



School Number 260

LORENZO DE ZAVALA 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	74
KN	57
1	66
2	52
3	69
4	61
5	57
6	47
ALL	483

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	26	5.4	6	18.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	454	94.0	20	62.5
White	2	0.4	5	15.6
Multiple	1	0.2	1	3.1
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	301	62.3
Economically disadvantaged	470	97.3
Limited English proficient (LEP)	292	60.5
Special education	68	14.1
Talented and Gifted (TAG)	76	15.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	78	5	6.4	0	0.0	0	0.0	73	93.6	0	0.0	0	0.0
	2019	71	5	7.0	1	1.4	0	0.0	63	88.7	2	2.8	0	0.0
	2020	74	4	5.4	0	0.0	0	0.0	69	93.2	1	1.4	0	0.0
KN	2018	53	3	5.7	0	0.0	0	0.0	49	92.5	0	0.0	1	1.9
	2019	66	1	1.5	0	0.0	0	0.0	63	95.5	0	0.0	2	3.0
	2020	57	2	3.5	0	0.0	0	0.0	55	96.5	0	0.0	0	0.0
1	2018	62	3	4.8	0	0.0	0	0.0	58	93.5	1	1.6	0	0.0
	2019	50	2	4.0	0	0.0	0	0.0	46	92.0	0	0.0	2	4.0
	2020	66	3	4.5	0	0.0	0	0.0	63	95.5	0	0.0	0	0.0
2	2018	65	2	3.1	0	0.0	0	0.0	61	93.8	1	1.5	1	1.5
	2019	65	2	3.1	0	0.0	0	0.0	61	93.8	1	1.5	1	1.5
	2020	52	6	11.5	0	0.0	0	0.0	46	88.5	0	0.0	0	0.0
3	2018	52	0	0.0	0	0.0	0	0.0	52	100.0	0	0.0	0	0.0
	2019	63	3	4.8	0	0.0	0	0.0	59	93.7	1	1.6	0	0.0
	2020	69	3	4.3	0	0.0	0	0.0	65	94.2	1	1.4	0	0.0
4	2018	56	3	5.4	0	0.0	0	0.0	53	94.6	0	0.0	0	0.0
	2019	58	5	8.6	0	0.0	0	0.0	53	91.4	0	0.0	0	0.0
	2020	61	2	3.3	0	0.0	0	0.0	59	96.7	0	0.0	0	0.0
5	2018	44	1	2.3	0	0.0	0	0.0	43	97.7	0	0.0	0	0.0
	2019	56	1	1.8	0	0.0	0	0.0	55	98.2	0	0.0	0	0.0
	2020	57	6	10.5	0	0.0	0	0.0	51	89.5	0	0.0	0	0.0
6	2018													
	2019	33	1	3.0	0	0.0	0	0.0	32	97.0	0	0.0	0	0.0
	2020	47	0	0.0	0	0.0	0	0.0	46	97.9	0	0.0	1	2.1
PK-6	2018	410	17	4.1	0	0.0	0	0.0	389	94.9	2	0.5	2	0.5
	2019	462	20	4.3	1	0.2	0	0.0	432	93.5	4	0.9	5	1.1
	2020	483	26	5.4	0	0.0	0	0.0	454	94.0	2	0.4	1	0.2

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	78	77	98.7	56	71.8	4	5.1	59	75.6	0	0.0	54	69.2	53.8	46.2	30.8
	2019	71	71	100.0	39	54.9	1	1.4	9	12.7	0	0.0	58	81.7	49.3	50.7	19.7
	2020	74	73	98.6	42	56.8	1	1.4	42	56.8	0	0.0	59	79.7	48.6	51.4	20.3
KN	2018	53	50	94.3	37	69.8	5	9.4	37	69.8	3	5.7	13	24.5	52.8	47.2	0.0
	2019	66	65	98.5	51	77.3	9	13.6	41	62.1	5	7.6	13	19.7	63.6	36.4	1.5
	2020	57	57	100.0	28	49.1	1	1.8	28	49.1	0	0.0	5	8.8	42.1	57.9	3.5
1	2018	62	59	95.2	44	71.0	5	8.1	44	71.0	11	17.7	4	6.5	43.5	56.5	3.2
	2019	50	49	98.0	36	72.0	9	18.0	32	64.0	4	8.0	3	6.0	58.0	42.0	4.0
	2020	66	64	97.0	49	74.2	7	10.6	34	51.5	11	16.7	2	3.0	62.1	37.9	3.0
2	2018	65	61	93.8	36	55.4	7	10.8	40	61.5	13	20.0	2	3.1	53.8	46.2	7.7
	2019	65	65	100.0	41	63.1	9	13.8	43	66.2	10	15.4	3	4.6	44.6	55.4	6.2
	2020	52	49	94.2	33	63.5	13	25.0	34	65.4	6	11.5	2	3.8	53.8	46.2	1.9
3	2018	52	50	96.2	32	61.5	6	11.5	37	71.2	11	21.2	3	5.8	50.0	50.0	7.7
	2019	63	63	100.0	38	60.3	7	11.1	42	66.7	13	20.6	1	1.6	52.4	47.6	6.3
	2020	69	69	100.0	45	65.2	15	21.7	48	69.6	15	21.7	4	5.8	50.7	49.3	1.4
4	2018	56	56	100.0	31	55.4	6	10.7	40	71.4	16	28.6	2	3.6	44.6	55.4	0.0
	2019	58	57	98.3	29	50.0	12	20.7	41	70.7	17	29.3	5	8.6	48.3	51.7	3.4
	2020	61	59	96.7	39	63.9	10	16.4	46	75.4	20	32.8	5	8.2	45.9	54.1	0.0
5	2018	44	44	100.0	31	70.5	5	11.4	42	95.5	11	25.0	3	6.8	61.4	38.6	0.0
	2019	56	53	94.6	31	55.4	7	12.5	42	75.0	17	30.4	6	10.7	53.6	46.4	0.0
	2020	57	54	94.7	30	52.6	12	21.1	43	75.4	16	28.1	3	5.3	49.1	50.9	1.8
6	2018																
	2019	33	33	100.0	25	75.8	10	30.3	29	87.9	5	15.2	4	12.1	69.7	30.3	0.0
	2020	47	45	95.7	26	55.3	9	19.1	26	55.3	8	17.0	4	8.5	55.3	44.7	0.0
PK-6	2018	410	397	96.8	267	65.1	38	9.3	299	72.9	65	15.9	81	19.8	51.2	48.8	8.5
	2019	462	456	98.7	290	62.8	64	13.9	279	60.4	71	15.4	93	20.1	53.9	46.1	5.8
	2020	483	470	97.3	292	60.5	68	14.1	301	62.3	76	15.7	84	17.4	50.9	49.1	4.6

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	53	11,061	49	94.3	10,520	95.1	7	13.3	17.8	43	9,830	81.9	88.9
	2019	62	10,918	60	96.2	10,370	95.0	1	1.6	5.7	57	9,637	91.4	88.3
	2020	56	10,874	54	95.9	10,319	94.9	1	1.8	3.8	54	9,815	95.9	90.3
1	2018	63	11,550	60	95.3	11,055	95.7	3	4.7	16.6	55	10,347	87.1	89.6
	2019	48	11,198	45	94.7	10,715	95.7	0	0.0	5.0	40	10,069	84.0	89.9
	2020	67	11,192	65	96.7	10,678	95.4	2	3.0	3.9	65	10,139	96.6	90.6
2	2018	64	11,864	61	95.4	11,398	96.1	6	9.4	15.9	58	10,717	91.0	90.3
	2019	64	11,232	62	96.1	10,781	96.0	1	1.6	4.8	61	10,169	95.1	90.5
	2020	51	11,070	49	96.2	10,616	95.9	0	0.0	3.2	50	10,175	98.2	91.9
3	2018	53	12,536	51	95.7	12,080	96.4	4	7.5	14.4	43	11,431	80.6	91.2
	2019	63	11,452	60	95.5	11,029	96.3	0	0.0	4.6	57	10,478	90.8	91.5
	2020	68	11,093	65	95.8	10,664	96.1	0	0.0	3.5	63	10,181	92.6	91.8
4	2018	56	12,675	54	96.8	12,235	96.5	8	14.3	14.1	50	11,637	89.6	91.8
	2019	55	12,118	52	95.3	11,690	96.5	0	0.0	4.9	46	11,112	84.2	91.7
	2020	61	11,323	59	96.4	10,902	96.3	1	1.6	3.4	60	10,479	98.0	92.5
5	2018	43	12,498	42	97.3	12,078	96.6	4	9.2	6.1	40	11,513	92.3	92.1
	2019	56	12,193	55	97.4	11,779	96.6	1	1.8	4.5	53	11,300	94.7	92.7
	2020	56	11,957	53	94.1	11,518	96.3	0	0.0	3.2	50	11,098	89.5	92.8
6	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	32	11,096	31	97.4	10,690	96.3	1	3.1	6.1	30	9,953	93.9	89.7
	2020	46	11,110	44	97.1	10,711	96.4	1	2.2	4.2	43	10,111	94.2	91.0
KN-6	2018	332	82,994	318	95.7	79,750	96.1	32	9.6	14.3	289	75,224	87.1	90.6
	2019	379	80,206	364	96.0	77,054	96.1	4	1.1	5.1	344	72,718	90.7	90.7
	2020	405	78,618	389	96.0	75,409	95.9	5	1.2	3.6	385	71,998	95.0	91.6

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	18.8
Hispanic	20	62.5
White	5	15.6
Multiple	1	3.1
Other	0	0.0

Gender	Number	Percentage
Female	25	78.1
Male	7	21.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.3	83.9
2018-19	6.4	75.0
2019-20	5.6	75.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.3
1	4	12.5
2	2	6.3
3	0	0.0
4	2	6.3
5	1	3.1
1-3	6	18.8
More than 3	24	75.0
1 - 5	9	28.1
6 - 10	10	31.3
11 - 20	8	25.0
More than 20	3	9.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (28)	Beginning	23	82.1	26	92.9	28	100.0	28	100.0	26	92.9
	Intermediate	5	17.9	2	7.1	0	0.0	0	0.0	2	7.1
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (49)	Beginning	6	12.2	8	16.3	38	77.6	24	49.0	8	16.3
	Intermediate	16	32.7	26	53.1	10	20.4	17	34.7	32	65.3
	Advanced	21	42.9	11	22.4	1	2.0	8	16.3	8	16.3
	Advanced High	6	12.2	4	8.2	0	0.0	0	0.0	1	2.0
2 (33)	Beginning	0	0.0	10	31.3	12	38.7	5	16.1	1	3.3
	Intermediate	13	40.6	19	59.4	17	54.8	15	48.4	21	70.0
	Advanced	14	43.8	3	9.4	2	6.5	10	32.3	8	26.7
	Advanced High	5	15.6	0	0.0	0	0.0	1	3.2	0	0.0
3 (45)	Beginning	0	0.0	5	11.1	6	13.6	6	13.3	0	0.0
	Intermediate	5	11.1	28	62.2	20	45.5	13	28.9	19	43.2
	Advanced	19	42.2	11	24.4	13	29.5	9	20.0	22	50.0
	Advanced High	21	46.7	1	2.2	5	11.4	17	37.8	3	6.8
4 (39)	Beginning	7	17.9	5	12.8	5	12.8	8	20.5	2	5.1
	Intermediate	19	48.7	21	53.8	14	35.9	19	48.7	24	61.5
	Advanced	9	23.1	12	30.8	12	30.8	6	15.4	10	25.6
	Advanced High	4	10.3	1	2.6	8	20.5	6	15.4	3	7.7

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	-	-	-	
49 3 (6.1%)	Beginning	8			
	Intermediate	1	31		
	Advanced	0	1	7	
	Advanced High	0	0	1	
33 7 (21.2%)	Beginning	1			
	Intermediate	4	17		
	Advanced	1	2	5	
	Advanced High	0	0	0	
44 13 (29.5%)	Beginning	0			
	Intermediate	2	16		
	Advanced	0	8	14	
	Advanced High	0	0	3	
38 5 (13.2%)	Beginning	1			
	Intermediate	0	24		
	Advanced	0	2	8	
	Advanced High	0	0	3	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (30)	Beginning	1	3.4	2	6.9	1	3.3	0	0.0	0	0.0
	Intermediate	9	31.0	17	58.6	6	20.0	11	36.7	7	24.1
	Advanced	11	37.9	6	20.7	11	36.7	10	33.3	17	58.6
	Advanced High	8	27.6	4	13.8	12	40.0	9	30.0	5	17.2
6 (26)	Beginning	2	7.7	2	7.7	2	7.7	4	15.4	2	7.7
	Intermediate	8	30.8	21	80.8	7	26.9	11	42.3	10	38.5
	Advanced	7	26.9	3	11.5	5	19.2	5	19.2	13	50.0
	Advanced High	9	34.6	0	0.0	12	46.2	6	23.1	1	3.8
ALL (250)	Beginning	39	15.7	58	23.4	92	37.2	75	30.2	39	15.9
	Intermediate	75	30.2	134	54.0	74	30.0	86	34.7	115	46.9
	Advanced	81	32.7	46	18.5	44	17.8	48	19.4	78	31.8
	Advanced High	53	21.4	10	4.0	37	15.0	39	15.7	13	5.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
30 12 (40.0%)	Beginning	0			
	Intermediate	0	7		
	Advanced	0	7	10	
	Advanced High	0	0	5	
25 2 (8.0%)	Beginning	1			
	Intermediate	1	9		
	Advanced	0	0	13	
	Advanced High	0	0	1	
219 42 (19.2%)	Beginning	11			
	Intermediate	8	104		
	Advanced	1	20	57	
	Advanced High	0	0	13	

 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

Middle School Exams

MATHEMATICS 6

46	56.6	77.2	79.5	79.8	71.7	87.0	68.6	87.5
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MATHEMATICS 6

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READING LANGUAGE ARTS 6

46	53.3	74.1	81.8	82.7	60.9	100.0	58.0	88.6
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READING LANGUAGE ARTS 6

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SCIENCE 6

46	45.9	67.6	80.5	81.9	47.8	97.8	53.4	89.5
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SCIENCE 6

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WORLD CULTURES 6

46	41.6	66.3	80.0	81.5	30.4	100.0	48.4	90.7
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WORLD CULTURES 6

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Elementary School Exams

GRADE 1 MATHEMATICS

66	68.8	76.0			66.7		78.9	
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GRADE 1 MATHEMATICS

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GRADE 1 READING

22	55.5	73.3			63.6		91.2	
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GRADE 1 READING

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GRADE 1 READING SPANISH

42	76.5	84.4			88.1		89.5	
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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

50	66.7	76.7	86.9		66.0	96.0	76.5	92.3
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GRADE 2 MATHEMATICS

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GRADE 2 READING

40	59.1	72.8	87.1		62.5	97.5	72.1	91.3
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GRADE 2 READING

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GRADE 2 READING SPANISH

9	55.6	66.7	80.3		55.6	100.0	75.1	92.0
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GRADE 2 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 3 MATHEMATICS

66	68.3	78.9	80.0		77.3	89.4	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

62	54.3	72.6	73.7		56.5	83.9	62.6	88.7
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GRADE 3 READING SPANISH

7	60.7	76.4	76.4		71.4	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

60	59.7	71.2	80.9		56.7	98.3	68.3	91.7
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GRADE 4 MATHEMATICS

61	68.8	77.2	81.6		80.3	96.7	71.7	90.4
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GRADE 4 READING

60	44.8	69.9	80.5		45.0	98.3	68.8	92.4
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GRADE 4 READING SPANISH

1	*	*	*		*	*	80.7	*
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GRADE 5 MATHEMATICS

54	71.5	79.1	80.6		75.9	90.7	78.3	91.9
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GRADE 5 READING

41	49.4	74.7	78.0		75.6	100.0	79.5	94.1
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GRADE 5 READING SPANISH

13	70.3	78.3	78.3		69.2	100.0	79.8	94.9
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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

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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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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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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 READING

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GRADE 5 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 5 SCIENCE

54	70.0	73.6	79.9		61.1	98.1	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 5 SCIENCE

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