



School Number 154

LARRY G. SMITH ELEMENTARY SCHOOL

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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	158
KN	125
1	120
2	110
3	117
4	123
5	108
ALL	861

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	159	18.5	15	30.0
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	4	0.5	*	*
Hispanic	645	74.9	20	40.0
White	38	4.4	15	30.0
Multiple	13	1.5	0	0.0
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	508	59.0
Economically disadvantaged	805	93.5
Limited English proficient (LEP)	469	54.5
Special education	87	10.1
Talented and Gifted (TAG)	116	13.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	79	6	7.6	0	0.0	1	1.3	69	87.3	3	3.8	0	0.0
	2019	106	12	11.3	0	0.0	2	1.9	88	83.0	3	2.8	0	0.0
	2020	158	18	11.4	0	0.0	1	0.6	130	82.3	7	4.4	1	0.6
KN	2018	101	15	14.9	1	1.0	0	0.0	77	76.2	6	5.9	2	2.0
	2019	116	24	20.7	0	0.0	0	0.0	77	66.4	8	6.9	7	6.0
	2020	125	29	23.2	0	0.0	2	1.6	88	70.4	4	3.2	2	1.6
1	2018	117	19	16.2	0	0.0	1	0.9	91	77.8	5	4.3	1	0.9
	2019	104	15	14.4	1	1.0	0	0.0	82	78.8	3	2.9	3	2.9
	2020	120	27	22.5	0	0.0	0	0.0	77	64.2	12	10.0	4	3.3
2	2018	118	12	10.2	0	0.0	0	0.0	97	82.2	8	6.8	1	0.8
	2019	117	20	17.1	0	0.0	1	0.9	91	77.8	4	3.4	1	0.9
	2020	110	20	18.2	1	0.9	0	0.0	85	77.3	2	1.8	2	1.8
3	2018	117	19	16.2	0	0.0	0	0.0	93	79.5	4	3.4	1	0.9
	2019	120	17	14.2	0	0.0	0	0.0	94	78.3	7	5.8	2	1.7
	2020	117	24	20.5	0	0.0	1	0.9	88	75.2	3	2.6	1	0.9
4	2018	106	12	11.3	0	0.0	0	0.0	89	84.0	3	2.8	2	1.9
	2019	99	17	17.2	0	0.0	0	0.0	79	79.8	1	1.0	2	2.0
	2020	123	19	15.4	0	0.0	0	0.0	95	77.2	8	6.5	1	0.8
5	2018	126	20	15.9	0	0.0	0	0.0	98	77.8	7	5.6	1	0.8
	2019	110	20	18.2	0	0.0	0	0.0	84	76.4	4	3.6	2	1.8
	2020	108	22	20.4	0	0.0	0	0.0	82	75.9	2	1.9	2	1.9
PK-5	2018	764	103	13.5	1	0.1	2	0.3	614	80.4	36	4.7	8	1.0
	2019	772	125	16.2	1	0.1	3	0.4	595	77.1	30	3.9	17	2.2
	2020	861	159	18.5	1	0.1	4	0.5	645	74.9	38	4.4	13	1.5

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	79	69	87.3	54	68.4	2	2.5	55	69.6	0	0.0	75	94.9	48.1	51.9	5.1
	2019	106	105	99.1	68	64.2	6	5.7	27	25.5	0	0.0	75	70.8	61.3	38.7	27.4
	2020	158	158	100.0	99	62.7	2	1.3	98	62.0	0	0.0	132	83.5	46.2	53.8	16.5
KN	2018	101	91	90.1	53	52.5	5	5.0	54	53.5	12	11.9	38	37.6	57.4	42.6	0.0
	2019	116	104	89.7	54	46.6	16	13.8	40	34.5	16	13.8	33	28.4	51.7	48.3	0.0
	2020	125	118	94.4	64	51.2	13	10.4	65	52.0	9	7.2	40	32.0	56.8	43.2	0.8
1	2018	117	102	87.2	58	49.6	14	12.0	62	53.0	7	6.0	8	6.8	53.8	46.2	5.1
	2019	104	99	95.2	55	52.9	11	10.6	57	54.8	10	9.6	12	11.5	56.7	43.3	3.8
	2020	120	109	90.8	58	48.3	11	9.2	57	47.5	24	20.0	15	12.5	57.5	42.5	2.5
2	2018	118	108	91.5	65	55.1	15	12.7	68	57.6	11	9.3	15	12.7	58.5	41.5	2.5
	2019	117	107	91.5	69	59.0	10	8.5	61	52.1	8	6.8	19	16.2	52.1	47.9	1.7
	2020	110	103	93.6	62	56.4	14	12.7	63	57.3	18	16.4	15	13.6	53.6	46.4	0.9
3	2018	117	112	95.7	58	49.6	18	15.4	51	43.6	12	10.3	8	6.8	53.8	46.2	2.6
	2019	120	116	96.7	64	53.3	16	13.3	73	60.8	10	8.3	9	7.5	59.2	40.8	3.3
	2020	117	103	88.0	65	55.6	12	10.3	65	55.6	17	14.5	10	8.5	51.3	48.7	0.0
4	2018	106	103	97.2	57	53.8	13	12.3	73	68.9	15	14.2	7	6.6	45.3	54.7	0.0
	2019	99	93	93.9	51	51.5	11	11.1	60	60.6	11	11.1	6	6.1	56.6	43.4	0.0
	2020	123	114	92.7	67	54.5	22	17.9	95	77.2	29	23.6	15	12.2	57.7	42.3	0.0
5	2018	126	119	94.4	56	44.4	10	7.9	91	72.2	14	11.1	15	11.9	55.6	44.4	0.0
	2019	110	97	88.2	55	50.0	15	13.6	79	71.8	17	15.5	10	9.1	47.3	52.7	0.0
	2020	108	100	92.6	54	50.0	13	12.0	65	60.2	19	17.6	9	8.3	56.5	43.5	0.0
PK-5	2018	764	704	92.1	401	52.5	77	10.1	454	59.4	71	9.3	166	21.7	53.5	46.5	2.1
	2019	772	721	93.4	416	53.9	85	11.0	397	51.4	72	9.3	164	21.2	54.9	45.1	5.1
	2020	861	805	93.5	469	54.5	87	10.1	508	59.0	116	13.5	236	27.4	53.9	46.1	3.6

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	101	11,061	96	94.5	10,520	95.1	18	17.8	17.8	92	9,830	91.1	88.9
	2019	121	10,918	114	94.5	10,370	95.0	5	4.1	5.7	105	9,637	86.8	88.3
	2020	118	10,874	111	94.1	10,319	94.9	5	4.2	3.8	109	9,815	92.6	90.3
1	2018	119	11,550	113	94.7	11,055	95.7	15	12.6	16.6	107	10,347	89.7	89.6
	2019	107	11,198	103	96.1	10,715	95.7	5	4.7	5.0	97	10,069	90.9	89.9
	2020	120	11,192	113	94.3	10,678	95.4	1	0.8	3.9	109	10,139	90.8	90.6
2	2018	119	11,864	114	95.8	11,398	96.1	16	13.4	15.9	111	10,717	93.1	90.3
	2019	117	11,232	113	96.0	10,781	96.0	3	2.6	4.8	105	10,169	89.6	90.5
	2020	107	11,070	103	95.6	10,616	95.9	1	0.9	3.2	101	10,175	94.0	91.9
3	2018	118	12,536	113	95.4	12,080	96.4	10	8.5	14.4	109	11,431	92.1	91.2
	2019	121	11,452	116	95.8	11,029	96.3	8	6.6	4.6	113	10,478	93.4	91.5
	2020	117	11,093	112	95.7	10,664	96.1	2	1.7	3.5	107	10,181	91.8	91.8
4	2018	108	12,675	104	96.0	12,235	96.5	12	11.1	14.1	100	11,637	92.3	91.8
	2019	102	12,118	99	96.5	11,690	96.5	8	7.8	4.9	94	11,112	91.7	91.7
	2020	121	11,323	116	95.9	10,902	96.3	2	1.7	3.4	112	10,479	92.6	92.5
5	2018	122	12,498	116	95.5	12,078	96.6	1	0.8	6.1	111	11,513	91.3	92.1
	2019	109	12,193	105	96.3	11,779	96.6	3	2.7	4.5	102	11,300	93.2	92.7
	2020	102	11,957	98	95.9	11,518	96.3	0	0.0	3.2	93	11,098	91.0	92.8
KN-5	2018	688	72,186	655	95.3	69,366	96.1	72	10.5	14.0	630	65,475	91.6	90.7
	2019	678	69,110	649	95.8	66,364	96.0	32	4.7	4.9	616	62,765	90.9	90.8
	2020	685	67,509	652	95.2	64,698	95.8	11	1.6	3.5	631	61,887	92.1	91.7

Teachers: 50

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	15	30.0
Hispanic	20	40.0
White	15	30.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	39	78.0
Male	11	22.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.3	75.0
2018-19	8.2	77.3
2019-20	4.8	77.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.0
1	5	10.0
2	4	8.0
3	3	6.0
4	2	4.0
5	3	6.0
1-3	12	24.0
More than 3	37	74.0
1 - 5	17	34.0
6 - 10	9	18.0
11 - 20	17	34.0
More than 20	6	12.0

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (64)	Beginning	59	92.2	60	93.8	61	95.3	60	93.8	60	93.8
	Intermediate	3	4.7	2	3.1	1	1.6	2	3.1	2	3.1
	Advanced	2	3.1	2	3.1	2	3.1	1	1.6	2	3.1
	Advanced High	0	0.0	0	0.0	0	0.0	1	1.6	0	0.0
1 (58)	Beginning	45	77.6	43	74.1	52	89.7	53	91.4	44	75.9
	Intermediate	11	19.0	14	24.1	5	8.6	3	5.2	12	20.7
	Advanced	1	1.7	0	0.0	0	0.0	1	1.7	1	1.7
	Advanced High	1	1.7	1	1.7	1	1.7	1	1.7	1	1.7
2 (61)	Beginning	1	1.6	17	27.9	18	30.0	16	26.2	6	10.0
	Intermediate	20	32.8	39	63.9	27	45.0	23	37.7	37	61.7
	Advanced	27	44.3	4	6.6	11	18.3	19	31.1	15	25.0
	Advanced High	13	21.3	1	1.6	4	6.7	3	4.9	2	3.3
3 (65)	Beginning	4	6.2	3	4.6	17	26.2	13	20.0	4	6.2
	Intermediate	7	10.8	32	49.2	30	46.2	16	24.6	21	32.3
	Advanced	24	36.9	16	24.6	16	24.6	17	26.2	33	50.8
	Advanced High	30	46.2	14	21.5	2	3.1	19	29.2	7	10.8
4 (65)	Beginning	6	9.2	5	7.7	7	10.9	9	13.8	4	6.3
	Intermediate	19	29.2	25	38.5	17	26.6	14	21.5	17	26.6
	Advanced	28	43.1	31	47.7	20	31.3	16	24.6	30	46.9
	Advanced High	12	18.5	4	6.2	20	31.3	26	40.0	13	20.3

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
51 5 (9.8%)	Beginning	38			
	Intermediate	3	8		
	Advanced	0	1	0	
	Advanced High	0	0	1	
59 36 (61.0%)	Beginning	5			
	Intermediate	22	14		
	Advanced	5	7	3	
	Advanced High	1	1	0	
62 28 (45.2%)	Beginning	3			
	Intermediate	2	18		
	Advanced	0	19	13	
	Advanced High	0	1	6	
59 21 (35.6%)	Beginning	2			
	Intermediate	0	16		
	Advanced	0	9	19	
	Advanced High	0	0	12	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (53)	Beginning	0	0.0	1	1.9	4	7.5	2	3.8	1	1.9
	Intermediate	11	20.8	20	37.7	9	17.0	12	22.6	11	20.8
	Advanced	16	30.2	27	50.9	17	32.1	9	17.0	23	43.4
	Advanced High	26	49.1	5	9.4	23	43.4	30	56.6	18	34.0
ALL (366)	Beginning	115	31.4	129	35.2	159	43.7	153	41.8	119	32.7
	Intermediate	71	19.4	132	36.1	89	24.5	70	19.1	100	27.5
	Advanced	98	26.8	80	21.9	66	18.1	63	17.2	104	28.6
	Advanced High	82	22.4	25	6.8	50	13.7	80	21.9	41	11.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
49 21 (42.9%)	Beginning	0			
	Intermediate	0	10		
	Advanced	1	3	18	
	Advanced High	0	0	17	
281 111 (39.5%)	Beginning	48			
	Intermediate	27	67		
	Advanced	6	39	53	
	Advanced High	1	2	36	

 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

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 1 MATHEMATICS

115	72.2	78.6			68.7		78.9	
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GRADE 1 READING

66	70.4	82.2			89.4		91.2	
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GRADE 1 READING SPANISH

49	86.9	91.3			93.9		89.5	
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GRADE 2 MATHEMATICS

106	77.7	84.5	84.0		83.0	95.3	76.5	92.3
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GRADE 2 READING

55	67.1	78.1	80.1		76.4	89.1	72.1	91.3
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GRADE 2 READING SPANISH

51	78.1	83.6	82.0		88.2	94.1	75.1	92.0
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GRADE 3 MATHEMATICS

115	73.9	82.6	83.5		85.2	97.4	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 READING

62	47.9	68.7	76.6		40.3	88.7	62.6	88.7
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GRADE 3 READING SPANISH

54	62.8	77.7	82.2		68.5	100.0	57.7	88.7
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 MATHEMATICS SPANISH

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GRADE 3 READING

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GRADE 3 READING SPANISH

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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 4 LANGUAGE ARTS

60	66.6	76.1	76.6		76.7	85.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

53	69.8	74.8	80.1		69.8	88.7	68.5	91.9
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GRADE 4 MATHEMATICS

112	69.2	77.5	81.2		67.0	90.2	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*		50.4	*
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GRADE 4 READING

61	47.5	71.3	75.7		60.7	88.5	68.8	92.4
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GRADE 4 READING SPANISH

52	74.7	83.1	80.5		84.6	90.4	80.7	91.8
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GRADE 5 MATHEMATICS

99	81.0	86.1	84.7		89.9	99.0	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

2	*	*	*		*	*	56.2	*
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GRADE 5 READING

58	48.7	74.4	76.8		75.9	96.6	79.5	94.1
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GRADE 5 READING SPANISH

43	76.5	82.8	80.1		90.7	97.7	79.8	94.9
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GRADE 5 SCIENCE

100	82.3	84.3	85.7		90.0	100.0	76.5	95.9
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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 4 LANGUAGE ARTS

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GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 MATHEMATICS SPANISH

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 MATHEMATICS SPANISH

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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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 SCIENCE SPANISH

1	*	*	*		*	*	73.2	*
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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 5 SCIENCE SPANISH

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