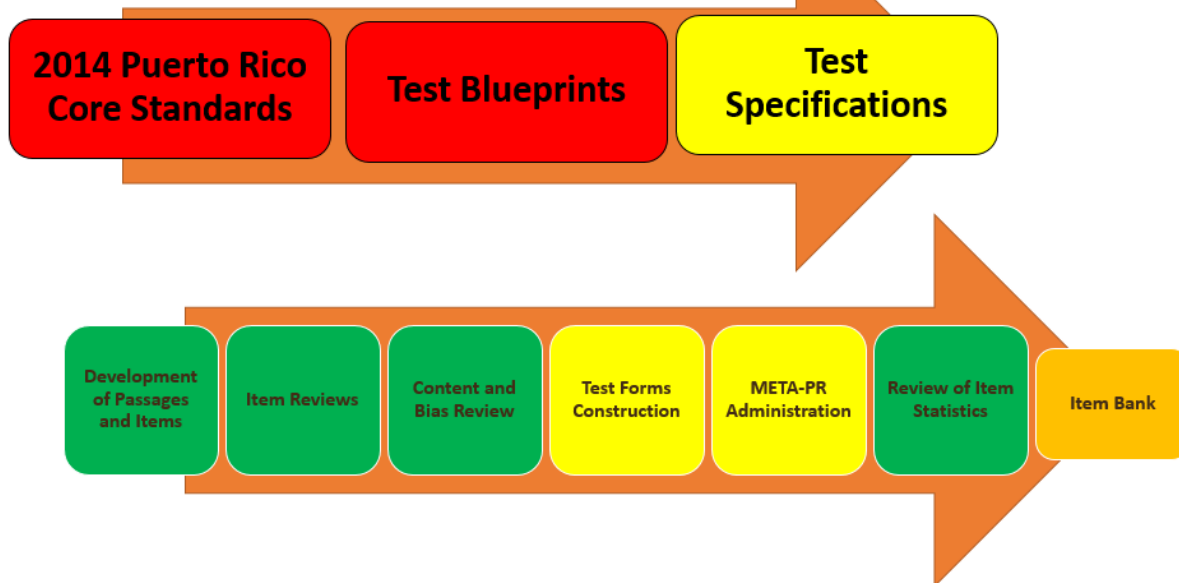
The PRDE has contracted with Pearson for all test development activities for the META-PR. Pearson is one of the world's education leaders providing a wide variety of educational services and solutions to assist states in complying with state and federal regulations. In 2016, Pearson provided test administration services for large-scale K-12 educational assessments to states/territories (including DC and Puerto Rico), and national/consortium-level contracts.

For more information about Pearson you may contact Ms. Cynthia Galindo, Vice President, State Assessment Client Services at 787-769-4830 extension 225.

### META-PR Test Development

The META-PR tests are aligned with the 2014 Puerto Rico Core Standards established in the 2014/2015 academic year by the Puerto Rico Department of Education. Puerto Rican educators have participated in all areas of development related to these tests. The following illustration displays the test development process.

# Item Development Cycle



## Item Development

During the 2015-2016 contract cycle, approximately three thousand seven hundred fifty-eight (3,758) new items were written for the META-PR content areas of Spanish, Math, ESL and Science. All items were reviewed by Puerto Rican teacher committees and content area experts in Puerto Rico during the summer of 2016. The following types of items are written for the META-PR:

- 
- **Multiple Choice items**
  - **Gridded Response items (in Mathematics only)**
  - **Open-ended items**
  - **Extended Response items (Spanish)**
  - **Extended Response writing items (ESL)**
- 

## Item Writer Workshop

The Item Writer Workshop for Spanish, Math, ESL, and Science was held on April 2<sup>nd</sup> and 3<sup>rd</sup>, 2016. The purpose of the Item Writer Workshop was to provide teachers with training on the item writing process, as well as the opportunity to write items for the META-PR.

The item writer training included best practices on how assessment items are written and the elements of a well written item. After a general training, teachers were divided into groups by grade and content area to write test items. Items which satisfied the basic requirements for item development were included for further consideration in the item writing process. A total of eighty-six (86) teachers took part in the workshop.

### Content and Bias Committee Review

The 2016 Content and Bias Review for ESL and Science took place on June 27<sup>th</sup> and 28<sup>th</sup>, 2016. Spanish and Math Content and Bias Review took place from June 29<sup>th</sup> through July 1<sup>st</sup>, 2016.

The purpose of the Content and Bias Review Meeting was to have certified Puerto Rican teachers review items that were newly developed for the META-PR Spanish, Math, ESL, and Science content areas.

This review consisted of:

- Verifying that each item was correctly aligned to the 2014 Puerto Rico Core Standards for the appropriate grade and content area.
- Verification of balanced treatment and control of potential bias, stereotyping, and insensitivity in the test items or in the test-related materials.
- Verification that items were appropriate for all Puerto Rico students enrolled in the grade and content area. The teachers only reviewed items in the grade and content area that they were certified to teach.

Subject Matter Experts (SME's): Twenty-four (24) Puerto Rican Subject Matter Experts (SME's) (one per grade and content area) were trained on how to successfully facilitate a Content Review Meeting.

Teacher Committee: One hundred and thirty (130) certified Puerto Rican teachers participated in the review of the newly developed items.

Details of the committees were as follows:

- Twenty-four (24) committee groups were held (one per grade for each content area).
- Each committee group was made up of four (4) to seven (7) participants and one (1) SME.

## Forms Development

### Forms Development

All items on the Spring 2016 test were aligned to the approved blueprints from the Puerto Rico Department of Education. The 2016 META-PR consisted of operational test forms with embedded field test items. Large Print and Braille versions were created for each grade and content area based on form 1 of the Operational test.

The following table displays the number of versions by grade and content area.

**Table 2: Total Number of Test Versions Created by Grade and Subject**

Grade	Math	Spanish	ESL	Science
3 <sup>rd</sup>	12	15	8	N/A
4 <sup>th</sup>	12	15	8	18
5 <sup>th</sup>	12	15	8	N/A
6 <sup>th</sup>	15	15	8	N/A
7 <sup>th</sup>	15	15	8	N/A
8 <sup>th</sup>	15	15	8	18
11 <sup>th</sup>	15	15	8	18
<b>TOTAL</b>	<b>96</b>	<b>105</b>	<b>56</b>	<b>54</b>

In addition, Stand Alone Field Tests were administered for ESL and Spanish on May 5<sup>th</sup>, 2016. Table 3 demonstrates the number of Stand Alone Field Test versions by grade and content area.

**Table 3: Total Number of Stand Alone Field Test Versions Created by Grade and Subject**

Grade	Spanish	ESL
3 <sup>rd</sup>	6	12
4 <sup>th</sup>	6	12
5 <sup>th</sup>	6	12
6 <sup>th</sup>	6	12
7 <sup>th</sup>	6	12
8 <sup>th</sup>	6	12
11 <sup>th</sup>	6	12
<b>TOTAL</b>	<b>42</b>	<b>84</b>



## Practice Exercises

The practice exercises released to schools for practicing with META-PR item types were posted to PearsonAccess in February 2016. In addition, the 2015 practice exercises aligned to the Puerto Rico Core Standards were converted into Electronic Practice Assessment Tests (ePATs), which were also made available for schools to access in February 2016.

The ePATs allowed students and teachers to become familiar with Pearson's TestNav 8.0 online testing interface and online tools. Students and teachers accessed the ePATs using a web browser and students had the opportunity to practice with release practice exercises using computers. Once complete, students submitted their responses and the ePAT automatically scored the multiple choice and gridded response items for the teacher. The student or teacher was able to print and/or save the results page for their records and the teacher used the appropriate rubric to score the constructive response exercises.

## Enrollments and Test Materials

In the 2015-2016 academic year the enrollment process was 100% digital as all schools and districts participated in the online enrollment effort in PearsonAccess. The META-PR test materials were provided to schools based on collected enrollment counts and an overage was provided to schools and districts.

The following describes the META-PR answer booklets and test books distributed to schools.

- Answer booklets were provided for grades 3-8 and 11 that included sections to gather demographic information from the student and school. These answer booklets also included a section per content area for responses to be filled or written in. The Science response section was only included in the answer booklets for grades 4, 8 and 11.
- All test books were sealed and spiraled at the student level. This provided even distribution of field testing items and a discouragement for students tempted to cheat.

## Test Administration, Scoring and Reporting

### Test Administration

On April 1<sup>st</sup>, 2016 the PRDE organized and held a Pre-Test Workshop for school district personnel to familiarize them with the tests and to review the necessary procedures for the 2016 test administration. A total of seventy (70) members, consisting of District Superintendents, District Coordinators, Region Coordinators, and PRDE Central Office personnel attended the workshop.

The paper tests were administered from the 29<sup>th</sup> of April through May 5<sup>th</sup>, 2016 and the online testing window was extended through May 11<sup>th</sup>, 2016. A total of one thousand three hundred and six (1,306) schools participated.

### Online Test Administration

The 2016 test administration marked the third META-PR online administration.

- Spanish grades 3-8 and 11 and Science grades 4, 8 and 11 were available for online testing this year.
- A total of fifty-eight (58) schools successfully participated and administered the Spanish and/or Science portion of the META-PR online test during the period of April 29<sup>th</sup> through May 11<sup>th</sup>, 2016.
- Seventeen thousand six hundred and fourteen (17,614) online tests were taken.

Pearson facilitated a two day online training on March 8<sup>th</sup> and 9<sup>th</sup> for a total of one hundred and sixty-four (164) participants including school directors, teachers, CiTed specialists and assessment regional coordinators.

The following information was provided during the online training:

- Online Coordinator Tasks
- Online Test Administrator Tasks

During the test administration week, Pearson and PRDE representatives provided support to the participating online schools with tasks such as assisting schools with registering students, setting up test sessions, and ensuring that the schools were setup in order to have a successful online test administration.

## Scoring

Given the unique nature of the META-PR, the following customized scoring procedures were completed:

- Multiple choice and gridded response items were scored by Pearson
- Pearson hired 522 Puerto Rican on-island scorers to score META-PR operational open-ended responses via the online distributed scoring system and regional scoring site.
- A total of 2,198,465 scores were assigned by professional scorers via this method.

For more detailed information regarding the process of scoring open-ended items, please refer to the Technical Manual that will be provided in the fall of 2016.

## Performance Level Descriptor and Standard Setting Meetings

As previously mentioned, the META-PR tests are aligned with the 2014 Puerto Rico Core Standards that were established during the 2014-2015 academic year by the Puerto Rico Department of Education. In conjunction with the revision of content standards the PRDE curriculum was also updated, and in June 2014 a group of PRDE educators reviewed the revised test blueprints. Due to the changes in content standards, curriculum and test blueprints, it was then necessary to revise the performance level descriptors and set new 2016 performance standards.

### *Performance Level Descriptor Validation Meeting*

During winter 2016 a work group consisting of Puerto Rican content specialists and PRDE Program Directors created new Performance Level Descriptors (PLDs) by grade and content area. The purpose of the PLDs is to define the characteristics that differentiate the knowledge and skills of students within the four Puerto Rico performance levels of Pre-basic, Basic, Proficient and Advanced. On May 14<sup>th</sup>, 2016 a committee of fourteen (14) Puerto Rico educators convened to review and validate the new PLDs.

### *Standard Setting Meeting*

The 2016 Standard Setting meeting took place from June 13<sup>th</sup> through June 17<sup>th</sup>, 2016. The purpose of the Standard Setting Meeting was to have a committee of Puerto Rico educators determine the recommended cut scores per grade and content area that classify student performance into the different categories of Pre-basic, Basic,

Proficient and Advanced. An overview of the META-PR assessment program, standard setting process, and workshop activities was presented during two general sessions held on the first days of the meetings. Panelists were divided into grade bands following the general sessions.

This determination of the recommended cut scores within grade-band panels consisted of:

- Committee members taking and discussing the test
- Developing a shared understanding of each PLD
- Developing "Borderline Student" descriptors
- Standard Setting training and practice
- Participating in three rounds of ratings and with discussions on feedback from each round of rating

A separate vertical articulation panel comprised of members of the original grade band groups met immediately following the completion of the standard setting meetings and provided their recommendations to the PRDE.

Subject Matter Experts (SME's): Fifteen (15) Puerto Rican facilitators were trained on how to successfully facilitate a Standard Setting Meeting.

Teacher Committee: One hundred and forty-six (146) certified Puerto Rican teachers participated in the Standard Setting process.

Details of the committees were as follows:

- Fifteen (15) committee groups were held. Spanish, Math and ESL consisted of four groups each (Grades 3-4, 5-6, 7-8 and 11). Science consisted of three groups (Grades 4, 8 and 11).

## Results and Notification

Federal laws require that academic proficiency levels be established to measure student performance on the test. The proficiency levels established by the PRDE are: Pre-Basic, Basic, Proficient and Advanced. Pearson provides the following reports for the META-PR:

• <b>School Roster Quick Report</b>
• <b>Individual Student Report</b>
• <b>Classroom Roster</b>
• <b>School, School District, Educational Region and Island Summary Report</b>
• <b>School, School District, Educational Region and Island Demographic Summary Report</b>
• <b>School Growth Report</b>
• <b>School, School District, Educational Region and Island Comparison by Standard and Grade Summary Report</b>
• <b>School District Demographic Summary by Subgroup Report</b>
• <b>Island Summary by Region Report - Comparison Analysis</b>
• <b>Island Demographic Summary by District, Subgroup and Subject</b>

## META-PR Reporting Details

The students who participated in the META-PR assessment received a raw score (number of points correct) which was converted to a scale score. The scale score was then applied to the approved scale score conversion table resulting in proficiency levels as shown in Table Number 4.

Non-Attempted Rule: If the student answered four (4) operational items or less in a content area, the test was considered not attempted. The score of these students is not included in any of the proficiency levels in Table Number 4. The use of this attempted rule was established by the PRDE in 2007.

No Participation Rules: If a student was absent, a bubble corresponding to that reason was filled on the answer booklet therefore the reason is identified in the data file and reports for that content area tested. The reasons were:

sick, medical emergency and absent. These students are not included in any of the proficiency levels that are presented in Table Number 4.

Limited Spanish Proficiency (LSP): In 2008, PRDE established the requirements to identify students with limited Spanish proficiency (LSP). A student is identified with Limited Spanish Proficiency (LSP) if: (a) he/she is identified by the Puerto Rico Department of Education and (b) attended a school in Puerto Rico less than 12 months before the META-PR test administration. If a student identified with LSP did not attempt the Spanish test, the student will be assigned an LSP condition code on the reports. Students identified with LSP who attempted the Spanish test are given a special note on their reports and are included in the proficiency level statistics presented in Table number 4.

Students indicated as Institution Schools in Relation to Public School Students: This executive summary includes only public school students, except for the information provided in *Table 1: Total Number of Students Reported by Grade*. The reports sent to the PRDE, educational regions, school districts and schools contain information related to only public school students. Institution school students receive a student report and are included on a separate school roster report.

## Island Test Results

This section of the executive summary provides a high-level review of the Island-wide test results of the META-PR 2016. Please note, a rounding difference of  $\pm 1\%$  should be expected for the sum of proficient/advanced calculations.

Table number 4 includes only students indicated as public students and contains the following information by grade and content area:

- number of reported students
- number of examined and non-examined students
- percentage of students under each proficiency level (note: this only includes students considered as examined for that particular content area)
- percentage of students in the proficient/advanced categories





Grade	Number of reported students	Number of examined students*	Number of non-examined students	Pre-Basic (%)	Basic (%)	Proficient (%)	Advanced (%)	Sum of Proficient and Advanced
<b>ESL</b>								
<b>3</b>	28,258	27,992	266	8%	33%	32%	27%	59%
<b>4</b>	28,412	28,110	302	17%	41%	26%	16%	42%
<b>5</b>	29,485	29,227	258	15%	41%	24%	21%	44%
<b>6</b>	28,649	28,360	289	18%	32%	29%	21%	50%
<b>7</b>	29,788	29,258	530	28%	35%	26%	10%	36%
<b>8</b>	30,083	29,497	586	28%	32%	21%	19%	40%
<b>11</b>	27,964	27,105	859	27%	27%	21%	25%	46%
<b>Average</b>								<b>45%</b>

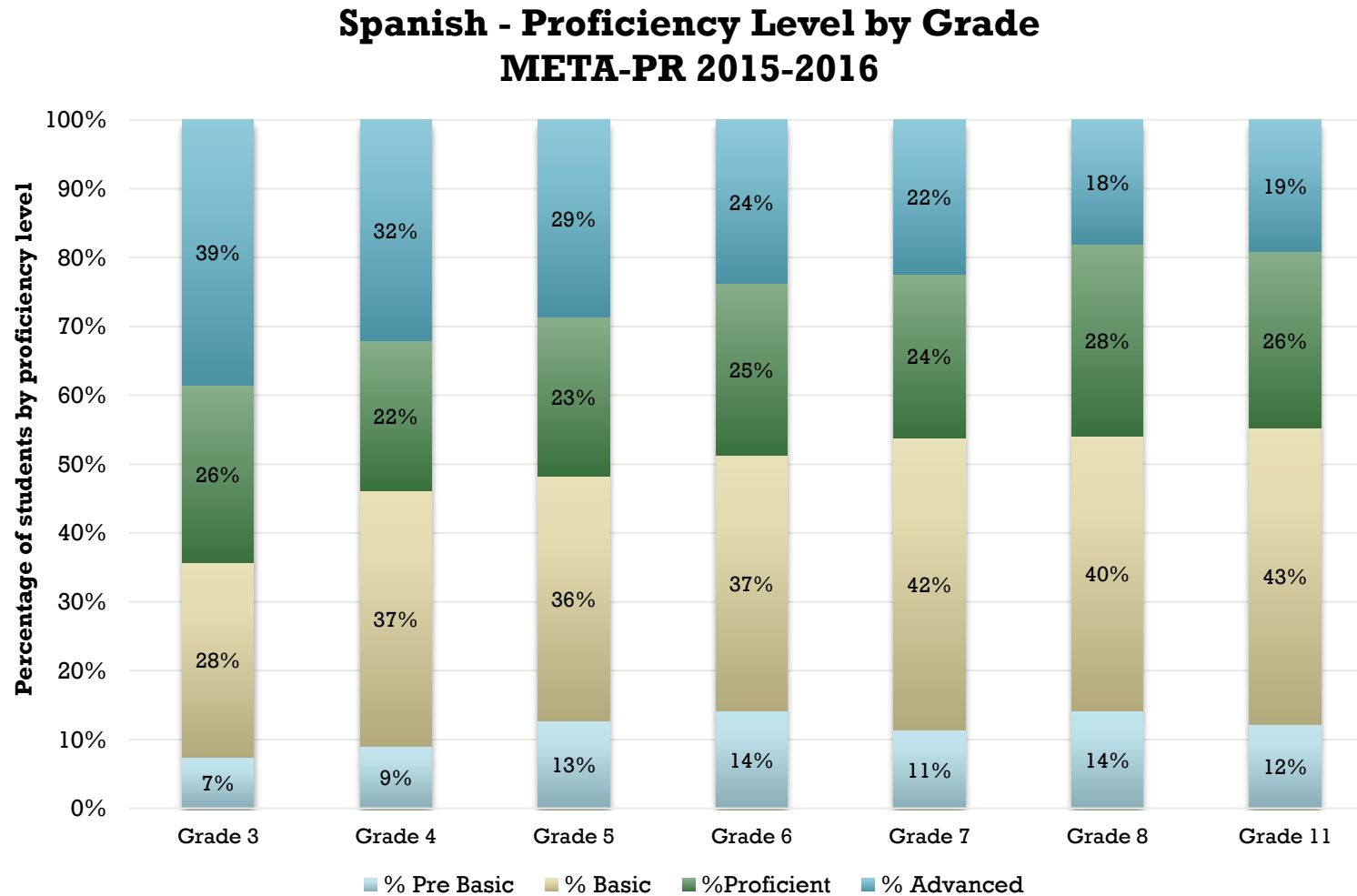
Grade	Number of reported students	Number of examined students*	Number of non-examined students	Pre-Basic (%)	Basic (%)	Proficient (%)	Advanced (%)	Sum of Proficient and Advanced
<b>SCIENCE</b>								
<b>4</b>	28,412	27,964	448	7%	24%	33%	36%	69%
<b>8</b>	30,083	29,372	711	23%	39%	32%	6%	39%
<b>11</b>	27,964	27,014	950	15%	33%	38%	13%	52%
<b>Average</b>								<b>53%</b>

\*This is the total Number of students used to calculate the percentage for Pre-Basic, Basic, Proficient, and Advanced.

**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

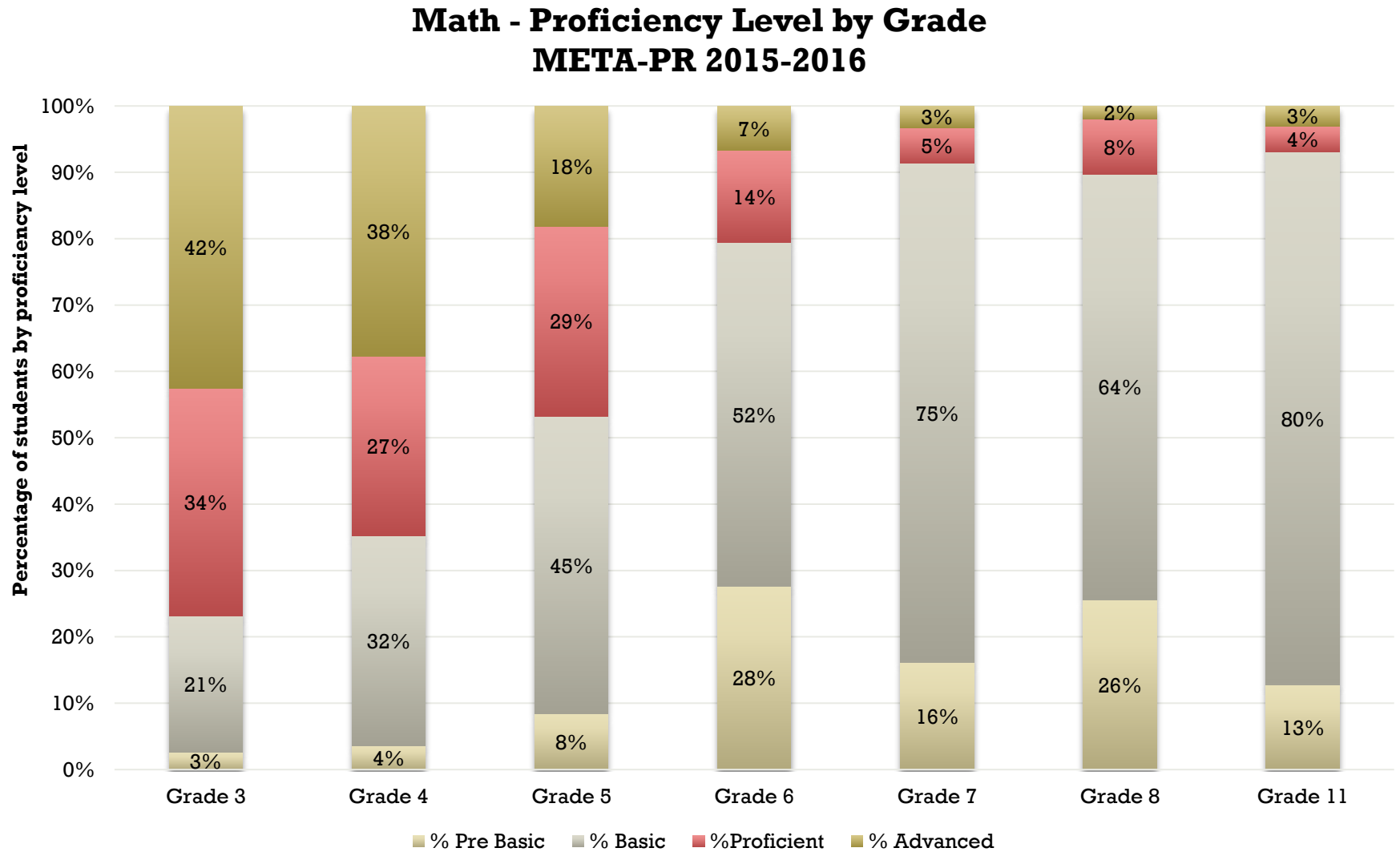
The following graphs present the results of Table 4. It is important to clarify that the purpose of the graphs is not to compare results across grades due to the content of the tests being different. These graphs have been created to visually facilitate the understanding of the results by grade.

**Figure 1: Spanish Proficiency Level by Grade META-PR 2015-2016 School Year**



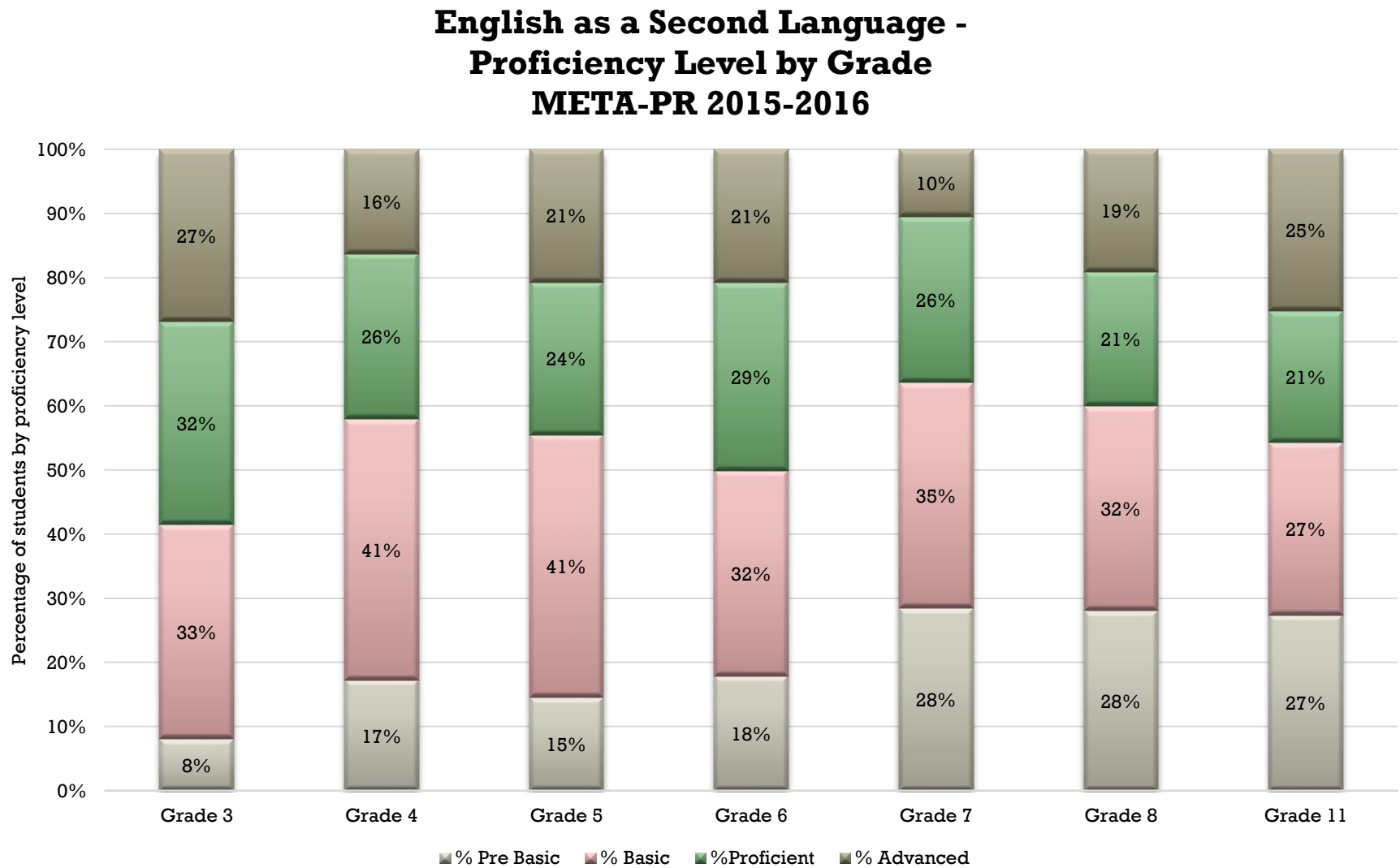
**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

**Figure 2: Math Proficiency Level by Grade META-PR 2015-2016 School Year**



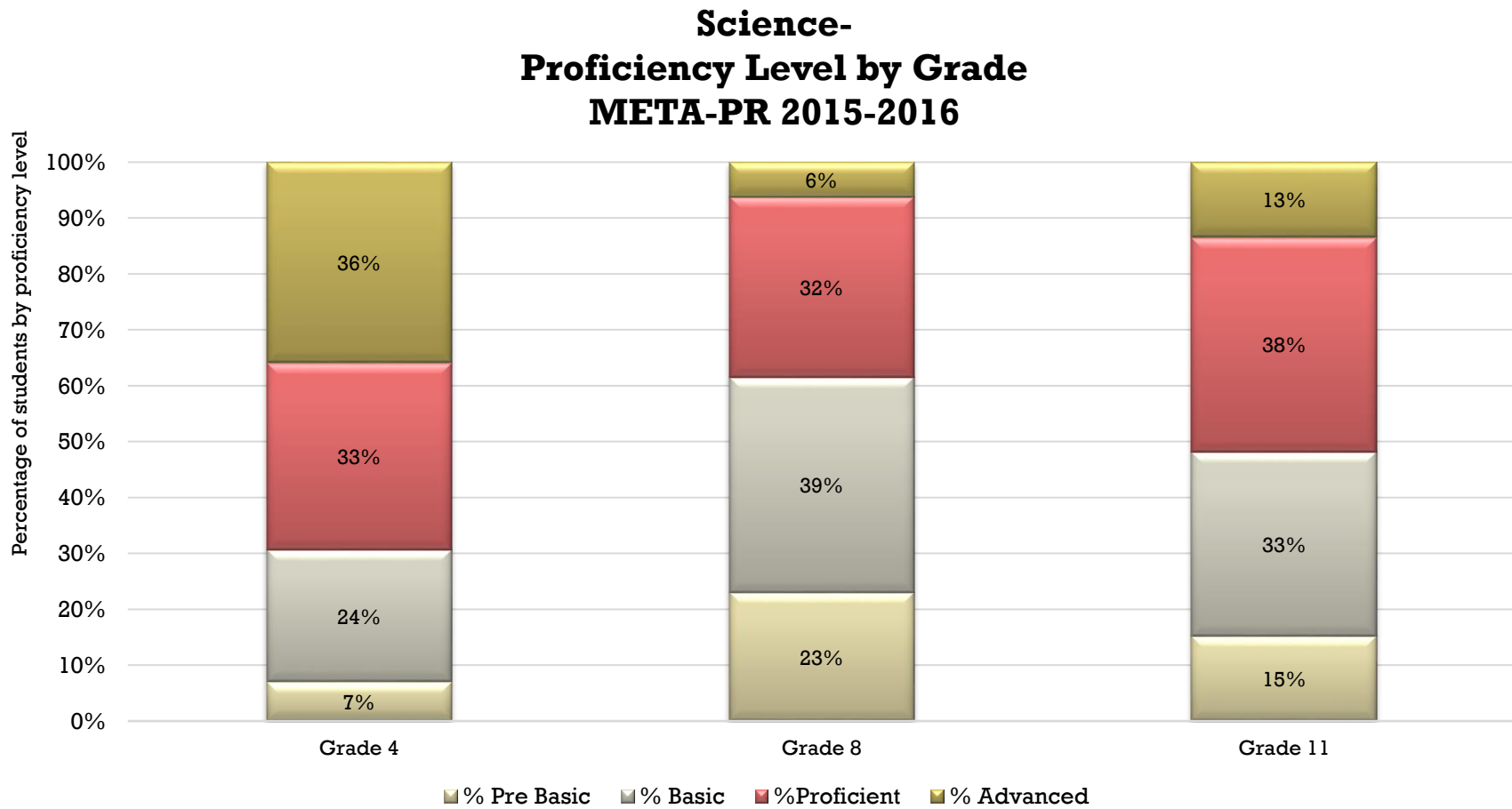
**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

**Figure 3: English as a Second Language (ESL) Proficiency Level by Grade META-PR 2015-2016 School Year**



**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

**Figure 4: Science Proficiency Level by Grade META-PR 2015-2016 School Year**

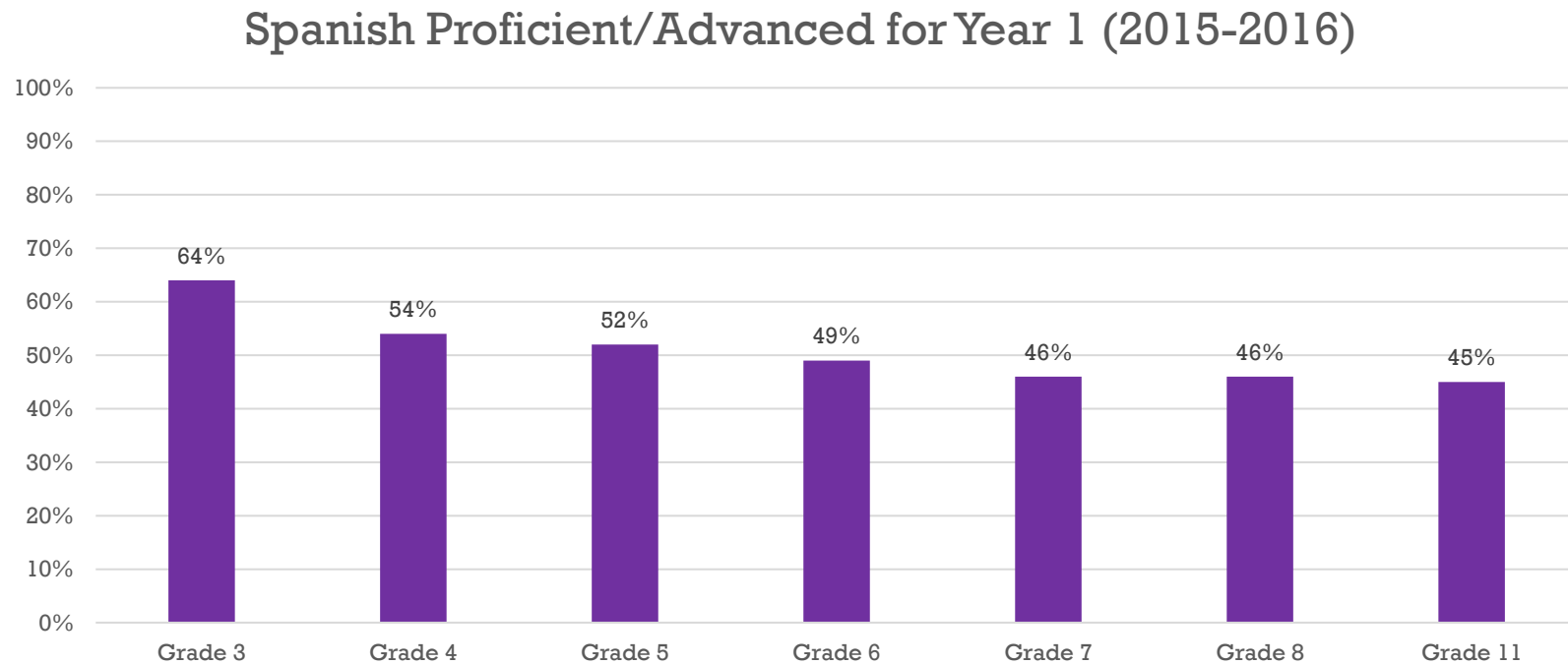


**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

The following tables provide the percentage of students in the proficient/advanced categories during the 2016 (Year 1) test administration.

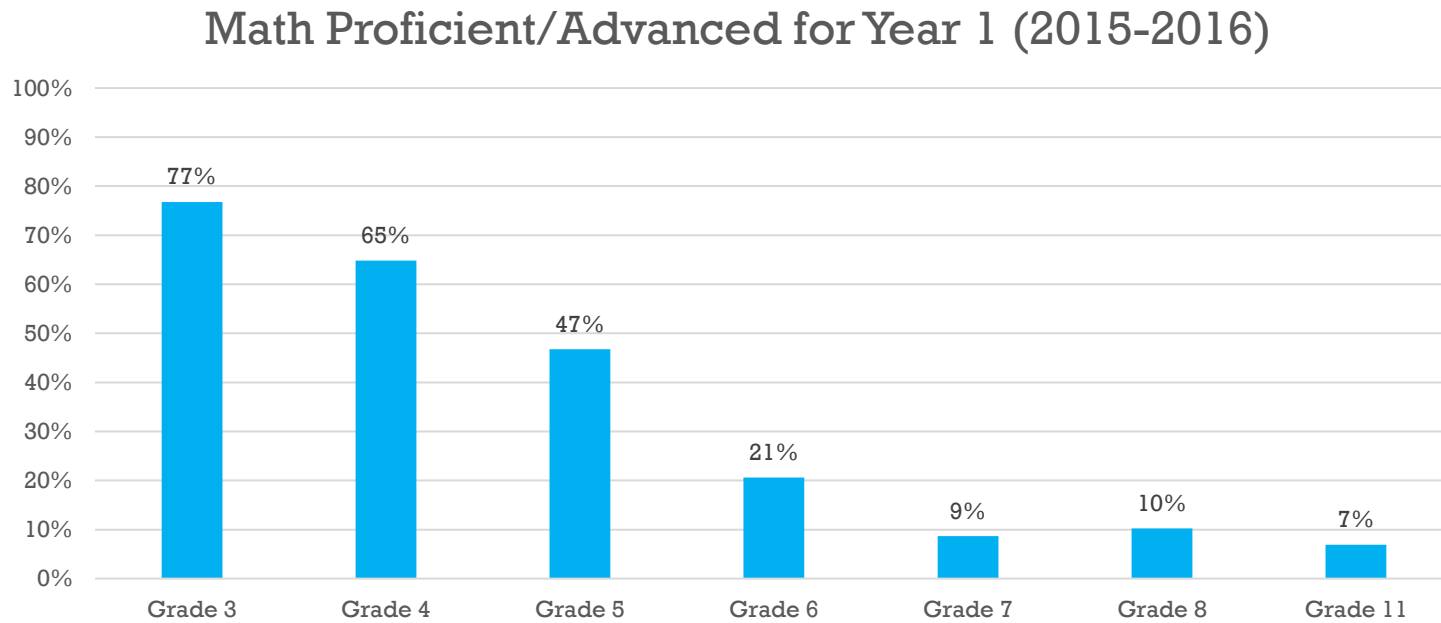
The 2016 test administration has been defined as Year 1 due to new 2016 score tables which were applied to student results, except for growth results in which 2009 score tables were used to compare 2016 and 2015 data fittingly.

**Table 5: Spanish Proficient/Advanced Results for Year 1 (META-PR 2015-2016)**



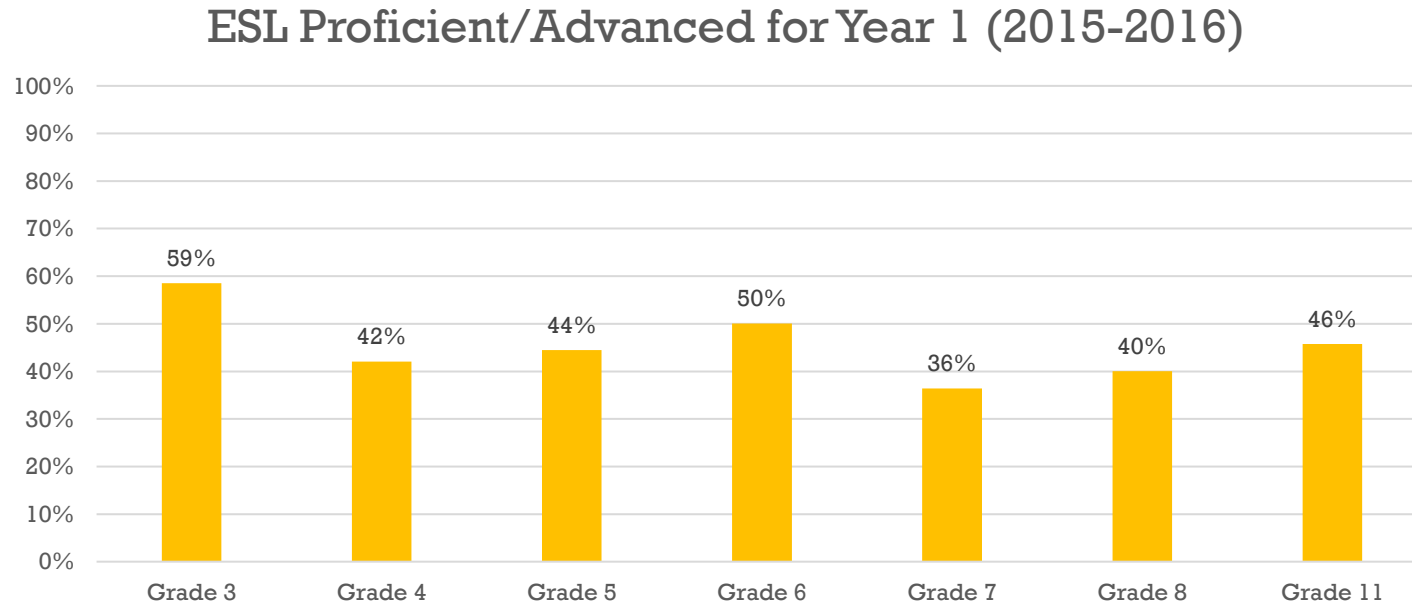
\* Year 1 (2016) results are derived from 2016 score tables.

**Table 6: Math Proficient/Advanced Results for Year 1 (META-PR 2015-2016)**



\* Year 1 (2016) results are derived from 2016 score tables.

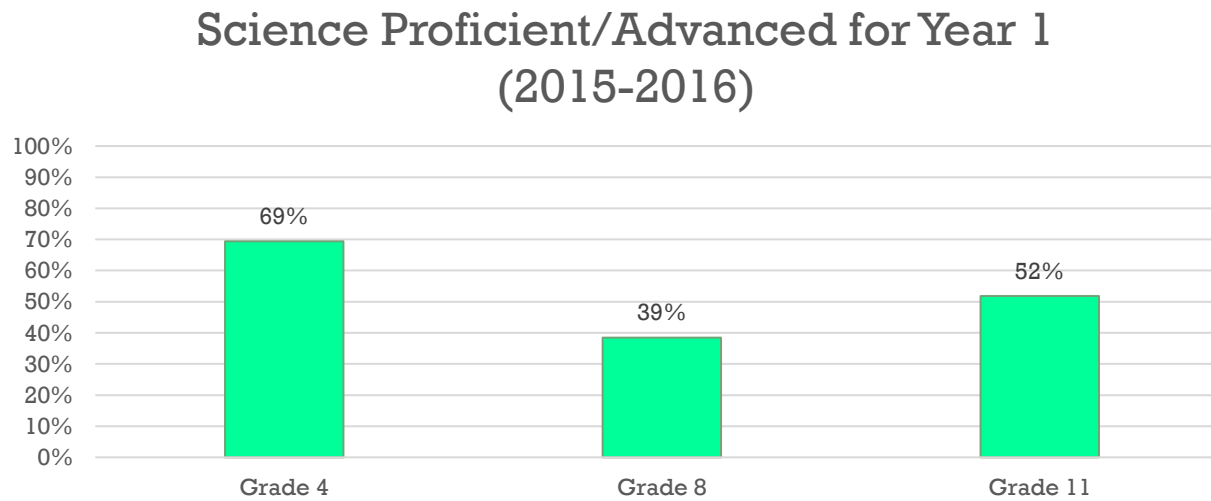
**Table 7: English as a Second Language (ESL) Proficient/Advanced Results for Year 1 (META-PR 2015-2016)**



\* Year 1 (2016) results are derived from 2016 score tables.



**Table 8: Science Proficient/Advanced Results for Year 1 (META-PR 2015-2016)**



\* Year 1 (2016) results are derived from 2016 score tables.

The following tables present 2016 Island level growth data for Spanish, Math and ESL by providing the total number and percentage of students in each of the seven growth categories. The seven growth categories include: Significantly improved, Improved, Slightly Improved, Maintained, Slightly regressed, Regressed, and Significantly regressed.

Please note that the 2016 growth results are based on the 2009 score tables. Utilizing the 2009 score tables allowed an accurate calculation of growth between 2015 and 2016 results.

**Table 9: Spanish Growth Category Results by Grade META-PR 2015-2016 School Year**

Grade	<u>Significantly improved</u>		<u>Improved</u>		<u>Slightly Improved</u>		<u>Maintained</u>		<u>Slightly regressed</u>		<u>Regressed</u>		<u>Significantly regressed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
4	1,443	5%	2,721	10%	5,868	22%	5,589	21%	5,765	22%	2,803	11%	2,210	8%
5	1,516	5%	2,915	11%	6,349	23%	5,829	21%	6,533	24%	2,674	10%	1,785	6%
6	1,228	5%	2,177	8%	5,499	21%	5,170	19%	7,258	27%	3,434	13%	2,058	8%
7	1,981	7%	4,642	17%	8,191	30%	4,318	16%	4,208	16%	1,959	7%	1,829	7%
8	852	3%	2,261	8%	6,708	24%	6,573	24%	8,107	29%	2,391	9%	746	3%

**Table 10: Math Growth Category Results by Grade META-PR 2015-2016 School Year**

Grade	<u>Significantly improved</u>		<u>Improved</u>		<u>Slightly Improved</u>		<u>Maintained</u>		<u>Slightly regressed</u>		<u>Regressed</u>		<u>Significantly regressed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
4	997	4%	2,003	8%	5,629	21%	6,123	23%	6,496	25%	3,320	13%	1,920	7%
5	735	3%	1,651	6%	5,315	19%	5,475	20%	7,987	29%	4,143	15%	2,409	9%
6	385	1%	761	3%	2,795	10%	4,062	15%	9,667	36%	6,033	22%	3,205	12%
7	473	2%	2,032	7%	8,729	32%	6,313	23%	5,742	21%	2,199	8%	1,726	6%
8	152	1%	1,215	4%	8,043	29%	8,364	30%	7,990	29%	1,649	6%	342	1%

**Table 11: English as a Second Language (ESL) Growth Category Results by Grade META-PR 2015-2016 School Year**

Grade	<u>Significantly improved</u>		<u>Improved</u>		<u>Slightly Improved</u>		<u>Maintained</u>		<u>Slightly regressed</u>		<u>Regressed</u>		<u>Significantly regressed</u>	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
4	885	3%	1,710	7%	4,856	18%	4,546	17%	7,252	28%	3,952	15%	3,071	12%
5	1,387	5%	3,606	13%	8,058	29%	5,017	18%	5,620	20%	2,281	8%	1,511	5%
6	948	4%	2,240	8%	6,469	24%	5,489	21%	6,958	26%	2,941	11%	1,694	6%
7	452	2%	1,443	5%	6,003	22%	5,474	20%	7,060	26%	3,608	13%	2,947	11%
8	1,497	5%	3,590	13%	8,991	33%	6,563	24%	5,170	19%	1,173	4%	494	2%



**Table 14: Percent (%) of correct points per content/standard/grade at the Island level in English as a Second Language (ESL) META-PR 2015-2016 School Year**

Standards	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Comprensión Auditiva	56.51%	55.37%	58.13%	62.74%	58.60%	59.07%	61.33%
Comprensión de Lectura	58.94%	45.54%	49.63%	48.32%	43.01%	49.86%	55.09%
Comunicación Escrita/Lenguaje	55.29%	47.38%	51.67%	51.31%	44.41%	45.59%	52.63%

**Table 15: Percent (%) of correct points per content/standard/grade at the Island level in Science META-PR 2015-2016 School Year**

Standards	Grade 4	Grade 8	Grade 11
Ciencias Biológicas	71.81%	50.37%	53.25%
Ciencias Físicas	65.82%	46.69%	48.06%
Ciencias de la Tierra y el Espacio	59.40%	47.73%	-
Química	-	-	55.74%
Ciencias Ambientales	-	-	51.44%

## Appendices

**Table 1: Comparison of 2009, 2010, 2011, 2012, 2013, 2014, and 2015 Spanish Results**

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009 Proficient/ Advanced %	2010 Proficient/ Advanced %	2011 Proficient/ Advanced %	2012 Proficient/ Advanced %	2013 Proficient/ Advanced %	2014 Proficient/ Advanced %	2015 Proficient/ Advanced %
<b>3</b>	47	52	54	59	55	55	57
<b>4</b>	38	39	44	51	53	50	48
<b>5</b>	39	40	44	46	49	48	45
<b>6</b>	44	46	49	50	54	49	46
<b>7</b>	35	32	37	39	40	39	38
<b>8</b>	36	39	46	43	42	41	34
<b>11</b>	35	35	38	40	44	40	37
<b>Average</b>	<b>39</b>	<b>40</b>	<b>45</b>	<b>47</b>	<b>48</b>	<b>46</b>	<b>44</b>

**Table 2: Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 Math Results**

<b>Grade</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>	<b><u>Year 7</u></b>
	<b>2009 Proficient/ Advanced %</b>	<b>2010 Proficient/ Advanced %</b>	<b>2011 Proficient/ Advanced %</b>	<b>2012 Proficient/ Advanced %</b>	<b>2013 Proficient/ Advanced %</b>	<b>2014 Proficient/ Advanced %</b>	<b><u>2015 Proficient/ Advanced %</u></b>
<b>3</b>	60	65	65	70	66	70	73
<b>4</b>	41	48	52	55	53	54	57
<b>5</b>	30	38	40	41	40	44	42
<b>6</b>	5	9	10	15	17	19	18
<b>7</b>	4	5	6	8	9	8	7
<b>8</b>	4	7	9	9	10	10	7
<b>11</b>	2	4	8	9	10	10	5
<b>Average</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>30</b>	<b>29</b>	<b>31</b>	<b>30</b>

**Table 3: Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 English as a Second Language (ESL) Results**

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	<b>2009 Proficient / Advanced %</b>	<b>2010 Proficient/ Advanced %</b>	<b>2011 Proficient/ Advanced %</b>	<b>2012 Proficient/ Advanced %</b>	<b>2013 Proficient/ Advanced %</b>	<b>2014 Proficient/ Advanced %</b>	<b>2015 Proficient/ Advanced %</b>
<b>3</b>	53	50	53	53	53	53	55
<b>4</b>	37	35	36	37	41	40	41
<b>5</b>	38	37	41	43	45	44	44
<b>6</b>	48	49	50	50	48	47	48
<b>7</b>	29	31	32	33	33	29	28
<b>8</b>	34	32	37	38	38	38	37
<b>11</b>	44	37	41	42	43	43	43
<b>Average</b>	<b>40</b>	<b>39</b>	<b>41</b>	<b>42</b>	<b>43</b>	<b>42</b>	<b>42</b>



**Table 4: Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 Science Results**

<b>Grade</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>	<b><u>Year 7</u></b>
	<b>2009 Proficient/ Advanced %</b>	<b>2010 Proficient/ Advanced %</b>	<b>2011 Proficient/ Advanced %</b>	<b>2012 Proficient/ Advanced %</b>	<b>2013 Proficient/ Advanced %</b>	<b>2014 Proficient/ Advanced %</b>	<b>2015 Proficient/ Advanced %</b>
<b>4</b>	66	67	69	66	69	67	64
<b>8</b>	18	23	26	27	30	26	24
<b>11</b>	37	40	47	44	43	48	39
<b>Average</b>	<b>40</b>	<b>43</b>	<b>47</b>	<b>46</b>	<b>47</b>	<b>47</b>	<b>42</b>

### Spanish Comparison Reports

### Math Comparison Reports

### English as a Second Language (ESL) Comparison Reports

### Science Comparison Reports