

Data Packet

for 2017-18 Planning



Evaluation & Assessment
Office of Institutional Research
<http://mydata.dallasisd.org>
OIR@dallasisd.org

School Number 828

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K.B. POLK CENTER FOR TALENTED AND GIFTED

Statistics based only on students in vanguard or other choice program

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2016-17 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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.”

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. “Approached Grade Level” is comparable to Level 2: Satisfactory (2015-16 standard). “Met Grade Level” is equivalent to Level 2: Satisfactory (final standard). “Mastered Grade Level” is equivalent to Level 3: Advanced. Statistics for a performance level (such as “Percentage Approached Grade Level”) include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- “Average percentage correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for “Grade 8”.
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

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
5	22
ALL	22

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	6	27.3		
American Indian/Alaska Native	0	0.0		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	10	45.5		
White	6	27.3		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	5	22.7
Economically disadvantaged	13	59.1
Limited English proficient (LEP)	5	22.7
Special education	0	0.0
Talented and Gifted (TAG)	14	63.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
5	2015	53	11	20.8	1	1.9	1	1.9	35	66.0	4	7.5	1	1.9
	2016	51	10	19.6	0	0.0	1	2.0	35	68.6	5	9.8	0	0.0
	2017	22	6	27.3	0	0.0	0	0.0	10	45.5	6	27.3	0	0.0
5	2015	104	22	21.2	1	1.0	3	2.9	66	63.5	11	10.6	1	1.0
	2016	74	16	21.6	0	0.0	1	1.4	45	60.8	12	16.2	0	0.0
	2017	22	6	27.3	0	0.0	0	0.0	10	45.5	6	27.3	0	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	
5	2015	53	47	88.7	25	47.2	0	0.0	26	49.1	37	69.8	1	1.9	50.9	49.1	0.0
	2016	51	43	84.3	21	41.2	0	0.0	23	45.1	34	66.7	1	2.0	45.1	54.9	2.0
	2017	22	13	59.1	5	22.7	0	0.0	5	22.7	14	63.6	0	0.0	45.5	54.5	0.0
5	2015	104	89	85.6	44	42.3	0	0.0	46	44.2	70	67.3	9	8.7	45.2	54.8	0.0
	2016	74	56	75.7	26	35.1	0	0.0	28	37.8	48	64.9	7	9.5	44.6	55.4	1.4
	2017	22	13	59.1	5	22.7	0	0.0	5	22.7	14	63.6	0	0.0	45.5	54.5	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
5	2015	55	12,122	53	96.9	11,747	96.9	0	0.0	6.6	53	11,052	97.0	91.2
	2016	51	12,178	50	96.9	11,815	97.0	0	0.0	5.7	50	11,217	97.3	92.1
	2017	22	12,220	21	96.8	11,838	96.9	0	0.0	6.1	21	11,367	96.0	93.0
5	2015	106	79,286	103	97.1	76,417	96.4	0	0.0	15.6	104	70,967	98.5	89.5
	2016	75	77,308	73	97.4	74,608	96.5	0	0.0	15.2	73	70,344	97.5	91.0
	2017	22	74,855	21	96.8	72,203	96.5	0	0.0	15.3	21	68,741	96.0	91.8

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	100.0	100.0	93.5	95.0		94.7	95.0		94.7	96.8	96.0	55.9	50
	2016	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	62.6	23
	2017												56.4	0
5	2015	*	100.0	97.1	97.8		96.0	96.2		96.4	100.0	98.1	74.6	53
	2016	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	70.6	50
	2017	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	71.7	22
3-5	2015	100.0	100.0	95.5	96.5		95.5	95.7		95.7	98.2	97.1	63.5	103
	2016	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	63.9	73
	2017	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	62.7	22

NUMBER TESTED IN GRADES 3-5													
2015	11	21	66	85		44	46		47	56	103	22,443	
2016	12	15	45	55		26	28		33	40	73	22,529	
2017	6	6	10	13		5	5		10	12	22	23,084	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	0	0	2	2		1	1		1	1	2	3,197	50
	2016	0	0	0	0		*	*		0	0	0	2,728	23
	2017												3,323	0
5	2015	*	0	1	1		1	1		1	0	1	2,004	53
	2016	*	0	0	0		0	0		0	0	0	2,294	50
	2017	0	0	0	0		*	*		0	0	0	2,269	22
3-5	2015	0	0	3	3		2	2		2	1	3	8,182	103
	2016	0	0	0	0		0	0		0	0	0	8,136	73
	2017	0	0	0	0		*	*		0	0	0	8,606	22

NUMBER TESTED IN GRADES 3-5													
2015	11	21	66	85		44	46		47	56	103	22,443	
2016	12	15	45	55		26	28		33	40	73	22,529	
2017	6	6	10	13		5	5		10	12	22	23,084	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	85.7	80.0	74.2	72.5		68.4	70.0		78.9	77.4	78.0	27.3	50
	2016	100.0	100.0	90.0	92.3		*	*		90.0	100.0	95.7	28.6	23
	2017												32.4	0
5	2015	*	81.8	60.0	62.2		60.0	57.7		64.3	72.0	67.9	29.2	53
	2016	*	66.7	88.6	85.7		85.7	78.3		78.3	92.6	86.0	36.3	50
	2017	100.0	83.3	80.0	76.9		*	*		80.0	91.7	86.4	38.2	22
3-5	2015	90.9	81.0	66.7	67.1		63.6	63.0		70.2	75.0	72.8	27.7	103
	2016	100.0	80.0	88.9	87.3		84.6	78.6		81.8	95.0	89.0	31.4	73
	2017	100.0	83.3	80.0	76.9		*	*		80.0	91.7	86.4	34.6	22

NUMBER TESTED IN GRADES 3-5													
2015	11	21	66	85		44	46		47	56	103	22,443	
2016	12	15	45	55		26	28		33	40	73	22,529	
2017	6	6	10	13		5	5		10	12	22	23,084	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	71.4	70.0	35.5	45.0		42.1	45.0		63.2	41.9	50.0	12.2	50
	2016	85.7	16.7	70.0	53.8		*	*		80.0	46.2	60.9	13.4	23
	2017												16.9	0
5	2015	*	45.5	31.4	37.8		28.0	26.9		32.1	48.0	39.6	14.2	53
	2016	*	55.6	54.3	52.4		42.9	39.1		60.9	55.6	58.0	16.6	50
	2017	100.0	66.7	60.0	61.5		*	*		70.0	75.0	72.7	19.4	22
3-5	2015	81.8	57.1	33.3	41.2		34.1	34.8		44.7	44.6	44.7	13.2	103
	2016	83.3	40.0	57.8	52.7		46.2	42.9		66.7	52.5	58.9	15.1	73
	2017	100.0	66.7	60.0	61.5		*	*		70.0	75.0	72.7	18.8	22

NUMBER TESTED IN GRADE 3-5													
2015	11	21	66	85		44	46		47	56	103	22,443	
2016	12	15	45	55		26	28		33	40	73	22,529	
2017	6	6	10	13		5	5		10	12	22	23,084	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
4	2015	81.4	84.3	81.0
	2016	91.7	85.3	86.1
	2017			
5	2015	82.5	81.7	80.0
	2016	86.2	85.6	84.7
	2017	88.6	88.6	88.3
3-5	2015	81.9	83.0	80.5
	2016	87.9	85.5	85.2
	2017	88.6	88.6	88.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	100.0	100.0	96.8	97.6		100.0	*		94.7	100.0	98.0	60.4	51
	2016	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	63.5	23
	2017												68.1	0
5	2015	*	90.9	100.0	100.0		100.0	100.0		96.4	100.0	98.1	66.4	53
	2016	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	79.6	50
	2017	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	80.6	22
3-5	2015	100.0	95.5	98.5	98.8		100.0	100.0		95.7	100.0	98.1	63.5	104
	2016	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	69.3	73
	2017	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	72.7	22

NUMBER TESTED IN GRADES 3-5													
2015	11	22	66	86		44	28		47	57	104	36,965	
2016	12	15	45	55		26	28		33	40	73	36,959	
2017	6	6	10	13		5	5		10	12	22	37,278	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	0	0	1	1		0	*		1	0	1	4,897	51
	2016	0	0	0	0		*	*		0	0	0	4,463	23
	2017												4,016	0
5	2015	*	1	0	0		0	0		1	0	1	3,958	53
	2016	*	0	0	0		0	0		0	0	0	2,412	50
	2017	0	0	0	0		*	*		0	0	0	2,308	22
3-5	2015	0	1	1	1		0	0		2	0	2	13,507	104
	2016	0	0	0	0		0	0		0	0	0	11,353	73
	2017	0	0	0	0		*	*		0	0	0	10,175	22

NUMBER TESTED IN GRADES 3-5													
2015	11	22	66	86		44	28		47	57	104	36,965	
2016	12	15	45	55		26	28		33	40	73	36,959	
2017	6	6	10	13		5	5		10	12	22	37,278	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	71.4	36.4	38.7	36.6		47.4	50.0		52.6	37.5	43.1	22.4	51
	2016	85.7	50.0	80.0	61.5		*	*		70.0	76.9	73.9	28.9	23
	2017												39.4	0
5	2015	*	81.8	77.1	80.0		80.0	76.9		82.1	80.0	81.1	30.5	53
	2016	*	88.9	88.6	88.1		90.5	82.6		82.6	92.6	88.0	35.3	50
	2017	83.3	66.7	80.0	69.2		*	*		70.0	83.3	77.3	42.4	22
3-5	2015	81.8	59.1	59.1	59.3		65.9	65.2		70.2	56.1	62.5	27.0	104
	2016	83.3	73.3	86.7	81.8		88.5	82.1		78.8	87.5	83.6	32.3	73
	2017	83.3	66.7	80.0	69.2		*	*		70.0	83.3	77.3	40.5	22

NUMBER TESTED IN GRADES 3-5													
2015	11	22	66	86		44	46		47	57	104	36,965	
2016	12	15	45	55		26	28		33	40	73	36,959	
2017	6	6	10	13		5	5		10	12	22	37,278	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2015	42.9	18.2	9.7	7.3		5.3	5.0		26.3	12.5	17.6	10.1	51
	2016	85.7	50.0	50.0	46.2		*	*		60.0	61.5	60.9	14.6	23
	2017												22.1	0
5	2015	*	36.4	48.6	51.1		48.0	46.2		53.6	40.0	47.2	11.8	53
	2016	*	55.6	31.4	31.0		23.8	21.7		52.2	29.6	40.0	13.9	50
	2017	83.3	16.7	60.0	46.2		*	*		50.0	58.3	54.5	19.3	22
3-5	2015	54.5	27.3	30.3	30.2		29.5	28.3		42.6	24.6	32.7	10.3	104
	2016	75.0	53.3	35.6	34.5		26.9	25.0		54.5	40.0	46.6	13.6	73
	2017	83.3	16.7	60.0	46.2		*	*		50.0	58.3	54.5	20.4	22

NUMBER TESTED IN GRADE 3-5													
2015	11	22	66	86			44	46		47	57	104	36,965
2016	12	15	45	55			26	28		33	40	73	36,959
2017	6	6	10	13			5	5		10	12	22	37,278

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
4	2015	80.2	78.6	53.9	71.4
	2016	89.1	82.9	76.2	86.1
	2017				
5	2015	80.2	80.8	82.7	81.1
	2016	80.3	78.9	81.3	82.7
	2017	87.9	79.1	79.8	88.6
3-5	2015	80.2	79.7	68.6	76.3
	2016	83.0	80.2	79.7	83.7
	2017	87.9	79.1	79.8	88.6

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	100.0	97.1	97.8		100.0	96.2		100.0	96.0	98.1	57.1	53
	2016	*	100.0	97.1	97.6		95.2	95.7		95.5	100.0	98.0	66.1	49
	2017	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	65.9	22

NUMBER TESTED IN GRADE 5													
2015	4	11	35	45		25	26		28	25	53	9,453	
2016	4	9	35	41		21	23		22	27	49	9,626	
2017	6	6	10	13		5	5		10	12	22	9,759	

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	0	1	1		0	1		0	1	1	4059	53
	2016	*	0	1	1		1	1		1	0	1	3263	49
	2017	0	0	0	0		*	*		0	0	0	3328	22

NUMBER TESTED IN GRADE 5													
2015	4	11	35	45		25	26		28	25	53	9,453	
2016	4	9	35	41		21	23		22	27	49	9,626	
2017	6	6	10	13		5	5		10	12	22	9,759	

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	81.8	62.9	71.1		64.0	61.5		75.0	68.0	71.7	21.8	53
	2016	*	77.8	57.1	56.1		52.4	47.8		72.7	51.9	61.2	26.7	49
	2017	100.0	66.7	80.0	84.6		*	*		80.0	83.3	81.8	33.0	22

NUMBER TESTED IN GRADE 5													
2015	4	11	35	45		25	26		28	25	53	9,453	
2016	4	9	35	41		21	23		22	27	49	9,626	
2017	6	6	10	13		5	5		10	12	22	9,759	

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
5	2015	*	36.4	34.3	40.0		36.0	34.6		35.7	44.0	39.6	6.3	53
	2016	*	22.2	11.4	2.4		0.0	0.0		13.6	14.8	14.3	6.7	49
	2017	100.0	16.7	60.0	46.2		*	*		70.0	50.0	59.1	12.8	22

NUMBER TESTED IN GRADE 5													
2015	4	11	35	45		25	26		28	25	53	9,453	
2016	4	9	35	41		21	23		22	27	49	9,626	
2017	6	6	10	13		5	5		10	12	22	9,759	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
5	2015	84.2	84.2	84.0	83.6
	2016	76.5	77.8	76.7	85.9
	2017	85.6	89.8	87.7	86.0

PERCENTAGE BY PROFICIENCY LEVEL

Grade	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
		N	%	N	%	N	%	N	%	N	%	N	%
5	10											10	100.0
ALL	10											10	100.0

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
21	80.7	87.2	90.9		90.5	100.0	63.5	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

Elementary School Exams

GRADE 5 MATHEMATICS

21	80.7	87.2	90.9		90.5	100.0	63.5	90.2
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GRADE 5 READING

21	85.3	89.0	88.2		100.0	100.0	70.8	90.8
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GRADE 5 SCIENCE

21	91.4	91.4	92.3		100.0	100.0	67.9	93.3
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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 SCIENCE

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