Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 195

PRESTON HOLLOW ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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PRESTON HOLLOW ELEMENTARY SCHOOL (195)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	58
KN	66
1	58
2	66
3	84
4	41
5	49
ALL	422

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	70	16.6	1	3.4
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	309	73.2	17	58.6
White	37	8.8	11	37.9
Multiple	4	0.9	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	269	63.7
Economically disadvantaged	331	78.4
Limited English proficient (LEP)	257	60.9
Special education	43	10.2
Talented and Gifted (TAG)	81	19.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	55	14	25.5	0	0.0	1	1.8	38	69.1	2	3.6	0	0.0
	2019	50	9	18.0	2	4.0	0	0.0	35	70.0	4	8.0	0	0.0
	2020	58	8	13.8	0	0.0	0	0.0	46	79.3	3	5.2	1	1.7
KN	2018	86	15	17.4	1	1.2	2	2.3	59	68.6	9	10.5	0	0.0
	2019	62	15	24.2	0	0.0	0	0.0	37	59.7	9	14.5	0	0.0
	2020	66	13	19.7	0	0.0	0	0.0	41	62.1	10	15.2	2	3.0
1	2018	90	14	15.6	0	0.0	1	1.1	64	71.1	11	12.2	0	0.0
	2019	69	11	15.9	0	0.0	1	1.4	50	72.5	7	10.1	0	0.0
	2020	58	12	20.7	0	0.0	0	0.0	36	62.1	9	15.5	0	0.0
2	2018	55	7	12.7	0	0.0	2	3.6	39	70.9	6	10.9	1	1.8
	2019	81	10	12.3	0	0.0	1	1.2	64	79.0	6	7.4	0	0.0
	2020	66	12	18.2	0	0.0	0	0.0	49	74.2	5	7.6	0	0.0
3	2018	53	4	7.5	0	0.0	1	1.9	43	81.1	5	9.4	0	0.0
	2019	56	9	16.1	0	0.0	0	0.0	40	71.4	6	10.7	1	1.8
	2020	84	13	15.5	0	0.0	0	0.0	68	81.0	3	3.6	0	0.0
4	2018	76	10	13.2	0	0.0	1	1.3	60	78.9	5	6.6	0	0.0
	2019	49	5	10.2	0	0.0	0	0.0	36	73.5	8	16.3	0	0.0
	2020	41	5	12.2	1	2.4	0	0.0	32	78.0	2	4.9	1	2.4
5	2018	69	6	8.7	0	0.0	2	2.9	53	76.8	7	10.1	1	1.4
	2019	75	14	18.7	0	0.0	1	1.3	56	74.7	4	5.3	0	0.0
	2020	49	7	14.3	0	0.0	0	0.0	37	75.5	5	10.2	0	0.0
PK-5	2018	484	70	14.5	1	0.2	10	2.1	356	73.6	45	9.3	2	0.4
	2019	442	73	16.5	2	0.5	3	0.7	318	71.9	44	10.0	1	0.2
	2020	422	70	16.6	1	0.2	0	0.0	309	73.2	37	8.8	4	0.9

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	55	48	87.3	44	80.0	0	0.0	44	80.0	0	0.0	53	96.4	49.1	50.9	3.6
	2019	50	49	98.0	30	60.0	6	12.0	2	4.0	0	0.0	49	98.0	58.0	42.0	2.0
	2020	58	57	98.3	38	65.5	1	1.7	38	65.5	0	0.0	52	89.7	46.6	53.4	10.3
KN	2018	86	58	67.4	48	55.8	3	3.5	49	57.0	10	11.6	32	37.2	44.2	55.8	1.2
	2019	62	45	72.6	39	62.9	2	3.2	36	58.1	12	19.4	20	32.3	48.4	51.6	0.0
	2020	66	41	62.1	33	50.0	6	9.1	33	50.0	9	13.6	22	33.3	53.0	47.0	1.5
1	2018	90	65	72.2	56	62.2	10	11.1	56	62.2	12	13.3	9	10.0	56.7	43.3	3.3
	2019	69	56	81.2	40	58.0	8	11.6	41	59.4	15	21.7	3	4.3	46.4	53.6	4.3
	2020	58	41	70.7	34	58.6	6	10.3	34	58.6	17	29.3	4	6.9	51.7	48.3	0.0
2	2018	55	39	70.9	29	52.7	3	5.5	31	56.4	9	16.4	6	10.9	70.9	29.1	3.6
	2019	81	64	79.0	54	66.7	6	7.4	52	64.2	18	22.2	8	9.9	56.8	43.2	1.2
	2020	66	51	77.3	41	62.1	8	12.1	41	62.1	13	19.7	4	6.1	51.5	48.5	3.0
3	2018	53	44	83.0	30	56.6	8	15.1	21	39.6	11	20.8	5	9.4	43.4	56.6	0.0
	2019	56	43	76.8	34	60.7	5	8.9	31	55.4	14	25.0	11	19.6	64.3	35.7	7.1
	2020	84	69	82.1	53	63.1	8	9.5	53	63.1	17	20.2	8	9.5	50.0	50.0	0.0
4	2018	76	69	90.8	52	68.4	8	10.5	56	73.7	19	25.0	5	6.6	51.3	48.7	1.3
	2019	49	40	81.6	26	53.1	8	16.3	24	49.0	15	30.6	7	14.3	40.8	59.2	4.1
	2020	41	34	82.9	28	68.3	5	12.2	35	85.4	12	29.3	1	2.4	63.4	36.6	0.0
5	2018	69	60	87.0	40	58.0	14	20.3	48	69.6	15	21.7	4	5.8	53.6	46.4	0.0
	2019	75	61	81.3	29	38.7	16	21.3	55	73.3	19	25.3	6	8.0	53.3	46.7	6.7
	2020	49	38	77.6	30	61.2	9	18.4	35	71.4	13	26.5	2	4.1	40.8	59.2	2.0
PK-5	2018	484	383	79.1	299	61.8	46	9.5	305	63.0	76	15.7	114	23.6	52.5	47.5	1.9
	2019	442	358	81.0	252	57.0	51	11.5	241	54.5	93	21.0	104	23.5	52.7	47.3	3.6
	2020	422	331	78.4	257	60.9	43	10.2	269	63.7	81	19.2	93	22.0	50.7	49.3	2.4

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	87	11,061	84	96.6	10,520	95.1	8	9.2	17.8	81	9,830	92.9	88.9
	2019	63	10,918	61	96.5	10,370	95.0	6	9.5	5.7	60	9,637	95.1	88.3
	2020	68	10,874	64	94.9	10,319	94.9	1	1.5	3.8	62	9,815	91.3	90.3
1	2018	92	11,550	89	96.7	11,055	95.7	4	4.4	16.6	87	10,347	95.0	89.6
	2019	73	11,198	70	96.7	10,715	95.7	4	5.5	5.0	67	10,069	92.1	89.9
	2020	58	11,192	56	95.0	10,678	95.4	0	0.0	3.9	52	10,139	88.9	90.6
2	2018	56	11,864	54	97.1	11,398	96.1	4	7.1	15.9	53	10,717	94.6	90.3
	2019	79	11,232	77	97.4	10,781	96.0	3	3.8	4.8	75	10,169	94.6	90.5
	2020	68	11,070	65	96.0	10,616	95.9	3	4.4	3.2	62	10,175	91.8	91.9
3	2018	55	12,536	54	96.8	12,080	96.4	6	10.8	14.4	51	11,431	92.0	91.2
	2019	53	11,452	52	97.0	11,029	96.3	1	1.9	4.6	49	10,478	92.1	91.5
	2020	83	11,093	81	97.7	10,664	96.1	1	1.2	3.5	81	10,181	98.1	91.8
4	2018	78	12,675	76	98.3	12,235	96.5	2	2.6	14.1	76	11,637	97.8	91.8
	2019	48	12,118	46	96.9	11,690	96.5	4	8.4	4.9	43	11,112	89.9	91.7
	2020	43	11,323	42	97.6	10,902	96.3	0	0.0	3.4	40	10,479	93.5	92.5
5	2018	69	12,498	67	97.5	12,078	96.6	2	2.9	6.1	68	11,513	98.3	92.1
	2019	76	12,193	74	97.2	11,779	96.6	2	2.6	4.5	73	11,300	95.9	92.7
	2020	53	11,957	51	97.3	11,518	96.3	2	3.8	3.2	48	11,098	91.0	92.8
KN-5	2018	437	72,186	425	97.2	69,366	96.1	26	5.9	14.0	416	65,475	95.2	90.7
	2019	392	69,110	380	97.0	66,364	96.0	20	5.1	4.9	367	62,765	93.6	90.8
	2020	372	67,509	359	96.4	64,698	95.8	7	1.9	3.5	345	61,887	92.7	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	3.4
Hispanic	17	58.6
White	11	37.9
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	22	75.9
Male	7	24.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.5	84.4
2018-19	7.0	82.4
2019-20	5.0	74.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.4
2	1	3.4
3	3	10.3
4	7	24.1
5	5	17.2
1-3	5	17.2
More than 3	24	82.8
1 - 5	17	58.6
6 - 10	5	17.2
11 - 20	5	17.2
More than 20	2	6.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (33)	Beginning	29	87.9	29	87.9	29	87.9	29	87.9	29	87.9
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	6.1	2	6.1	2	6.1	2	6.1	2	6.1
	Advanced High	2	6.1	2	6.1	2	6.1	2	6.1	2	6.1
1 (33)	Beginning	9	27.3	10	30.3	15	45.5	15	45.5	10	30.3
	Intermediate	9	27.3	7	21.2	15	45.5	7	21.2	11	33.3
	Advanced	9	27.3	8	24.2	3	9.1	2	6.1	9	27.3
	Advanced High	6	18.2	8	24.2	0	0.0	9	27.3	3	9.1
2 (41)	Beginning	5	12.2	12	29.3	17	41.5	10	24.4	3	7.3
	Intermediate	17	41.5	25	61.0	17	41.5	20	48.8	29	70.7
	Advanced	10	24.4	3	7.3	4	9.8	7	17.1	8	19.5
	Advanced High	9	22.0	1	2.4	3	7.3	4	9.8	1	2.4
3 (52)	Beginning	2	3.9	2	3.9	12	23.1	11	21.6	1	2.0
	Intermediate	14	27.5	21	41.2	24	46.2	12	23.5	22	43.1
	Advanced	15	29.4	15	29.4	8	15.4	15	29.4	19	37.3
	Advanced High	20	39.2	13	25.5	8	15.4	13	25.5	9	17.6
4 (28)	Beginning	3	11.5	0	0.0	0	0.0	2	7.7	0	0.0
	Intermediate	13	50.0	8	30.8	5	17.9	11	42.3	10	38.5
	Advanced	7	26.9	15	57.7	13	46.4	6	23.1	11	42.3
	Advanced High	3	11.5	3	11.5	10	35.7	7	26.9	5	19.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
– –	Beginning		–		
	Intermediate	–		–	
	Advanced	–	–		–
	Advanced High	–	–		–
33 22 (66.7%)	Beginning		10		
	Intermediate	10		1	
	Advanced	8	1		0
	Advanced High	1	2		0
38 9 (23.7%)	Beginning		3		
	Intermediate	7		19	
	Advanced	0	1		7
	Advanced High	0	0		1
49 21 (42.9%)	Beginning		1		
	Intermediate	1		19	
	Advanced	1	11		7
	Advanced High	0	0		8
28 7 (25.0%)	Beginning		0		
	Intermediate	0		10	
	Advanced	0	2		9
	Advanced High	0	0		5

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (30)	Beginning	4	13.3	3	10.0	3	10.0	2	6.7	3	10.0
	Intermediate	7	23.3	3	10.0	7	23.3	7	23.3	3	10.0
	Advanced	8	26.7	12	40.0	10	33.3	3	10.0	12	40.0
	Advanced High	11	36.7	12	40.0	10	33.3	18	60.0	12	40.0
ALL (217)	Beginning	52	24.3	56	26.2	76	35.0	69	32.2	46	21.5
	Intermediate	60	28.0	64	29.9	68	31.3	57	26.6	75	35.0
	Advanced	51	23.8	55	25.7	40	18.4	35	16.4	61	28.5
	Advanced High	51	23.8	39	18.2	33	15.2	53	24.8	32	15.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
27 **16 (59.3%)**	Beginning		2		
	Intermediate	0		3	
	Advanced	0	5		6
	Advanced High	0	0		11
175 **75 (42.9%)**	Beginning		16		
	Intermediate	18		52	
	Advanced	9	20		29
	Advanced High	1	2		25

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

Elementary School Exams

GRADE 1 MATHEMATICS

| 55 | 81.8 | 86.0 | | | 83.6 | | 78.9 | |

GRADE 1 READING

| 24 | 85.0 | 91.0 | | | 95.8 | | 91.2 | |

GRADE 1 READING SPANISH

| 31 | 83.5 | 89.0 | | | 93.5 | | 89.5 | |

GRADE 2 MATHEMATICS

| 63 | 76.9 | 83.9 | 86.7 | | 88.9 | 100.0 | 76.5 | 92.3 |

GRADE 2 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 44.9 | * |

GRADE 2 READING

| 32 | 68.4 | 79.0 | 91.2 | | 78.1 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 32 | 76.9 | 82.7 | 79.0 | | 84.4 | 90.6 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 79 | 64.7 | 76.4 | 78.0 | | 67.1 | 87.3 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 2 | * | * | * | | * | * | 57.0 | * |

GRADE 3 READING

| 60 | 57.7 | 74.6 | 79.1 | | 65.0 | 78.3 | 62.6 | 88.7 |

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

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 MATHEMATICS SPANISH

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

GRADE 3 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 3 READING SPANISH

| 21 | 58.8 | 75.3 | 74.0 | | 76.2 | 61.9 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 14 | 72.7 | 80.5 | 79.6 | | 92.9 | 100.0 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 28 | 73.3 | 77.8 | 77.6 | | 67.9 | 85.7 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 42 | 71.6 | 79.3 | 77.3 | | 76.2 | 81.0 | 71.7 | 90.4 |

GRADE 4 READING

| 21 | 47.4 | 71.3 | 75.1 | | 61.9 | 85.7 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 21 | 75.5 | 83.7 | 79.2 | | 85.7 | 90.5 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 44 | 78.6 | 84.4 | 81.1 | | 86.4 | 90.9 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 4 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 29 | 53.9 | 77.0 | 82.2 | | 72.4 | 93.1 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 19 | 78.2 | 84.1 | 80.6 | | 94.7 | 94.7 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 43 | 76.6 | 79.3 | 89.7 | | 76.7 | 100.0 | 76.5 | 95.9 |

SEMESTER 2 TESTS

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

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE

SEMESTER 1 TESTS

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

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
5	*	*	*		*	*	73.2	*

SEMESTER 2 TESTS

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

GRADE 5 SCIENCE SPANISH

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