

Houston Independent School District
172 Nathaniel Q. Henderson Elementary School
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	5
Parent and Community Engagement	6
Priority Problems of Practice	7
Comprehensive Needs Assessment Data Documentation	8
Key Actions	9
Key Action 1: Grow staff capacity to provide high quality first-instruction.	9
Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies.	11
Key Action 3: Strengthen the "Science of Reading" instruction.	14
Key Action 4: Increase student attendance, so that students would be able to take advantage of the learning.	16
State Compensatory	18
Budget for 172 Nathaniel Q. Henderson Elementary School	18
Personnel for 172 Nathaniel Q. Henderson Elementary School	18
Addendums	19

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. High-quality educational materials, synchronized with instructional planning timelines and supported by ongoing interim and formative assessments, hold a central role in daily teaching practices. These materials offer a structured curriculum that ensures the alignment of content with educational goals. Educators rely on them as the cornerstone for crafting daily lesson plans, while continuous assessments offer immediate insights into student progress. This data-driven approach empowers teachers to adapt their teaching methods, cater to diverse learning needs, and offer timely assistance. It is customary for professional development opportunities to complement this expertise. Additionally, their utilization promotes consistency across the educational institution and fosters parental involvement in their children's education, ultimately enriching the overall learning experience. 2. Creating effective classroom routines is essential for maintaining a well-organized and engaging educational environment. These routines cover various aspects, including morning rituals, transitions, classroom management, material organization, and teaching strategies like MRS. Teaching methods such as differentiation, scaffolding, and active learning are designed to meet the diverse needs of students and stimulate interactive learning. Continuous assessments provide timely feedback, while collaborative learning methods combined with technology integration foster cooperation and active participation. Well-defined objectives, constructive feedback, opportunities for self-reflection, and assessments for learning ensure that students grasp lesson objectives and make consistent progress, cultivating a positive and productive learning atmosphere. 3. Effective teaching hinges on the implementation of data-driven instruction. Within Professional Learning Communities (PLCs), educators unite to collectively analyze assessment data, identifying areas where students may encounter difficulties and subsequently making well-considered adjustments to their teaching approaches. This ongoing monitoring ensures the achievement of educational objectives. Through the use of scaffolding and differentiation, instruction is tailored to the specific needs of individual students, guided by the insights gleaned from data. This approach involves providing additional support to those in need while presenting more challenging material to those who excel. By continually assessing the outcomes of formative evaluations, educators can refine their teaching methods, offer remedial instruction as needed, and ultimately provide a personalized and adaptable learning experience that maximizes student success.

Student Achievement Strengths

The following strengths were identified based on a review of the 2021-2022 and 2022-2023 data: Areas of Strength Reading: 69% of students are approaching grade level with 45% meets and 18% mastering grade-level standards. Improvements over Previous Years Science: The percentage of students who mastered increased from 0% in 2021-2022 to 6% in 2022-2023. The percentage of students meeting grade level also increased from 11% to 18%. Reading: The percentage of students who mastered in 5th Grade increased from 13% in 2021-2022 to 21% in 2022-2023. The percentage of students meeting grade level also increased from 35% to 44%. Areas where Students Excelled Reading: Both the Approaches and Meets percentages are notably high at 69% and 45% respectively, with a mastery rate of 18%.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Nat. Q Henderson Elementary grappled with an issue concerning the irregular application of standards-aligned instruction throughout the school, resulting in reduced academic rigor in both teaching methods and student assignments. Even though they have access to a high-quality curriculum, educators have not maximized its effectiveness, ultimately leading to diminished academic accomplishments. **Root Cause:** Since students faced challenges in independently engaging with the grade-level curriculum, educators adapted their teaching methods to match the academic proficiency of the majority of students. This adaptation led to the integration of Tier 3 instruction within the

framework of whole-group Tier 1 lessons.

Problem of Practice 2: Nat, Q. Elementary faces challenges in engaging all students due to an absence of clear alignment between learning goals, instructional activities, study materials, classroom interactions, and assessments. This misalignment hinders the school's preparedness to provide high-quality education, ultimately resulting in student disengagement, shallow understanding, and a lack of skill mastery. **Root Cause:** Educators often face difficulties when it comes to meticulously structuring and organizing the teaching of fundamental skills in a coherent and logical sequence.

Problem of Practice 3: The past absence of a consistent data analysis system, coupled with limited utilization of quantitative and qualitative data by educators and leaders, leads to challenges in consistently interpreting student data, resulting in instruction predominantly reliant on teacher discretion and a lack of objective prioritization to address evolving student learning gaps, ultimately impeding students. **Root Cause:** Erroneous beliefs regarding Tier I instruction resulted in an inadequacy in efficiently conducting instructional planning meetings (PLCs) designed to include on-the-job professional development, with the aim of enhancing teacher competence in delivering high-quality Tier I instruction.

School Culture and Climate

School Culture and Climate Summary

Our staff and students have mixed opinions about the campus culture and climate. Through one-on-one conferences, faculty meetings, and campus surveys, the general concerns of our faculty are the fast-paced work environment and the pressure to grow students by two years. These concerns are both a welcomed challenge and a source of teacher anxiety. As for our scholars, they generally enjoy the campus and its offerings like morning activities and afterschool clubs. They do not take feedback and redirection positively. They find the NES instructional curriculum challenging, causing outliers to be disruptive.

School Culture and Climate Strengths

We are at the cusp of developing our students from mediocre approaching grade level students to those who routinely meet and master grade level content evident in their state assessment data to come.

The latest accessible data suggest it had. All grades in all subjects at meets grade level and above in 2022 was 32 percent, an over 30 percent increase from the previous school year.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Nat. Q. Henderson Elementary, a few teachers are not adequately vetting and revising their district-provided curriculum materials and resources. Not for lack of time or training, but from a lack of professional motivation and job integrity. This is evident during spot observations as teachers are heavily relying on reading the script verbatim and are unfamiliar with their presentation. **Root Cause:** Teachers are not internalizing lesson plans, slide decks, or materials prior to Tier I instruction outside of their PLC; therefore, teachers are going in ill-prepared and falling short on Tier I instruction

Problem of Practice 2: At Nat. Q. Henderson Elementary, despite district and campus attendance policies, faculty are excessively calling into work without prior notification and approval. The district and campus attendance policies have been shared and reiterated several times with faculty to no avail. This is evident when the absences are not reported to an administrator and/or requested in OneSource on the day of. **Root Cause:** Teachers do not value or understand their instructional worth to their students causing them to be indifferent about calling in or not.

Problem of Practice 3: At Nat. Q. Henderson Elementary, MRSs are not being strategically embedded, if at all, in slide decks causing student engagement to significantly wane throughout the lesson. This leads to increased student misconceptions and low DOL success rates. This is evident when reviewing teachers' submitted lesson slide decks. **Root Cause:** Teachers struggle with understanding the importance of MRSs for students while learning new, challenging concepts; they believe them to be frivolous and interchangeable at a whim.

Parent and Community Engagement

Parent and Community Engagement Strengths

At N.Q. Henderson ES, we strive to involve and make our parents a partner in their child's education. We have yearly Meet the Teacher, Open House, Math & Literacy Night, Fall Festival, Winter program, STAAR night, etc. that allow us to inform and communicate with parents. In addition, weekly informative flyers are sent home, a monthly calendar is prepared, a monthly coffee with the principal and other events for parents to voice and share their thoughts. This year we have a counselor, Wraparound Specialist, and CIS liaison to provide support and resources to our students and parents. Teachers are also required to have a form of communication and document their interactions with parents. Each grade level has a Spanish speaking teacher to help with translating. When there is a parent concern, the office personnel send an email the teacher, student support staff and admin to inform us all. This allows for the parent concern be addressed at different levels and by the appropriate staff member. Our goal is to provide immediate attention and address the parent concern.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Given the critical role of communication in our success, we need to improve our communication efforts in online and telecommunication and ensure that we provide translations in both languages. **Root Cause:** The absence of a well-established multimedia presence on platforms like Twitter, Facebook, Class Dojo, TikTok, and others is evident.

Problem of Practice 2: Prioritizing making all stakeholders feel valued and secure, while also guaranteeing the delivery of a rigorous academic experience. **Root Cause:** The former administration and staff exhibited unprofessional and disrespectful behavior towards parents and community members. Our current challenge is to rise above these obstacles, refraining from reacting negatively and instead demonstrating our commitment to rigorous academics by showing that our students are thriving, appreciating the challenge, and achieving a higher level of academic excell

Problem of Practice 3: The campus leadership team is inconsistent. Although there are weekly meeting times for A-Team, calibration walks, and PLC's; we have fallen short of our targeted goals as a school. Which results in the reduction on targeted planning of community events. **Root Cause:** The campus leadership team prioritizes instructional leadership, which in turn limits the time available for meetings.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: Grow staff capacity to provide high quality first-instruction.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: Out of 45 spot observations of classrooms in October by the school leadership team, 80% of= teachers receive a "2" or higher on the purposeful instruction section. This percentage increases to 90% by February 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus will be in purposeful instruction.</p> <p>School Leaders' Actions</p> <p>Train teachers on the Houston ISD Ready Characteristics and includes effective lesson objectives and demonstrations of learning, multiple response strategies, "first, good instruction," differentiating instruction, and the use of technology to improve instruction, during August teacher preservice.</p> <p>Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form.</p> <p>Staff Actions</p> <p>Plan lessons using HMH, Eureka Math, Really Great Reading, Science Fusion, and Social Studies weekly to provide high quality instruction.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 1: Grow staff capacity to provide high quality first-instruction.

Indicator of Success 2: By November 2023, 80% of teachers will be able to effectively internalize the TEK by completing the "Know and Show" framework in PLC to script a grade level "I Do", which will increase to 90% by February 2024.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus will concentrate in lesson plan framework and internalization.</p> <p>School Leaders' Actions</p> <p>For select teachers, provide expert professional development on literacy and how to teach reading to students who are behind in proficiency.</p> <p>Train teachers on "Know and Show" framework.</p> <p>Train teachers on the Spot observation form.</p> <p>Calibration walks among administrators.</p> <p>Staff Actions</p> <p>Actively engage in PLCs, to produce the scripted "I Do".</p> <p>Plan rigorous lessons that align the daily learning objective with the demonstration of learning.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: Out of 50 spot observations of classrooms in October by the building administration, 80% of teachers receive a "2" or higher on the use of multiple response strategies. This percentage increases to 90% by March 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus is going to be in check for understanding strategies. School Leaders' Actions Train teachers on the Houston ISD Ready Characteristics and multiple response strategies, during August teacher preservice. Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form. Staff Actions Train students on the eight multiple response strategies so they can articulate in their own words.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies.

Indicator of Success 2: Out of 50 spot observations of classrooms in October by the building administration, 60% of students will be able to explain the multiple response strategy when asked. This percentage will increase to 80% by March 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide feedback in check for understanding strategies. School Leaders' Actions Conduct effective PLCs that focus on incorporating multiple response strategies throughout the lesson. Create posters of each strategy of each classroom for teacher/students' visuals. Staff Actions Implement feedback provided by administration. Plan intentional incorporation of multiple response strategy within the lesson plan.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: Raise the level of student-teacher engagement, especially the use of multiple response strategies.





Indicator of Success 3: Conduct effective PLCs that focus on incorporating multiple response strategies throughout the lesson.

Key Action 3: Strengthen the "Science of Reading" instruction.

Strategic Priorities:





Transforming Academic Outreach

Indicator of Success 1: K-1st grade students Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Zone of Growth will increase by 35% from BOY to MOY and then 70% from MOY to EOY improvement in their reading skills relative to students with similar initial scores

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus is developing Reading skills.</p> <p>School Leaders' Actions</p> <p>Administrators will train on the use of DIBLES and NWEA.</p> <p>Professional Development for teachers to implement DIBLES and NWEA.</p> <p>Develop a campus wide testing plan for DIBLES (1. Where will the results be stored? 2. Who will administer the exam? 3. How often? How will they be monitored? 4. Who will be responsible for monitoring? 5. How will the data be disseminated?)</p> <p>Staff Actions</p> <p>Teacher Support will be provided specifically in grades K-3 with the delivery of Amplify.</p> <p>Scheduled weekly administering the by Learning Coaches or Teacher Apprentice to monitor student progress, every student will be assessed by the end of the month.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 3: Strengthen the "Science of Reading" instruction.

Indicator of Success 2: 2nd - 5th grade students will increase Northwest West Evaluation Association (NWEA) by 35% from BOY to MOY and then 70% from MOY to EOY

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus will be in student improvement.</p> <p>School Leaders' Actions</p> <p>Develop campus wide tracking system for monitoring student DIBLES progress.</p> <p>Develop testing plan for BOY, MOY, and EOY for administering NWEA. (1. Who will administer the assessment? 2. Devices - Can it be administered on IPAD?)</p> <p>Administrators monitor DIBELS students' progress monthly.</p> <p>Staff Actions</p> <p>Provide effective Tier I reading instruction.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 4: Increase student attendance, so that students would be able to take advantage of the learning.

Strategic Priorities:





Increasing Organizational Efficiency

Indicator of Success 1: Increase student attendance from 91.6% in the 2022-23 school year to 96% by the end of the 2023-24 school year.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus focus will be in attendance.</p> <p>School Leaders' Actions</p> <p>Create an attendance committee consisting of the Principal, Assistant Principal, Assistant Office Manager, Copy Clerk, Counselor, and Wraparound specialist.</p> <p>Create an attendance check protocol 1. Create a sheet for teachers to put the names of the students who are not here by 7:45. The front office staff will make phone calls to those students who are not a school yet. After students have missed 3 days, a meeting will be scheduled with a member of the team to see what is needed.</p> <p>Create a monthly incentive for students who have perfect attendance.</p> <p>Staff Actions</p> <p>Complete the attendance sheet in a timely manner so that students can be called as soon possible.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 4: Increase student attendance, so that students would be able to take advantage of the learning.

Indicator of Success 2: Increase perfect attendance from 2% at the end of the 2022-23 school year to 50% by the end of the 2023-24 school year.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will monitor attendance.</p> <p>School Leaders' Actions</p> <p>Create a monthly incentive for students who have perfect attendance.</p> <p>Create flyer at the beginning of the year letting students and parent know what the incentives are.</p> <p>Secure donations for larger end of the year incentives.</p> <p>Provided morning clubs that would motivate students to come to school early.</p> <p>Staff Actions</p> <p>Contact parents when students have been absent 2 days in row.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

State Compensatory

Budget for 172 Nathaniel Q. Henderson Elementary School

Total SCE Funds: \$446,300.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

--

Personnel for 172 Nathaniel Q. Henderson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arielle Miner	NES Teacher Apprentice Teacher ES	1
Arlissia Knight	NES Teacher Apprentice Teacher ES	1
Deshon Allen	NES Learning Coach ES	1
Jalecia Love	NES Teacher Apprentice Teacher ES	1
Juanita Francis	NES Teacher Apprentice Teacher ES	1
Lauren Henry	NES Learning Coach ES	1

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	Elementary
Total Students:	226
Grade Span:	PK - 05

For more information about this campus, see:

<https://TXschools.gov>

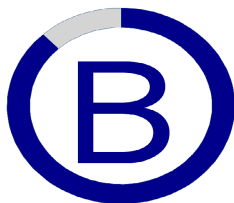
or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating



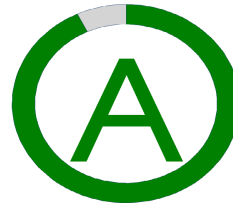
88 of 100

Student Achievement



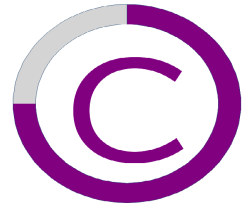
64 of 100

School Progress



93 of 100

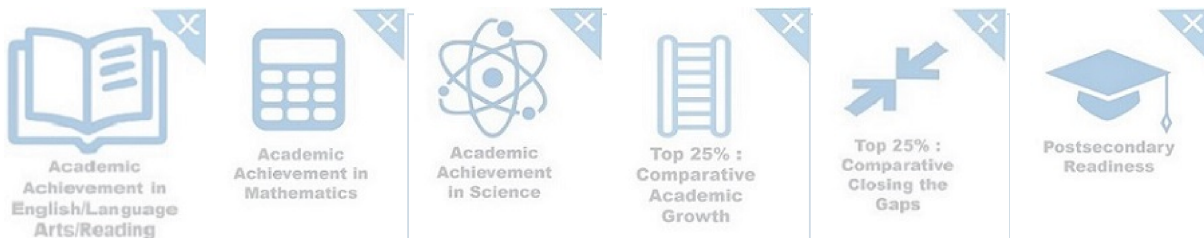
Closing the Gaps



75 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency
2022 School Report Card
 HENDERSON N EL (101912172) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about HENDERSON N EL, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	83.8%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	83.6%	22.1%	12.8%
Hispanic	15.0%	61.9%	52.8%
White	0.4%	9.7%	26.3%
American Indian	0.4%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.4%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	99.6%	79.2%	60.7%
Special Education	8.0%	8.4%	11.6%
Emergent Bilingual/EL	9.3%	35.1%	21.7%
Mobility Rate (2020-21)			
	32.2%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	15.8	18.2	18.7
Grade 1	22.2	15.7	18.7
Grade 2	18.5	15.4	18.6
Grade 3	23.2	14.4	18.7
Grade 4	15.4	13.7	18.8
Grade 5	11.0	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	-	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	-	21.2	17.5
Science	-	21.5	18.5
Social Studies	-	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$9,570	\$10,524	\$11,106
Instruction	\$6,983	\$5,989	\$6,358
Instructional Leadership	\$100	\$185	\$186
School Leadership	\$1,010	\$749	\$654

Texas Education Agency
2022 School Report Card
 HENDERSON N EL (101912172) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	68%	66%	73%	-	*	-	-	-	68%
	2021	67%	57%	30%	26%	41%	-	-	-	-	-	30%
ELA/Reading	2022	75%	70%	65%	63%	71%	-	*	-	-	-	66%
	2021	68%	60%	29%	27%	42%	-	-	-	-	-	30%
Mathematics	2022	72%	67%	69%	65%	82%	-	*	-	-	-	70%
	2021	66%	53%	39%	33%	53%	-	-	-	-	-	38%
Science	2022	76%	68%	70%	75%	57%	-	-	-	-	-	70%
	2021	71%	59%	16%	13%	29%	-	-	-	-	-	17%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	32%	29%	37%	-	*	-	-	-	32%
	2021	41%	33%	9%	9%	10%	-	-	-	-	-	9%
ELA/Reading	2022	53%	49%	33%	33%	29%	-	*	-	-	-	34%
	2021	45%	38%	8%	9%	5%	-	-	-	-	-	9%
Mathematics	2022	42%	38%	32%	27%	47%	-	*	-	-	-	33%
	2021	37%	27%	15%	13%	21%	-	-	-	-	-	15%
Science	2022	47%	39%	26%	25%	29%	-	-	-	-	-	26%
	2021	44%	33%	0%	0%	0%	-	-	-	-	-	0%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	12%	9%	22%	-	*	-	-	-	12%
	2021	18%	15%	4%	5%	4%	-	-	-	-	-	4%
ELA/Reading	2022	25%	24%	15%	13%	18%	-	*	-	-	-	15%
	2021	18%	16%	6%	8%	0%	-	-	-	-	-	6%
Mathematics	2022	20%	19%	14%	8%	35%	-	*	-	-	-	14%
	2021	18%	13%	5%	4%	11%	-	-	-	-	-	5%
Science	2022	21%	17%	0%	0%	0%	-	-	-	-	-	0%
	2021	20%	14%	0%	0%	0%	-	-	-	-	-	0%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	87	88	85	-	-	-	-	-	87
	2019	69	68	77	78	70	-	-	-	-	-	77
ELA/Reading	2022	78	81	82	83	77	-	-	-	-	-	82
	2019	68	68	73	77	60	-	-	-	-	-	73
Mathematics	2022	69	75	92	92	92	-	-	-	-	-	92
	2019	70	68	80	80	80	-	-	-	-	-	80
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												