

Smarter Balanced - Mathematics - Overall

Emerson School

*Extended Assessments
included for all years*

Level 1 Level 2 Level 3 Level 4

Percent of Students by Achievement Level



2014-15, 2015-16, 2016-17

Math Overall Achievement

Students

Year	L1	L2	L3	L4	# Students
2017	13%	23%	32%	32%	69
2016	19%	26%	30%	26%	70
2015	6%	19%	42%	33%	67

Math Overall Achievement by Grade Level # Students

Grade	Year	L1	L2	L3	L4	# Students
Gr 3	2017	9%	9%	43%	39%	23
	2016	29%	25%	25%	21%	24
	2015	14%	10%	48%	29%	21
Gr 4	2017	19%	37%	15%	30%	27
	2016	10%	25%	45%	20%	20
	2015	4%	19%	46%	31%	26
Gr 5	2017	11%	21%	42%	26%	19
	2016	15%	27%	23%	35%	26
	2015	0%	30%	30%	40%	20
Gr 6	2017					
	2016					
	2015					
Gr 7	2017					
	2016					
	2015					
Gr 8	2017					
	2016					
	2015					
Gr 11	2017					
	2016					
	2015					

Math Overall Achievement by Race # Students

Race	Year	L1	L2	L3	L4	# Students
Asian	2017	*	*	*	*	Results not shown* <11
	2016	*	*	*	*	Results not shown* <11
	2015	*	*	*	*	Results not shown* <11
Black	2017	*	*	*	*	Results not shown* <11
	2016	*	*	*	*	Results not shown* <11
	2015	*	*	*	*	Results not shown* <11
Latino	2017	*	*	*	*	Results not shown* <11
	2016	*	*	*	*	Results not shown* <11
	2015	*	*	*	*	Results not shown* <11
Multi-HU	2017	13%	27%	33%	27%	15
	2016	27%	27%	27%	18%	11
	2015	*	*	*	*	Results not shown* <11
Multi-NonHU	2017	*	*	*	*	Results not shown* <11
	2016	*	*	*	*	Results not shown* <11
	2015	*	*	*	*	Results not shown* <11
Nat Am	2017	*	*	*	*	Results not shown* <11
	2016	*	*	*	*	Results not shown* <11
	2015	*	*	*	*	Results not shown* <11
Pac Isl	2017	*	*	*	*	Results not shown* <11
	2016	*	*	*	*	Results not shown* <11
	2015	*	*	*	*	Results not shown* <11
White	2017	13%	24%	34%	29%	38
	2016	19%	28%	31%	22%	36
	2015	5%	23%	33%	40%	40

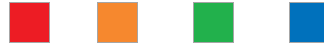
Note: Includes students enrolled on May 1. Extended Assessments included. Scores excluded from performance summaries were from students who were home or private schooled, foreign exchange, in their first year of U.S. school enrollment, or in a general education setting for less than 40% of instructional time. Economically Disadvantaged is determined using Direct Certification. HU = historically underserved. Multi-HU includes students who identify multiple ancestries including at least one historically underserved ancestry: Black, Native American, or Pacific Islander. Multi-NonHU includes students who identify multiple ancestries including only Asian and White.
*Results and/or number tested are not shown to protect student confidentiality. SPP—08/08/2017im(2017-0080)

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Level 1 Level 2 Level 3 Level 4



Percent of Students by Achievement Level

2014-15, 2015-16, 2016-17

Math Overall Achievement by Program # Students

	Year	L1	L2	L3	L4		# Students
ELL	2017	*	*	*	*	Results not shown*	<11
	2016	*	*	*	*	Results not shown*	<11
	2015	*	*	*	*	Results not shown*	<11
ECON	2017	*	*	*	*	Results not shown*	<11
	2016	*	*	*	*	Results not shown*	<11
	2015	*	*	*	*	Results not shown*	<11
SPED	2017	33%	27%	33%	7%		15
	2016	23%	31%	15%	31%		13
	2015	*	*	*	*	Results not shown*	<11
TAG	2017	*	*	*	*	Results not shown*	<11
	2016	*	*	*	*	Results not shown*	<11
	2015	*	*	*	*	Results not shown*	<11

Math Overall Achievement by Gender # Students

	Year	L1	L2	L3	L4		# Students
Female	2017	8%	22%	38%	32%		37
	2016	21%	26%	36%	18%		39
	2015	11%	13%	53%	24%		38
Male	2017	19%	25%	25%	31%		32
	2016	16%	26%	23%	35%		31
	2015	0%	28%	28%	45%		29

Note: Includes students enrolled on May 1. Extended Assessments included. Scores excluded from performance summaries were from students who were home or private schooled, foreign exchange, in their first year of U.S. school enrollment, or in a general education setting for less than 40% of instructional time. Economically Disadvantaged is determined using Direct Certification. HU = historically underserved. Multi-HU includes students who identify multiple ancestries including at least one historically underserved ancestry: Black, Native American, or Pacific Islander. Multi-NonHU includes students who identify multiple ancestries including only Asian and White.
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