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| --- | --- | --- | --- | --- |
| Grade | Taken | Passed | FLEP | Special Needs |
| 6th | 104 | 12 | 11 | 19 |
| 7th | 88 | 17 | 9 | 7 |
| 8th | 104 | 2 | 2 | 19 |

Observations-The WIDA test differs from tests in the past, as it is aligned with Common Core Standards. The rigor of the test was clearly evident from the tasks students were asked to complete. Approximately 10.4% of students passed the test and of those who passed 7.4% qualified as FLEP. It is worth noting that 15% of the students who took the test qualified as Special Needs students. Some students almost passed the test, but 13.5% had weakness in the domains of Listening and Writing. For 3.7% of students tested, the only domain that kept them from passing the test was Listening. Across grade levels there were a large number of non-proficient readers. A total of 58% of students tested were not reading at grade level.

Conclusions- As we continue to work with our students in the Common Core Standards, it is an imperative that we find a way to improve students reading comprehension. In addition, it would clearly be beneficial to address student rigor within their writing. The practicing of listening skills would be beneficial as well. Our Special Needs student population will continue to be tested; their literacy needs must be looked at closely to ensure success.