



Data Packet
for 2013-14
planning

Dallas ISD
Evaluation & Assessment
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School Number 24I

ELEMENTARY DAEP

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2012-13 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.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2012-13. They are counted as new if not enrolled in a district campus before the last day of the 2011-12 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 2011-12 and 2012-13.

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 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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- 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.

SCE COMPLIANCE and ITBS / ITED / 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 ITBS reading statistics are based on the Reading Profile Total (a combination of the Vocabulary, Word Analysis, and Listening subtests) for all years available. All other grades' ITBS reading statistics, and Logramos reading statistics for all grades, are based on Reading Total results. (Reading Total results are not available with use of the ITBS level 5R form administered in kindergarten.) "Number tested" statistics include kindergarten.
- Kindergarten ITBS mathematics statistics are based on the Mathematics subtest. All other grades' statistics are based on Mathematics Total results. (Mathematics Total summaries are not available with use of the ITBS level 5R form administered in kindergarten.) "Number tested" statistics include kindergarten.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 3-12. In MIDDLE and HIGH school, they 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. Course-grade statistics were not computed for ELEMENTARY schools because the ACPs do not yet factor into course 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
1	3
2	1
3	2
4	6
5	10
ALL	22

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	11	50.0	2	50.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	9	40.9	1	25.0
White	2	9.1	0	0.0
Multiple	0	0.0	1	25.0
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	22	100.0
Economically disadvantaged	21	95.5
Limited English proficient (LEP)	4	18.2
Special education	2	9.1
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
1	2011	10	5	50.0	0	0.0	0	0.0	4	40.0	0	0.0	1	10.0
	2012													
	2013	3	1	33.3	0	0.0	0	0.0	0	0.0	2	66.7	0	0.0
2	2011	4	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0
	2012	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2013	1	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
3	2011	12	9	75.0	0	0.0	0	0.0	3	25.0	0	0.0	0	0.0
	2012	1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2013	2	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
4	2011	5	4	80.0	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0
	2012	4	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	0	0.0
	2013	6	5	83.3	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
5	2011	7	2	28.6	0	0.0	0	0.0	5	71.4	0	0.0	0	0.0
	2012	5	3	60.0	0	0.0	0	0.0	2	40.0	0	0.0	0	0.0
	2013	10	4	40.0	0	0.0	0	0.0	6	60.0	0	0.0	0	0.0
5	2011	53	30	56.6	0	0.0	0	0.0	22	41.5	0	0.0	1	1.9
	2012	13	9	69.2	0	0.0	0	0.0	4	30.8	0	0.0	0	0.0
	2013	22	11	50.0	0	0.0	0	0.0	9	40.9	2	9.1	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	
1	2011	10	9	90.0	1	10.0	1	10.0	7	70.0	0	0.0	1	10.0	80.0	20.0	30.0
	2012																
	2013	3	2	66.7	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	100.0	0.0	0.0
2	2011	4	4	100.0	2	50.0	0	0.0	4	100.0	0	0.0	0	0.0	75.0	25.0	0.0
	2012	2	2	100.0	0	0.0	0	0.0	2	100.0	1	50.0	0	0.0	100.0	0.0	0.0
	2013	1	1	100.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	100.0	0.0	0.0
3	2011	12	12	100.0	2	16.7	1	8.3	10	83.3	0	0.0	1	8.3	83.3	16.7	25.0
	2012	1	1	100.0	0	0.0	1	100.0	1	100.0	0	0.0	1	100.0	100.0	0.0	0.0
	2013	2	2	100.0	1	50.0	0	0.0	2	100.0	0	0.0	0	0.0	100.0	0.0	0.0
4	2011	5	5	100.0	1	20.0	1	20.0	5	100.0	0	0.0	0	0.0	80.0	20.0	0.0
	2012	4	4	100.0	1	25.0	1	25.0	4	100.0	0	0.0	2	50.0	100.0	0.0	0.0
	2013	6	6	100.0	1	16.7	1	16.7	6	100.0	0	0.0	0	0.0	83.3	16.7	0.0
5	2011	7	7	100.0	2	28.6	1	14.3	6	85.7	0	0.0	0	0.0	71.4	28.6	0.0
	2012	5	5	100.0	0	0.0	2	40.0	5	100.0	0	0.0	0	0.0	100.0	0.0	0.0
	2013	10	10	100.0	2	20.0	1	10.0	10	100.0	0	0.0	0	0.0	80.0	20.0	0.0
5	2011	53	50	94.3	10	18.9	6	11.3	39	73.6	0	0.0	7	13.2	81.1	18.9	15.1
	2012	13	13	100.0	1	7.7	4	30.8	13	100.0	1	7.7	4	30.8	100.0	0.0	0.0
	2013	22	21	95.5	4	18.2	2	9.1	22	100.0	0	0.0	0	0.0	86.4	13.6	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
1	2011	12	13,458	11	92.8	12,967	96.4	32	100.0	18.5	0	12,047	0.0	89.5
	2012	2	14,026	2	90.6	13,533	96.5	6	100.0	18.3	0	12,292	0.0	87.6
	2013	2	14,140	2	86.2	13,578	96.0	7	100.0	18.7	0	12,528	0.0	88.6
3	2011	13	12,619	12	94.5	12,254	97.1	43	100.0	16.3	0	11,604	0.0	92.0
	2012	0	12,874	0	100.0	12,508	97.2	7	100.0	15.5	0	11,592	0.0	90.0
	2013	0	12,879	0	91.3	12,466	96.8	9	100.0	15.9	0	11,710	0.0	90.9
4	2011	5	12,506	5	95.1	12,150	97.1	42	100.0	15.4	0	11,544	0.0	92.3
	2012	9	12,493	9	94.8	12,139	97.2	50	100.0	16.6	0	11,218	0.0	89.8
	2013	7	12,406	6	91.7	12,029	97.0	74	100.0	16.5	0	11,339	0.0	91.4
5	2011	8	11,742	7	94.5	11,419	97.2	48	100.0	8.2	0	10,892	0.0	92.8
	2012	17	12,562	16	94.3	12,220	97.3	74	100.0	5.3	0	11,364	0.0	90.5
	2013	3	12,053	3	95.8	11,696	97.0	66	100.0	6.2	0	11,075	0.0	91.9
5	2011	57	86,676	53	93.9	83,770	96.6	233	100.0	16.1	0	78,616	0.0	90.7
	2012	43	89,609	40	92.8	86,734	96.8	183	100.0	15.8	0	79,500	0.0	88.7
	2013	12	90,563	11	91.8	87,318	96.4	166	100.0	16.6	0	81,356	0.0	89.8

Teachers: 4

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	50.0
Hispanic	1	25.0
White	0	0.0
Multiple	1	25.0
Other	0	0.0

Gender	Number	Percentage
Female	4	100.0
Male	0	0.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2010-11	10.1	—
2011-12	7.0	63.6
2012-13	10.5	42.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	0	0.0
4	1	25.0
5	0	0.0
1-3	0	0.0
More than 3	4	100.0
1 - 5	1	25.0
6 - 10	0	0.0
11 - 20	1	25.0
More than 20	2	50.0

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**READING PROFILE TOTAL)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
1	2011	50.0		50.0	58.1	2
	2012				55.4	0
	2013	0.0	100.0	33.3	55.3	3
2	2011	28.6		28.6	50.6	7
	2012	66.7		66.7	49.8	3
	2013		100.0	100.0	50.4	1
K-2	2011	33.3		33.3	54.4	9
	2012	*		*	52.7	3
	2013	*	*	*	52.9	4
# Tested (GR K-2)	2011	9	0	9	13,769	
	2012	3	0	3	14,095	
	2013	2	2	4	14,321	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
1	2011	*		*	53.1	3
	2012				50.7	0
	2013	*	*	*	52.0	3
2	2011	28.6		28.6	56.8	7
	2012	*		*	57.9	3
	2013		*	*	56.2	1
K-2	2011	33.3	*	26.7	55.6	15
	2012	*		*	54.5	3
	2013	*	*	*	54.4	4
# Tested (GR K-2)	2011	12	3	15	40,067	
	2012	3	0	3	40,477	
	2013	2	2	4	40,966	

5	2011	25.0		25.0	36.2	4
	2012	100.0		100.0	37.2	1
	2013	50.0		50.0	38.7	2
# Tested (GR 5)	2011	4	0	4	9,181	
	2012	1	0	1	9,773	
	2013	2	0	2	8,952	

5	2011	*		*	44.8	3
	2012	*		*	43.8	1
	2013	*		*	45.7	2
# Tested (GR 5)	2011	3	0	3	10,907	
	2012	1	0	1	11,044	
	2013	2	0	2	11,197	

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)
1	2011		*	*	*		*	*		*	*	*	58.1	2
	2012												55.4	
	2013	*	*		*			*		*		*	55.3	3
2	2011		33.3	*	28.6		*	28.6		*	*	28.6	50.6	7
	2012		*		*			*		*		*	49.8	3
	2013			*	*					*		*	50.4	1
1-2	2011		28.6	*	33.3		*	33.3		33.3	*	33.3	54.4	9
	2012		*		*			*		*		*	52.7	3
	2013	*	*	*	*			*		*		*	52.9	4
# Tested (GR 1-2)	2011		7	2	9		2	9		6	3	9	13,769	
	2012		3		3			3		3		3	14,095	
	2013	2	1	1	3			2		4		4	14,321	
5	2011		*	*	*		*	*		*		*	36.2	4
	2012		*		*			*			*	*	37.2	1
	2013			*	*		*	*		*		*	38.7	2
# Tested (GR 5)	2011		1	3	3		2	4		4		4	9,181	
	2012		1		1			1			1	1	9,773	
	2013			2	2		2	2		2		2	8,952	

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)
1	2011		*	*	*		*	*		*	*	*	1,963	2
	2012												1,963	0
	2013	*	*		*			*		*		*	2,017	3
2	2011		0	*	0		*	0		*	*	0	1,018	7
	2012		*		*			*		*		*	1,017	3
	2013			*	*					*		*	1,045	1
1-2	2011		0	*	0		*	0		0	*	0	2,981	9
	2012		*		*			*		*		*	2,981	3
	2013	*	*	*	*			*		*		*	3,063	4
# Tested (GR 1-2)	2011		7	2	9		2	9		6	3	9	13,769	
	2012		3		3			3		3		3	14,095	
	2013	2	1	1	3			2		4		4	14,321	
5	2011		*	*	*		*	*		*		*	701	4
	2012		*		*			*			*	*	822	1
	2013			*	*		*	*		*		*	719	2
# Tested (GR 5)	2011		1	3	3		2	4		4		4	9,181	
	2012		1		1			1			1	1	9,773	
	2013			2	2		2	2		2		2	8,952	

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)
1	2011		*	*	*		*	*		*	*	*	53.1	3
	2012												50.7	
	2013	*	*		*			*		*		*	52.0	3
2	2011		33.3	*	28.6		*	28.6		*	*	28.6	56.8	7
	2012		*		*			*		*		*	57.9	3
	2013			*	*					*		*	56.2	1
K-2	2011		23.1	*	26.7		*	33.3		27.3	*	26.7	55.6	15
	2012		*		*			*		*		*	54.5	3
	2013	*	*	*	*			*		*		*	54.4	4
# Tested (GR K-2)	2011		13	2	15		2	12		11	4	15	40,067	
	2012		3		3			3		3		3	40,477	
	2013	2	1	1	3			2		4		4	40,966	
5	2011			*	*		*	*		*		*	44.8	3
	2012		*		*			*			*	*	43.8	1
	2013			*	*		*	*		*		*	45.7	2
# Tested (GR 5)	2011			2	3		1	3		3		3	10,907	
	2012		1		1			1			1	1	11,044	
	2013			2	2		2	2		2		2	11,197	

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)
1	2011		*	*	*		*	*		*	*	*	2,716	3
	2012												2,473	
	2013	*	*		*			*		*		*	2,609	3
2	2011		0	*	0		*	0		*	*	0	2,746	7
	2012		*		*			*		*		*	2,843	3
	2013			*	*					*		*	2,626	1
K-2	2011		0	*	0		*	0		0	*	0	8,277	15
	2012		*		*			*		*		*	7,788	3
	2013	*	*	*	*			*		*		*	7,829	4
# Tested (GR K-2)	2011		13	2	15		2	12		11	4	15	40,067	
	2012		3		3			3		3		3	40,477	
	2013	2	1	1	3			2		4		4	40,966	
5	2011			*	*		*	*		*		*	1,395	3
	2012		*		*			*			*	*	1,426	1
	2013			*	*		*	*		*		*	1,578	2
# Tested (GR 5)	2011			2	3		1	3		3		3	10,907	
	2012		1		1			1			1	1	11,044	
	2013			2	2		2	2		2		2	11,197	

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)
1	2011		*	*	*		*	*		*	*	*	66.7	3
	2012												62.5	
	2013	*	*		*			*		*		*	63.6	3
2	2011		83.3	*	71.4		*	71.4		*	*	71.4	62.0	7
	2012		*		*			*		*		*	63.6	3
	2013			*	*					*		*	60.6	1
1-2	2011		75.0	*	70.0		*	70.0		85.7	*	70.0	64.4	10
	2012		*		*			*		*		*	63.0	3
	2013	*	*	*	*			*		*		*	62.1	4
# Tested (GR 1-2)	2011		8	2	10		2	10		7	3	10	26,660	
	2012		3		3			3		3		3	26,880	
	2013	2	1	1	3			2		4		4	27,003	
5	2011		*	*	*		*	33.3		33.3		33.3	48.6	6
	2012		*		*			*			*	*	45.9	1
	2013			*	*		*	*		*		*	48.8	2
# Tested (GR 5)	2011		1	4	5		3	6		6		6	11,471	
	2012		1		1			1			1	1	11,770	
	2013			2	2		2	2		2		2	11,526	

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)
1	2011		*	*	*		*	*		*	*	*	4,427	3
	2012												4,060	
	2013	*	*		*			*		*		*	4,150	3
2	2011		1	*	1		*	1		*	*	1	3,810	7
	2012		*		*			*		*		*	3,820	3
	2013			*	*					*		*	3,436	1
1-2	2011		2	*	3		*	3		2	*	3	8,237	10
	2012		*		*			*		*		*	7,880	3
	2013	*	*	*	*			*		*		*	7,586	4
# Tested (GR 1-2)	2011		8	2	10		2	10		7	3	10	26,660	
	2012		3		3			3		3		3	26,880	
	2013	2	1	1	3			2		4		4	27,003	
5	2011		*	*	*		*	1		1		1	1,416	6
	2012		*		*			*			*	*	1,169	1
	2013			*	*		*	*		*		*	1,391	2
# Tested (GR 5)	2011		1	4	5		3	6		6		6	11,471	
	2012		1		1			1			1	1	11,770	
	2013			2	2		2	2		2		2	11,526	

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 MATHEMATICS

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GRADE 3 READING

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GRADE 3 SCIENCE

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GRADE 3 SOCIAL STUDIES

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GRADE 4 MATHEMATICS

4	*	*			*		52.3	
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GRADE 4 READING

3	*	*			*		62.1	
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GRADE 4 SCIENCE

3	*	*			*		51.9	
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GRADE 4 SOCIAL STUDIES

3	*	*			*		37.2	
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GRADE 4 SPANISH READING

1	*	*			*		43.6	
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GRADE 4 SPANISH SCIENCE

1	*	*			*		48.8	
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GRADE 4 SPANISH SOCIAL STUDIES

1	*	*			*		32.9	
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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 3 MATHEMATICS

2	*	*			*		53.1	
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GRADE 3 READING

2	*	*			*		62.7	
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GRADE 3 SCIENCE

2	*	*			*		55.0	
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GRADE 3 SOCIAL STUDIES

2	*	*			*		56.1	
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GRADE 4 MATHEMATICS

3	*	*			*		54.5	
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GRADE 4 READING

3	*	*			*		61.1	
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GRADE 4 SCIENCE

2	*	*			*		54.1	
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GRADE 4 SOCIAL STUDIES

3	*	*			*		33.0	
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GRADE 4 SPANISH READING

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GRADE 4 SPANISH SCIENCE

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GRADE 4 SPANISH SOCIAL STUDIES

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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 MATHEMATICS

3	*	*			*		48.3	
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GRADE 5 READING

2	*	*			*		56.7	
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GRADE 5 SCIENCE

2	*	*			*		54.7	
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GRADE 5 SOCIAL STUDIES

2	*	*			*		39.0	
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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 MATHEMATICS

8	36.3	63.9			37.5		57.5	
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GRADE 5 READING

9	51.4	64.5			33.3		63.3	
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GRADE 5 SCIENCE

8	55.3	60.6			37.5		61.0	
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GRADE 5 SOCIAL STUDIES

7	34.7	60.8			14.3		48.3	
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