

General Performance Analysis Report

1. Overall Proficiency Rate Across All Subjects

The overall proficiency rate (Level 3 and above) across all subjects in the latest year is **45.21%**. This rate represents the average percentage of students achieving proficiency in ELA, Math, and Science combined.

2. Highest Proficiency Rate Across Demographic Subgroups

Among all demographic subgroups, the highest proficiency rate is observed for the **Non-Binary** subgroup, with a rate of **67.97%**. This indicates significant variation in performance across different demographic groups. Other notable subgroup proficiency rates include:

- **Asian or Native Hawaiian/Other Pacific Islander:** 67.74%
- **General Education Students:** 52.03%
- **White:** 54.76%

Subgroups with lower proficiency rates include:

- **Migrant Students:** 15.30%
- **Students with Disabilities:** 18.78%
- **English Language Learners:** 15.50%

3. Performance Distribution Across Levels

The average distribution of student performance across proficiency levels is as follows:

- **Level 1:** 26.40%
- **Level 2:** 28.41%
- **Level 3:** 31.22%
- **Level 4:** 13.81%

These values show that a majority of students achieve proficiency at Levels 2 and 3, with fewer students reaching the advanced proficiency Level 4.

4. Math vs. ELA Proficiency Rates

The average proficiency rates for Math and ELA reveal a notable difference:

- **Math Proficiency:** 48.31%
- **ELA Proficiency:** 43.36%

This suggests that students perform better in Math than in ELA, with a margin of approximately 5%.

5. Elementary/Middle School (EM) vs. High School (HS) Mean Scores

The mean scores for Elementary/Middle (EM) and High School (HS) assessments were calculated:

- **EM Mean Score:** Data unavailable due to missing or non-applicable MEAN_SCORE values (resulting in NaN).
- **HS Mean Score: 436.59**

Further investigation is required to determine the cause of missing EM scores, potentially due to inconsistencies in data collection or column values.

Key Recommendations

1. **Data Consistency:** Address the NaN issue in EM mean scores by verifying data collection processes for MEAN_SCORE in elementary/middle school records.
2. **Targeted Interventions:**
 - Focus on improving proficiency rates for low-performing subgroups such as English Language Learners, Migrant Students, and Students with Disabilities.
 - Investigate the high proficiency rates of Non-Binary and Asian subgroups to identify effective practices that may benefit other groups.
3. **Subject Focus:** Develop strategies to improve ELA performance, given the lower proficiency rates compared to Math.
4. **Level-Based Strategies:** Focus on moving students from Level 1 and Level 2 to higher proficiency levels (Level 3 and above).

Conclusion

This analysis provides an overview of student performance across key metrics and demographic subgroups. The findings highlight areas for improvement and potential strategies for addressing performance gaps in ELA, Math, and Science.