



# 2016 DC PARCC Results

Office of the State Superintendent of Education

Tuesday, August 30, 2016 | Hanseul Kang, State Superintendent



# Overview



# Background

- PARCC measures real-world skills, such as problem solving and critical thinking
- Results provide information on where students need additional support or more challenging work
- OSSE is releasing statewide results, which include District of Columbia Public Schools and public charter schools
- 99% of DC students took PARCC online



# PARCC Asks Students to Think Critically

## 6<sup>th</sup> Grade Math Question

**PARCC:** Two students use different methods to evaluate  $4\frac{1}{2} \div \frac{3}{4}$

	Student 1	Student 2
Step 1		$4\frac{1}{2} \div \frac{3}{4}$
Step 2		$4\frac{2}{4} \div \frac{3}{4}$
Step 3		$\frac{18}{4} \div \frac{3}{4}$

For each step shown, explain how the diagram drawn by student one relates to the expression written by student two. Show your work.

**DC CAS:** Simplify  $\frac{2}{3} \div \frac{1}{6}$

- A.  $\frac{1}{9}$    B. 4   C.  $\frac{1}{4}$    D. 9

## 6<sup>th</sup> Grade ELA Question

**PARCC:** You have read two texts about people who make pottery. Think about how the narrator in the passage from *A Single Shard* and the speaker in “Turn, Turn, My Wheel” respond to the potters in each text. Write an essay that compares and contrasts how the narrator and the speaker view the potters in the passage and in the poem.

Be sure to cite specific details and examples from both texts to support your essay.

**DC CAS:** Explain how the poet’s words show how the speaker feels about rain. Support your answer with important details from the poem.



# Results



# Key Takeaways

- Scores are up from 2015.
- Scores are up across almost all grades and subjects.
- There are especially strong results in early grades math for the second year in a row.
- Specific groups of students have improved.
- Lots of information and resources are available for parents, the public, and schools.



# Performance Levels

On track for:  
- the next grade level  
- to leave high school  
college and career  
ready

↑

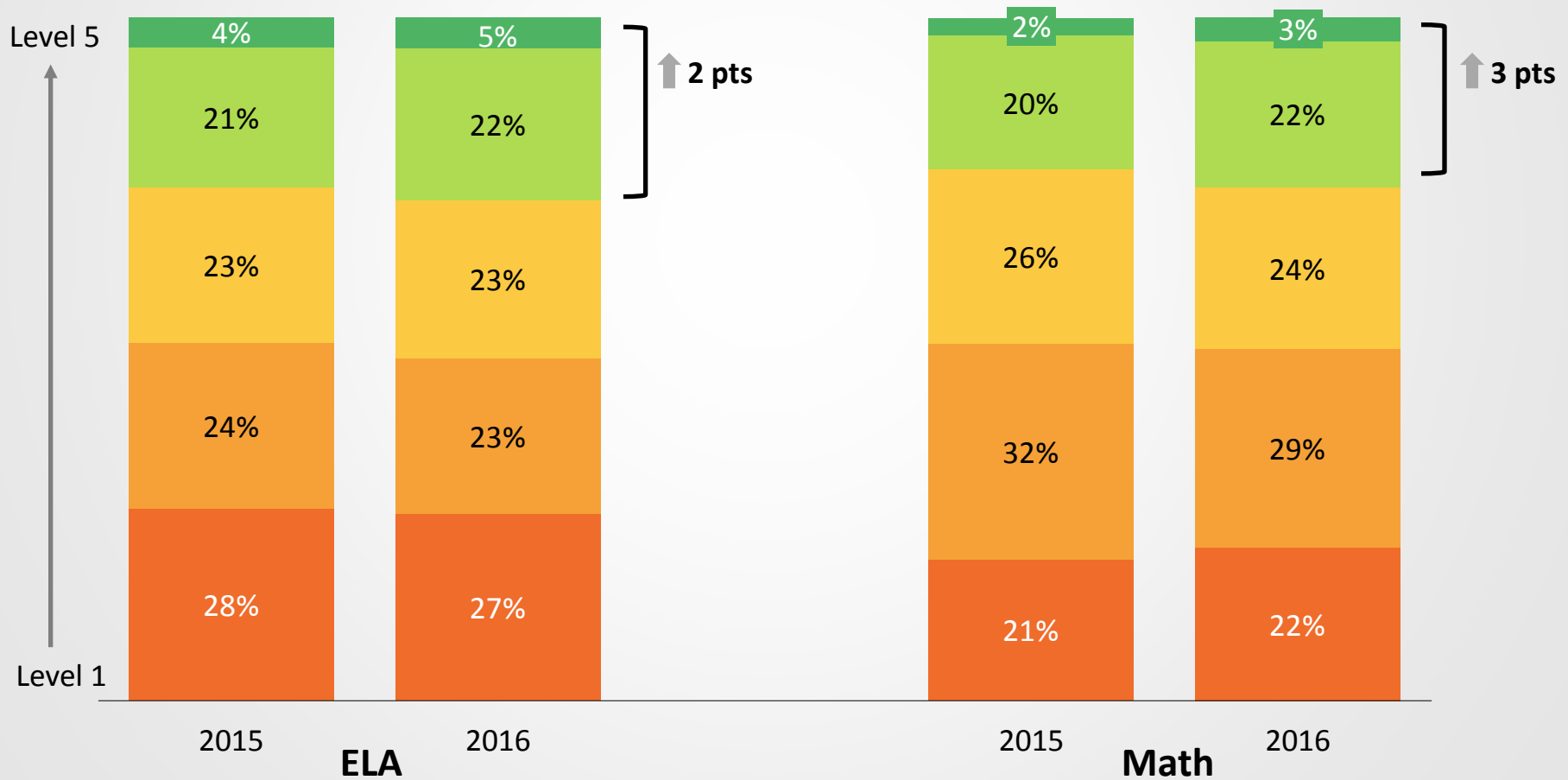
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PARCC Performance Levels	
Level 5	Exceeded Expectations
Level 4	Met Expectations
Level 3	Approached Expectations
Level 2	Partially Met Expectations
Level 1	Did Not Yet Meet Expectations



# Overall Results

The percent of students who are on track for the next grade level and to leave high school ready for college and career (scoring 4+) increased overall for both ELA and math.

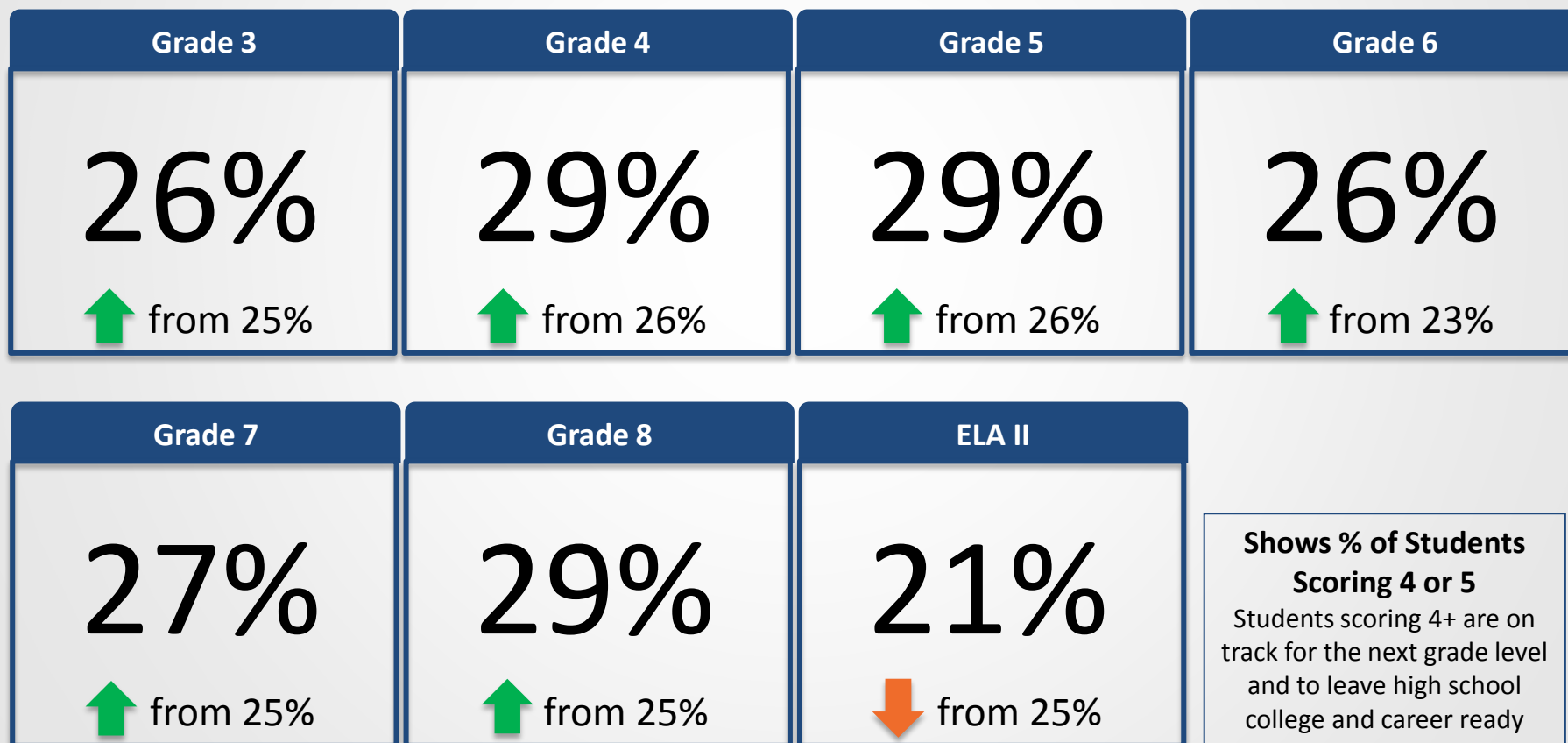






# ELA: Results by Test

The percent of students who are on track for the next grade level and to leave high school college and career ready improved across almost all tests for ELA.

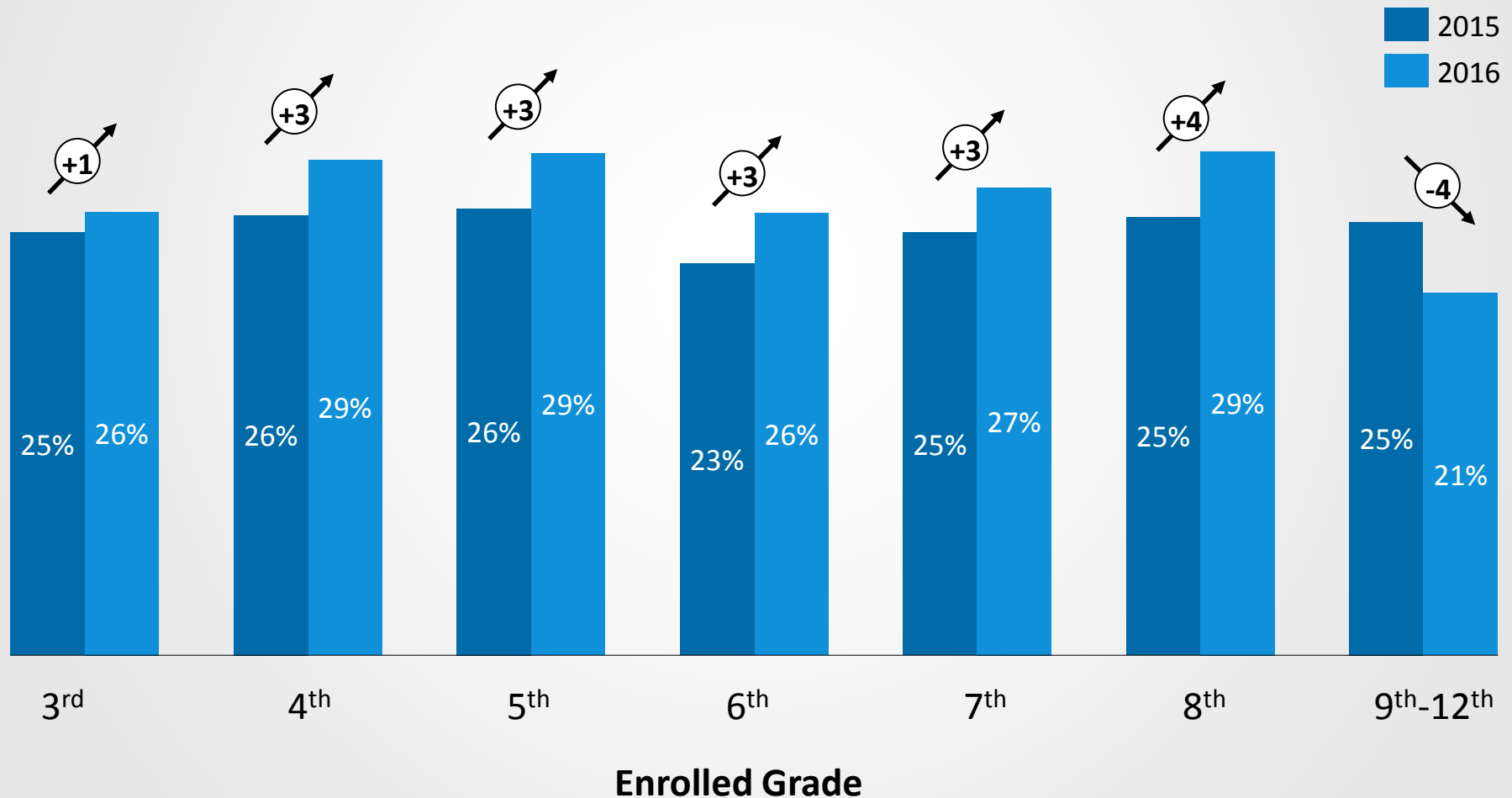


Note: The results show the % of students scoring 4 or 5 by test. Fewer than 25 students took ELA I so these results are not displayed.



# ELA: Results by Grade

There is consistent, positive growth statewide in the percent of students scoring 4+ across 3<sup>rd</sup> through 8<sup>th</sup> grades for ELA.



Note: The results show the % of students scoring 4 or 5 by enrolled grade. Due to rounding, growth may not equal the difference between the annual results.



# Math: Results by Test

As in ELA, the percent of students scoring 4+ improved across most tests for math.

Grade 3

37%

↑ from 30%

Grade 4

32%

↑ from 28%

Grade 5

30%

↑ from 25%

Grade 6

21%

↓ from 21%

Grade 7

17%

↑ from 14%

Grade 8

14%

↓ from 17%

Algebra I

38%

↑ from 29%

Algebra II

60%

Geometry

11%

↑ from 10%

Integrated Math II

82%

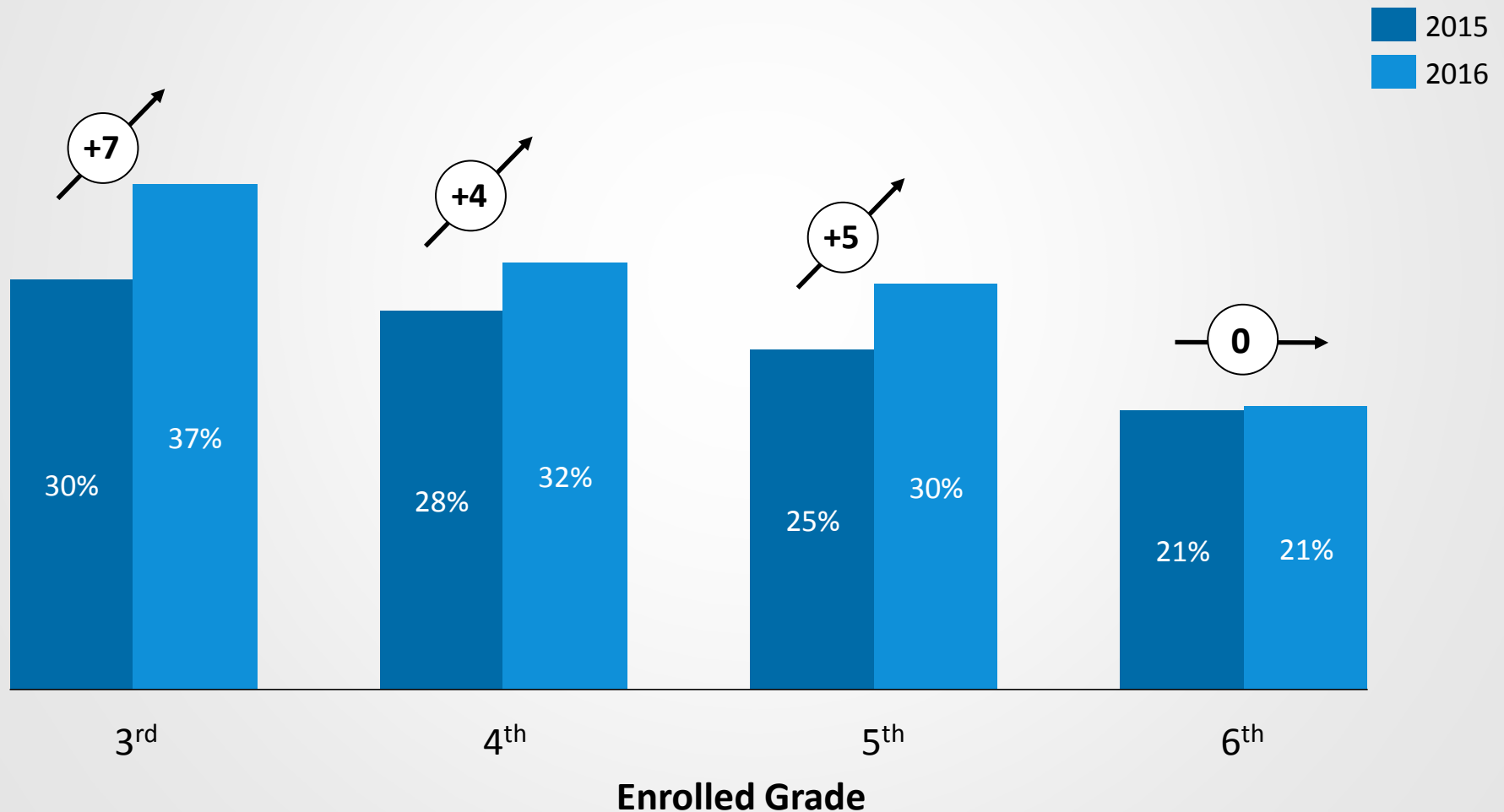
**Shows % of Students  
Scoring 4 or 5**

Students scoring 4+ are on track for the next grade level and to leave high school college and career ready



# Math: Results by Grade for 3<sup>rd</sup> – 6<sup>th</sup>

We see strong results for students scoring 4+ in early grades for the second year in a row in math, with the most dramatic growth of 7 points in 3<sup>rd</sup> grade.

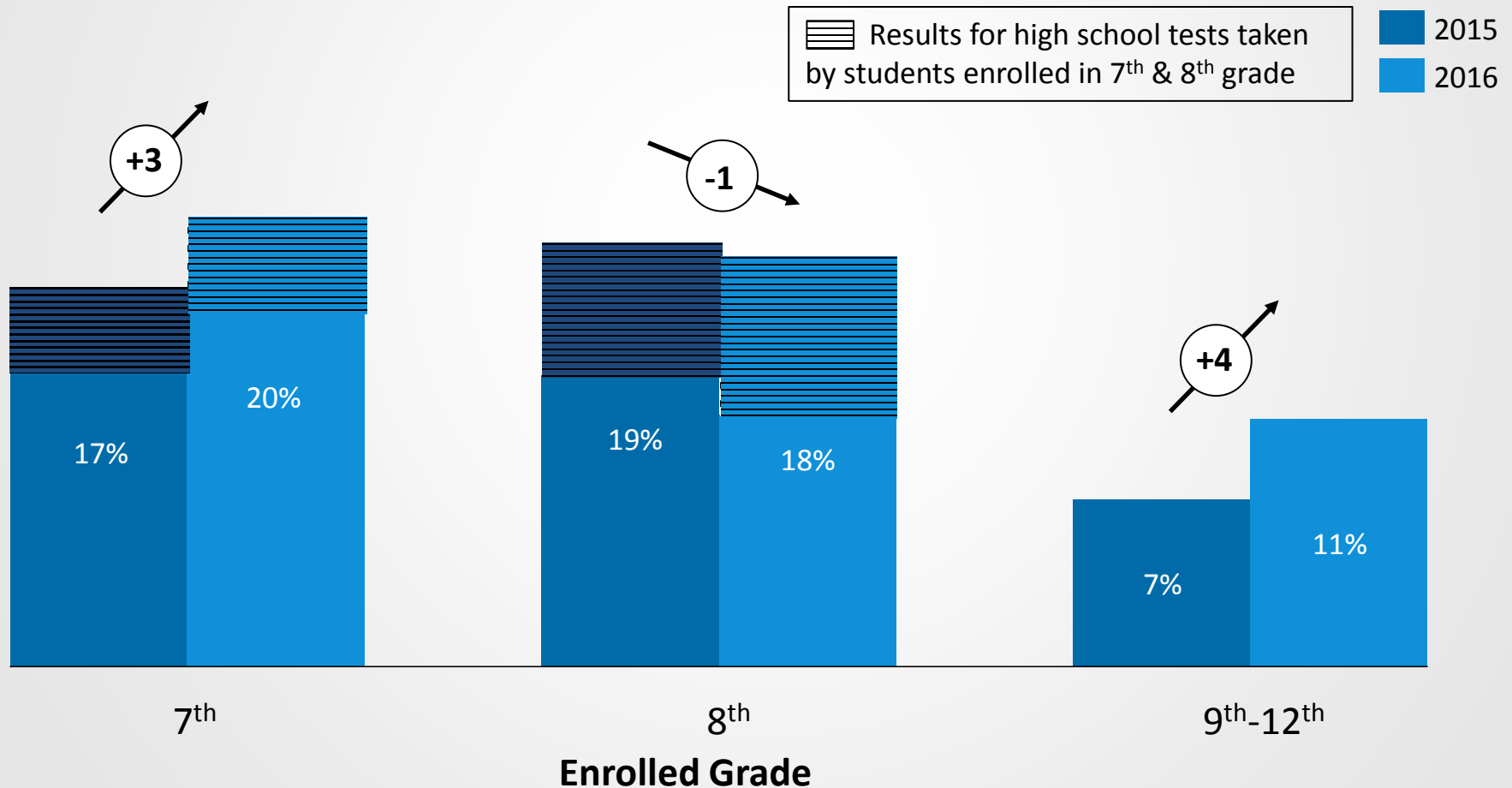


Note: The results show the % of students scoring 4 or 5 by enrolled grade.



# Math: Results by Grade for 7<sup>th</sup>-12<sup>th</sup>

When looking at results by enrolled grade, we see solid improvement in high school and a much smaller decline in 8<sup>th</sup> grade among students scoring 4+.



Note: The results show the % of students scoring 4 or 5 by enrolled grade.



# ELA: Results for Specific Groups

Nearly all specific groups of students saw growth in the percent of students scoring 4+ with the greatest gains for economically disadvantaged students at 4 points.

	% scoring Level 4 or 5	
	2016	Change
All	27%	1.9%
<b>Race / Ethnicity</b>		
Black	19%	2.3%
Hispanic	25%	2.9%
White	74%	-4.8%
<b>Race by Gender</b>		
Black Female	24%	2.6%
Black Male	15%	2.1%
Hispanic Female	30%	3.9%
Hispanic Male	19%	2.0%

	% scoring Level 4 or 5	
	2016	Change
<b>Gender</b>		
Female	32%	2.3%
Male	22%	1.5%
<b>Special Populations</b>		
Special Education	5%	1.2%
English Language Learner	14%	2.7%
Economically Disadvantaged	18%	3.8%
At-Risk	13%	1.8%



# Math: Results for Specific Groups

Gains in the percent of students scoring 4+ for specific groups are consistent across the board in math, ranging from 2 to 3 points.

	% scoring Level 4 or 5	
	2016	Change
All	25%	2.7%
<b>Race / Ethnicity</b>		
Black	17%	2.2%
Hispanic	22%	2.0%
White	71%	2.7%
<b>Race by Gender</b>		
Black Female	19%	2.9%
Black Male	16%	1.6%
Hispanic Female	22%	2.0%
Hispanic Male	22%	2.1%

	% scoring Level 4 or 5	
	2016	Change
<b>Gender</b>		
Female	26%	3.2%
Male	24%	2.4%
<b>Special Populations</b>		
Special Education	6%	2.5%
English Language Learner	19%	2.8%
Economically Disadvantaged	17%	2.9%
At-Risk	13%	1.9%



# Participation in State Tests

DC exceeded its 95% overall participation target for both ELA and math.

## ELA Participation Rate by Grade of Student

3rd	4th	5th	6th	7th	8th	9th-12th
99%	99%	99%	98%	98%	98%	84%

## Math Participation Rate by Grade of Student

3rd	4th	5th	6th	7th	8th	9th-12th
98%	98%	99%	99%	99%	98%	83%





# Resources & Supports



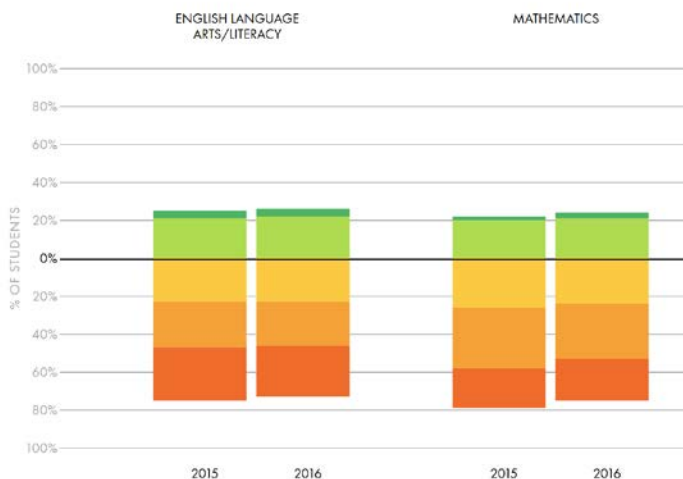
# Resources Available Online

Results available at the state, LEA, and school level overall and by specific groups of students at [results.osse.dc.gov](https://results.osse.dc.gov)

PERCENTAGE OF STUDENTS IN DISTRICT OF COLUMBIA AT EACH PERFORMANCE LEVEL OVER TIME

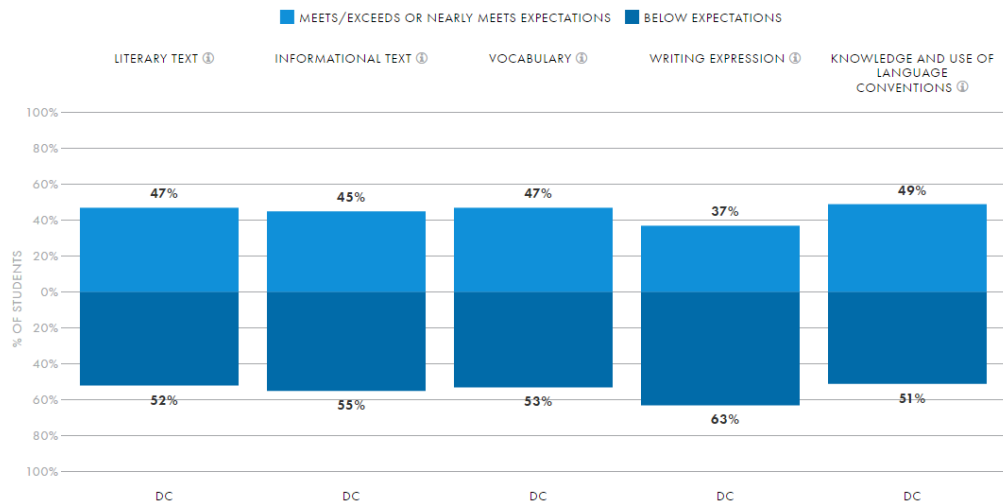
- LEVEL 5 Exceeded Expectations
- LEVEL 4 Met Expectations
- LEVEL 3 Approached Expectations
- LEVEL 2 Partially Met Expectations
- LEVEL 1 Did Not Yet Meet Expectations

This chart displays the percentages of students in each performance level in 2015 and 2016. Each vertical bar represents all students from a given year, and within each vertical bar, each color represents the percentage of students at a specific performance level. Results shown above the 0% line represent students scoring at levels 4 and 5 which indicate being on track for the next grade level and to leave high school college and career ready.



PERCENTAGE IN KEY SUBJECT AREAS

Percent of students who exceeded, met, or nearly met expectations for different components within the Grade 3 English Language Arts/Literacy assessment.





# Supports for Families

Families will also receive score reports in September.

## English Language Arts & Literacy

### Scott Testtaker

Anywhere Middle School

### 7th Grade Assessment Results

DC Public Schools

#### About This Assessment

Scott took the PARCC (Partnership for Assessment of Readiness for College and Careers) in English Language Arts/Literacy (ELA) in spring 2016. PARCC asks students to think critically, solve problems, and respond to questions that measure the knowledge and skills needed for success in this grade or course, and ultimately in college and careers. These results are one of several ways to understand Scott's needs and strengths. Based on this information, families may work with teachers and schools to identify resources to provide their child support. Schools may use the information in this report to better plan instruction and enrichment for students in the coming year.

If you have questions about this report, please talk to Scott's teacher or principal, or contact DCPS at (202) 123-4567. If you have questions about the PARCC test, please contact OSSE at (202) 719-6500.

#### How Can You Use This Report?

This report will help you answer questions about the development of Scott's skills:

- How did Scott score?
- What are Scott's strengths and weaknesses in this subject?
- How did Scott's score compare to that of other students?

#### How Did Scott Perform On This ELA Assessment?

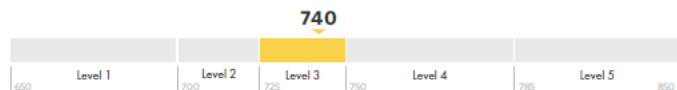
This section shows your student's overall score on the assessment. The score determines which performance level your student is in.

Performance Level

**Level 3**

Score  
**740**

Students who score in Level 3  
**approached expectations**  
for 7th grade learning standards.



- Level 1 Did Not Yet Meet Expectations
- Level 2 Partially Met Expectations
- Level 3 Approached Expectations
- Level 4 Met Expectations\*
- Level 5 Exceeded Expectations\*

\*Levels 4 & 5 indicate being on-track for the next grade level and on track to leave high school college and career ready

#### Want to Know More?

Turn to the next page to learn how Scott performed on key areas of the assessment, and how Scott's results compare to those of other students.

## Grade 7 ELA Details

Performance Level

**Level 3**

#### How Did Scott Perform in Key Parts of the Assessment?

Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This section shows, by key part of the assessment, if your student performed as well, nearly as well, or not as well as this group of students.

Literary Text	Informational Text	Vocabulary	Writing Expression	Use of Language
Meets or Exceeds ✓	Nearly Meets ●	Below —	Below —	Meets or Exceeds ✓
Read/analyze fiction, drama, and poetry	Read/analyze non-fiction history, science, and arts	Use context to determine the meaning of words and phrases	Compose well-developed writing using details from texts	Compose writing using rules of standard English

✓ Meets or Exceeds Expectations ● Nearly Meets Expectations — Below Expectations

#### How Did Scott's Performance Compare?



Scott scored better than **60%** of students in Anywhere MS who took the Grade 7 ELA test.



Scott scored better than **50%** of students in DCPS who took the Grade 7 ELA test.



Scott scored better than **70%** of students in DC who took the Grade 7 ELA test.



By comparison, on last year's Grade 6 ELA test, Scott scored better than **65%** of students in DC.



#### What Is Next?

Bring this report to your next conference with your student's teacher. You can ask Scott's teachers:

- What is Scott learning in ELA this year?
- How is Scott doing?
- How can I use this information to work with Scott this year?
- What resources should I use to support Scott?

Where can you find more information?

- How Scott's school and other schools scored: Visit [Results.OSSE.DC.gov](https://Results.OSSE.DC.gov) or call DCPS (123) 456-7890
- How the test is designed and what it measures: Visit [PARCConline.org](https://PARCConline.org) or call OSSE (202) 719-6500
- How do families, educators, and schools use these reports: Visit [OSSE.DC.gov/parcc](https://OSSE.DC.gov/parcc) or call OSSE (202) 719-6500



# Additional Information Available

- Additional materials on [osse.dc.gov/parcc](https://osse.dc.gov/parcc)
  - Detailed school, LEA, sector, and state data
  - Subject-specific spreadsheets
  - Score report guide and FAQs for families
  - Access to 2015 released test items



# Appendix



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# 1. Participation Rates by Sector

	ELA			Math		
	State	PCS	DCPS	State	PCS	DCPS
All	96%	99%	95%	96%	99%	94%
3rd	99%	99%	98%	98%	99%	98%
4th	99%	100%	98%	98%	99%	98%
5th	99%	99%	99%	99%	99%	99%
6th	98%	99%	97%	99%	99%	98%
7th	98%	99%	98%	99%	99%	98%
8th	98%	99%	96%	98%	99%	97%
9th-12th	84%	96%	80%	83%	96%	79%

Note: Ward determination is based on school. Students must be enrolled for the Full Academic Year (FAY) to be counted for participation calculations.



## 2. ELA: Overall Sector Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	24.8%	26.7%	1.9%	24.9%	28.5%	3.7%	24.9%	25.5%	0.6%
Black	17.0%	19.3%	2.3%	20.6%	24.3%	3.7%	13.9%	15.1%	1.2%
Hispanic	21.8%	24.7%	2.9%	21.9%	28.3%	6.4%	21.7%	22.9%	1.2%
White	79.1%	74.3%	-4.9%	80.3%	75.1%	-5.2%	78.8%	74.0%	-4.8%
Special Education	4.2%	5.4%	1.2%	5.2%	6.6%	1.4%	3.4%	4.5%	1.2%
English Language Learner	11.1%	13.8%	2.8%	10.0%	13.7%	3.7%	11.6%	13.9%	2.3%
Economically Disadvantaged	14.4%	18.2%	3.8%	18.0%	23.0%	5.0%	11.8%	14.6%	2.7%
At-Risk	11.4%	13.2%	1.8%	15.3%	17.8%	2.5%	8.6%	10.0%	1.4%
Female	29.3%	31.6%	2.2%	29.0%	33.2%	4.2%	29.7%	30.5%	0.8%
Male	20.3%	21.8%	1.5%	20.6%	23.7%	3.1%	20.3%	20.6%	0.3%





## 2. ELA: Overall Sector Results Cont'd

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
Black Female	21.4%	24.0%	2.5%	24.5%	28.7%	4.2%	18.6%	19.7%	1.1%
Black Male	12.5%	14.6%	2.1%	16.3%	19.5%	3.2%	9.4%	10.7%	1.2%
Hispanic Female	26.3%	30.2%	3.9%	27.8%	36.0%	8.2%	25.4%	27.4%	2.0%
Hispanic Male	17.4%	19.4%	2.0%	16.0%	21.1%	5.1%	18.2%	18.6%	0.5%
White Female	84.9%	80.8%	-4.1%	86.9%	81.0%	-6.0%	84.4%	80.8%	-3.6%
White Male	73.7%	68.1%	-5.6%	74.6%	69.7%	-4.9%	73.4%	67.5%	-5.9%



## 2. Math: Overall Sector Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	22.1%	24.8%	▲ 2.8%	23.9%	26.4%	▲ 2.5%	20.9%	23.9%	▲ 3.1%
Black	15.2%	17.4%	▲ 2.3%	20.4%	23.0%	▲ 2.6%	10.7%	12.9%	▲ 2.3%
Hispanic	20.0%	22.0%	▲ 2.0%	19.7%	21.6%	▲ 1.9%	20.3%	22.3%	▲ 2.0%
White	68.3%	71.0%	▲ 2.7%	70.6%	69.1%	▼ -1.5%	67.6%	71.5%	▲ 3.9%
Special Education	3.9%	6.4%	▲ 2.5%	5.4%	7.6%	▲ 2.2%	2.8%	5.6%	▲ 2.8%
English Language Learner	15.7%	18.5%	▲ 2.8%	12.8%	15.3%	▲ 2.5%	17.4%	20.0%	▲ 2.6%
Economically Disadvantaged	14.0%	16.9%	▲ 2.9%	18.2%	21.8%	▲ 3.6%	11.0%	13.5%	▲ 2.5%
At-Risk	11.0%	12.9%	▲ 1.9%	15.7%	17.8%	▲ 2.1%	7.7%	9.8%	▲ 2.1%
Female	22.9%	26.1%	▲ 3.2%	24.3%	27.5%	▲ 3.2%	21.9%	25.2%	▲ 3.3%
Male	21.2%	23.6%	▲ 2.4%	23.6%	25.3%	▲ 1.7%	19.8%	22.7%	▲ 2.9%



## 2. Math: Overall Sector Results Cont'd

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
Black Female	16.2%	19.1%	2.9%	21.0%	24.4%	3.4%	11.8%	14.5%	2.7%
Black Male	14.1%	15.7%	1.6%	19.8%	21.4%	1.6%	9.5%	11.4%	1.8%
Hispanic Female	20.3%	22.3%	1.9%	20.2%	22.8%	2.6%	20.5%	22.0%	1.5%
Hispanic Male	19.7%	21.8%	2.1%	19.3%	20.6%	1.3%	20.0%	22.5%	2.5%
White Female	69.4%	72.2%	2.8%	72.2%	68.8%	-3.5%	68.6%	73.2%	4.6%
White Male	67.2%	69.9%	2.6%	69.3%	69.5%	0.2%	66.6%	69.9%	3.3%



### 3. Overall Results by Ward

	ELA % 4+			Math % 4+		
	2015	2016	% Change	2015	2016	% Change
All	24.8%	26.7%	1.9%	22.1%	24.8%	2.7%
Ward 1	21.0%	26.2%	5.2%	18.1%	20.2%	2.1%
Ward 2	49.0%	49.6%	0.6%	41.9%	47.3%	5.3%
Ward 3	64.5%	59.8%	-4.8%	49.4%	52.2%	2.9%
Ward 4	27.6%	28.4%	0.7%	24.4%	25.2%	0.8%
Ward 5	20.5%	23.5%	3.0%	17.5%	19.4%	1.9%
Ward 6	21.5%	24.6%	3.1%	21.5%	24.8%	3.3%
Ward 7	12.1%	16.2%	4.1%	15.5%	19.8%	4.3%
Ward 8	11.2%	13.1%	1.9%	10.9%	12.7%	1.8%



## 4. ELA: Grade 3 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	24.5%	25.7%	▲ 1.2%	25.6%	28.1%	▲ 2.5%	23.9%	24.3%	▲ 0.4%
Black	17.3%	19.5%	▲ 2.2%	23.3%	26.9%	▲ 3.6%	12.4%	14.1%	▲ 1.7%
Hispanic	16.9%	18.2%	▲ 1.3%	18.4%	19.5%	▲ 1.1%	16.4%	17.7%	▲ 1.3%
White	71.2%	65.3%	▼ -6.0%	71.1%	55.8%	▼ -15.2%	71.4%	67.3%	▼ -4.1%
Special Education	4.2%	8.0%	▲ 3.8%	6.2%	8.9%	▲ 2.7%	3.1%	7.6%	▲ 4.5%
English Language Learner	14.6%	16.7%	▲ 2.1%	12.9%	17.4%	▲ 4.5%	15.4%	16.5%	▲ 1.1%
Economically Disadvantaged	15.1%	18.4%	▲ 3.3%	20.1%	25.3%	▲ 5.2%	11.8%	14.0%	▲ 2.2%
At-Risk	10.6%	12.7%	▲ 2.1%	15.8%	19.4%	▲ 3.6%	7.5%	9.1%	▲ 1.6%
Female	27.3%	29.7%	▲ 2.4%	27.5%	32.1%	▲ 4.6%	27.2%	28.4%	▲ 1.2%
Male	21.7%	21.8%	▲ 0.1%	23.7%	24.1%	▲ 0.5%	20.8%	20.4%	▼ -0.4%



# 4. ELA: Grade 4 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	25.5%	28.7%	▲ 3.2%	21.9%	28.1%	▲ 6.2%	27.7%	29.1%	▲ 1.4%
Black	15.6%	19.8%	▲ 4.1%	17.3%	24.5%	▲ 7.2%	14.7%	16.0%	▲ 1.3%
Hispanic	22.8%	26.1%	▲ 3.3%	23.1%	28.2%	▲ 5.0%	22.6%	25.5%	▲ 2.9%
White	79.2%	78.9%	▼ -0.4%	78.6%	72.6%	▼ -6.0%	79.3%	79.8%	▲ 0.4%
Special Education	4.7%	6.0%	▲ 1.2%	6.2%	5.9%	▼ -0.2%	3.6%	6.1%	▲ 2.5%
English Language Learner	13.9%	17.3%	▲ 3.4%	12.2%	15.5%	▲ 3.3%	14.5%	17.7%	▲ 3.3%
Economically Disadvantaged	13.6%	18.9%	▲ 5.3%	16.1%	23.3%	▲ 7.2%	12.2%	16.0%	▲ 3.8%
At-Risk	9.8%	14.0%	▲ 4.2%	13.2%	17.6%	▲ 4.4%	7.9%	12.0%	▲ 4.1%
Female	29.4%	31.6%	▲ 2.2%	25.6%	31.2%	▲ 5.6%	31.9%	31.8%	▼ 0.0%
Male	21.5%	25.8%	▲ 4.3%	18.0%	24.7%	▲ 6.7%	23.7%	26.5%	▲ 2.8%



# 4. ELA: Grade 5 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	25.9%	29.1%	▲ 3.2%	29.0%	31.0%	▲ 2.0%	23.7%	28.0%	▲ 4.3%
Black	16.9%	19.8%	▲ 2.9%	21.7%	24.0%	▲ 2.3%	13.1%	16.7%	▲ 3.5%
Hispanic	22.6%	29.8%	▲ 7.2%	27.2%	35.0%	▲ 7.8%	20.1%	27.7%	▲ 7.6%
White	80.3%	78.9%	▼ -1.5%	81.8%	80.0%	▼ -1.8%	79.5%	78.4%	▼ -1.1%
Special Education	4.4%	6.0%	▲ 1.6%	5.6%	7.5%	▲ 1.9%	3.5%	4.9%	▲ 1.3%
English Language Learner	9.5%	16.3%	▲ 6.8%	7.8%	16.8%	▲ 8.9%	10.3%	16.1%	▲ 5.9%
Economically Disadvantaged	14.4%	18.1%	▲ 3.7%	19.2%	22.8%	▲ 3.5%	11.3%	15.0%	▲ 3.7%
At-Risk	11.4%	13.0%	▲ 1.6%	17.4%	17.0%	▼ -0.4%	8.0%	10.7%	▲ 2.7%
Female	30.7%	34.0%	▲ 3.3%	33.6%	36.5%	▲ 2.8%	28.4%	32.5%	▲ 4.1%
Male	21.1%	24.2%	▲ 3.1%	24.2%	25.4%	▲ 1.2%	19.2%	23.7%	▲ 4.4%



## 4. ELA: Grade 6 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	22.7%	25.6%	▲ 2.9%	22.7%	25.9%	▲ 3.2%	22.9%	25.6%	▲ 2.8%
Black	14.9%	17.7%	▲ 2.8%	17.7%	20.8%	▲ 3.1%	11.5%	13.2%	▲ 1.6%
Hispanic	20.2%	24.3%	▲ 4.1%	19.6%	27.7%	▲ 8.1%	20.7%	21.3%	▲ 0.6%
White	79.3%	75.5%	▼ -3.8%	77.8%	74.5%	▼ -3.3%	80.0%	76.3%	▼ -3.7%
Special Education	2.8%	3.5%	▲ 0.7%	4.2%	4.1%	▼ -0.1%	1.4%	2.7%	▲ 1.3%
English Language Learner	9.0%	9.3%	▲ 0.3%	9.4%	11.5%	▲ 2.1%	8.7%	7.5%	▼ -1.2%
Economically Disadvantaged	12.5%	16.5%	▲ 4.0%	15.1%	19.7%	▲ 4.7%	9.8%	12.1%	▲ 2.3%
At-Risk	10.1%	12.2%	▲ 2.1%	12.7%	15.7%	▲ 2.9%	7.2%	7.7%	▲ 0.5%
Female	27.4%	31.6%	▲ 4.2%	27.3%	30.9%	▲ 3.6%	27.5%	32.8%	▲ 5.3%
Male	18.2%	19.7%	▲ 1.5%	18.2%	20.5%	▲ 2.3%	18.6%	19.0%	▲ 0.4%





## 4. ELA: Grade 7 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	24.5%	27.1%	2.7%	24.7%	29.7%	5.0%	24.3%	24.6%	0.4%
Black	16.3%	19.4%	3.1%	20.1%	24.5%	4.4%	12.4%	13.6%	1.2%
Hispanic	22.0%	26.3%	4.2%	19.7%	31.3%	11.6%	24.1%	21.9%	-2.3%
White	83.8%	79.1%	-4.7%	85.2%	78.1%	-7.1%	83.0%	79.5%	-3.4%
Special Education	4.4%	4.9%	0.5%	4.6%	7.1%	2.5%	4.0%	2.5%	-1.5%
English Language Learner	6.1%	9.4%	3.3%	4.8%	6.3%	1.5%	8.0%	11.4%	3.4%
Economically Disadvantaged	13.9%	18.1%	4.2%	16.9%	23.4%	6.5%	11.1%	12.2%	1.1%
At-Risk	10.6%	14.5%	3.9%	14.0%	19.8%	5.8%	7.6%	9.4%	1.8%
Female	28.8%	33.8%	5.0%	28.1%	36.6%	8.5%	29.6%	30.9%	1.3%
Male	20.1%	20.6%	0.5%	21.3%	22.6%	1.3%	19.1%	18.8%	-0.4%



# 4. ELA: Grade 8 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	25.4%	29.2%	▲ 3.7%	27.1%	32.6%	▲ 5.5%	24.2%	26.5%	▲ 2.2%
Black	18.4%	21.6%	▲ 3.2%	23.4%	27.8%	▲ 4.4%	13.7%	15.5%	▲ 1.9%
Hispanic	25.6%	30.3%	▲ 4.7%	26.5%	31.9%	▲ 5.4%	24.9%	29.5%	▲ 4.6%
White	85.6%	79.6%	▼ -6.0%	84.2%	87.4%	▲ 3.2%	86.3%	76.1%	▼ -10.2%
Special Education	4.8%	5.0%	▲ 0.2%	5.7%	7.1%	▲ 1.4%	4.2%	3.1%	▼ -1.1%
English Language Learner	11.0%	9.9%	▼ -1.1%	15.2%	8.8%	▼ -6.4%	6.7%	11.1%	▲ 4.4%
Economically Disadvantaged	15.3%	20.0%	▲ 4.7%	19.9%	26.1%	▲ 6.2%	11.5%	14.3%	▲ 2.8%
At-Risk	12.5%	14.7%	▲ 2.2%	17.4%	20.0%	▲ 2.6%	8.5%	10.1%	▲ 1.6%
Female	31.8%	34.6%	▲ 2.8%	33.6%	36.8%	▲ 3.2%	30.2%	32.8%	▲ 2.5%
Male	19.0%	23.8%	▲ 4.8%	20.0%	28.2%	▲ 8.2%	18.4%	20.4%	▲ 2.0%



# 4. ELA: ELA II Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	25.1%	21.0%	▼ -4.1%	22.7%	23.4%	▲ 0.7%	27.0%	20.1%	▼ -6.9%
Black	19.6%	17.4%	▼ -2.3%	20.3%	21.0%	▲ 0.7%	19.5%	15.7%	▼ -3.8%
Hispanic	25.5%	20.5%	▼ -5.0%	19.1%	24.2%	▲ 5.1%	27.9%	19.3%	▼ -8.6%
White	81.6%	61.5%	▼ -20.1%	81.8%	81.1%	▼ -0.7%	81.4%	57.7%	▼ -23.8%
Special Education	3.8%	3.9%	▲ 0.2%	4.4%	6.0%	▲ 1.6%	3.4%	2.9%	▼ -0.6%
English Language Learner	4.6%	8.2%	▲ 3.6%	2.7%	13.5%	▲ 10.8%	5.3%	6.8%	▲ 1.4%
Economically Disadvantaged	16.5%	17.4%	▲ 1.0%	19.1%	20.4%	▲ 1.3%	15.0%	16.3%	▲ 1.3%
At-Risk	15.2%	11.6%	▼ -3.7%	17.7%	15.3%	▼ -2.4%	13.8%	10.1%	▼ -3.7%
Female	30.7%	26.6%	▼ -4.1%	27.1%	26.9%	▼ -0.2%	33.4%	26.7%	▼ -6.8%
Male	19.2%	15.2%	▼ -4.0%	17.8%	19.8%	▲ 2.0%	20.5%	13.3%	▼ -7.2%



# 5. Math: Grade 3 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	30.2%	37.3%	▲ 7.1%	31.4%	39.6%	▲ 8.2%	29.7%	36.1%	▲ 6.4%
Black	22.8%	30.4%	▲ 7.6%	29.6%	39.6%	▲ 10.0%	17.3%	23.8%	▲ 6.5%
Hispanic	25.1%	31.6%	▲ 6.4%	24.1%	28.6%	▲ 4.5%	25.6%	32.7%	▲ 7.0%
White	73.3%	78.0%	▲ 4.7%	68.4%	55.8%	▼ -12.6%	74.2%	82.8%	▲ 8.7%
Special Education	6.0%	14.9%	▲ 8.9%	7.5%	15.4%	▲ 7.9%	5.1%	14.7%	▲ 9.6%
English Language Learner	23.7%	31.7%	▲ 8.0%	19.1%	24.6%	▲ 5.5%	25.7%	34.4%	▲ 8.7%
Economically Disadvantaged	21.7%	29.5%	▲ 7.8%	27.5%	37.9%	▲ 10.4%	18.1%	24.4%	▲ 6.3%
At-Risk	17.1%	23.3%	▲ 6.2%	24.8%	32.1%	▲ 7.4%	12.6%	18.7%	▲ 6.1%
Female	29.0%	39.0%	▲ 10.0%	29.6%	42.2%	▲ 12.5%	28.6%	37.3%	▲ 8.8%
Male	31.4%	35.6%	▲ 4.2%	33.3%	37.1%	▲ 3.9%	30.7%	34.8%	▲ 4.1%



# 5. Math: Grade 4 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	28.0%	31.5%	▲ 3.6%	27.7%	33.5%	▲ 5.8%	28.4%	30.6%	▲ 2.2%
Black	19.6%	23.0%	▲ 3.4%	25.8%	31.3%	▲ 5.6%	15.4%	16.7%	▲ 1.3%
Hispanic	25.7%	28.3%	▲ 2.6%	21.2%	27.7%	▲ 6.4%	27.7%	28.5%	▲ 0.8%
White	72.4%	80.2%	▲ 7.8%	65.5%	69.9%	▲ 4.4%	73.5%	81.7%	▲ 8.2%
Special Education	6.9%	8.3%	▲ 1.4%	10.0%	11.3%	▲ 1.3%	4.6%	6.4%	▲ 1.8%
English Language Learner	20.9%	22.9%	▲ 2.0%	12.8%	20.9%	▲ 8.1%	24.8%	23.7%	▼ -1.1%
Economically Disadvantaged	17.8%	22.4%	▲ 4.6%	23.0%	29.7%	▲ 6.7%	14.8%	17.9%	▲ 3.1%
At-Risk	13.9%	18.0%	▲ 4.1%	20.8%	27.2%	▲ 6.4%	10.1%	13.1%	▲ 3.1%
Female	29.4%	31.2%	▲ 1.8%	28.8%	34.0%	▲ 5.2%	30.1%	29.7%	▼ -0.3%
Male	26.5%	31.8%	▲ 5.3%	26.5%	32.9%	▲ 6.4%	26.8%	31.5%	▲ 4.7%



# 5. Math: Grade 5 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	25.0%	29.9%	▲ 4.8%	27.7%	32.4%	▲ 4.7%	23.3%	28.3%	▲ 5.0%
Black	17.1%	20.9%	▲ 3.9%	22.6%	27.1%	▲ 4.5%	12.7%	16.1%	▲ 3.4%
Hispanic	22.1%	31.7%	▲ 9.5%	22.0%	31.8%	▲ 9.8%	22.4%	31.5%	▲ 9.1%
White	72.2%	74.7%	▲ 2.5%	67.9%	71.6%	▲ 3.7%	74.5%	75.9%	▲ 1.4%
Special Education	4.6%	9.1%	▲ 4.5%	5.5%	11.5%	▲ 5.9%	3.7%	7.2%	▲ 3.5%
English Language Learner	12.0%	21.7%	▲ 9.7%	9.2%	19.3%	▲ 10.1%	13.3%	22.7%	▲ 9.4%
Economically Disadvantaged	15.5%	20.4%	▲ 4.9%	19.6%	25.6%	▲ 6.1%	12.9%	16.9%	▲ 4.0%
At-Risk	13.2%	15.3%	▲ 2.1%	19.1%	20.8%	▲ 1.7%	9.7%	11.9%	▲ 2.2%
Female	25.9%	31.9%	▲ 6.0%	27.7%	34.8%	▲ 7.1%	24.7%	30.0%	▲ 5.4%
Male	24.2%	27.8%	▲ 3.7%	27.6%	29.8%	▲ 2.1%	22.0%	26.7%	▲ 4.7%



## 5. Math: Grade 6 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	20.6%	20.9%	▲ 0.3%	21.7%	19.4%	▼ -2.3%	19.6%	22.9%	▲ 3.4%
Black	13.3%	12.3%	▼ -1.1%	17.3%	14.1%	▼ -3.2%	8.5%	9.6%	▲ 1.1%
Hispanic	19.0%	20.2%	▲ 1.3%	15.1%	20.2%	▲ 5.1%	22.5%	20.3%	▼ -2.1%
White	71.3%	73.3%	▲ 2.0%	76.3%	69.3%	▼ -7.0%	68.9%	75.8%	▲ 7.0%
Special Education	3.5%	3.0%	▼ -0.5%	4.9%	3.7%	▼ -1.2%	2.0%	2.1%	▲ 0.1%
English Language Learner	13.6%	8.3%	▼ -5.3%	12.7%	8.8%	▼ -3.9%	14.4%	7.8%	▼ -6.6%
Economically Disadvantaged	11.6%	11.7%	▲ 0.2%	14.1%	13.6%	▼ -0.4%	9.0%	9.2%	▲ 0.2%
At-Risk	9.1%	8.8%	▼ -0.3%	11.7%	10.6%	▼ -1.1%	6.1%	6.3%	▲ 0.2%
Female	22.3%	21.8%	▼ -0.5%	22.8%	18.8%	▼ -4.0%	21.9%	26.0%	▲ 4.2%
Male	19.0%	20.0%	▲ 1.0%	20.7%	20.1%	▼ -0.6%	17.4%	20.1%	▲ 2.7%



# 5. Math: Grade 7 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	14.0%	16.7%	▲ 2.7%	19.2%	21.3%	▲ 2.2%	8.4%	11.7%	▲ 3.3%
Black	9.6%	12.1%	▲ 2.5%	14.2%	16.4%	▲ 2.1%	4.5%	7.2%	▲ 2.7%
Hispanic	14.7%	15.7%	▲ 1.0%	17.6%	17.7%	▲ 0.1%	11.8%	14.0%	▲ 2.2%
White	58.8%	59.8%	▲ 1.0%	74.8%	71.7%	▼ -3.1%	40.0%	47.1%	▲ 7.1%
Special Education	2.4%	4.0%	▲ 1.6%	3.7%	6.1%	▲ 2.4%	1.1%	1.7%	▲ 0.6%
English Language Learner	5.2%	9.7%	▲ 4.5%	6.8%	7.8%	▲ 1.1%	3.4%	10.9%	▲ 7.6%
Economically Disadvantaged	8.9%	11.6%	▲ 2.7%	12.9%	15.1%	▲ 2.2%	5.0%	7.8%	▲ 2.8%
At-Risk	6.1%	8.2%	▲ 2.1%	9.8%	11.1%	▲ 1.2%	2.7%	5.4%	▲ 2.7%
Female	14.3%	18.9%	▲ 4.6%	19.0%	22.6%	▲ 3.7%	9.0%	14.7%	▲ 5.8%
Male	13.7%	14.6%	▲ 0.8%	19.4%	20.0%	▲ 0.6%	8.0%	8.9%	▲ 1.0%

Note: Results for students in 7<sup>th</sup> grade who took an advanced math test are included in the high school test results.





# 5. Math: Grade 8 Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	17.1%	14.3%	▼ -2.9%	28.0%	22.1%	▼ -5.9%	3.3%	3.3%	▲ 0.1%
Black	14.8%	11.4%	▼ -3.4%	25.0%	18.7%	▼ -6.2%	2.7%	2.1%	▼ -0.6%
Hispanic	16.5%	13.3%	▼ -3.2%	25.6%	16.4%	▼ -9.2%	2.2%	7.1%	▲ 4.9%
White	57.7%	63.8%	▲ 6.2%	72.0%	77.0%	▲ 5.0%	27.8%	20.0%	▼ -7.8%
Special Education	2.2%	1.7%	▼ -0.5%	4.3%	3.2%	▼ -1.2%	0.5%	0.3%	▼ -0.3%
English Language Learner	10.2%	5.3%	▼ -4.9%	16.0%	7.1%	▼ -8.9%	2.1%	3.4%	▲ 1.2%
Economically Disadvantaged	12.6%	10.7%	▼ -1.9%	22.2%	17.3%	▼ -5.0%	2.3%	2.5%	▲ 0.2%
At-Risk	10.0%	8.0%	▼ -1.9%	18.5%	13.8%	▼ -4.7%	1.6%	1.8%	▲ 0.2%
Female	20.1%	16.1%	▼ -4.0%	31.3%	23.6%	▼ -7.7%	4.8%	4.5%	▼ -0.4%
Male	14.1%	12.5%	▼ -1.6%	24.5%	20.5%	▼ -4.0%	1.8%	2.4%	▲ 0.6%

Note: Results for students in 8<sup>th</sup> grade who took an advanced math test are included in the high school test results.



# 5. Math: Algebra I Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	28.7%	38.1%	▲ 9.5%	11.5%	66.7%	▲ 55.2%	30.4%	36.8%	▲ 6.4%
Black	16.5%	22.0%	▲ 5.5%	10.8%	n<25	---	17.7%	20.2%	▲ 2.5%
Hispanic	18.4%	20.6%	▲ 2.2%	n<25	n<25	---	18.8%	17.4%	▼ -1.3%
White	65.1%	71.8%	▲ 6.7%	n<25	n<25	---	65.1%	71.0%	▲ 5.9%
Special Education	6.9%	20.4%	▲ 13.5%	n<25	n<25	---	8.5%	20.5%	▲ 12.0%
English Language Learner	11.1%	15.7%	▲ 4.6%		n<25	---	11.3%	14.9%	▲ 3.7%
Economically Disadvantaged	13.6%	17.1%	▲ 3.5%	7.5%	63.0%	---	14.8%	14.3%	▼ -0.5%
At-Risk	11.6%	15.9%	▲ 4.3%	5.9%	n<25	---	13.0%	12.6%	▼ -0.4%
Female	30.3%	37.0%	▲ 6.7%	12.2%	72.0%	▲ 59.8%	32.4%	34.9%	▲ 2.6%
Male	26.8%	39.4%	▲ 12.6%	10.5%	n<25	---	28.2%	38.8%	▲ 10.5%



# 5. Math: Algebra II Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All		59.6%	---			---		59.6%	---
Black		n<25	---			---		n<25	---
Hispanic		n<25	---			---		n<25	---
White		69.1%	---			---		69.1%	---
Special Education		n<25	---			---		n<25	---
English Language Learner		n<25	---			---		n<25	---
Economically Disadvantaged		n<25	---			---		n<25	---
At-Risk		n<25	---			---		n<25	---
Female		53.6%	---			---		53.6%	---
Male		65.3%	---			---		65.3%	---

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.



# 5. Math: Geometry Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	9.8%	11.1%	1.3%	6.1%	8.9%	2.8%	12.0%	12.0%	0.0%
Black	4.4%	6.2%	1.8%	4.4%	7.5%	3.2%	4.6%	5.8%	1.1%
Hispanic	9.0%	6.8%	-2.1%	8.2%	6.7%	-1.5%	9.2%	6.9%	-2.3%
White	50.9%	49.5%	-1.5%	54.5%	51.6%	-2.9%	50.4%	49.3%	-1.1%
Special Education	0.7%	1.6%	0.9%	1.4%	2.2%	0.8%	0.3%	1.4%	1.1%
English Language Learner	4.3%	3.6%	-0.7%	3.6%	3.6%	-0.1%	4.6%	3.7%	-0.9%
Economically Disadvantaged	4.2%	5.6%	1.4%	4.0%	7.0%	3.0%	4.4%	5.1%	0.7%
At-Risk	3.1%	3.6%	0.5%	3.4%	5.8%	2.3%	3.0%	2.9%	-0.1%
Female	10.3%	12.6%	2.3%	5.0%	8.8%	3.8%	13.6%	14.0%	0.4%
Male	9.3%	9.6%	0.3%	7.4%	9.1%	1.7%	10.5%	9.9%	-0.6%



# 5. Math: Integrated Math II Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	n<25	82.1%	---	n<25	82.1%	---			---
Black	n<25	n<25	---	n<25	n<25	---			---
Hispanic		n<25	---		n<25	---			---
White	n<25	n<25	---	n<25	n<25	---			---
Special Education		n<25	---		n<25	---			---
English Language Learner			---			---			---
Economically Disadvantaged	n<25	n<25	---	n<25	n<25	---			---
At-Risk	n<25	n<25	---	n<25	n<25	---			---
Female	n<25	85.2%	---	n<25	85.2%	---			---
Male	n<25	n<25	---	n<25	n<25	---			---

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.



# 5. Math: High School Test Results

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	14.2%	16.5%	▲ 2.3%	7.2%	12.9%	▲ 5.7%	17.4%	17.8%	▲ 0.4%
Black	6.4%	8.0%	▲ 1.6%	5.1%	9.2%	▲ 4.1%	7.4%	7.7%	▲ 0.3%
Hispanic	12.1%	9.9%	▼ -2.3%	7.9%	11.1%	▲ 3.1%	12.9%	9.6%	▼ -3.3%
White	57.8%	59.4%	▲ 1.6%	63.4%	71.7%	▲ 8.3%	57.3%	58.4%	▲ 1.1%
Special Education	1.4%	2.6%	▲ 1.1%	1.3%	2.5%	▲ 1.2%	1.6%	2.7%	▲ 1.1%
English Language Learner	5.8%	5.0%	▼ -0.8%	3.6%	4.4%	▲ 0.7%	6.3%	5.2%	▼ -1.2%
Economically Disadvantaged	5.8%	6.8%	▲ 1.0%	4.3%	8.6%	▲ 4.2%	6.8%	6.3%	▼ -0.4%
At-Risk	4.3%	4.7%	▲ 0.5%	3.6%	7.3%	▲ 3.7%	4.8%	3.9%	▼ -0.9%
Female	15.1%	17.5%	▲ 2.4%	6.3%	13.6%	▲ 7.3%	19.3%	18.8%	▼ -0.5%
Male	13.2%	15.5%	▲ 2.3%	8.3%	12.1%	▲ 3.7%	15.4%	16.7%	▲ 1.3%

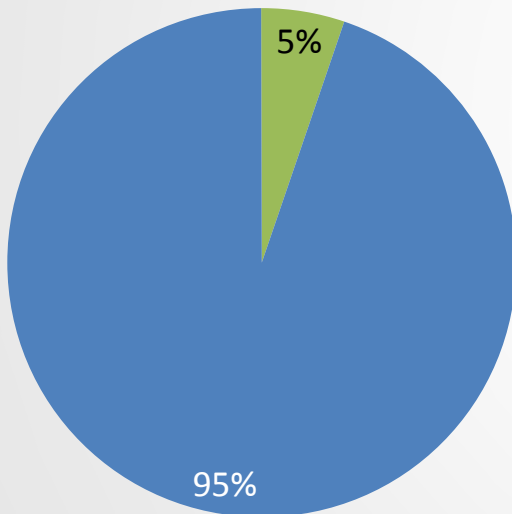
Note: These results are inclusive all of the high school math tests, regardless of the enrolled grade of the students. The high school math tests include Algebra I, Algebra II, Geometry, and Integrated Math II.



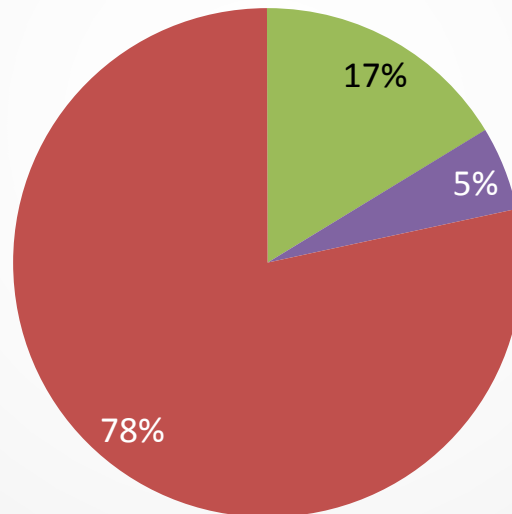
## 6. Math: Breakdown by Test by Enrolled Grade

The vast majority of middle and high schoolers took their respective grade-level assessment for math, but 5% of 7<sup>th</sup> graders and 22% of 8<sup>th</sup> graders took high school level tests.

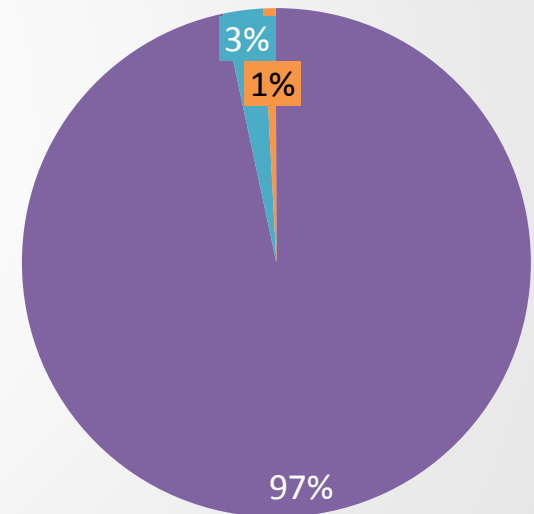
**7<sup>th</sup> Grade**



**8<sup>th</sup> Grade**



**9<sup>th</sup>-12<sup>th</sup> Grade**

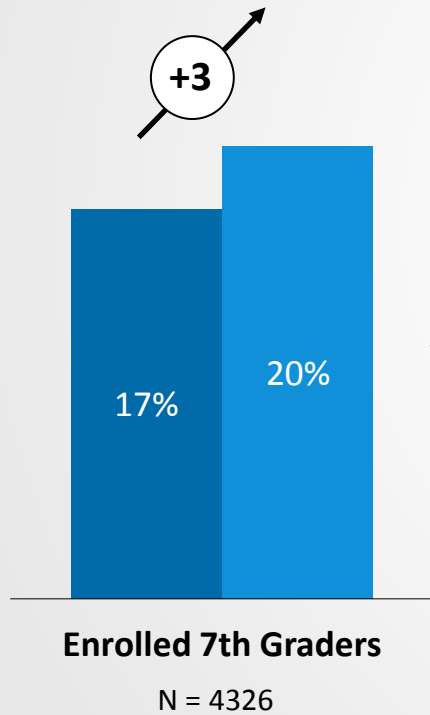


Grade 7   Grade 8   Algebra I   Geometry   Algebra II   Integrated Math II

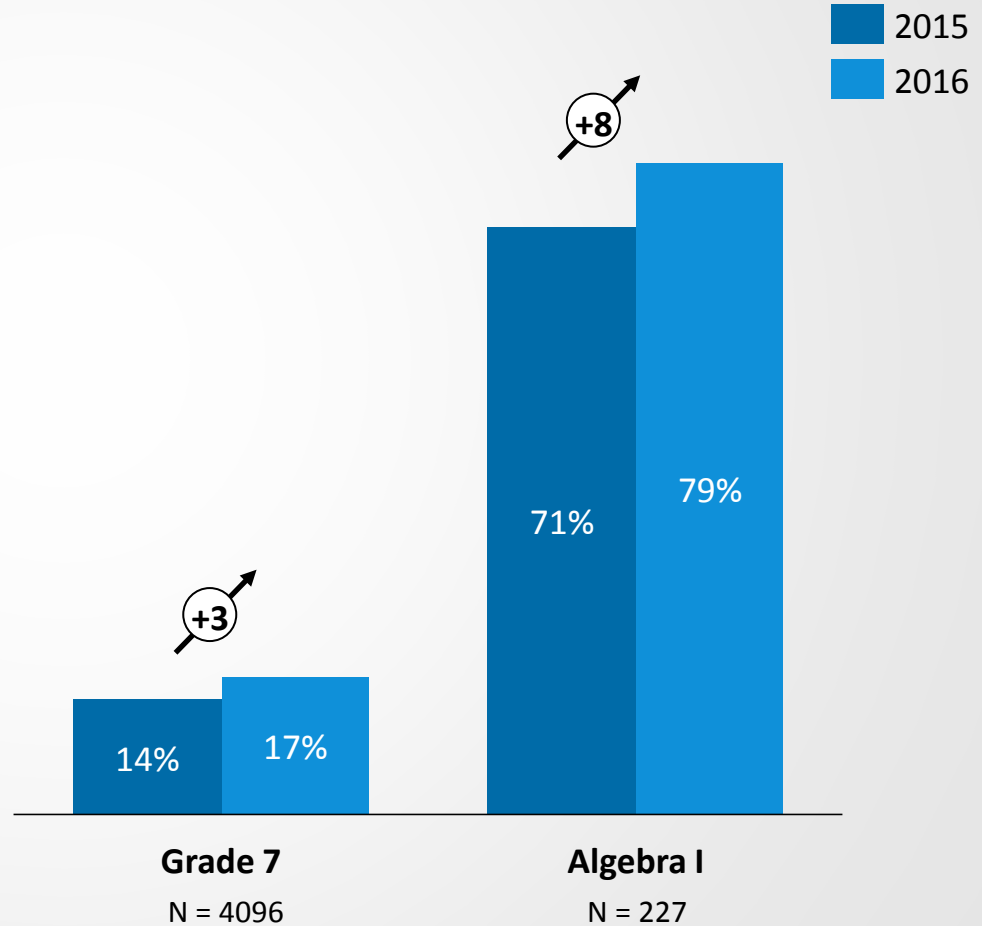


## 6. Math: % of 4+ for Enrolled 7<sup>th</sup> Graders by Test

By Enrolled Grade



By Test



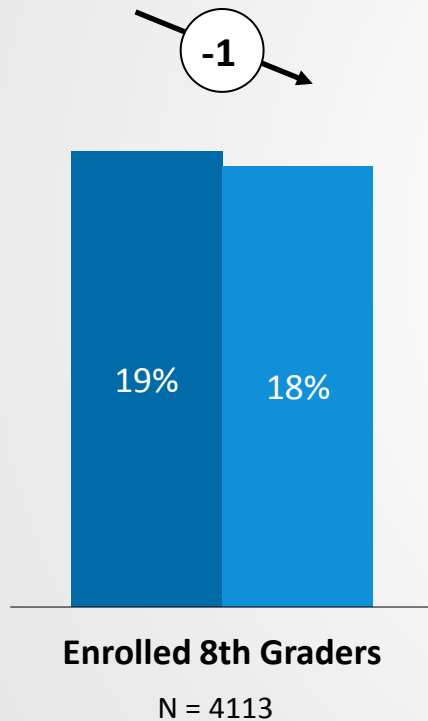
Note: N sizes represent students in 2016. Fewer than 25 students took Geometry in 7<sup>th</sup> grade, so this data is suppressed.



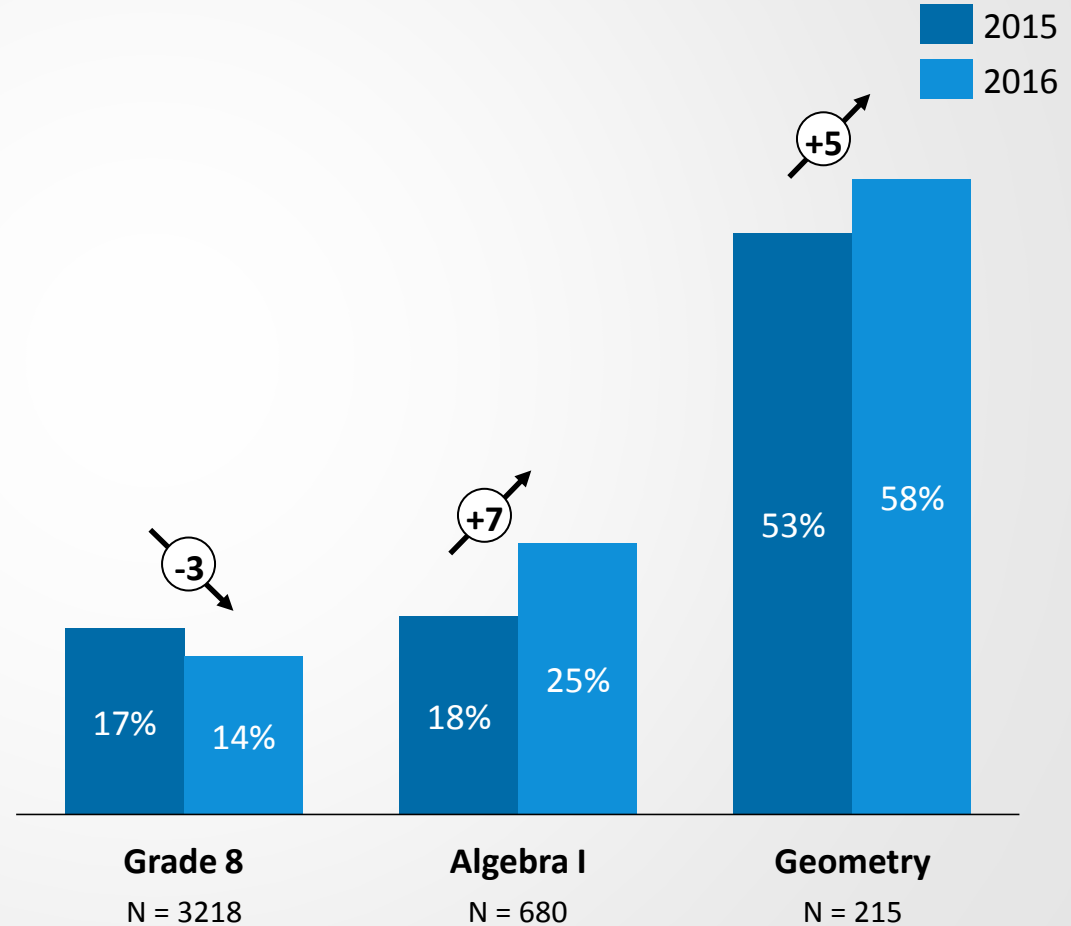


## 6. Math: % of 4+ for Enrolled 8<sup>th</sup> Graders by Test

By Enrolled Grade



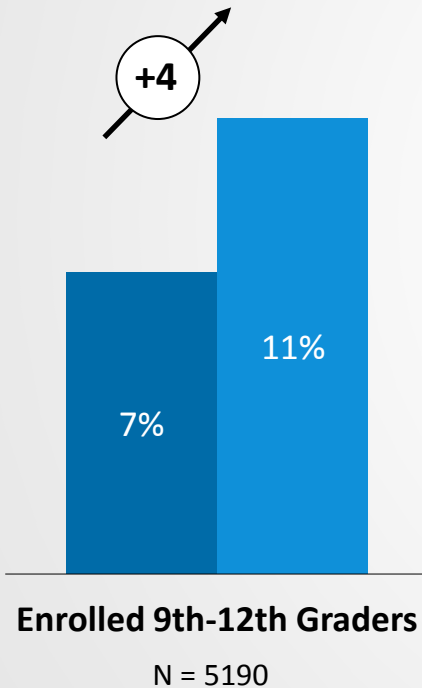
By Test



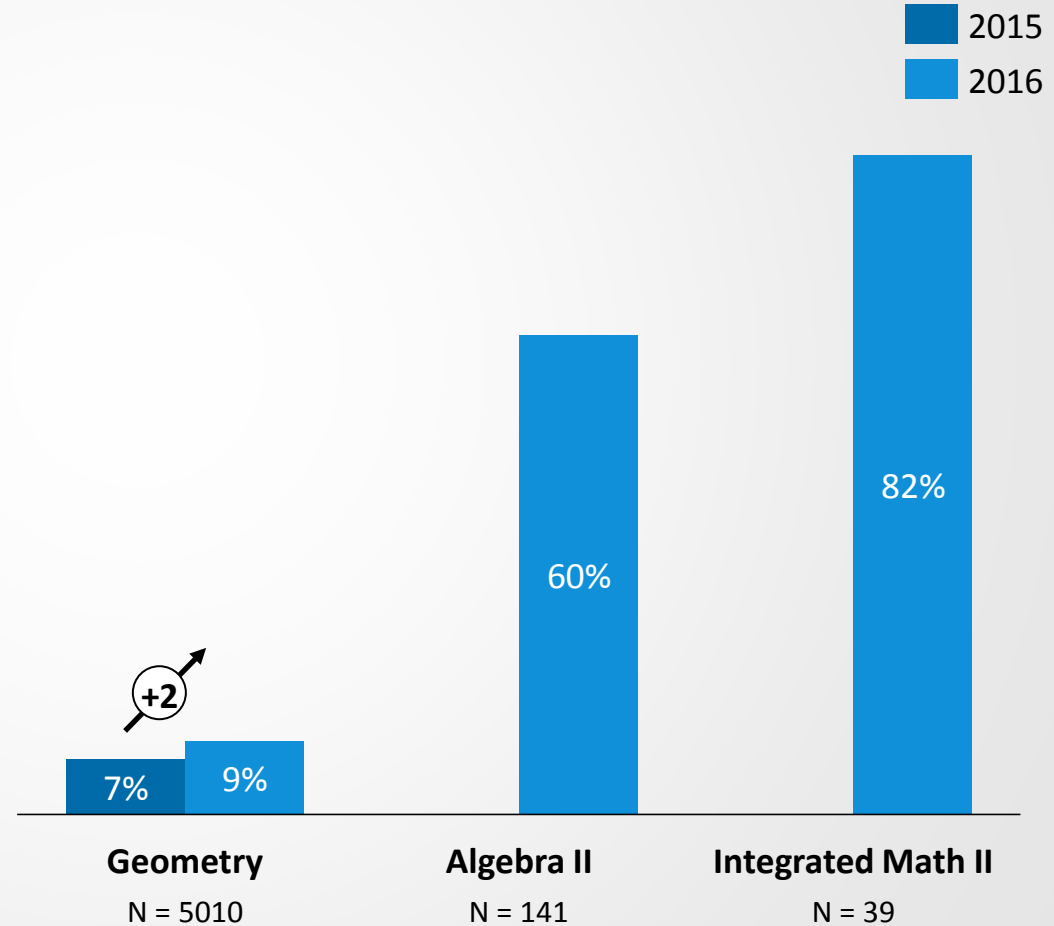


## 6. Math: % of 4+ for Enrolled 9<sup>th</sup>-12<sup>th</sup> Graders by Test

By Enrolled Grade



By Test



Note: N sizes represent students in 2016. No 2015 results are shown for Algebra II and Integrated Math II because fewer than 25 students took each test.



## 6. Math: 7<sup>th</sup> Grade Results (All Tests)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	17.2%	20.0%	▲ 2.8%	19.1%	21.3%	▲ 2.2%	15.4%	18.9%	▲ 3.5%
Black	10.1%	12.8%	▲ 2.7%	14.2%	16.4%	▲ 2.2%	5.6%	8.9%	▲ 3.3%
Hispanic	16.3%	16.9%	▲ 0.6%	17.6%	17.7%	▲ 0.1%	15.2%	16.4%	▲ 1.2%
White	66.5%	68.5%	▲ 2.1%	74.8%	71.7%	▼ -3.1%	62.8%	67.0%	▲ 4.2%
Special Education	2.9%	4.4%	▲ 1.4%	3.7%	6.1%	▲ 2.4%	2.2%	2.5%	▲ 0.3%
English Language Learner	6.9%	10.3%	▲ 3.4%	6.8%	7.8%	▲ 1.1%	7.3%	11.9%	▲ 4.6%
Economically Disadvantaged	9.4%	11.7%	▲ 2.3%	12.9%	15.1%	▲ 2.2%	6.1%	8.1%	▲ 2.0%
At-Risk	6.3%	8.3%	▲ 2.0%	9.8%	11.1%	▲ 1.3%	3.0%	5.7%	▲ 2.7%
Female	17.8%	22.0%	▲ 4.2%	19.0%	22.6%	▲ 3.7%	16.6%	21.6%	▲ 4.9%
Male	16.7%	18.1%	▲ 1.4%	19.3%	20.0%	▲ 0.7%	14.2%	16.4%	▲ 2.3%



## 6. Math: 7<sup>th</sup> Grade Results (Grade 7 Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	14.0%	16.7%	▲ 2.7%	19.2%	21.3%	▲ 2.2%	8.5%	11.7%	▲ 3.3%
Black	9.6%	12.1%	▲ 2.5%	14.2%	16.4%	▲ 2.1%	4.5%	7.2%	▲ 2.7%
Hispanic	14.7%	15.7%	▲ 1.0%	17.6%	17.7%	▲ 0.1%	11.9%	14.0%	▲ 2.1%
White	58.8%	59.8%	▲ 1.0%	74.8%	71.7%	▼ -3.1%	40.0%	47.1%	▲ 7.1%
Special Education	2.4%	4.0%	▲ 1.6%	3.7%	6.1%	▲ 2.4%	1.1%	1.7%	▲ 0.5%
English Language Learner	5.2%	9.7%	▲ 4.5%	6.8%	7.8%	▲ 1.1%	3.4%	10.9%	▲ 7.6%
Economically Disadvantaged	8.9%	11.6%	▲ 2.7%	12.9%	15.1%	▲ 2.2%	5.0%	7.8%	▲ 2.8%
At-Risk	6.1%	8.2%	▲ 2.1%	9.8%	11.1%	▲ 1.2%	2.7%	5.4%	▲ 2.7%
Female	14.3%	18.9%	▲ 4.6%	19.0%	22.6%	▲ 3.7%	9.0%	14.7%	▲ 5.8%
Male	13.7%	14.6%	▲ 0.8%	19.4%	20.0%	▲ 0.6%	8.0%	8.9%	▲ 1.0%



## 6. Math: 7<sup>th</sup> Grade Results (Algebra I Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	71.1%	78.9%	7.7%	n<25		---	71.4%	79.2%	7.8%
Black	45.9%	63.6%	17.7%	n<25		---	45.7%	65.1%	19.4%
Hispanic	n<25	n<25	---			---	n<25	n<25	---
White	79.8%	83.8%	4.0%			---	79.8%	83.8%	4.0%
Special Education	n<25	n<25	---			---	n<25	n<25	---
English Language Learner	n<25	n<25	---			---	n<25	n<25	---
Economically Disadvantaged	57.7%	n<25	---	n<25		---	n<25	n<25	---
At-Risk	n<25	n<25	---	n<25		---	n<25	n<25	---
Female	71.3%	80.4%	9.1%			---	71.3%	80.4%	9.1%
Male	71.0%	77.5%	6.5%	n<25		---	71.4%	78.2%	6.7%

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.



## 6. Math: 7<sup>th</sup> Grade Results (Geometry Test)

The total number of test takers statewide was fewer than 25, so data are not reportable.



## 6. Math: 8<sup>th</sup> Grade Results (All Tests)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	18.8%	18.2%	-0.6%	27.3%	23.2%	-4.1%	12.0%	14.1%	2.1%
Black	14.7%	12.4%	-2.3%	24.2%	19.3%	-4.9%	5.7%	5.8%	0.1%
Hispanic	16.6%	15.1%	-1.5%	25.2%	18.9%	-6.3%	11.6%	12.1%	0.6%
White	55.6%	62.5%	6.9%	72.4%	78.2%	5.8%	50.0%	55.6%	5.6%
Special Education	2.3%	2.8%	0.5%	4.2%	3.4%	-0.8%	1.0%	2.4%	1.4%
English Language Learner	9.8%	7.9%	-1.9%	16.0%	7.9%	-8.1%	4.9%	8.3%	3.4%
Economically Disadvantaged	12.5%	11.5%	-0.9%	21.4%	18.1%	-3.4%	5.1%	5.4%	0.3%
At-Risk	10.1%	8.9%	-1.2%	17.7%	14.6%	-3.1%	4.1%	4.0%	-0.1%
Female	21.3%	19.8%	-1.5%	30.3%	24.8%	-5.5%	13.5%	15.1%	1.6%
Male	16.3%	16.7%	0.5%	24.0%	21.5%	-2.5%	10.4%	13.0%	2.6%



## 6. Math: 8<sup>th</sup> Grade Results (Grade 8 Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	17.0%	14.3%	-2.7%	28.0%	22.1%	-5.9%	2.7%	3.3%	0.7%
Black	14.8%	11.4%	-3.4%	25.0%	18.7%	-6.3%	2.6%	2.1%	-0.4%
Hispanic	16.5%	13.3%	-3.2%	25.6%	16.4%	-9.2%	2.2%	7.1%	4.9%
White	59.4%	63.8%	4.5%	72.0%	77.0%	5.0%	n<25	20.0%	---
Special Education	2.2%	1.7%	-0.5%	4.3%	3.2%	-1.2%	0.6%	0.3%	-0.3%
English Language Learner	10.2%	5.3%	-4.9%	16.0%	7.1%	-8.9%	2.1%	3.4%	1.2%
Economically Disadvantaged	12.6%	10.7%	-1.9%	22.3%	17.3%	-5.0%	2.1%	2.5%	0.3%
At-Risk	9.9%	8.0%	-1.9%	18.5%	13.8%	-4.7%	1.5%	1.8%	0.3%
Female	19.9%	16.1%	-3.8%	31.3%	23.6%	-7.7%	3.9%	4.5%	0.6%
Male	14.1%	12.5%	-1.6%	24.5%	20.5%	-4.0%	1.6%	2.4%	0.8%





# Math: 8<sup>th</sup> Grade Results (Algebra I Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	18.0%	24.6%	▲ 6.6%	11.6%	66.7%	▲ 55.0%	18.8%	21.5%	▲ 2.7%
Black	14.2%	16.6%	▲ 2.5%	11.0%	n<25	---	15.1%	14.1%	▼ -1.0%
Hispanic	14.2%	17.2%	▲ 2.9%	n<25	n<25	---	14.5%	13.4%	▼ -1.1%
White	45.1%	54.5%	▲ 9.5%	n<25	n<25	---	44.3%	50.6%	▲ 6.2%
Special Education	1.5%	15.6%	▲ 14.0%	n<25	n<25	---	1.9%	15.0%	▲ 13.1%
English Language	4.5%	13.2%	▲ 8.8%		n<25	---	4.5%	12.3%	▲ 7.8%
Economically Disadvantaged	11.4%	16.2%	▲ 4.8%	7.6%	63.0%	▲ 55.4%	12.2%	13.2%	▲ 1.0%
At-Risk	11.2%	15.0%	▲ 3.8%	6.0%	n<25	---	12.5%	11.6%	▼ -0.9%
Female	19.8%	23.8%	▲ 4.0%	12.2%	72.0%	▲ 59.8%	21.0%	20.1%	▼ -0.9%
Male	15.9%	25.4%	▲ 9.5%	10.8%	n<25	---	16.5%	23.1%	▲ 6.6%

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.



# Math: 8<sup>th</sup> Grade Results (Geometry Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	52.7%	57.7%	▲ 5.0%	n<25		---	53.3%	57.7%	▲ 4.4%
Black	11.1%	38.6%	▲ 27.5%	n<25		---	12.0%	38.6%	▲ 26.6%
Hispanic	n<25	n<25	---			---	n<25	n<25	---
White	60.7%	67.2%	▲ 6.5%			---	60.7%	67.2%	▲ 6.5%
Special Education	n<25	n<25	---			---	n<25	n<25	---
English Language	n<25	n<25	---			---	n<25	n<25	---
Economically Disadvantaged	n<25	n<25	---	n<25		---	n<25	n<25	---
At-Risk	n<25	n<25	---			---	n<25	n<25	---
Female	50.5%	55.5%	▲ 4.9%	n<25		---	51.1%	55.5%	▲ 4.4%
Male	54.8%	60.4%	▲ 5.6%			---	55.4%	60.4%	▲ 5.0%

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.



# Math: 9<sup>th</sup>-12<sup>th</sup> Grade Results (All Tests)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	7.3%	11.0%	▲ 3.7%	7.0%	11.0%	▲ 4.1%	7.7%	11.1%	▲ 3.4%
Black	4.5%	6.1%	▲ 1.6%	4.6%	8.3%	▲ 3.6%	4.5%	5.3%	▲ 0.8%
Hispanic	7.2%	6.8%	▼ -0.4%	8.2%	7.1%	▼ -1.0%	7.0%	6.8%	▼ -0.2%
White	43.1%	50.3%	▲ 7.2%	62.5%	68.0%	▲ 5.5%	36.3%	48.1%	▲ 11.8%
Special Education	0.5%	1.3%	▲ 0.7%	1.4%	2.2%	▲ 0.8%	0.0%	0.9%	▲ 0.9%
English Language Learner	3.2%	3.3%	▲ 0.1%	3.6%	3.6%	▼ -0.1%	3.1%	3.2%	▲ 0.1%
Economically Disadvantaged	4.0%	5.6%	▲ 1.6%	4.1%	7.3%	▲ 3.2%	4.0%	5.1%	▲ 1.1%
At-Risk	3.0%	3.8%	▲ 0.8%	3.4%	6.2%	▲ 2.8%	2.9%	3.0%	▲ 0.1%
Female	8.0%	12.4%	▲ 4.4%	5.9%	11.6%	▲ 5.8%	9.6%	12.8%	▲ 3.2%
Male	6.6%	9.5%	▲ 2.9%	8.2%	10.3%	▲ 2.1%	5.9%	9.4%	▲ 3.5%



# Math: 9<sup>th</sup>-12<sup>th</sup> Grade Results (Geometry Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	7.0%	9.1%	▲ 2.1%	6.1%	8.9%	▲ 2.8%	7.7%	9.3%	▲ 1.5%
Black	4.4%	5.8%	▲ 1.4%	4.4%	7.5%	▲ 3.2%	4.5%	5.2%	▲ 0.7%
Hispanic	7.2%	6.3%	▼ -1.0%	8.2%	6.7%	▼ -1.5%	7.0%	6.2%	▼ -0.8%
White	40.4%	42.2%	▲ 1.8%	54.5%	51.6%	▼ -2.9%	36.3%	41.2%	▲ 4.9%
Special Education	0.5%	1.3%	▲ 0.7%	1.4%	2.2%	▲ 0.8%	0.0%	0.9%	▲ 0.9%
English Language Learner	3.2%	3.3%	▲ 0.1%	3.6%	3.6%	▼ -0.1%	3.1%	3.2%	▲ 0.1%
Economically Disadvantaged	3.9%	5.5%	▲ 1.5%	4.0%	7.0%	▲ 3.0%	4.0%	5.0%	▲ 1.0%
At-Risk	3.0%	3.6%	▲ 0.6%	3.3%	5.8%	▲ 2.5%	2.9%	2.8%	▼ -0.1%
Female	7.7%	10.5%	▲ 2.8%	5.0%	8.8%	▲ 3.8%	9.6%	11.3%	▲ 1.7%
Male	6.3%	7.5%	▲ 1.2%	7.4%	9.1%	▲ 1.7%	5.9%	7.1%	▲ 1.2%



# Math: 9<sup>th</sup>-12<sup>th</sup> Grade Results (Algebra II Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All		59.6%	---			---		59.6%	---
Black		n<25	---			---		n<25	---
Hispanic		n<25	---			---		n<25	---
White		69.1%	---			---		69.1%	---
Special Education		n<25	---			---		n<25	---
English Language Learner			---						---
Economically Disadvantaged		n<25	---			---		n<25	---
At-Risk		n<25	---			---		n<25	---
Female		53.6%	---			---		53.6%	---
Male		65.3%	---			---		65.3%	---

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.



# Math: 9<sup>th</sup>-12<sup>th</sup> Grade Results (Integrated Math II Test)

	State % 4+			PCS % 4+			DCPS % 4+		
	2015	2016	% Change	2015	2016	% Change	2015	2016	% Change
All	n<25	82.1%	---	n<25	82.1%	---			---
Black	n<25	n<25	---	n<25	n<25	---			---
Hispanic		n<25	---		n<25	---			---
White	n<25	n<25	---	n<25	n<25	---			---
Special Education		n<25	---		n<25	---			---
English Language Learner									
Economically Disadvantaged	n<25	n<25	---	n<25	n<25	---			---
At-Risk	n<25	n<25	---	n<25	n<25	---			---
Female	n<25	85.2%	---	n<25	85.2%	---			---
Male	n<25	n<25	---	n<25	n<25	---			---

Note: Cells are left blank if there were no students in the segment who met the business rule requirements for this test.