



School Number 278

**LEONIDES GONZALEZ CIGARROA,  
M.D.  
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	84
KN	83
1	76
2	70
3	74
4	60
5	71
ALL	518

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	4	0.8	1	2.6
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	503	97.1	23	60.5
White	6	1.2	12	31.6
Multiple	3	0.6	0	0.0
Other* (teachers only)	—	—	2	5.3
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	438	84.6
Economically disadvantaged	502	96.9
Limited English proficient (LEP)	454	87.6
Special education	58	11.2
Talented and Gifted (TAG)	74	14.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	97	2	2.1	0	0.0	0	0.0	95	97.9	0	0.0	0	0.0
	2019	88	2	2.3	1	1.1	0	0.0	83	94.3	2	2.3	0	0.0
	2020	84	3	3.6	0	0.0	0	0.0	78	92.9	3	3.6	0	0.0
KN	2018	80	5	6.3	0	0.0	0	0.0	73	91.3	2	2.5	0	0.0
	2019	64	0	0.0	3	4.7	0	0.0	58	90.6	3	4.7	0	0.0
	2020	83	0	0.0	0	0.0	1	1.2	79	95.2	2	2.4	1	1.2
1	2018	85	3	3.5	0	0.0	0	0.0	81	95.3	1	1.2	0	0.0
	2019	84	0	0.0	4	4.8	0	0.0	79	94.0	1	1.2	0	0.0
	2020	76	0	0.0	0	0.0	0	0.0	74	97.4	1	1.3	1	1.3
2	2018	74	1	1.4	0	0.0	0	0.0	72	97.3	1	1.4	0	0.0
	2019	86	1	1.2	1	1.2	0	0.0	82	95.3	2	2.3	0	0.0
	2020	70	0	0.0	1	1.4	0	0.0	69	98.6	0	0.0	0	0.0
3	2018	78	4	5.1	0	0.0	0	0.0	73	93.6	1	1.3	0	0.0
	2019	64	0	0.0	1	1.6	0	0.0	63	98.4	0	0.0	0	0.0
	2020	74	0	0.0	0	0.0	0	0.0	73	98.6	0	0.0	1	1.4
4	2018	80	4	5.0	0	0.0	0	0.0	76	95.0	0	0.0	0	0.0
	2019	82	2	2.4	1	1.2	0	0.0	79	96.3	0	0.0	0	0.0
	2020	60	0	0.0	0	0.0	0	0.0	60	100.0	0	0.0	0	0.0
5	2018	73	1	1.4	0	0.0	0	0.0	72	98.6	0	0.0	0	0.0
	2019	84	2	2.4	1	1.2	0	0.0	81	96.4	0	0.0	0	0.0
	2020	71	1	1.4	0	0.0	0	0.0	70	98.6	0	0.0	0	0.0
PK-5	2018	567	20	3.5	0	0.0	0	0.0	542	95.6	5	0.9	0	0.0
	2019	552	7	1.3	12	2.2	0	0.0	525	95.1	8	1.4	0	0.0
	2020	518	4	0.8	1	0.2	1	0.2	503	97.1	6	1.2	3	0.6

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	97	93	95.9	90	92.8	3	3.1	90	92.8	0	0.0	77	79.4	44.3	55.7	22.7
	2019	88	88	100.0	82	93.2	4	4.5	19	21.6	0	0.0	71	80.7	55.7	44.3	19.3
	2020	84	82	97.6	72	85.7	12	14.3	70	83.3	0	0.0	60	71.4	51.2	48.8	25.0
KN	2018	80	76	95.0	69	86.3	5	6.3	69	86.3	17	21.3	20	25.0	57.5	42.5	1.3
	2019	64	61	95.3	56	87.5	6	9.4	42	65.6	9	14.1	18	28.1	46.9	53.1	1.6
	2020	83	77	92.8	68	81.9	10	12.0	66	79.5	9	10.8	25	30.1	57.8	42.2	1.2
1	2018	85	82	96.5	75	88.2	7	8.2	76	89.4	14	16.5	9	10.6	58.8	41.2	2.4
	2019	84	82	97.6	77	91.7	1	1.2	67	79.8	13	15.5	12	14.3	53.6	46.4	2.4
	2020	76	76	100.0	63	82.9	9	11.8	55	72.4	10	13.2	7	9.2	50.0	50.0	5.3
2	2018	74	70	94.6	64	86.5	6	8.1	63	85.1	22	29.7	4	5.4	59.5	40.5	0.0
	2019	86	84	97.7	79	91.9	7	8.1	73	84.9	12	14.0	7	8.1	53.5	46.5	3.5
	2020	70	67	95.7	65	92.9	3	4.3	61	87.1	12	17.1	6	8.6	54.3	45.7	4.3
3	2018	78	77	98.7	69	88.5	15	19.2	69	88.5	16	20.5	5	6.4	55.1	44.9	1.3
	2019	64	63	98.4	58	90.6	3	4.7	53	82.8	18	28.1	5	7.8	56.3	43.8	0.0
	2020	74	73	98.6	70	94.6	6	8.1	70	94.6	11	14.9	2	2.7	50.0	50.0	2.7
4	2018	80	79	98.8	64	80.0	8	10.0	69	86.3	19	23.8	3	3.8	55.0	45.0	0.0
	2019	82	81	98.8	72	87.8	14	17.1	70	85.4	15	18.3	9	11.0	51.2	48.8	0.0
	2020	60	58	96.7	56	93.3	3	5.0	56	93.3	14	23.3	5	8.3	60.0	40.0	1.7
5	2018	73	73	100.0	62	84.9	4	5.5	70	95.9	18	24.7	2	2.7	56.2	43.8	0.0
	2019	84	80	95.2	71	84.5	10	11.9	67	79.8	15	17.9	9	10.7	54.8	45.2	1.2
	2020	71	69	97.2	60	84.5	15	21.1	60	84.5	18	25.4	2	2.8	50.7	49.3	0.0
PK-5	2018	567	550	97.0	493	86.9	48	8.5	506	89.2	106	18.7	120	21.2	54.9	45.1	4.6
	2019	552	539	97.6	495	89.7	45	8.2	391	70.8	82	14.9	131	23.7	53.3	46.7	4.3
	2020	518	502	96.9	454	87.6	58	11.2	438	84.6	74	14.3	107	20.7	53.3	46.7	6.2

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	80	11,061	77	95.7	10,520	95.1	20	24.9	17.8	73	9,830	91.0	88.9
	2019	63	10,918	60	95.9	10,370	95.0	1	1.6	5.7	57	9,637	91.1	88.3
	2020	75	10,874	72	96.0	10,319	94.9	2	2.7	3.8	70	9,815	93.5	90.3
1	2018	80	11,550	77	96.1	11,055	95.7	16	20.0	16.6	76	10,347	94.8	89.6
	2019	80	11,198	77	96.6	10,715	95.7	2	2.5	5.0	74	10,069	92.8	89.9
	2020	77	11,192	74	96.2	10,678	95.4	6	7.8	3.9	70	10,139	91.4	90.6
2	2018	73	11,864	71	96.9	11,398	96.1	10	13.7	15.9	69	10,717	94.6	90.3
	2019	84	11,232	81	96.7	10,781	96.0	4	4.7	4.8	77	10,169	91.4	90.5
	2020	72	11,070	70	97.1	10,616	95.9	3	4.1	3.2	63	10,175	87.1	91.9
3	2018	78	12,536	76	97.0	12,080	96.4	9	11.6	14.4	73	11,431	93.8	91.2
	2019	62	11,452	61	97.6	11,029	96.3	1	1.6	4.6	57	10,478	91.4	91.5
	2020	73	11,093	71	97.7	10,664	96.1	1	1.4	3.5	71	10,181	97.3	91.8
4	2018	82	12,675	79	97.1	12,235	96.5	11	13.5	14.1	79	11,637	96.6	91.8
	2019	80	12,118	78	96.9	11,690	96.5	2	2.5	4.9	71	11,112	88.2	91.7
	2020	60	11,323	59	97.3	10,902	96.3	1	1.7	3.4	57	10,479	94.3	92.5
5	2018	72	12,498	70	97.1	12,078	96.6	6	8.4	6.1	68	11,513	94.9	92.1
	2019	81	12,193	79	97.6	11,779	96.6	1	1.2	4.5	76	11,300	94.0	92.7
	2020	71	11,957	69	97.3	11,518	96.3	2	2.8	3.2	68	11,098	96.0	92.8
KN-5	2018	465	72,186	449	96.6	69,366	96.1	72	15.5	14.0	438	65,475	94.3	90.7
	2019	450	69,110	436	96.9	66,364	96.0	11	2.4	4.9	412	62,765	91.5	90.8
	2020	428	67,509	415	96.9	64,698	95.8	15	3.5	3.5	399	61,887	93.2	91.7



**Teachers: 38**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	1	2.6
Hispanic	23	60.5
White	12	31.6
Multiple	0	0.0
Other	2	5.3

Gender	Number	Percentage
Female	32	84.2
Male	6	15.8

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	8.4	77.5
<b>2018-19</b>	6.6	69.4
<b>2019-20</b>	8.8	86.1

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	2.6
2	0	0.0
3	1	2.6
4	5	13.2
5	2	5.3
1-3	2	5.3
More than 3	36	94.7
1 - 5	9	23.7
6 - 10	18	47.4
11 - 20	8	21.1
More than 20	3	7.9

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (69)	Beginning	47	68.1	54	79.4	64	95.5	61	91.0	55	80.9
	Intermediate	18	26.1	13	19.1	2	3.0	5	7.5	12	17.6
	Advanced	3	4.3	0	0.0	1	1.5	1	1.5	0	0.0
	Advanced High	1	1.4	1	1.5	0	0.0	0	0.0	1	1.5
1 (65)	Beginning	31	47.7	38	58.5	54	83.1	50	76.9	38	58.5
	Intermediate	14	21.5	17	26.2	8	12.3	11	16.9	22	33.8
	Advanced	18	27.7	9	13.8	3	4.6	4	6.2	5	7.7
	Advanced High	2	3.1	1	1.5	0	0.0	0	0.0	0	0.0
2 (70)	Beginning	7	10.3	22	32.4	0	0.0	15	21.4	0	0.0
	Intermediate	22	32.4	35	51.5	0	0.0	30	42.9	0	0.0
	Advanced	28	41.2	6	8.8	0	0.0	19	27.1	0	0.0
	Advanced High	11	16.2	5	7.4	0	0.0	6	8.6	0	0.0
3 (68)	Beginning	6	8.8	16	23.5	5	10.4	14	20.6	6	12.2
	Intermediate	6	8.8	29	42.6	17	35.4	20	29.4	17	34.7
	Advanced	25	36.8	18	26.5	14	29.2	19	27.9	21	42.9
	Advanced High	31	45.6	5	7.4	12	25.0	15	22.1	5	10.2
4 (54)	Beginning	6	11.1	7	13.0	2	11.1	2	3.7	2	11.1
	Intermediate	13	24.1	17	31.5	6	33.3	16	29.6	3	16.7
	Advanced	19	35.2	21	38.9	5	27.8	14	25.9	11	61.1
	Advanced High	16	29.6	9	16.7	5	27.8	22	40.7	2	11.1

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	-	-	-	
54 21 (38.9%)	Beginning	27			
	Intermediate	17	5		
	Advanced	3	1	1	
	Advanced High	0	0	0	
63 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
65 17 (26.2%)	Beginning	3			
	Intermediate	1	16		
	Advanced	0	11	10	
	Advanced High	0	3	2	
48 7 (14.6%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	5	6	
	Advanced High	0	0	2	

**PERFORMANCE IN 2020**

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (58)	Beginning	7	12.1	3	5.2	0	0.0	12	21.1	0	0.0
	Intermediate	24	41.4	30	51.7	1	25.0	17	29.8	1	20.0
	Advanced	13	22.4	25	43.1	2	50.0	9	15.8	3	60.0
	Advanced High	14	24.1	0	0.0	1	25.0	19	33.3	1	20.0
ALL (384)	Beginning	104	27.2	140	36.7	125	61.9	154	40.4	101	49.3
	Intermediate	97	25.4	141	37.0	34	16.8	99	26.0	55	26.8
	Advanced	106	27.7	79	20.7	25	12.4	66	17.3	40	19.5
	Advanced High	75	19.6	21	5.5	18	8.9	62	16.3	9	4.4

**PROGRESSION FROM 2019 TO 2020**

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
57  4 (7.0%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	2	1	
	Advanced High	0	0	1	
287  49 (17.1%)	Beginning	30			
	Intermediate	19	24		
	Advanced	3	19	18	
	Advanced High	0	3	5	

 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**

64	82.1	86.3			89.1		78.9	
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**GRADE 1 MATHEMATICS SPANISH**

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

15	85.7	91.4			100.0		91.2	
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**GRADE 1 READING SPANISH**

50	83.9	89.3			86.0		89.5	
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**GRADE 2 MATHEMATICS**

65	67.0	76.9	83.6		70.8	95.4	76.5	92.3
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**GRADE 2 MATHEMATICS SPANISH**

2	*	*	*		*	*	44.9	*
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**GRADE 2 READING**

10	66.5	77.7	79.7		80.0	80.0	72.1	91.3
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**GRADE 2 READING SPANISH**

58	76.4	82.3	78.7		79.3	86.2	75.1	92.0
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**GRADE 3 MATHEMATICS**

66	61.2	74.1	83.4		63.6	97.0	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

1	*	*	*		*	*	57.0	*
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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 MATHEMATICS SPANISH**

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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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**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 READING**

5	*	*	*		*	*	62.6	*
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**GRADE 3 READING SPANISH**

62	55.8	73.5	81.3		61.3	93.5	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

7	74.8	82.0	83.9		85.7	100.0	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

48	74.9	79.1	84.3		72.9	100.0	68.5	91.9
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**GRADE 4 MATHEMATICS**

55	72.1	79.6	89.2		78.2	98.2	71.7	90.4
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**GRADE 4 READING**

7	50.0	72.7	83.9		85.7	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

48	74.4	82.9	84.3		89.6	100.0	80.7	91.8
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**GRADE 5 MATHEMATICS**

62	70.7	78.5	86.0		80.6	98.4	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

3	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

11	51.7	75.8	79.8		90.9	100.0	79.5	94.1
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**GRADE 5 READING SPANISH**

54	65.5	74.7	76.1		68.5	81.5	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 READING**

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**GRADE 3 READING SPANISH**

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**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 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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**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**

63	82.2	84.3	85.0		82.5	96.8	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

2	*	*	*		*	*	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**

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**GRADE 5 SCIENCE SPANISH**

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