



School Number 177

# WILLIAM LIPSCOMB 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	79
KN	73
1	72
2	52
3	57
4	53
5	67
ALL	453

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	39	8.6	4	12.9
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	341	75.3	13	41.9
White	54	11.9	11	35.5
Multiple	18	4.0	1	3.2
Other* (teachers only)	—	—	2	6.5
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	204	45.0
Economically disadvantaged	351	77.5
Limited English proficient (LEP)	193	42.6
Special education	40	8.8
Talented and Gifted (TAG)	73	16.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	77	7	9.1	0	0.0	0	0.0	63	81.8	4	5.2	3	3.9
	2019	78	7	9.0	0	0.0	0	0.0	70	89.7	1	1.3	0	0.0
	2020	79	8	10.1	1	1.3	0	0.0	63	79.7	6	7.6	1	1.3
KN	2018	66	6	9.1	0	0.0	0	0.0	44	66.7	15	22.7	1	1.5
	2019	67	8	11.9	0	0.0	0	0.0	46	68.7	12	17.9	1	1.5
	2020	73	3	4.1	0	0.0	0	0.0	53	72.6	13	17.8	4	5.5
1	2018	57	5	8.8	0	0.0	1	1.8	50	87.7	1	1.8	0	0.0
	2019	55	3	5.5	0	0.0	0	0.0	41	74.5	10	18.2	1	1.8
	2020	72	13	18.1	0	0.0	0	0.0	46	63.9	9	12.5	4	5.6
2	2018	55	7	12.7	0	0.0	1	1.8	40	72.7	6	10.9	1	1.8
	2019	55	6	10.9	0	0.0	0	0.0	45	81.8	2	3.6	2	3.6
	2020	52	2	3.8	0	0.0	0	0.0	37	71.2	12	23.1	1	1.9
3	2018	68	3	4.4	0	0.0	0	0.0	60	88.2	4	5.9	1	1.5
	2019	51	4	7.8	0	0.0	0	0.0	42	82.4	4	7.8	1	2.0
	2020	57	4	7.0	0	0.0	0	0.0	49	86.0	2	3.5	2	3.5
4	2018	76	9	11.8	0	0.0	3	3.9	55	72.4	7	9.2	2	2.6
	2019	66	5	7.6	0	0.0	0	0.0	52	78.8	8	12.1	1	1.5
	2020	53	3	5.7	0	0.0	0	0.0	43	81.1	4	7.5	3	5.7
5	2018	83	5	6.0	1	1.2	0	0.0	70	84.3	7	8.4	0	0.0
	2019	79	9	11.4	0	0.0	2	2.5	60	75.9	7	8.9	1	1.3
	2020	67	6	9.0	0	0.0	0	0.0	50	74.6	8	11.9	3	4.5
PK-5	2018	482	42	8.7	1	0.2	5	1.0	382	79.3	44	9.1	8	1.7
	2019	451	42	9.3	0	0.0	2	0.4	356	78.9	44	9.8	7	1.6
	2020	453	39	8.6	1	0.2	0	0.0	341	75.3	54	11.9	18	4.0

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	
PK	2018	77	70	90.9	48	62.3	1	1.3	49	63.6	0	0.0	58	75.3	46.8	53.2	28.6
	2019	78	78	100.0	37	47.4	9	11.5	17	21.8	0	0.0	53	67.9	43.6	56.4	28.2
	2020	79	79	100.0	28	35.4	5	6.3	28	35.4	0	0.0	64	81.0	41.8	58.2	20.3
KN	2018	66	43	65.2	26	39.4	2	3.0	26	39.4	5	7.6	25	37.9	51.5	48.5	0.0
	2019	67	46	68.7	31	46.3	2	3.0	27	40.3	7	10.4	26	38.8	37.3	62.7	0.0
	2020	73	46	63.0	34	46.6	6	8.2	34	46.6	6	8.2	24	32.9	53.4	46.6	0.0
1	2018	57	50	87.7	28	49.1	3	5.3	29	50.9	11	19.3	6	10.5	52.6	47.4	1.8
	2019	55	39	70.9	22	40.0	1	1.8	23	41.8	10	18.2	2	3.6	49.1	50.9	0.0
	2020	72	52	72.2	28	38.9	3	4.2	21	29.2	15	20.8	12	16.7	40.3	59.7	0.0
2	2018	55	40	72.7	23	41.8	3	5.5	23	41.8	11	20.0	6	10.9	47.3	52.7	0.0
	2019	55	48	87.3	26	47.3	5	9.1	26	47.3	10	18.2	7	12.7	49.1	50.9	0.0
	2020	52	32	61.5	26	50.0	8	15.4	26	50.0	8	15.4	6	11.5	48.1	51.9	0.0
3	2018	68	59	86.8	36	52.9	6	8.8	38	55.9	12	17.6	4	5.9	55.9	44.1	0.0
	2019	51	43	84.3	24	47.1	4	7.8	22	43.1	14	27.5	3	5.9	51.0	49.0	0.0
	2020	57	46	80.7	26	45.6	6	10.5	28	49.1	12	21.1	9	15.8	42.1	57.9	1.8
4	2018	76	66	86.8	32	42.1	9	11.8	47	61.8	10	13.2	10	13.2	60.5	39.5	0.0
	2019	66	50	75.8	29	43.9	6	9.1	38	57.6	16	24.2	8	12.1	60.6	39.4	0.0
	2020	53	42	79.2	24	45.3	6	11.3	35	66.0	13	24.5	6	11.3	47.2	52.8	1.9
5	2018	83	76	91.6	37	44.6	9	10.8	60	72.3	14	16.9	4	4.8	56.6	43.4	0.0
	2019	79	69	87.3	33	41.8	11	13.9	54	68.4	20	25.3	6	7.6	58.2	41.8	0.0
	2020	67	54	80.6	27	40.3	6	9.0	32	47.8	19	28.4	8	11.9	52.2	47.8	0.0
PK-5	2018	482	404	83.8	230	47.7	33	6.8	272	56.4	63	13.1	113	23.4	53.3	46.7	4.8
	2019	451	373	82.7	202	44.8	38	8.4	207	45.9	77	17.1	105	23.3	49.9	50.1	4.9
	2020	453	351	77.5	193	42.6	40	8.8	204	45.0	73	16.1	129	28.5	46.4	53.6	4.0

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
KN	2018	70	11,061	66	94.4	10,520	95.1	14	20.0	17.8	62	9,830	88.7	88.9
	2019	63	10,918	60	94.9	10,370	95.0	0	0.0	5.7	58	9,637	91.7	88.3
	2020	75	10,874	71	95.0	10,319	94.9	0	0.0	3.8	69	9,815	92.0	90.3
1	2018	59	11,550	57	96.3	11,055	95.7	8	13.6	16.6	56	10,347	95.3	89.6
	2019	56	11,198	53	95.7	10,715	95.7	2	3.6	5.0	53	10,069	95.4	89.9
	2020	70	11,192	67	95.8	10,678	95.4	1	1.4	3.9	66	10,139	94.5	90.6
2	2018	55	11,864	53	96.0	11,398	96.1	12	21.9	15.9	51	10,717	93.1	90.3
	2019	53	11,232	51	95.9	10,781	96.0	2	3.8	4.8	50	10,169	94.0	90.5
	2020	52	11,070	50	96.0	10,616	95.9	4	7.6	3.2	50	10,175	95.4	91.9
3	2018	69	12,536	66	96.2	12,080	96.4	8	11.6	14.4	62	11,431	90.1	91.2
	2019	52	11,452	50	96.3	11,029	96.3	1	1.9	4.6	50	10,478	96.1	91.5
	2020	57	11,093	55	96.4	10,664	96.1	5	8.8	3.5	53	10,181	93.7	91.8
4	2018	78	12,675	75	96.7	12,235	96.5	7	9.0	14.1	75	11,637	96.2	91.8
	2019	66	12,118	63	96.2	11,690	96.5	1	1.5	4.9	62	11,112	94.0	91.7
	2020	55	11,323	52	95.2	10,902	96.3	2	3.6	3.4	50	10,479	90.8	92.5
5	2018	84	12,498	81	96.8	12,078	96.6	4	4.8	6.1	77	11,513	92.0	92.1
	2019	78	12,193	76	96.7	11,779	96.6	0	0.0	4.5	75	11,300	95.6	92.7
	2020	68	11,957	65	96.6	11,518	96.3	2	3.0	3.2	66	11,098	97.6	92.8
KN-5	2018	414	72,186	398	96.1	69,366	96.1	53	12.8	14.0	383	65,475	92.5	90.7
	2019	368	69,110	354	96.0	66,364	96.0	6	1.6	4.9	348	62,765	94.5	90.8
	2020	376	67,509	361	95.8	64,698	95.8	14	3.7	3.5	354	61,887	94.0	91.7



**Teachers: 31**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	4	12.9
Hispanic	13	41.9
White	11	35.5
Multiple	1	3.2
Other	2	6.5

Gender	Number	Percentage
Female	28	90.3
Male	3	9.7

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	5.9	75.8
<b>2018-19</b>	6.2	70.0
<b>2019-20</b>	5.9	53.3

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	4	12.9
1	1	3.2
2	1	3.2
3	2	6.5
4	7	22.6
5	2	6.5
1-3	4	12.9
More than 3	23	74.2
1 - 5	13	41.9
6 - 10	9	29.0
11 - 20	3	9.7
More than 20	2	6.5

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (33)	Beginning	3	9.1	4	12.1	31	93.9	31	93.9	4	12.1
	Intermediate	5	15.2	7	21.2	2	6.1	0	0.0	27	81.8
	Advanced	13	39.4	11	33.3	0	0.0	2	6.1	2	6.1
	Advanced High	12	36.4	11	33.3	0	0.0	0	0.0	0	0.0
1 (27)	Beginning	5	18.5	8	29.6	15	55.6	16	59.3	7	25.9
	Intermediate	13	48.1	10	37.0	5	18.5	5	18.5	12	44.4
	Advanced	6	22.2	6	22.2	7	25.9	6	22.2	5	18.5
	Advanced High	3	11.1	3	11.1	0	0.0	0	0.0	3	11.1
2 (26)	Beginning	2	8.0	4	16.0	15	57.7	9	34.6	3	12.0
	Intermediate	6	24.0	10	40.0	8	30.8	11	42.3	14	56.0
	Advanced	9	36.0	8	32.0	3	11.5	5	19.2	8	32.0
	Advanced High	8	32.0	3	12.0	0	0.0	1	3.8	0	0.0
3 (26)	Beginning	1	3.8	4	15.4	10	38.5	8	30.8	3	11.5
	Intermediate	6	23.1	11	42.3	8	30.8	11	42.3	13	50.0
	Advanced	8	30.8	5	19.2	6	23.1	3	11.5	7	26.9
	Advanced High	11	42.3	6	23.1	2	7.7	4	15.4	3	11.5
4 (23)	Beginning	0	0.0	0	0.0	5	22.7	2	8.7	0	0.0
	Intermediate	6	26.1	4	17.4	7	31.8	7	30.4	7	31.8
	Advanced	8	34.8	14	60.9	6	27.3	8	34.8	10	45.5
	Advanced High	9	39.1	5	21.7	4	18.2	6	26.1	5	22.7


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
26 12 (46.2%)	Beginning	6			
	Intermediate	5	7		
	Advanced	0	4	1	
	Advanced High	0	1	2	
22 3 (13.6%)	Beginning	0			
	Intermediate	0	13		
	Advanced	0	3	5	
	Advanced High	0	0	0	
24 12 (50.0%)	Beginning	1			
	Intermediate	4	9		
	Advanced	0	5	2	
	Advanced High	0	0	3	
21 7 (33.3%)	Beginning	0			
	Intermediate	1	5		
	Advanced	0	2	8	
	Advanced High	0	0	4	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (27)	Beginning	1	3.7	2	7.4	6	22.2	2	7.4	1	3.7
	Intermediate	5	18.5	3	11.1	5	18.5	5	18.5	6	22.2
	Advanced	9	33.3	20	74.1	8	29.6	4	14.8	7	25.9
	Advanced High	12	44.4	2	7.4	8	29.6	16	59.3	13	48.1
ALL (162)	Beginning	12	7.5	22	13.7	82	50.9	68	42.0	18	11.3
	Intermediate	41	25.5	45	28.0	35	21.7	39	24.1	79	49.4
	Advanced	53	32.9	64	39.8	30	18.6	28	17.3	39	24.4
	Advanced High	55	34.2	30	18.6	14	8.7	27	16.7	24	15.0

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
25  19 (76.0%)	Beginning	0			
	Intermediate	0	5		
	Advanced	1	5	1	
	Advanced High	0	0	13	
118  53 (44.9%)	Beginning	7			
	Intermediate	10	39		
	Advanced	1	19	17	
	Advanced High	0	1	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**

67	75.6	81.2			80.6		78.9	
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**GRADE 1 MATHEMATICS SPANISH**

1	*	*			*		65.5	
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**GRADE 1 READING**

36	77.1	86.3			94.4		91.2	
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**GRADE 1 READING SPANISH**

32	78.9	85.9			96.9		89.5	
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**GRADE 2 MATHEMATICS**

51	74.9	82.5	85.4		88.2	90.2	76.5	92.3
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**GRADE 2 READING**

31	70.2	80.1	87.2		71.0	93.5	72.1	91.3
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**GRADE 2 READING SPANISH**

20	71.8	78.8	79.2		75.0	85.0	75.1	92.0
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**GRADE 3 MATHEMATICS**

57	54.5	69.6	80.8		56.1	98.2	70.6	90.8
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**GRADE 3 READING**

34	51.6	71.0	84.8		61.8	100.0	62.6	88.7
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**GRADE 3 READING SPANISH**

24	44.6	66.8	77.9		41.7	83.3	57.7	88.7
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**GRADE 1 MATHEMATICS**

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**GRADE 1 MATHEMATICS SPANISH**

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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 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**

35	65.9	75.6	85.3		65.7	97.1	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

21	57.1	64.3	86.0		38.1	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

54	59.9	70.7	82.7		55.6	92.6	71.7	90.4
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**GRADE 4 MATHEMATICS SPANISH**

1	*	*	*		*	*	50.4	*
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**GRADE 4 READING**

35	48.9	72.1	84.1		57.1	97.1	68.8	92.4
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**GRADE 4 READING SPANISH**

21	53.3	68.9	86.0		42.9	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

65	69.8	77.9	87.4		69.2	98.5	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

2	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

41	52.5	76.3	92.1		70.7	100.0	79.5	94.1
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**GRADE 5 READING SPANISH**

24	69.9	78.0	91.0		79.2	100.0	79.8	94.9
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**GRADE 5 SCIENCE**

44	71.2	74.6	89.3		70.5	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**

24	77.2	82.0	93.4		83.3	100.0	73.2	94.7
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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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