



School Number 186

TRINITY HEIGHTS GIFTED AND TALENTED SCHOOL

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 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 sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 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 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “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.

TELPAS Administered On Or Before March 13, 2020

- 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 is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- 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 1-12. 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
KN	19
1	29
2	36
3	39
4	43
5	48
6	43
ALL	257

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	94	36.6	12	50.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	160	62.3	9	37.5
White	1	0.4	1	4.2
Multiple	2	0.8	2	8.3
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	139	54.1
Economically disadvantaged	229	89.1
Limited English proficient (LEP)	125	48.6
Special education	10	3.9
Talented and Gifted (TAG)	91	35.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2018	32	14	43.8	0	0.0	0	0.0	17	53.1	0	0.0	1	3.1
	2019	39	12	30.8	0	0.0	0	0.0	27	69.2	0	0.0	0	0.0
	2020	19	5	26.3	0	0.0	0	0.0	14	73.7	0	0.0	0	0.0
1	2018	25	7	28.0	0	0.0	0	0.0	17	68.0	0	0.0	1	4.0
	2019	35	17	48.6	0	0.0	0	0.0	18	51.4	0	0.0	0	0.0
	2020	29	12	41.4	0	0.0	0	0.0	17	58.6	0	0.0	0	0.0
2	2018	46	16	34.8	0	0.0	0	0.0	28	60.9	1	2.2	1	2.2
	2019	27	6	22.2	0	0.0	0	0.0	21	77.8	0	0.0	0	0.0
	2020	36	24	66.7	0	0.0	0	0.0	12	33.3	0	0.0	0	0.0
3	2018	53	16	30.2	0	0.0	0	0.0	36	67.9	0	0.0	1	1.9
	2019	45	21	46.7	0	0.0	0	0.0	23	51.1	1	2.2	0	0.0
	2020	39	10	25.6	0	0.0	0	0.0	28	71.8	0	0.0	1	2.6
4	2018	54	23	42.6	0	0.0	0	0.0	31	57.4	0	0.0	0	0.0
	2019	42	14	33.3	0	0.0	0	0.0	28	66.7	0	0.0	0	0.0
	2020	43	17	39.5	0	0.0	0	0.0	25	58.1	0	0.0	1	2.3
5	2018	52	14	26.9	0	0.0	0	0.0	37	71.2	0	0.0	1	1.9
	2019	44	20	45.5	0	0.0	0	0.0	24	54.5	0	0.0	0	0.0
	2020	48	15	31.3	0	0.0	0	0.0	33	68.8	0	0.0	0	0.0
KN-5	2018	322	109	33.9	0	0.0	0	0.0	207	64.3	1	0.3	5	1.6
	2019	290	107	36.9	0	0.0	0	0.0	178	61.4	1	0.3	4	1.4
	2020	214	83	38.8	0	0.0	0	0.0	129	60.3	0	0.0	2	0.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018													
	2019													
	2020	43	11	25.6	0	0.0	0	0.0	31	72.1	1	2.3	0	0.0
6-8	2018													
	2019													
	2020	43	11	25.6	0	0.0	0	0.0	31	72.1	1	2.3	0	0.0

Enroll (2)

Enrollment Statistics by Select Student Group

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	
KN	2018	32	30	93.8	13	40.6	0	0.0	13	40.6	0	0.0	7	21.9	53.1	46.9	0.0
	2019	39	39	100.0	22	56.4	0	0.0	19	48.7	2	5.1	6	15.4	53.8	46.2	0.0
	2020	19	19	100.0	15	78.9	1	5.3	15	78.9	0	0.0	0	0.0	26.3	73.7	0.0
1	2018	25	25	100.0	14	56.0	4	16.0	14	56.0	0	0.0	2	8.0	52.0	48.0	0.0
	2019	35	34	97.1	15	42.9	1	2.9	16	45.7	7	20.0	2	5.7	48.6	51.4	2.9
	2020	29	29	100.0	14	48.3	0	0.0	14	48.3	3	10.3	2	6.9	48.3	51.7	0.0
2	2018	46	43	93.5	19	41.3	2	4.3	20	43.5	3	6.5	4	8.7	43.5	56.5	0.0
	2019	27	26	96.3	17	63.0	2	7.4	17	63.0	1	3.7	5	18.5	51.9	48.1	0.0
	2020	36	30	83.3	11	30.6	1	2.8	12	33.3	17	47.2	2	5.6	55.6	44.4	0.0
3	2018	53	52	98.1	22	41.5	4	7.5	23	43.4	8	15.1	5	9.4	41.5	58.5	1.9
	2019	45	42	93.3	17	37.8	2	4.4	19	42.2	7	15.6	5	11.1	48.9	51.1	0.0
	2020	39	35	89.7	22	56.4	2	5.1	23	59.0	13	33.3	2	5.1	51.3	48.7	0.0
4	2018	54	53	98.1	21	38.9	7	13.0	42	77.8	8	14.8	6	11.1	55.6	44.4	0.0
	2019	42	42	100.0	20	47.6	5	11.9	27	64.3	7	16.7	2	4.8	42.9	57.1	0.0
	2020	43	37	86.0	19	44.2	2	4.7	22	51.2	18	41.9	4	9.3	48.8	51.2	0.0
5	2018	52	52	100.0	30	57.7	5	9.6	44	84.6	9	17.3	7	13.5	53.8	46.2	0.0
	2019	44	42	95.5	17	38.6	2	4.5	33	75.0	8	18.2	3	6.8	52.3	47.7	2.3
	2020	48	43	89.6	27	56.3	4	8.3	32	66.7	17	35.4	2	4.2	41.7	58.3	0.0
KN-5	2018	322	313	97.2	152	47.2	22	6.8	190	59.0	28	8.7	84	26.1	51.9	48.1	2.5
	2019	290	283	97.6	139	47.9	15	5.2	149	51.4	32	11.0	59	20.3	49.0	51.0	8.3
	2020	214	193	90.2	108	50.5	10	4.7	118	55.1	68	31.8	12	5.6	46.7	53.3	0.0

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	
6	2018																
	2019																
	2020	43	36	83.7	17	39.5	0	0.0	21	48.8	23	53.5	3	7.0	51.2	48.8	0.0
6-8	2018																
	2019																
	2020	43	36	83.7	17	39.5	0	0.0	21	48.8	23	53.5	3	7.0	51.2	48.8	0.0

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	2018	32	11,061	30	92.0	10,520	95.1	7	21.6	17.8	26	9,830	80.2	88.9
	2019	40	10,918	37	92.2	10,370	95.0	3	7.6	5.7	31	9,637	78.2	88.3
	2020	19	10,874	19	96.4	10,319	94.9	0	0.0	3.8	19	9,815	98.4	90.3
1	2018	25	11,550	24	95.5	11,055	95.7	4	15.8	16.6	22	10,347	87.0	89.6
	2019	33	11,198	31	92.3	10,715	95.7	4	12.0	5.0	26	10,069	77.9	89.9
	2020	32	11,192	30	95.5	10,678	95.4	0	0.0	3.9	29	10,139	91.2	90.6
2	2018	49	11,864	46	94.7	11,398	96.1	10	20.4	15.9	39	10,717	79.6	90.3
	2019	27	11,232	25	95.0	10,781	96.0	2	7.5	4.8	24	10,169	89.5	90.5
	2020	38	11,070	36	95.5	10,616	95.9	1	2.7	3.2	34	10,175	90.4	91.9
3	2018	53	12,536	50	94.6	12,080	96.4	8	15.2	14.4	44	11,431	83.6	91.2
	2019	44	11,452	41	94.8	11,029	96.3	3	6.9	4.6	38	10,478	86.8	91.5
	2020	40	11,093	38	96.4	10,664	96.1	0	0.0	3.5	39	10,181	97.8	91.8
4	2018	54	12,675	51	94.8	12,235	96.5	13	24.3	14.1	47	11,637	87.8	91.8
	2019	41	12,118	39	95.1	11,690	96.5	2	4.9	4.9	36	11,112	88.7	91.7
	2020	44	11,323	42	95.7	10,902	96.3	0	0.0	3.4	44	10,479	99.9	92.5
5	2018	52	12,498	50	95.9	12,078	96.6	1	1.9	6.1	45	11,513	87.0	92.1
	2019	41	12,193	39	94.0	11,779	96.6	5	12.1	4.5	37	11,300	89.6	92.7
	2020	49	11,957	47	96.0	11,518	96.3	0	0.0	3.2	47	11,098	95.0	92.8
KN-5	2018	265	72,186	251	94.7	69,366	96.1	43	16.2	14.0	223	65,475	84.3	90.7
	2019	225	69,110	212	93.9	66,364	96.0	19	8.4	4.9	192	62,765	85.2	90.8
	2020	222	67,509	213	95.9	64,698	95.8	1	0.5	3.5	212	61,887	95.4	91.7

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
6	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019		11,096			10,690	96.3			6.1		9,953		89.7
	2020	44	11,110	43	96.9	10,711	96.4	0	0.0	4.2	43	10,111	97.8	91.0
6-8	2018		31,743			30,374	95.7			14.2		28,312		89.2
	2019		31,974			30,622	95.8			7.7		28,099		87.9
	2020	44	32,404	43	96.9	31,100	96.0	0	0.0	5.8	43	29,137	97.8	89.9

Teachers: 24

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	50.0
Hispanic	9	37.5
White	1	4.2
Multiple	2	8.3
Other	0	0.0

Gender	Number	Percentage
Female	21	87.5
Male	3	12.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.6	71.4
2018-19	6.9	34.8
2019-20	5.3	15.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	8.3
1	1	4.2
2	4	16.7
3	2	8.3
4	2	8.3
5	2	8.3
1-3	7	29.2
More than 3	15	62.5
1 - 5	11	45.8
6 - 10	5	20.8
11 - 20	3	12.5
More than 20	3	12.5

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (15)	Beginning	6	40.0	12	80.0	14	93.3	14	93.3	12	80.0
	Intermediate	6	40.0	1	6.7	0	0.0	0	0.0	2	13.3
	Advanced	2	13.3	1	6.7	0	0.0	0	0.0	0	0.0
	Advanced High	1	6.7	1	6.7	1	6.7	1	6.7	1	6.7
1 (14)	Beginning	1	7.1	0	0.0	10	71.4	8	57.1	1	7.1
	Intermediate	4	28.6	6	42.9	4	28.6	4	28.6	11	78.6
	Advanced	7	50.0	6	42.9	0	0.0	2	14.3	2	14.3
	Advanced High	2	14.3	2	14.3	0	0.0	0	0.0	0	0.0
2 (11)	Beginning	1	9.1	6	54.5	0	0.0	4	36.4	0	0.0
	Intermediate	2	18.2	4	36.4	0	0.0	5	45.5	0	0.0
	Advanced	4	36.4	1	9.1	0	0.0	0	0.0	0	0.0
	Advanced High	4	36.4	0	0.0	0	0.0	2	18.2	0	0.0
3 (22)	Beginning	0	0.0	2	9.1	0	0.0	3	13.6	0	0.0
	Intermediate	1	4.5	10	45.5	0	0.0	6	27.3	0	0.0
	Advanced	5	22.7	10	45.5	0	0.0	6	27.3	0	0.0
	Advanced High	16	72.7	0	0.0	0	0.0	7	31.8	0	0.0
4 (19)	Beginning	5	26.3	4	21.1	0	0.0	6	31.6	0	0.0
	Intermediate	6	31.6	9	47.4	0	0.0	6	31.6	0	0.0
	Advanced	6	31.6	6	31.6	0	0.0	3	15.8	0	0.0
	Advanced High	2	10.5	0	0.0	0	0.0	4	21.1	0	0.0

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
13 3 (23.1%)	Beginning	1			
	Intermediate	2	8		
	Advanced	0	1	1	
	Advanced High	0	0	0	
11 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
22 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
18 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (27)	Beginning	1	3.7	2	7.4	0	0.0	0	0.0	0	0.0
	Intermediate	7	25.9	9	33.3	0	0.0	10	37.0	0	0.0
	Advanced	6	22.2	11	40.7	0	0.0	1	3.7	0	0.0
	Advanced High	13	48.1	5	18.5	0	0.0	16	59.3	0	0.0
6 (17)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	5.9	9	52.9	0	0.0	2	11.8	0	0.0
	Advanced	3	17.6	8	47.1	0	0.0	3	17.6	0	0.0
	Advanced High	13	76.5	0	0.0	0	0.0	12	70.6	0	0.0
ALL (125)	Beginning	14	11.2	26	20.8	24	82.8	35	28.0	13	44.8
	Intermediate	27	21.6	48	38.4	4	13.8	33	26.4	13	44.8
	Advanced	33	26.4	43	34.4	0	0.0	15	12.0	2	6.9
	Advanced High	51	40.8	8	6.4	1	3.4	42	33.6	1	3.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
27 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
17 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
108 3 (2.8%)	Beginning	1			
	Intermediate	2	8		
	Advanced	0	1	1	
	Advanced High	0	0	0	

 Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

Middle School Exams

MATHEMATICS 6 PRE-AP

44	74.0	82.7	84.9	85.1	88.6	97.7	72.9	97.2
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READING LANGUAGE ARTS 6 PRE-AP

44	68.1	79.6	88.8	89.9	95.5	100.0	81.2	97.5
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SCIENCE 6 PRE-AP

43	61.6	75.5	88.0	89.4	81.4	100.0	75.3	98.1
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WORLD CULTURES 6 PRE-AP

44	54.3	72.6	92.7	95.0	68.2	100.0	74.9	97.1
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MATHEMATICS 6 PRE-AP

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READING LANGUAGE ARTS 6 PRE-AP

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SCIENCE 6 PRE-AP

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WORLD CULTURES 6 PRE-AP

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Elementary School Exams

GRADE 1 MATHEMATICS

31	75.9	81.4			87.1		78.9	
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GRADE 1 READING

13	71.5	82.9			84.6		91.2	
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GRADE 1 READING SPANISH

16	66.6	77.7			93.8		89.5	
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GRADE 2 MATHEMATICS

37	73.5	81.5	86.7		78.4	100.0	76.5	92.3
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GRADE 2 READING

27	78.9	85.9	84.0		88.9	100.0	72.1	91.3
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GRADE 2 READING SPANISH

10	70.0	77.5	86.5		80.0	100.0	75.1	92.0
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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SEMESTER 1 TESTS

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

GRADE 3 MATHEMATICS

38	66.6	77.8	89.4		68.4	100.0	70.6	90.8
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GRADE 3 READING

21	66.0	79.6	87.2		76.2	90.5	62.6	88.7
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GRADE 3 READING SPANISH

18	51.7	71.0	87.9		44.4	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

28	74.2	81.5	88.9		78.6	92.9	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

15	66.7	72.2	81.7		53.3	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

44	72.3	79.7	83.0		77.3	90.9	71.7	90.4
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GRADE 4 READING

29	61.6	79.0	87.8		86.2	93.1	68.8	92.4
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GRADE 4 READING SPANISH

15	67.3	78.2	81.7		73.3	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

50	78.1	84.0	81.8		82.0	84.0	78.3	91.9
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GRADE 5 READING

29	52.0	76.0	82.7		69.0	100.0	79.5	94.1
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GRADE 5 READING SPANISH

20	70.5	78.4	81.4		80.0	100.0	79.8	94.9
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SEMESTER 2 TESTS

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

GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 READING SPANISH

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SEMESTER 1 TESTS

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

GRADE 5 SCIENCE

49	74.7	77.7	85.7		65.3	95.9	76.5	95.9
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SEMESTER 2 TESTS

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

GRADE 5 SCIENCE

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