



School Number 270

EDUARDO MATA MONTESSORI 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
PK	76
KN	71
1	71
2	74
3	76
4	70
5	71
6	67
7	51
ALL	627

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	37	5.9	7	14.9
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	3	0.5	*	*
Hispanic	423	67.5	22	46.8
White	126	20.1	16	34.0
Multiple	37	5.9	0	0.0
Other* (teachers only)	—	—	2	4.3
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	218	34.8
Economically disadvantaged	400	63.8
Limited English proficient (LEP)	206	32.9
Special education	97	15.5
Talented and Gifted (TAG)	118	18.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	72	4	5.6	0	0.0	0	0.0	60	83.3	6	8.3	2	2.8
	2019	69	1	1.4	0	0.0	1	1.4	62	89.9	5	7.2	0	0.0
	2020	76	5	6.6	0	0.0	0	0.0	66	86.8	2	2.6	3	3.9
KN	2018	61	4	6.6	0	0.0	1	1.6	36	59.0	18	29.5	2	3.3
	2019	74	4	5.4	1	1.4	0	0.0	43	58.1	21	28.4	5	6.8
	2020	71	3	4.2	0	0.0	1	1.4	43	60.6	21	29.6	3	4.2
1	2018	80	4	5.0	0	0.0	1	1.3	51	63.8	21	26.3	3	3.8
	2019	81	8	9.9	0	0.0	1	1.2	47	58.0	21	25.9	4	4.9
	2020	71	5	7.0	1	1.4	0	0.0	40	56.3	20	28.2	5	7.0
2	2018	81	6	7.4	0	0.0	1	1.2	46	56.8	26	32.1	2	2.5
	2019	78	4	5.1	0	0.0	2	2.6	53	67.9	14	17.9	5	6.4
	2020	74	8	10.8	0	0.0	1	1.4	40	54.1	19	25.7	6	8.1
3	2018	77	4	5.2	2	2.6	0	0.0	47	61.0	24	31.2	0	0.0
	2019	81	8	9.9	0	0.0	1	1.2	47	58.0	20	24.7	5	6.2
	2020	76	4	5.3	0	0.0	0	0.0	52	68.4	14	18.4	6	7.9
4	2018	75	1	1.3	0	0.0	0	0.0	50	66.7	21	28.0	3	4.0
	2019	78	4	5.1	1	1.3	0	0.0	48	61.5	23	29.5	2	2.6
	2020	70	7	10.0	0	0.0	1	1.4	45	64.3	13	18.6	4	5.7
5	2018	86	2	2.3	0	0.0	2	2.3	64	74.4	17	19.8	1	1.2
	2019	73	1	1.4	0	0.0	0	0.0	50	68.5	16	21.9	6	8.2
	2020	71	3	4.2	0	0.0	0	0.0	48	67.6	17	23.9	3	4.2
PK-5	2018	532	25	4.7	2	0.4	5	0.9	354	66.5	133	25.0	13	2.4
	2019	534	30	5.6	2	0.4	5	0.9	350	65.5	120	22.5	27	5.1
	2020	509	35	6.9	1	0.2	3	0.6	334	65.6	106	20.8	30	5.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018													
	2019	64	1	1.6	0	0.0	1	1.6	47	73.4	12	18.8	3	4.7
	2020	67	1	1.5	0	0.0	0	0.0	47	70.1	14	20.9	5	7.5
7	2018													
	2019													
	2020	51	1	2.0	0	0.0	0	0.0	42	82.4	6	11.8	2	3.9
6-8	2018													
	2019	64	1	1.6	0	0.0	1	1.6	47	73.4	12	18.8	3	4.7
	2020	118	2	1.7	0	0.0	0	0.0	89	75.4	20	16.9	7	5.9

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	2018	72	54	75.0	35	48.6	5	6.9	35	48.6	0	0.0	40	55.6	47.2	52.8	44.4
	2019	69	66	95.7	39	56.5	7	10.1	14	20.3	0	0.0	48	69.6	49.3	50.7	31.9
	2020	76	76	100.0	34	44.7	10	13.2	36	47.4	0	0.0	42	55.3	39.5	60.5	44.7
KN	2018	61	32	52.5	21	34.4	10	16.4	21	34.4	3	4.9	19	31.1	52.5	47.5	0.0
	2019	74	29	39.2	20	27.0	6	8.1	19	25.7	4	5.4	29	39.2	51.4	48.6	1.4
	2020	71	39	54.9	25	35.2	7	9.9	25	35.2	6	8.5	29	40.8	50.7	49.3	2.8
1	2018	80	35	43.8	25	31.3	16	20.0	31	38.8	12	15.0	1	1.3	51.3	48.8	2.5
	2019	81	40	49.4	25	30.9	14	17.3	22	27.2	10	12.3	9	11.1	56.8	43.2	0.0
	2020	71	35	49.3	17	23.9	10	14.1	10	14.1	16	22.5	1	1.4	50.7	49.3	1.4
2	2018	81	36	44.4	20	24.7	10	12.3	20	24.7	18	22.2	0	0.0	53.1	46.9	0.0
	2019	78	44	56.4	25	32.1	15	19.2	29	37.2	10	12.8	2	2.6	55.1	44.9	0.0
	2020	74	41	55.4	24	32.4	12	16.2	25	33.8	11	14.9	5	6.8	58.1	41.9	0.0
3	2018	77	43	55.8	18	23.4	11	14.3	19	24.7	24	31.2	1	1.3	45.5	54.5	0.0
	2019	81	33	40.7	21	25.9	11	13.6	20	24.7	20	24.7	3	3.7	53.1	46.9	0.0
	2020	76	45	59.2	26	34.2	19	25.0	28	36.8	15	19.7	0	0.0	52.6	47.4	2.6
4	2018	75	50	66.7	20	26.7	14	18.7	40	53.3	25	33.3	5	6.7	45.3	54.7	0.0
	2019	78	39	50.0	20	25.6	12	15.4	39	50.0	23	29.5	4	5.1	42.3	57.7	0.0
	2020	70	40	57.1	23	32.9	8	11.4	30	42.9	19	27.1	6	8.6	52.9	47.1	0.0
5	2018	86	64	74.4	33	38.4	23	26.7	59	68.6	23	26.7	2	2.3	46.5	53.5	0.0
	2019	73	41	56.2	23	31.5	11	15.1	49	67.1	24	32.9	2	2.7	42.5	57.5	0.0
	2020	71	42	59.2	18	25.4	12	16.9	22	31.0	19	26.8	2	2.8	40.8	59.2	0.0
PK-5	2018	532	314	59.0	172	32.3	89	16.7	225	42.3	105	19.7	68	12.8	48.7	51.3	6.4
	2019	534	292	54.7	173	32.4	76	14.2	192	36.0	91	17.0	97	18.2	50.2	49.8	4.3
	2020	509	318	62.5	167	32.8	78	15.3	176	34.6	86	16.9	85	16.7	49.3	50.7	7.7

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	64	42	65.6	23	35.9	13	20.3	47	73.4	17	26.6	0	0.0	43.8	56.3	0.0
	2020	67	45	67.2	21	31.3	9	13.4	24	35.8	22	32.8	2	3.0	34.3	65.7	0.0
7	2018																
	2019																
	2020	51	37	72.5	18	35.3	10	19.6	18	35.3	10	19.6	2	3.9	47.1	52.9	0.0
6-8	2018																
	2019	64	42	65.6	23	35.9	13	20.3	47	73.4	17	26.6	0	0.0	43.8	56.3	0.0
	2020	118	82	69.5	39	33.1	19	16.1	42	35.6	32	27.1	4	3.4	39.8	60.2	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	62	11,061	59	96.0	10,520	95.1	1	1.6	17.8	61	9,830	99.0	88.9
	2019	75	10,918	72	95.7	10,370	95.0	0	0.0	5.7	70	9,637	93.0	88.3
	2020	71	10,874	68	96.1	10,319	94.9	0	0.0	3.8	71	9,815	99.6	90.3
1	2018	81	11,550	78	96.8	11,055	95.7	2	2.5	16.6	81	10,347	100.0	89.6
	2019	81	11,198	78	96.1	10,715	95.7	1	1.2	5.0	79	10,069	97.3	89.9
	2020	71	11,192	68	95.7	10,678	95.4	0	0.0	3.9	71	10,139	99.7	90.6
2	2018	82	11,864	80	96.6	11,398	96.1	6	7.3	15.9	83	10,717	100.0	90.3
	2019	78	11,232	75	96.1	10,781	96.0	0	0.0	4.8	74	10,169	94.9	90.5
	2020	76	11,070	73	95.6	10,616	95.9	0	0.0	3.2	73	10,175	95.9	91.9
3	2018	78	12,536	75	96.6	12,080	96.4	1	1.3	14.4	77	11,431	98.6	91.2
	2019	82	11,452	80	96.6	11,029	96.3	1	1.2	4.6	82	10,478	99.5	91.5
	2020	77	11,093	74	96.2	10,664	96.1	0	0.0	3.5	76	10,181	99.3	91.8
4	2018	75	12,675	73	96.4	12,235	96.5	4	5.3	14.1	74	11,637	98.1	91.8
	2019	78	12,118	75	96.9	11,690	96.5	0	0.0	4.9	76	11,112	97.9	91.7
	2020	72	11,323	69	96.2	10,902	96.3	1	1.4	3.4	70	10,479	97.4	92.5
5	2018	85	12,498	83	96.9	12,078	96.6	1	1.2	6.1	85	11,513	99.6	92.1
	2019	74	12,193	71	96.2	11,779	96.6	0	0.0	4.5	72	11,300	97.7	92.7
	2020	73	11,957	70	96.0	11,518	96.3	0	0.0	3.2	71	11,098	97.5	92.8
KN-5	2018	464	72,186	448	96.6	69,366	96.1	15	3.2	14.0	461	65,475	99.4	90.7
	2019	468	69,110	451	96.3	66,364	96.0	2	0.4	4.9	453	62,765	96.8	90.8
	2020	440	67,509	422	95.9	64,698	95.8	1	0.2	3.5	432	61,887	98.2	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	63	11,096	61	96.4	10,690	96.3	0	0.0	6.1	63	9,953	99.2	89.7
	2020	68	11,110	65	95.9	10,711	96.4	0	0.0	4.2	66	10,111	97.8	91.0
7	2018		10,642			10,187	95.7			17.0		9,495		89.2
	2019		10,469			9,999	95.5			8.1		9,086		86.8
	2020	51	10,970	51	100.0	10,532	96.0	0	0.0	6.1	50	9,871	98.6	90.0
6-8	2018		31,743			30,374	95.7			14.2		28,312		89.2
	2019	63	31,974	61	96.4	30,622	95.8	0	0.0	7.7	63	28,099	99.2	87.9
	2020	118	32,404	115	97.7	31,100	96.0	0	0.0	5.8	116	29,137	98.1	89.9

Teachers: 47

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	14.9
Hispanic	22	46.8
White	16	34.0
Multiple	0	0.0
Other	2	4.3

Gender	Number	Percentage
Female	37	78.7
Male	10	21.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.4	67.6
2018-19	7.5	80.0
2019-20	5.3	79.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	5	10.6
2	3	6.4
3	5	10.6
4	2	4.3
5	4	8.5
1-3	13	27.7
More than 3	34	72.3
1 - 5	19	40.4
6 - 10	9	19.1
11 - 20	15	31.9
More than 20	4	8.5

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (24)	Beginning	8	33.3	11	45.8	14	58.3	14	58.3	11	45.8
	Intermediate	6	25.0	5	20.8	6	25.0	6	25.0	6	25.0
	Advanced	5	20.8	3	12.5	3	12.5	1	4.2	4	16.7
	Advanced High	5	20.8	5	20.8	1	4.2	3	12.5	3	12.5
1 (17)	Beginning	0	0.0	0	0.0	12	70.6	10	58.8	0	0.0
	Intermediate	10	58.8	11	64.7	2	11.8	4	23.5	14	82.4
	Advanced	4	23.5	4	23.5	3	17.6	1	5.9	0	0.0
	Advanced High	3	17.6	2	11.8	0	0.0	2	11.8	3	17.6
2 (24)	Beginning	1	4.2	3	12.5	13	54.2	8	33.3	4	16.7
	Intermediate	4	16.7	18	75.0	8	33.3	8	33.3	15	62.5
	Advanced	14	58.3	3	12.5	2	8.3	6	25.0	5	20.8
	Advanced High	5	20.8	0	0.0	1	4.2	2	8.3	0	0.0
3 (26)	Beginning	0	0.0	1	3.8	7	26.9	4	15.4	1	3.8
	Intermediate	1	3.8	16	61.5	13	50.0	10	38.5	11	42.3
	Advanced	11	42.3	8	30.8	6	23.1	6	23.1	13	50.0
	Advanced High	14	53.8	1	3.8	0	0.0	6	23.1	1	3.8
4 (23)	Beginning	1	4.3	1	4.3	0	0.0	2	8.7	0	0.0
	Intermediate	9	39.1	15	65.2	10	43.5	10	43.5	10	43.5
	Advanced	9	39.1	7	30.4	10	43.5	4	17.4	10	43.5
	Advanced High	4	17.4	0	0.0	3	13.0	7	30.4	3	13.0

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	-	-	-	
17 11 (64.7%)	Beginning	0			
	Intermediate	8	6		
	Advanced	0	0	0	
	Advanced High	0	2	1	
24 4 (16.7%)	Beginning	4			
	Intermediate	2	13		
	Advanced	0	2	3	
	Advanced High	0	0	0	
26 6 (23.1%)	Beginning	1			
	Intermediate	1	10		
	Advanced	0	4	9	
	Advanced High	0	0	1	
22 7 (31.8%)	Beginning	0			
	Intermediate	1	8		
	Advanced	0	3	7	
	Advanced High	0	0	3	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (18)	Beginning	2	11.1	3	16.7	1	5.6	1	5.6	0	0.0
	Intermediate	5	27.8	9	50.0	9	50.0	5	27.8	8	44.4
	Advanced	7	38.9	6	33.3	6	33.3	9	50.0	9	50.0
	Advanced High	4	22.2	0	0.0	2	11.1	3	16.7	1	5.6
6 (21)	Beginning	0	0.0	3	14.3	0	0.0	2	9.5	0	0.0
	Intermediate	4	19.0	13	61.9	7	33.3	4	19.0	8	38.1
	Advanced	5	23.8	5	23.8	10	47.6	9	42.9	12	57.1
	Advanced High	12	57.1	0	0.0	4	19.0	6	28.6	1	4.8
7 (18)	Beginning	0	0.0	1	5.6	0	0.0	0	0.0	0	0.0
	Intermediate	1	5.6	8	44.4	0	0.0	2	11.1	1	5.6
	Advanced	1	5.6	9	50.0	6	33.3	5	27.8	9	50.0
	Advanced High	16	88.9	0	0.0	12	66.7	11	61.1	8	44.4
ALL (171)	Beginning	12	7.0	23	13.5	47	27.5	41	24.0	16	9.4
	Intermediate	40	23.4	95	55.6	55	32.2	49	28.7	73	42.7
	Advanced	56	32.7	45	26.3	46	26.9	41	24.0	62	36.3
	Advanced High	63	36.8	8	4.7	23	13.5	40	23.4	20	11.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
18 7 (38.9%)	Beginning	0			
	Intermediate	0	8		
	Advanced	0	6	3	
	Advanced High	0	0	1	
21 3 (14.3%)	Beginning	0			
	Intermediate	0	8		
	Advanced	0	2	10	
	Advanced High	0	0	1	
18 10 (55.6%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	7	
	Advanced High	0	0	8	
146 48 (32.9%)	Beginning	5			
	Intermediate	12	54		
	Advanced	0	19	39	
	Advanced High	0	2	15	

 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
13	62.3	74.9	86.1	87.3	76.9	100.0	76.1	90.2

SEMESTER 2 TESTS

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

High School Exams

SPANISH I

13	62.3	74.9	86.1	87.3	76.9	100.0	76.1	90.2
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SPANISH I

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SPANISH II

5	*	*	*	*	*	*	76.3	*
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SPANISH II

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Middle School Exams

MATHEMATICS 6

68	57.2	77.5	81.9	82.3	75.0	92.6	68.6	87.5
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MATHEMATICS 6

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MATHEMATICS 7

39	55.6	73.3	84.4	85.6	66.7	100.0	52.0	86.0
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MATHEMATICS 7

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MATHEMATICS 7 PRE-AP

10	54.6	71.0	86.3	88.0	60.0	100.0	69.8	93.0
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MATHEMATICS 7 PRE-AP

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MS HEALTH EDUCATION 7

24	66.2	79.3	89.0	90.0	91.7	95.8	78.6	94.8
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MS HEALTH EDUCATION 7

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PHYSICAL EDUCATION 7 & 8

25	69.8	81.9	82.5	82.6	92.0	88.0	80.9	98.6
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PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6

68	60.7	78.2	83.4	84.0	72.1	94.1	58.0	88.6
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READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 7

39	60.8	79.4	81.3	81.5	84.6	94.9	68.5	86.8
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READING LANGUAGE ARTS 7

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READING LANGUAGE ARTS 7 PRE-AP

10	72.2	82.2	85.5	85.9	90.0	100.0	83.1	96.8
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READING LANGUAGE ARTS 7 PRE-AP

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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

SCIENCE 6

67	51.2	70.7	85.3	86.9	50.7	100.0	53.4	89.5
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SCIENCE 7

49	84.2	88.2	89.2	89.4	95.9	100.0	62.8	88.5
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TEXAS STUDIES 7

41	50.0	70.0	84.4	86.0	53.7	97.6	48.5	90.4
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TEXAS STUDIES 7 PRE-AP

8	58.7	74.7	88.5	90.0	62.5	100.0	74.6	96.6
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WORLD CULTURES 6

68	49.0	70.6	84.4	85.9	51.5	97.1	48.4	90.7
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Elementary School Exams

GRADE 1 MATHEMATICS

71	74.4	80.3			78.9		78.9	
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GRADE 1 READING

64	81.7	89.0			95.3		91.2	
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GRADE 1 READING SPANISH

7	86.4	91.0			100.0		89.5	
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GRADE 2 MATHEMATICS

74	60.0	72.1	84.7		62.2	97.3	76.5	92.3
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GRADE 2 READING

67	66.6	77.7	85.2		68.7	97.0	72.1	91.3
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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

SCIENCE 6

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SCIENCE 7

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TEXAS STUDIES 7

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TEXAS STUDIES 7 PRE-AP

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WORLD CULTURES 6

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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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SEMESTER 1 TESTS

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

GRADE 2 READING SPANISH

7	64.3	73.2	85.0		71.4	85.7	75.1	92.0
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GRADE 3 MATHEMATICS

76	59.7	73.1	84.4		64.5	97.4	70.6	90.8
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GRADE 3 READING

68	57.4	74.4	85.6		61.8	95.6	62.6	88.7
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GRADE 3 READING SPANISH

8	43.1	65.9	80.9		25.0	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

66	65.7	75.5	86.7		69.7	98.5	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

6	45.1	54.2	72.3		33.3	66.7	68.5	91.9
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GRADE 4 MATHEMATICS

72	58.1	69.4	83.1		59.7	97.2	71.7	90.4
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GRADE 4 READING

66	58.3	77.3	84.6		81.8	97.0	68.8	92.4
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GRADE 4 READING SPANISH

6	64.2	76.1	72.3		83.3	66.7	80.7	91.8
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GRADE 5 MATHEMATICS

72	61.2	71.6	82.2		55.6	94.4	78.3	91.9
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GRADE 5 READING

68	52.9	76.4	83.2		75.0	94.1	79.5	94.1
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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 2 READING SPANISH

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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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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 READING SPANISH

4	*	*	*		*	*	79.8	*
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GRADE 5 SCIENCE

72	67.8	71.6	84.9		56.9	97.2	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 READING SPANISH

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GRADE 5 SCIENCE

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