



School Number 167

KLEBERG ELEMENTARY SCHOOL

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics
- 9. Teachers Teacher Statistics

ENGLISH PROFICIENCY

- 10. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. ACP Dallas ISD Assessments of Course Performance

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	131
KN	115
1	113
2	99
3	103
4	112
5	103
ALL	776

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	140	18.0	10	21.3
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	572	73.7	21	44.7
White	38	4.9	15	31.9
Multiple	22	2.8	0	0.0
Other* (teachers only)	—	—	1	2.1
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	453	58.4
Economically disadvantaged	689	88.8
Limited English proficient (LEP)	416	53.6
Special education	104	13.4
Talented and Gifted (TAG)	158	20.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	122	25	20.5	0	0.0	1	0.8	87	71.3	7	5.7	2	1.6
	2019	121	14	11.6	0	0.0	2	1.7	98	81.0	4	3.3	3	2.5
	2020	131	20	15.3	0	0.0	0	0.0	100	76.3	6	4.6	5	3.8
KN	2018	83	9	10.8	1	1.2	0	0.0	63	75.9	9	10.8	1	1.2
	2019	103	23	22.3	0	0.0	1	1.0	67	65.0	7	6.8	4	3.9
	2020	115	17	14.8	0	0.0	0	0.0	90	78.3	5	4.3	3	2.6
1	2018	95	11	11.6	1	1.1	0	0.0	75	78.9	8	8.4	0	0.0
	2019	90	10	11.1	1	1.1	0	0.0	68	75.6	9	10.0	2	2.2
	2020	113	21	18.6	0	0.0	0	0.0	82	72.6	5	4.4	5	4.4
2	2018	91	19	20.9	0	0.0	0	0.0	65	71.4	6	6.6	1	1.1
	2019	95	15	15.8	0	0.0	0	0.0	71	74.7	9	9.5	0	0.0
	2020	99	10	10.1	1	1.0	0	0.0	75	75.8	9	9.1	4	4.0
3	2018	95	22	23.2	1	1.1	2	2.1	58	61.1	10	10.5	2	2.1
	2019	100	20	20.0	0	0.0	0	0.0	72	72.0	7	7.0	1	1.0
	2020	103	19	18.4	0	0.0	0	0.0	76	73.8	7	6.8	1	1.0
4	2018	108	14	13.0	0	0.0	0	0.0	75	69.4	15	13.9	3	2.8
	2019	88	21	23.9	1	1.1	2	2.3	55	62.5	8	9.1	1	1.1
	2020	112	21	18.8	0	0.0	0	0.0	85	75.9	4	3.6	2	1.8
5	2018	112	28	25.0	1	0.9	0	0.0	72	64.3	9	8.0	2	1.8
	2019	125	17	13.6	0	0.0	0	0.0	87	69.6	17	13.6	4	3.2
	2020	103	32	31.1	1	1.0	2	1.9	64	62.1	2	1.9	2	1.9
PK-5	2018	706	128	18.1	4	0.6	3	0.4	495	70.1	64	9.1	11	1.6
	2019	722	120	16.6	2	0.3	5	0.7	518	71.7	61	8.4	15	2.1
	2020	776	140	18.0	2	0.3	2	0.3	572	73.7	38	4.9	22	2.8

Enroll (2)

Enrollment Statistics by Select Student Group

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	122	115	94.3	69	56.6	6	4.9	73	59.8	0	0.0	111	91.0	45.9	54.1	8.2
	2019	121	121	100.0	77	63.6	14	11.6	19	15.7	0	0.0	89	73.6	52.9	47.1	24.0
	2020	131	130	99.2	78	59.5	8	6.1	78	59.5	0	0.0	97	74.0	45.0	55.0	25.2
KN	2018	83	71	85.5	48	57.8	5	6.0	49	59.0	10	12.0	21	25.3	55.4	44.6	0.0
	2019	103	99	96.1	50	48.5	5	4.9	43	41.7	9	8.7	23	22.3	52.4	47.6	0.0
	2020	115	100	87.0	59	51.3	12	10.4	59	51.3	2	1.7	34	29.6	51.3	48.7	0.0
1	2018	95	81	85.3	46	48.4	13	13.7	48	50.5	9	9.5	9	9.5	55.8	44.2	3.2
	2019	90	77	85.6	49	54.4	7	7.8	47	52.2	22	24.4	6	6.7	55.6	44.4	1.1
	2020	113	100	88.5	62	54.9	8	7.1	60	53.1	26	23.0	11	9.7	55.8	44.2	1.8
2	2018	91	71	78.0	46	50.5	14	15.4	26	28.6	9	9.9	11	12.1	50.5	49.5	2.2
	2019	95	86	90.5	46	48.4	18	18.9	44	46.3	19	20.0	12	12.6	46.3	53.7	1.1
	2020	99	83	83.8	57	57.6	11	11.1	56	56.6	37	37.4	18	18.2	54.5	45.5	1.0
3	2018	95	83	87.4	47	49.5	13	13.7	46	48.4	22	23.2	11	11.6	49.5	50.5	0.0
	2019	100	91	91.0	50	50.0	16	16.0	27	27.0	18	18.0	10	10.0	54.0	46.0	1.0
	2020	103	92	89.3	52	50.5	24	23.3	54	52.4	24	23.3	13	12.6	45.6	54.4	1.0
4	2018	108	95	88.0	49	45.4	26	24.1	70	64.8	23	21.3	11	10.2	53.7	46.3	0.0
	2019	88	80	90.9	43	48.9	11	12.5	50	56.8	30	34.1	12	13.6	43.2	56.8	0.0
	2020	112	97	86.6	59	52.7	24	21.4	77	68.8	31	27.7	16	14.3	50.0	50.0	0.0
5	2018	112	105	93.8	51	45.5	22	19.6	91	81.3	21	18.8	11	9.8	59.8	40.2	1.8
	2019	125	110	88.0	57	45.6	31	24.8	84	67.2	34	27.2	13	10.4	52.8	47.2	0.0
	2020	103	87	84.5	49	47.6	17	16.5	69	67.0	38	36.9	12	11.7	43.7	56.3	0.0
PK-5	2018	706	621	88.0	356	50.4	99	14.0	403	57.1	94	13.3	185	26.2	52.8	47.2	2.4
	2019	722	664	92.0	372	51.5	102	14.1	314	43.5	132	18.3	165	22.9	51.2	48.8	4.4
	2020	776	689	88.8	416	53.6	104	13.4	453	58.4	158	20.4	201	25.9	49.4	50.6	4.8

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	86	11,061	82	95.3	10,520	95.1	11	12.9	17.8	78	9,830	91.1	88.9
	2019	100	10,918	94	94.5	10,370	95.0	2	2.0	5.7	90	9,637	90.2	88.3
	2020	115	10,874	109	95.1	10,319	94.9	2	1.7	3.8	105	9,815	91.7	90.3
1	2018	94	11,550	90	95.5	11,055	95.7	8	8.5	16.6	85	10,347	90.4	89.6
	2019	88	11,198	84	95.7	10,715	95.7	4	4.6	5.0	82	10,069	93.3	89.9
	2020	111	11,192	106	95.3	10,678	95.4	2	1.8	3.9	106	10,139	95.6	90.6
2	2018	92	11,864	89	96.5	11,398	96.1	8	8.7	15.9	85	10,717	92.4	90.3
	2019	93	11,232	89	95.9	10,781	96.0	2	2.1	4.8	87	10,169	93.2	90.5
	2020	98	11,070	93	95.6	10,616	95.9	4	4.1	3.2	91	10,175	93.3	91.9
3	2018	99	12,536	96	96.8	12,080	96.4	11	11.1	14.4	93	11,431	93.7	91.2
	2019	94	11,452	91	96.7	11,029	96.3	3	3.2	4.6	88	10,478	93.5	91.5
	2020	103	11,093	99	96.1	10,664	96.1	4	3.9	3.5	97	10,181	94.0	91.8
4	2018	111	12,675	107	96.8	12,235	96.5	14	12.6	14.1	100	11,637	90.2	91.8
	2019	89	12,118	86	96.9	11,690	96.5	2	2.3	4.9	83	11,112	93.7	91.7
	2020	112	11,323	108	96.1	10,902	96.3	7	6.2	3.4	104	10,479	92.7	92.5
5	2018	114	12,498	111	97.5	12,078	96.6	8	7.0	6.1	105	11,513	92.5	92.1
	2019	122	12,193	117	96.4	11,779	96.6	4	3.3	4.5	115	11,300	94.6	92.7
	2020	99	11,957	95	96.8	11,518	96.3	2	2.0	3.2	95	11,098	96.4	92.8
KN-5	2018	595	72,186	574	96.5	69,366	96.1	60	10.1	14.0	546	65,475	91.7	90.7
	2019	585	69,110	562	96.0	66,364	96.0	17	2.9	4.9	545	62,765	93.1	90.8
	2020	637	67,509	610	95.8	64,698	95.8	21	3.3	3.5	598	61,887	93.9	91.7

Teachers: 47

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	10	21.3
Hispanic	21	44.7
White	15	31.9
Multiple	0	0.0
Other	1	2.1

Gender	Number	Percentage
Female	37	78.7
Male	10	21.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.7	77.8
2018-19	7.7	90.2
2019-20	5.3	77.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	8.5
1	1	2.1
2	2	4.3
3	5	10.6
4	6	12.8
5	3	6.4
1-3	8	17.0
More than 3	35	74.5
1 - 5	17	36.2
6 - 10	8	17.0
11 - 20	15	31.9
More than 20	3	6.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (59)	Beginning	49	83.1	53	89.8	54	91.5	56	94.9	53	89.8
	Intermediate	6	10.2	4	6.8	5	8.5	3	5.1	5	8.5
	Advanced	3	5.1	1	1.7	0	0.0	0	0.0	1	1.7
	Advanced High	1	1.7	1	1.7	0	0.0	0	0.0	0	0.0
1 (62)	Beginning	28	45.2	31	50.0	54	87.1	54	87.1	30	48.4
	Intermediate	27	43.5	25	40.3	8	12.9	8	12.9	30	48.4
	Advanced	7	11.3	6	9.7	0	0.0	0	0.0	2	3.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (58)	Beginning	2	3.4	15	25.9	9	15.5	15	25.9	5	8.6
	Intermediate	16	27.6	32	55.2	26	44.8	21	36.2	31	53.4
	Advanced	26	44.8	6	10.3	15	25.9	15	25.9	18	31.0
	Advanced High	14	24.1	5	8.6	8	13.8	7	12.1	4	6.9
3 (51)	Beginning	2	3.9	6	11.8	18	35.3	11	21.6	5	9.8
	Intermediate	5	9.8	36	70.6	15	29.4	13	25.5	19	37.3
	Advanced	16	31.4	8	15.7	12	23.5	10	19.6	23	45.1
	Advanced High	28	54.9	1	2.0	6	11.8	17	33.3	4	7.8
4 (60)	Beginning	7	11.7	7	11.7	8	13.3	7	11.7	4	6.7
	Intermediate	22	36.7	29	48.3	24	40.0	20	33.3	22	36.7
	Advanced	20	33.3	18	30.0	19	31.7	17	28.3	27	45.0
	Advanced High	11	18.3	6	10.0	9	15.0	16	26.7	7	11.7

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	-	-	-	
55 21 (38.2%)	Beginning	26			
	Intermediate	19	8		
	Advanced	0	2	0	
	Advanced High	0	0	0	
55 30 (54.5%)	Beginning	4			
	Intermediate	13	18		
	Advanced	3	11	3	
	Advanced High	0	3	0	
48 24 (50.0%)	Beginning	2			
	Intermediate	4	15		
	Advanced	0	16	7	
	Advanced High	0	1	3	
54 21 (38.9%)	Beginning	1			
	Intermediate	1	19		
	Advanced	0	13	13	
	Advanced High	0	1	6	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (49)	Beginning	3	6.1	1	2.0	2	4.1	3	6.1	1	2.0
	Intermediate	6	12.2	31	63.3	8	16.3	8	16.3	9	18.4
	Advanced	17	34.7	17	34.7	21	42.9	10	20.4	26	53.1
	Advanced High	23	46.9	0	0.0	18	36.7	28	57.1	13	26.5
ALL (339)	Beginning	91	26.8	113	33.3	145	42.8	146	43.1	98	28.9
	Intermediate	82	24.2	157	46.3	86	25.4	73	21.5	116	34.2
	Advanced	89	26.3	56	16.5	67	19.8	52	15.3	97	28.6
	Advanced High	77	22.7	13	3.8	41	12.1	68	20.1	28	8.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
48 24 (50.0%)	Beginning	0			
	Intermediate	1	8		
	Advanced	0	10	16	
	Advanced High	0	0	13	
260 120 (46.2%)	Beginning	33			
	Intermediate	38	68		
	Advanced	3	52	39	
	Advanced High	0	5	22	

 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

107	69.2	76.3			68.2		78.9	
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GRADE 1 READING

46	74.0	84.4			89.1		91.2	
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GRADE 1 READING SPANISH

61	74.6	83.1			85.2		89.5	
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GRADE 2 MATHEMATICS

99	70.8	79.6	81.1		75.8	82.8	76.5	92.3
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GRADE 2 READING

57	61.5	74.3	83.3		66.7	91.2	72.1	91.3
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GRADE 2 READING SPANISH

42	63.9	72.9	78.4		57.1	90.5	75.1	92.0
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GRADE 3 MATHEMATICS

98	60.6	73.7	82.6		65.3	94.9	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

3	*	*	*		*	*	57.0	*
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GRADE 3 READING

72	48.3	69.0	77.3		43.1	84.7	62.6	88.7
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GRADE 3 READING SPANISH

28	51.6	71.0	75.1		60.7	78.6	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

65	61.8	72.7	79.4		58.5	89.2	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

48	64.2	70.2	79.1		58.3	93.8	68.5	91.9
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GRADE 4 MATHEMATICS

111	57.2	68.7	77.6		48.6	85.6	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

2	*	*	*		*	*	50.4	*
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GRADE 4 READING

64	43.5	69.2	81.4		53.1	98.4	68.8	92.4
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GRADE 4 READING SPANISH

48	65.8	77.2	79.1		72.9	93.8	80.7	91.8
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GRADE 5 MATHEMATICS

94	70.1	78.1	82.8		77.7	90.4	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*	*	56.2	*
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GRADE 5 READING

84	59.1	79.5	80.7		79.8	92.9	79.5	94.1
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GRADE 5 READING SPANISH

11	75.2	81.9	79.6		90.9	90.9	79.8	94.9
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GRADE 5 SCIENCE

94	78.6	81.1	81.7		86.2	92.6	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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