



School Number 247

# ADELFA B. CALLEJO 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	60
KN	75
1	79
2	95
3	92
4	97
5	78
ALL	576

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	81	14.1	12	30.8
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	489	84.9	22	56.4
White	4	0.7	4	10.3
Multiple	1	0.2	0	0.0
Other* (teachers only)	—	—	1	2.6
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	379	65.8
Economically disadvantaged	553	96.0
Limited English proficient (LEP)	357	62.0
Special education	98	17.0
Talented and Gifted (TAG)	80	13.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	60	5	8.3	0	0.0	0	0.0	55	91.7	0	0.0	0	0.0
	2019	61	8	13.1	0	0.0	0	0.0	53	86.9	0	0.0	0	0.0
	2020	60	4	6.7	1	1.7	0	0.0	52	86.7	2	3.3	1	1.7
KN	2018	94	19	20.2	0	0.0	0	0.0	75	79.8	0	0.0	0	0.0
	2019	86	15	17.4	0	0.0	0	0.0	69	80.2	1	1.2	1	1.2
	2020	75	11	14.7	0	0.0	0	0.0	64	85.3	0	0.0	0	0.0
1	2018	93	14	15.1	0	0.0	0	0.0	77	82.8	1	1.1	1	1.1
	2019	88	13	14.8	0	0.0	0	0.0	74	84.1	0	0.0	1	1.1
	2020	79	15	19.0	0	0.0	0	0.0	64	81.0	0	0.0	0	0.0
2	2018	110	16	14.5	0	0.0	0	0.0	93	84.5	0	0.0	1	0.9
	2019	92	5	5.4	0	0.0	0	0.0	85	92.4	1	1.1	1	1.1
	2020	95	15	15.8	0	0.0	0	0.0	79	83.2	1	1.1	0	0.0
3	2018	87	19	21.8	0	0.0	0	0.0	65	74.7	1	1.1	2	2.3
	2019	97	8	8.2	1	1.0	0	0.0	86	88.7	1	1.0	1	1.0
	2020	92	9	9.8	0	0.0	0	0.0	83	90.2	0	0.0	0	0.0
4	2018	107	17	15.9	0	0.0	0	0.0	88	82.2	2	1.9	0	0.0
	2019	79	14	17.7	0	0.0	0	0.0	63	79.7	1	1.3	1	1.3
	2020	97	15	15.5	0	0.0	0	0.0	82	84.5	0	0.0	0	0.0
5	2018	102	15	14.7	0	0.0	0	0.0	84	82.4	2	2.0	1	1.0
	2019	93	13	14.0	0	0.0	0	0.0	80	86.0	0	0.0	0	0.0
	2020	78	12	15.4	0	0.0	0	0.0	65	83.3	1	1.3	0	0.0
PK-5	2018	653	105	16.1	0	0.0	0	0.0	537	82.2	6	0.9	5	0.8
	2019	596	76	12.8	1	0.2	0	0.0	510	85.6	4	0.7	5	0.8
	2020	576	81	14.1	1	0.2	0	0.0	489	84.9	4	0.7	1	0.2

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	60	54	90.0	40	66.7	3	5.0	41	68.3	0	0.0	58	96.7	51.7	48.3	3.3
	2019	61	60	98.4	30	49.2	9	14.8	1	1.6	0	0.0	55	90.2	54.1	45.9	6.6
	2020	60	60	100.0	42	70.0	3	5.0	42	70.0	0	0.0	50	83.3	58.3	41.7	16.7
KN	2018	94	88	93.6	58	61.7	3	3.2	59	62.8	4	4.3	27	28.7	43.6	56.4	0.0
	2019	86	80	93.0	44	51.2	16	18.6	39	45.3	7	8.1	18	20.9	55.8	44.2	8.1
	2020	75	70	93.3	38	50.7	10	13.3	37	49.3	6	8.0	16	21.3	50.7	49.3	1.3
1	2018	93	89	95.7	61	65.6	16	17.2	65	69.9	10	10.8	8	8.6	55.9	44.1	6.5
	2019	88	84	95.5	58	65.9	8	9.1	56	63.6	7	8.0	7	8.0	47.7	52.3	4.5
	2020	79	77	97.5	41	51.9	16	20.3	41	51.9	15	19.0	3	3.8	54.4	45.6	2.5
2	2018	110	102	92.7	75	68.2	13	11.8	79	71.8	10	9.1	9	8.2	55.5	44.5	3.6
	2019	92	87	94.6	66	71.7	15	16.3	69	75.0	16	17.4	8	8.7	57.6	42.4	8.7
	2020	95	91	95.8	58	61.1	14	14.7	62	65.3	14	14.7	6	6.3	49.5	50.5	7.4
3	2018	87	84	96.6	48	55.2	11	12.6	59	67.8	11	12.6	10	11.5	51.7	48.3	4.6
	2019	97	91	93.8	70	72.2	15	15.5	72	74.2	16	16.5	7	7.2	58.8	41.2	0.0
	2020	92	87	94.6	65	70.7	16	17.4	64	69.6	14	15.2	3	3.3	60.9	39.1	1.1
4	2018	107	107	100.0	65	60.7	18	16.8	79	73.8	11	10.3	9	8.4	47.7	52.3	1.9
	2019	79	74	93.7	45	57.0	15	19.0	58	73.4	14	17.7	5	6.3	53.2	46.8	2.5
	2020	97	95	97.9	69	71.1	20	20.6	81	83.5	18	18.6	2	2.1	54.6	45.4	0.0
5	2018	102	101	99.0	51	50.0	8	7.8	82	80.4	17	16.7	10	9.8	55.9	44.1	0.0
	2019	93	92	98.9	58	62.4	19	20.4	76	81.7	12	12.9	5	5.4	48.4	51.6	0.0
	2020	78	73	93.6	44	56.4	19	24.4	52	66.7	13	16.7	4	5.1	59.0	41.0	0.0
PK-5	2018	653	625	95.7	398	60.9	72	11.0	464	71.1	63	9.6	131	20.1	51.8	48.2	2.8
	2019	596	568	95.3	371	62.2	97	16.3	371	62.2	72	12.1	105	17.6	53.7	46.3	4.2
	2020	576	553	96.0	357	62.0	98	17.0	379	65.8	80	13.9	84	14.6	55.2	44.8	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	91	11,061	87	95.8	10,520	95.1	14	15.3	17.8	83	9,830	90.8	88.9
	2019	83	10,918	78	94.2	10,370	95.0	1	1.2	5.7	72	9,637	86.6	88.3
	2020	74	10,874	70	94.2	10,319	94.9	3	4.0	3.8	69	9,815	92.9	90.3
1	2018	92	11,550	88	95.5	11,055	95.7	13	14.1	16.6	80	10,347	86.8	89.6
	2019	89	11,198	86	96.5	10,715	95.7	1	1.1	5.0	84	10,069	94.2	89.9
	2020	85	11,192	80	94.4	10,678	95.4	4	4.7	3.9	75	10,139	88.5	90.6
2	2018	108	11,864	105	96.9	11,398	96.1	14	12.9	15.9	99	10,717	91.5	90.3
	2019	93	11,232	89	95.6	10,781	96.0	4	4.3	4.8	85	10,169	91.7	90.5
	2020	95	11,070	91	95.8	10,616	95.9	3	3.2	3.2	85	10,175	89.6	91.9
3	2018	87	12,536	84	96.7	12,080	96.4	13	15.0	14.4	77	11,431	88.8	91.2
	2019	98	11,452	95	97.1	11,029	96.3	5	5.1	4.6	92	10,478	94.1	91.5
	2020	90	11,093	86	95.9	10,664	96.1	3	3.3	3.5	84	10,181	93.6	91.8
4	2018	107	12,675	103	96.3	12,235	96.5	12	11.2	14.1	98	11,637	91.8	91.8
	2019	81	12,118	78	96.4	11,690	96.5	2	2.5	4.9	76	11,112	94.2	91.7
	2020	100	11,323	96	96.3	10,902	96.3	4	4.0	3.4	93	10,479	93.2	92.5
5	2018	102	12,498	99	97.2	12,078	96.6	5	4.9	6.1	92	11,513	89.9	92.1
	2019	94	12,193	91	96.9	11,779	96.6	5	5.3	4.5	90	11,300	95.7	92.7
	2020	81	11,957	77	96.1	11,518	96.3	6	7.4	3.2	70	11,098	86.9	92.8
KN-5	2018	588	72,186	566	96.4	69,366	96.1	71	12.1	14.0	529	65,475	90.0	90.7
	2019	538	69,110	517	96.1	66,364	96.0	18	3.3	4.9	499	62,765	92.8	90.8
	2020	524	67,509	500	95.5	64,698	95.8	23	4.4	3.5	476	61,887	90.9	91.7



**Teachers: 39**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	12	30.8
Hispanic	22	56.4
White	4	10.3
Multiple	0	0.0
Other	1	2.6

Gender	Number	Percentage
Female	33	84.6
Male	6	15.4

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	4.1	86.4
<b>2018-19</b>	6.0	82.5
<b>2019-20</b>	4.3	81.6

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	2	5.1
1	2	5.1
2	2	5.1
3	1	2.6
4	4	10.3
5	1	2.6
1-3	5	12.8
More than 3	32	82.1
1 - 5	10	25.6
6 - 10	11	28.2
11 - 20	13	33.3
More than 20	3	7.7

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	21	58.3	19	52.8	34	94.4	32	88.9	21	58.3
	Intermediate	8	22.2	11	30.6	0	0.0	1	2.8	13	36.1
	Advanced	5	13.9	4	11.1	0	0.0	1	2.8	0	0.0
	Advanced High	2	5.6	2	5.6	2	5.6	2	5.6	2	5.6
1 (42)	Beginning	7	16.7	13	31.0	29	69.0	27	64.3	13	31.0
	Intermediate	20	47.6	14	33.3	7	16.7	6	14.3	19	45.2
	Advanced	7	16.7	8	19.0	5	11.9	5	11.9	7	16.7
	Advanced High	8	19.0	7	16.7	1	2.4	4	9.5	3	7.1
2 (60)	Beginning	4	6.7	12	20.0	21	35.6	7	11.7	3	5.1
	Intermediate	13	21.7	38	63.3	21	35.6	33	55.0	32	54.2
	Advanced	28	46.7	8	13.3	14	23.7	16	26.7	23	39.0
	Advanced High	15	25.0	2	3.3	3	5.1	4	6.7	1	1.7
3 (61)	Beginning	2	3.4	9	15.3	16	26.2	12	20.0	8	13.6
	Intermediate	5	8.5	37	62.7	17	27.9	15	25.0	14	23.7
	Advanced	21	35.6	10	16.9	22	36.1	9	15.0	32	54.2
	Advanced High	31	52.5	3	5.1	6	9.8	24	40.0	5	8.5
4 (68)	Beginning	2	2.9	4	5.9	12	18.8	6	9.0	0	0.0
	Intermediate	20	29.4	32	47.1	19	29.7	21	31.3	23	36.5
	Advanced	35	51.5	30	44.1	19	29.7	14	20.9	32	50.8
	Advanced High	11	16.2	2	2.9	14	21.9	26	38.8	8	12.7

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	-	-	-	
39 20 (51.3%)	Beginning	10			
	Intermediate	11	8		
	Advanced	0	6	1	
	Advanced High	0	0	3	
55 24 (43.6%)	Beginning	2			
	Intermediate	12	18		
	Advanced	3	8	11	
	Advanced High	0	0	1	
59 21 (35.6%)	Beginning	6			
	Intermediate	2	12		
	Advanced	1	13	18	
	Advanced High	0	0	5	
67 15 (22.4%)	Beginning	0			
	Intermediate	3	20		
	Advanced	0	4	28	
	Advanced High	0	0	8	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (42)	Beginning	4	9.5	5	11.9	2	4.8	4	9.5	2	4.8
	Intermediate	7	16.7	24	57.1	14	33.3	11	26.2	13	31.0
	Advanced	11	26.2	11	26.2	10	23.8	7	16.7	20	47.6
	Advanced High	20	47.6	2	4.8	16	38.1	20	47.6	7	16.7
ALL (309)	Beginning	40	13.0	62	20.2	114	37.5	88	28.7	47	15.6
	Intermediate	73	23.8	156	50.8	78	25.7	87	28.3	114	37.9
	Advanced	107	34.9	71	23.1	70	23.0	52	16.9	114	37.9
	Advanced High	87	28.3	18	5.9	42	13.8	80	26.1	26	8.6

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
41  11 (26.8%)	Beginning	1			
	Intermediate	2	11		
	Advanced	0	2	18	
	Advanced High	0	0	7	
262  91 (34.7%)	Beginning	20			
	Intermediate	30	69		
	Advanced	4	33	76	
	Advanced High	0	0	24	

 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**

71	73.2	79.4			77.5		78.9	
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**GRADE 1 READING**

36	68.3	81.0			86.1		91.2	
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**GRADE 1 READING SPANISH**

35	84.4	89.6			94.3		89.5	
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**GRADE 2 MATHEMATICS**

87	80.1	86.1	81.9		88.5	86.2	76.5	92.3
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**GRADE 2 READING**

37	63.2	75.5	74.8		73.0	78.4	72.1	91.3
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**GRADE 2 READING SPANISH**

49	78.7	84.0	80.4		85.7	83.7	75.1	92.0
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**GRADE 3 MATHEMATICS**

77	61.5	74.3	79.0		66.2	87.0	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

2	*	*	*		*	*	57.0	*
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**GRADE 3 READING**

43	46.9	68.1	76.9		48.8	86.0	62.6	88.7
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**GRADE 3 READING SPANISH**

35	58.0	74.8	78.9		62.9	88.6	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**

34	62.6	73.3	75.9		67.6	70.6	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

59	69.8	74.8	76.4		74.6	81.4	68.5	91.9
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**GRADE 4 MATHEMATICS**

90	63.0	72.9	79.5		57.8	84.4	71.7	90.4
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**GRADE 4 MATHEMATICS SPANISH**

3	*	*	*		*	*	50.4	*
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**GRADE 4 READING**

34	48.8	72.1	75.0		67.6	70.6	68.8	92.4
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**GRADE 4 READING SPANISH**

58	65.7	77.1	76.3		75.9	81.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

73	66.7	75.6	80.7		71.2	93.2	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

4	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

42	44.2	72.1	74.0		64.3	88.1	79.5	94.1
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**GRADE 5 READING SPANISH**

36	74.6	81.4	83.1		91.7	97.2	79.8	94.9
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**GRADE 5 SCIENCE**

73	69.4	73.0	81.8		63.0	93.2	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**

4	*	*	*		*	*	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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