

DATA PACKET

for 2015-16 planning

Evaluation & Assessment
Office of Institutional Research

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School Number 288

ROSEMONT
PRIMARY SCHOOL
CHRIS V. SEMOS
CAMPUS



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2014-15 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and 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.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- “New” students were new to the district in 2014-15. They are counted as new if not enrolled in a district campus before the last day of the 2013-14 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 2013-14 and 2014-15.

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, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and 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 (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of

teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the 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.

SCE COMPLIANCE and IOWA / LOGRAMOS

- 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.
- Kindergarten Iowa reading statistics are based on the Extended English Language Arts Total summary score. All other grades' Iowa reading statistics are based on the Reading subtest score. Logramos reading statistics for all grades are based on the Language Arts Total summary score. “Number tested” statistics include kindergarten.
- Iowa mathematics statistics for all grades are based on the Mathematics subtest. Kindergarten Logramos mathematics statistics are based on the Mathematics subtest score. All other grades' statistics are based on the Mathematics Total summary score. “Number tested” statistics include kindergarten, where noted.
- Mathematics Total summary scores are combinations of the Mathematics and Computation subtest results.

TELPAS

- Students are counted as having tested 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 composite rating did not increase at least one level from 2014 to 2015, the TEA did not report the 2014 composite rating.
- If a student is rated as advanced high in 2015, the TEA does not differentiate between the advanced and advanced high levels from 2014.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 percent is required to pass an ACP. A course mark of at least 70 percent 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	120
KN	179
1	198
2	182
ALL	679

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	30	4.4	4	10.0
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	5	0.7	*	*
Hispanic	555	81.7	18	45.0
White	85	12.5	16	40.0
Multiple	3	0.4	2	5.0
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	296	43.6
Economically disadvantaged	520	76.6
Limited English proficient (LEP)	228	33.6
Special education	52	7.7
Talented and Gifted (TAG)	42	6.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2013	129	6	4.7	0	0.0	0	0.0	121	93.8	2	1.6	0	0.0
	2014	124	6	4.8	0	0.0	0	0.0	111	89.5	6	4.8	1	0.8
	2015	120	11	9.2	0	0.0	2	1.7	101	84.2	6	5.0	0	0.0
KN	2013	199	6	3.0	1	0.5	2	1.0	165	82.9	25	12.6	0	0.0
	2014	193	7	3.6	1	0.5	1	0.5	160	82.9	24	12.4	0	0.0
	2015	179	7	3.9	0	0.0	0	0.0	132	73.7	38	21.2	2	1.1
1	2013	183	5	2.7	0	0.0	0	0.0	158	86.3	20	10.9	0	0.0
	2014	187	6	3.2	0	0.0	2	1.1	153	81.8	26	13.9	0	0.0
	2015	198	7	3.5	1	0.5	0	0.0	174	87.9	16	8.1	0	0.0
2	2013	180	7	3.9	0	0.0	0	0.0	152	84.4	20	11.1	0	0.0
	2014	161	4	2.5	0	0.0	0	0.0	137	85.1	20	12.4	0	0.0
	2015	182	5	2.7	0	0.0	3	1.6	148	81.3	25	13.7	1	0.5
PK-2	2013	691	24	3.5	1	0.1	2	0.3	596	86.3	67	9.7	0	0.0
	2014	665	23	3.5	1	0.2	3	0.5	561	84.4	76	11.4	1	0.2
	2015	679	30	4.4	1	0.1	5	0.7	555	81.7	85	12.5	3	0.4

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	2013	129	122	94.6	59	45.7	5	3.9	59	45.7	0	0.0	126	97.7	47.3	52.7	0.0
	2014	124	104	83.9	50	40.3	18	14.5	51	41.1	0	0.0	111	89.5	58.9	41.1	0.0
	2015	120	106	88.3	43	35.8	20	16.7	44	36.7	0	0.0	107	89.2	64.2	35.8	1.7
KN	2013	199	145	72.9	74	37.2	17	8.5	75	37.7	4	2.0	86	43.2	50.3	49.7	2.0
	2014	193	142	73.6	55	28.5	18	9.3	58	30.1	8	4.1	60	31.1	50.3	49.7	3.1
	2015	179	110	61.5	57	31.8	6	3.4	63	35.2	12	6.7	52	29.1	55.9	44.1	3.4
1	2013	183	137	74.9	71	38.8	13	7.1	76	41.5	13	7.1	15	8.2	54.1	45.9	6.0
	2014	187	144	77.0	67	35.8	13	7.0	65	34.8	11	5.9	9	4.8	50.8	49.2	4.3
	2015	198	157	79.3	64	32.3	17	8.6	75	37.9	12	6.1	8	4.0	48.5	51.5	8.1
2	2013	180	136	75.6	65	36.1	15	8.3	111	61.7	14	7.8	10	5.6	51.7	48.3	4.4
	2014	161	128	79.5	62	38.5	13	8.1	95	59.0	13	8.1	6	3.7	55.3	44.7	1.9
	2015	182	147	80.8	64	35.2	9	4.9	114	62.6	18	9.9	7	3.8	52.2	47.8	2.2
PK-2	2013	691	540	78.1	269	38.9	50	7.2	321	46.5	31	4.5	237	34.3	51.1	48.9	3.3
	2014	665	518	77.9	234	35.2	62	9.3	269	40.5	32	4.8	186	28.0	53.2	46.8	2.6
	2015	679	520	76.6	228	33.6	52	7.7	296	43.6	42	6.2	174	25.6	54.2	45.8	4.1

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	2013	200	13,959	191	95.7	13,303	95.3	18	9.0	20.2	187	11,885	93.5	85.1
	2014	192	13,557	185	96.3	12,997	95.9	6	3.1	18.6	182	11,773	94.8	86.8
	2015	176	13,283	168	95.6	12,675	95.4	14	8.0	19.2	165	11,627	94.0	87.5
1	2013	182	14,131	174	95.9	13,568	96.0	15	8.2	18.8	175	12,378	96.2	87.6
	2014	187	14,264	181	96.8	13,734	96.3	13	6.9	18.0	180	12,511	96.0	87.7
	2015	198	13,984	192	96.7	13,437	96.1	12	6.1	18.1	191	12,405	96.3	88.7
2	2013	176	13,553	171	96.7	13,074	96.5	4	2.3	17.1	169	12,034	95.8	88.8
	2014	162	13,664	157	97.0	13,220	96.8	3	1.9	16.0	156	12,162	96.6	89.0
	2015	181	13,916	175	96.8	13,422	96.4	5	2.8	16.6	173	12,453	95.8	89.5
KN-2	2013	558	---	537	96.1	---	---	37	6.6	---	531	---	95.1	---
	2014	541	---	523	96.7	---	---	22	4.1	---	518	---	95.8	---
	2015	554	---	534	96.4	---	---	31	5.6	---	529	---	95.4	---

*Prior-year statistics were recomputed to reflect current attendance requirements.

Teachers: 40

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	10.0
Hispanic	18	45.0
White	16	40.0
Multiple	2	5.0
Other	0	0.0

Gender	Number	Percentage
Female	39	97.5
Male	1	2.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2012-13	9.0	92.5
2013-14	6.0	87.8
2014-15	8.6	77.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.5
1	3	7.5
2	1	2.5
3	2	5.0
4	1	2.5
5	1	2.5
1-3	6	15.0
More than 3	31	77.5
1 - 5	8	20.0
6 - 10	6	15.0
11 - 20	14	35.0
More than 20	9	22.5

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the Iowa

		READING (**EXTENDED ELA TOTAL)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2013					
	2014					
	2015	88.9	85.1	85.4	75.4	123
1	2013					
	2014					
	2015	15.8	66.4	59.6	55.8	141
2	2013					
	2014					
	2015	47.7	92.2	69.8	49.8	129
K-2	2013					
	2014					
	2015	45.2	79.0	71.0	59.6	393
# Tested (GR K-2)	2013					
	2014					
	2015	93	300	393	21,435	

		MATHEMATICS				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2013					
	2014					
	2015	79.0	92.1	87.5	75.7	176
1	2013					
	2014					
	2015	53.3	73.4	65.8	62.6	199
2	2013					
	2014					
	2015	72.6	95.7	81.3	57.1	182
K-2	2013					
	2014					
	2015	68.4	85.3	77.7	64.9	557
# Tested (GR K-2)	2013					
	2014					
	2015	250	307	557	40,189	

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	2013													
	2014													
	2015	97.4	85.7	78.9	78.0	*	*	88.9		90.8	79.3	85.4	75.4	123
1**	2013													
	2014													
	2015	75.0	57.1	57.3	57.3	41.7	16.7	15.8		52.9	66.2	59.6	55.8	141
2**	2013													
	2014													
	2015	88.0	*	64.2	63.8	50.0	45.5	47.7		61.8	78.7	69.8	49.8	129
1-2	2013													
	2014													
	2015	82.9	58.3	60.4	44.4	60.4	35.3	40.5		57.2	72.0	64.4	52.8	270
# Tested (GR K-2)	2013													
	2014													
	2015	79	19	288	256	21	20	93	0	203	190	393	21,435	

**Grades 1 and 2 subscore is Reading; no Extended English Language Arts Total summary score available.

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	2013													
	2014													
	2015	27	1	23	13	*	*	3		24	28	52	1,823	123
1**	2013													
	2014													
	2015	7	1	19	15	1	0	0		13	15	28	1,331	141
2**	2013													
	2014													
	2015	14	*	20	18	0	1	5		20	17	37	1,177	129
1-2	2013													
	2014													
	2015	21	2	39	33	1	1	5	0	33	32	65	2,508	270
# Tested (GR K-2)	2013													
	2014													
	2015	79	19	288	256	21	20	93	0	203	190	393	21,435	

**Grades 1 and 2 subscore is Reading; no Extended English Language Arts Total summary score available.

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	2013													
	2014													
	2015	100.0	100.0	82.9	82.9	*	76.8	79.0		91.8	82.3	87.5	75.7	176
1	2013													
	2014													
	2015	93.8	57.1	63.4	63.9	38.9	54.7	53.3		62.9	68.6	65.8	62.6	199
2	2013													
	2014													
	2015	92.0	*	79.1	78.1	62.5	71.9	72.6		83.2	79.3	81.3	57.1	182
K-2	2013													
	2014													
	2015	96.2	78.9	74.1	73.8	51.7	67.4	68.4		79.2	76.1	77.7	64.9	557
# Tested (GR K-2)	2013													
	2014													
	2015	79	19	452	409	29	184	250		289	268	557	40,189	

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	2013													
	2014													
	2015	29	2	45	28	*	8	12		43	34	77	3,871	176
1	2013													
	2014													
	2015	12	2	40	34	5	5	6		24	31	55	3,150	199
2	2013													
	2014													
	2015	19	*	47	45	1	16	24		38	32	70	2,864	182
K-2	2013													
	2014													
	2015	60	4	132	107	8	29	42		105	97	202	9,885	557
# Tested (GR K-2)	2013													
	2014													
	2015	79	19	452	409	29	184	250		289	268	557	40,189	

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	2013													
	2014													
	2015			73.6	71.7		73.6	73.6		65.6	85.7	73.6	77.1	53
1	2013													
	2014													
	2015			84.5	85.5	50.0	84.5	83.9		77.8	90.3	84.5	82.6	58
2	2013													
	2014													
	2015			94.4	94.3	*	94.4	93.9		89.3	100.0	94.4	78.9	54
K-2	2013													
	2014													
	2015			84.2	84.4	55.6	84.2	83.5		77.0	92.3	84.2	79.6	165
# Tested (GR K-2)	2013													
	2014													
	2015			165	154	9	165	158		87	78	165	18,204	

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	2013													
	2014													
	2015			8	6		8	8		6	2	8	1,432	53
1	2013													
	2014													
	2015			29	29	2	29	27		11	18	29	2,591	58
2	2013													
	2014													
	2015			29	28	*	29	25		11	18	29	2,832	54
K-2	2013													
	2014													
	2015			66	63	4	66	60		28	38	66	6,855	165
# Tested (GR K-2)	2013													
	2014													
	2015			165	154	9	165	158		87	78	165	18,204	

PERFORMANCE IN 2015

Grade 2014-15	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (57)	Beginning	30	52.6	43	75.4	57	100.0	56	98.2	56	98.2
	Intermediate	22	38.6	14	24.6	0	0.0	1	1.8	1	1.8
	Advanced	5	8.8	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (64)	Beginning	7	10.9	14	21.9	47	73.4	44	68.8	42	65.6
	Intermediate	36	56.3	31	48.4	14	21.9	16	25.0	18	28.1
	Advanced	12	18.8	12	18.8	3	4.7	4	6.3	4	6.3
	Advanced High	9	14.1	7	10.9	0	0.0	0	0.0	0	0.0
2 (65)	Beginning	1	1.5	2	3.1	12	18.5	11	16.9	8	12.3
	Intermediate	22	33.8	24	36.9	35	53.8	25	38.5	27	41.5
	Advanced	36	55.4	33	50.8	17	26.2	17	26.2	21	32.3
	Advanced High	6	9.2	6	9.2	1	1.5	12	18.5	9	13.8
ALL (186)	Beginning	38	20.4	59	31.7	116	62.4	111	59.7	106	57.0
	Intermediate	80	43.0	69	37.1	49	26.3	42	22.6	46	24.7
	Advanced	53	28.5	45	24.2	20	10.8	21	11.3	25	13.4
	Advanced High	15	8.1	13	7.0	1	0.5	12	6.5	9	4.8

**PROGRESSION FROM
2014 TO 2015**

Number Rated Both Years	2015 Level	2014 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
62 18 (29.0%)	Beginning	41			
	Intermediate	15	3		
	Advanced	2	1	0	
	Advanced High	0	0	0	
65 54 (83.1%)	Beginning	8			
	Intermediate	26	1		
	Advanced	17	2	2	
	Advanced High	5	3	1	
127 72 (56.7%)	Beginning	49			
	Intermediate	41	4		
	Advanced	19	3	2	
	Advanced High	5	3	1	

 Indicates students who progressed at least one level from 2014 to 2015.

SEMESTER 1 TESTS

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

GRADE 1 MATHEMATICS

194	72.8	81.9			84.5		80.1	
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GRADE 1 MUSIC

181	81.0	84.6			98.9		78.6	
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GRADE 1 READING

137	69.2	82.5			92.0		85.1	
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GRADE 1 SPANISH MATHEMATICS

1	*	*			*		95.0	
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GRADE 1 SPANISH READING

54	64.7	77.5			74.1		86.5	
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GRADE 2 MATHEMATICS

177	66.6	80.8	84.1		89.8	96.6	83.6	91.1
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GRADE 2 PHYSICAL EDUCATION

169	96.8	96.8	99.8		100.0	100.0	96.5	100.0
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GRADE 2 READING

124	65.3	81.1	84.7		82.3	92.6	68.2	87.9
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GRADE 2 SPANISH READING

52	63.9	76.0	85.5		75.0	98.1	73.4	91.2
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KINDERGARTEN ART

163	97.0	97.0			98.2		94.8	
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KINDERGARTEN MATHEMATICS

167	87.0	91.3			93.4		82.2	
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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 1 MATHEMATICS

198	78.7	85.2			94.9		92.1	
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GRADE 1 MUSIC

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GRADE 1 READING

141	58.9	77.6			76.6		76.4	
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GRADE 1 SPANISH MATHEMATICS

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GRADE 1 SPANISH READING

56	67.2	75.4			66.1		82.3	
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GRADE 2 MATHEMATICS

181	81.7	84.4	85.1		82.3	95.0	72.6	91.1
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GRADE 2 PHYSICAL EDUCATION

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GRADE 2 READING

128	73.2	82.2	85.4		85.9	93.7	64.4	86.9
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GRADE 2 SPANISH READING

53	76.1	84.1	85.0		94.3	96.2	80.2	89.0
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KINDERGARTEN ART

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KINDERGARTEN MATHEMATICS

177	83.8	87.8			95.5		86.3	
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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

KINDERGARTEN READING

115	89.0	92.7			96.5		89.5	
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KINDERGARTEN SPANISH READING

51	87.4	90.3			96.1		90.3	
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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

KINDERGARTEN READING

124	90.0	91.2			95.2		90.1	
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KINDERGARTEN SPANISH READING

53	82.3	84.4			86.8		91.7	
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