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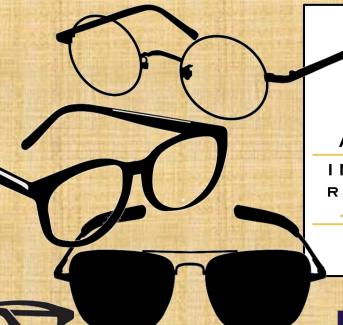**2 0 1 9 - 2 0** C
L E **P L A N** C T
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P E Z O L C F T D

MONTESSORI ACADEMY AT ONESIMO HERNANDEZ

SCHOOL NUMBER 385

E
VAL
UATION **&**
ASSESSMENT
INSTITUTIONAL
RESEARCH **MYDATA**
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JULY 24, 2019

DALLAS
INDEPENDENT SCHOOL DISTRICT

2018-19 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "New" students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2017-18 and 2018-19.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

STATE COMPENSATORY EDUCATION (SCE) COMPLIANCE and TERRANOVA/SUPERA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- The publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.
- Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.
- If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
PK	75
KN	37
1	24
2	29
ALL	165

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	25	15.2	0	0.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	9	5.5	*	*
Hispanic	112	67.9	6	50.0
White	14	8.5	3	25.0
Multiple	5	3.0	1	8.3
Other* (teachers only)	—	—	2	16.7
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	50	30.3
Economically disadvantaged	121	73.3
Limited English proficient (LEP)	82	49.7
Special education	12	7.3
Talented and Gifted (TAG)	21	12.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017													
	2018													
	2019	75	7	9.3	0	0.0	7	9.3	53	70.7	7	9.3	1	1.3
KN	2017													
	2018													
	2019	37	9	24.3	0	0.0	1	2.7	22	59.5	4	10.8	1	2.7
1	2017													
	2018													
	2019	24	3	12.5	0	0.0	1	4.2	17	70.8	2	8.3	1	4.2
2	2017													
	2018													
	2019	29	6	20.7	0	0.0	0	0.0	20	69.0	1	3.4	2	6.9
PK-5	2017													
	2018													
	2019	165	25	15.2	0	0.0	9	5.5	112	67.9	14	8.5	5	3.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2017																
	2018																
	2019	75	59	78.7	38	50.7	3	4.0	9	12.0	0	0.0	64	85.3	45.3	54.7	14.7
KN	2017																
	2018																
	2019	37	21	56.8	17	45.9	3	8.1	15	40.5	10	27.0	14	37.8	43.2	56.8	2.7
1	2017																
	2018																
	2019	24	19	79.2	14	58.3	3	12.5	13	54.2	3	12.5	10	41.7	41.7	58.3	0.0
2	2017																
	2018																
	2019	29	22	75.9	13	44.8	3	10.3	13	44.8	8	27.6	6	20.7	69.0	31.0	0.0
PK-5	2017																
	2018																
	2019	165	121	73.3	82	49.7	12	7.3	50	30.3	21	12.7	94	57.0	48.5	51.5	7.3

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2017		11,388			10,888	95.6			19.6		10,240		89.9
	2018		11,061			10,520	95.1			17.8		9,830		88.9
	2019	39	10,918	37	94.9	10,368	95.0	2	5.1	7.1	34	9,637	87.2	88.3
1	2017		12,278			11,800	96.1			18.4		11,169		91.0
	2018		11,550			11,055	95.7			16.6		10,347		89.6
	2019	26	11,198	25	95.7	10,714	95.7	0	0.0	6.3	23	10,067	87.5	89.9
2	2017		12,938			12,476	96.4			16.9		11,850		91.6
	2018		11,864			11,398	96.1			15.9		10,717		90.3
	2019	33	11,232	32	95.8	10,778	96.0	1	3.0	5.9	29	10,167	87.1	90.5
KN-5	2017		74,855			72,203	96.5			15.3		68,741		91.8
	2018		72,186			69,366	96.1			14.0		65,475		90.7
	2019	99	69,110	94	95.4	66,323	96.0	3	3.0	6.1	86	62,753	87.3	90.8

Teachers: 12

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	0	0.0
Hispanic	6	50.0
White	3	25.0
Multiple	1	8.3
Other	2	16.7

Gender	Number	Percentage
Female	9	75.0
Male	3	25.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17		
2017-18		
2018-19	4.2	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	41.7
1	0	0.0
2	0	0.0
3	1	8.3
4	1	8.3
5	0	0.0
1-3	1	8.3
More than 3	6	50.0
1 - 5	2	16.7
6 - 10	1	8.3
11 - 20	3	25.0
More than 20	1	8.3

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the TERRANOVA/SUPERA

| Grade | Year | TERRANOVA/SUPERA READING | | | | | | Grade | Year | TERRANOVA/SUPERA MATHEMATICS | | | | |
		At Risk	Not At Risk	All	District	Number Tested (All Students)				At Risk	Not At Risk	All	District	Number Tested (All Students)
K	2017				81.7	0		K	2017				59.6	0
	2018				82.2	0			2018				61.3	0
	2019	86.7	86.4	86.5	80.8	37			2019	64.3	68.2	66.7	62.8	36
1	2017				74.0	0		1	2017				54.2	0
	2018				73.1	0			2018				55.6	0
	2019	61.5	81.8	70.8	72.9	24			2019	46.2	30.0	39.1	56.4	23
2	2017				70.7	0		2	2017				57.7	0
	2018				70.6	0			2018				58.8	0
	2019	76.9	64.7	70.0	68.5	30			2019	61.5	58.8	60.0	58.9	30
K-2	2017				75.2	0		K-2	2017				57.1	0
	2018				75.2	0			2018				58.5	0
	2019	75.6	78.0	76.9	74.0	91			2019	57.5	57.1	57.3	59.3	89
# Tested (GR K-2)	2017	0	0	0	35,859			# Tested (GR K-2)	2017	0	0	0	35,697	
	2018	0	0	0	33,518				2018	0	0	0	33,476	
	2019	41	50	91	32,206				2019	40	49	89	32,054	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												77.8	
	2018												80.0	
	2019	*	66.7	88.9	72.7	*	*	*		75.0	87.5	83.3	78.4	24
1	2017												63.5	
	2018												63.1	
	2019	*	*	88.9	81.8	*	83.3	*		85.7	77.8	81.3	65.0	16
2	2017												60.4	
	2018												60.0	
	2019	*	50.0	87.5	66.7	*	*	*		75.0	57.1	68.4	59.8	19
K-2	2017												66.7	
	2018												67.4	
	2019	85.7	60.0	88.5	73.5	*	91.7	81.8		77.8	78.1	78.0	67.5	59
# Tested (GR K-2)	2017												19,128	
	2018												17,696	
	2019	7	20	26	34	3	12	11		27	32	59	17,258	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												2,012	0
	2018												2,066	0
	2019	*	4	4	3	*	*	*		3	9	12	1,898	24
1	2017												1,504	0
	2018												1,368	0
	2019	*	*	1	1	*	1	*		1	1	2	1,275	16
2	2017												1,299	0
	2018												1,203	0
	2019	*	1	3	2	*	*	*		4	2	6	1,212	19
K-2	2017												4,815	0
	2018												4,637	0
	2019	3	6	8	6	*	3	4		8	12	20	4,385	59
# Tested (GR K-2)	2017												19,128	
	2018												17,696	
	2019	7	20	26	34	3	12	11		27	32	59	17,258	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												70.7	
K	2018												71.4	
K	2019	*	66.7	88.9	72.7	*	*	*		62.5	87.5	79.2	71.9	24
1	2017												49.0	
1	2018												48.4	
1	2019	*	*	22.2	9.1	*	33.3	*		14.3	22.2	18.8	47.7	16
2	2017												47.2	
2	2018												47.2	
2	2019	*	37.5	75.0	66.7	*	*	*		58.3	57.1	57.9	46.2	19
K-2	2017												54.9	
K-2	2018												55.3	
K-2	2019	71.4	45.0	61.5	50.0	*	58.3	63.6		48.1	62.5	55.9	54.9	59
# Tested (GR K-2)	2017												19,124	
# Tested (GR K-2)	2018												17,696	
# Tested (GR K-2)	2019	7	20	26	34	3	12	11		27	32	59	17,258	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												1,361	0
	2018												1,368	0
	2019	*	3	1	0	*	*	*		2	5	7	1,322	24
1	2017												712	0
	2018												642	0
	2019	*	*	0	0	*	0	*		0	0	0	583	16
2	2017												986	0
	2018												937	0
	2019	*	1	0	1	*	*	*		1	0	1	802	19
K-2	2017												3,059	0
	2018												2,947	0
	2019	2	4	1	1	*	1	2		3	5	8	2,707	59
# Tested (GR K-2)	2017												19,124	
	2018												17,696	
	2019	7	20	26	34	3	12	11		27	32	59	17,258	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												59.7	
	2018												61.3	
	2019	*	55.6	71.4	55.0	*	62.5	64.3		60.0	71.4	66.7	62.8	36
1	2017												54.3	
	2018												55.5	
	2019	*	*	35.3	31.6	*	50.0	46.2		40.0	38.5	39.1	56.4	23
2	2017												57.7	
	2018												58.8	
	2019	*	50.0	63.2	56.5	*	53.8	61.5		70.0	40.0	60.0	58.9	30
K-2	2017												57.2	
	2018												58.5	
	2019	50.0	50.0	57.9	48.4	25.0	55.8	57.5		60.0	54.5	57.3	59.3	89
# Tested (GR K-2)	2017												35,543	
	2018												33,396	
	2019	6	20	57	62	8	43	40		45	44	89	31,962	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												1,889	
	2018												2,135	
	2019	*	3	4	2	*	3	3		2	7	9	2,112	36
1	2017												1,610	
	2018												1,689	
	2019	*	*	0	0	*	0	0		0	0	0	1,580	23
2	2017												2,115	
	2018												2,139	
	2019	*	2	3	4	*	2	3		6	0	6	2,338	30
K-2	2017												5,614	
	2018												5,963	
	2019	1	5	7	6	0	5	6		8	7	15	6,030	89
# Tested (GR K-2)	2017												35,543	
	2018												33,396	
	2019	6	20	57	62	8	43	40		45	44	89	31,962	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												85.8	
	2018												84.6	
	2019			92.3	90.0	*	92.3	90.9		87.5	*	92.3	83.5	13
1	2017												86.1	
	2018												84.0	
	2019			50.0	50.0	*	50.0	50.0		*	*	50.0	82.0	8
2	2017												83.2	
	2018												83.1	
	2019			72.7	72.7	*	72.7	72.7		75.0	*	72.7	79.0	11
K-2	2017												85.0	
	2018												83.9	
	2019			75.0	72.4	*	75.0	73.3		78.9	69.2	75.0	81.5	32
# Tested (GR K-2)	2017												16,731	
	2018												15,822	
	2019			32	29	5	32	30		19	13	32	14,948	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												3,104	0
	2018												2,790	0
	2019			9	7	*	9	7		5	*	9	2,430	13
1	2017												2,825	0
	2018												2,544	0
	2019			1	1	*	1	1		*	*	1	2,256	8
2	2017												1,598	0
	2018												1,450	0
	2019			4	4	*	4	4		3	*	4	1,349	11
K-2	2017												7,527	0
	2018												6,784	0
	2019			14	12	*	14	12		9	5	14	6,035	32
# Tested (GR K-2)	2017												16,731	
	2018												15,822	
	2019			32	29	5	32	30		19	13	32	14,948	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												83.5	
	2018												83.0	
	2019			84.6	80.0	*	84.6	81.8		75.0	*	84.6	80.6	13
1	2017												78.4	
	2018												75.9	
	2019			37.5	37.5	*	37.5	37.5		*	*	37.5	73.6	8
2	2017												72.6	
	2018												72.2	
	2019			63.6	63.6	*	63.6	63.6		62.5	*	63.6	69.7	11
K-2	2017												78.1	
	2018												77.0	
	2019			65.6	62.1	*	65.6	63.3		68.4	61.5	65.6	74.6	32
# Tested (GR K-2)	2017												16,731	
	2018												15,822	
	2019			32	29	5	32	30		19	13	32	14,948	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017												2,065	0
K	2018												1,986	0
K	2019			5	3	*	5	4		2	*	5	1,686	13
1	2017												2,260	0
1	2018												2,110	0
1	2019			1	1	*	1	1		*	*	1	1,898	8
2	2017												1,537	0
2	2018												1,439	0
2	2019			4	4	*	4	4		4	*	4	1,254	11
K-2	2017												5,862	0
K-2	2018												5,535	0
K-2	2019			10	8	*	10	9		7	3	10	4,838	32
# Tested (GR K-2)	2017												16,731	
# Tested (GR K-2)	2018												15,822	
# Tested (GR K-2)	2019			32	29	5	32	30		19	13	32	14,948	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (17)	Beginning	2	11.8	4	23.5	13	76.5	13	76.5	4	23.5
	Intermediate	12	70.6	10	58.8	2	11.8	2	11.8	10	58.8
	Advanced	3	17.6	3	17.6	2	11.8	2	11.8	3	17.6
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (14)	Beginning	3	21.4	2	14.3	7	50.0	6	42.9	3	21.4
	Intermediate	6	42.9	6	42.9	6	42.9	3	21.4	5	35.7
	Advanced	3	21.4	5	35.7	1	7.1	4	28.6	6	42.9
	Advanced High	2	14.3	1	7.1	0	0.0	1	7.1	0	0.0
2 (14)	Beginning	0	0.0	0	0.0	4	28.6	2	14.3	0	0.0
	Intermediate	2	14.3	8	57.1	7	50.0	4	28.6	6	42.9
	Advanced	4	28.6	5	35.7	2	14.3	8	57.1	7	50.0
	Advanced High	8	57.1	1	7.1	1	7.1	0	0.0	1	7.1
ALL (45)	Beginning	5	11.1	6	13.3	24	53.3	21	46.7	7	15.6
	Intermediate	20	44.4	24	53.3	15	33.3	9	20.0	21	46.7
	Advanced	10	22.2	13	28.9	5	11.1	14	31.1	16	35.6
	Advanced High	10	22.2	2	4.4	1	2.2	1	2.2	1	2.2

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years / N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
14 / 6 (42.9%)	Beginning	3			
	Intermediate	2	3		
	Advanced	1	3	2	
	Advanced High	0	0	0	
14 / 5 (35.7%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	4	3	
	Advanced High	0	1	0	
28 / 11 (39.3%)	Beginning	3			
	Intermediate	2	9		
	Advanced	1	7	5	
	Advanced High	0	1	0	

☐ Indicates students who progressed at least one level from 2018 to 2019.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	PK	25	10	40.0	*	*	*	*	*	*	6	24.0
	KN	4			*	*					*	*
	1	1							*	*		
	2	2					*	*	*	*		
	ALL	32	10	31.3	*	*	*	*	*	*	9	28.1
Spanish	PK	17	*	*	*	*	*	*	*	*	*	*
	KN	4	*	*					*	*	*	*
	1	1									*	*
	2	2					*	*			*	*
	ALL	24	6	25.0	*	*	*	*	6	25.0	8	33.3

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Elementary School Exams

KINDERGARTEN MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
39	76.8	85.2			97.4		87.2	

KINDERGARTEN READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
26	86.3	90.9			100.0		91.7	

KINDERGARTEN READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
13	88.5	91.1			92.3		91.9	

GRADE 1 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
28	66.7	70.6			53.6		77.8	

GRADE 1 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
20	74.0	80.5			95.0		86.4	

GRADE 1 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
8	71.9	71.9			75.0		87.3	

GRADE 2 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
35	68.0	77.7	85.6		71.4	94.3	78.4	93.0

GRADE 2 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
24	70.4	80.3	81.7		75.0	87.5	76.8	91.5

GRADE 2 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
11	70.0	77.5	88.1		72.7	100.0	74.0	92.7

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

KINDERGARTEN MATHEMATICS

KINDERGARTEN READING

KINDERGARTEN READING SPANISH

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH