



School Number 301

WILMER-HUTCHINS 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	114
1	114
2	137
3	138
4	138
5	188
ALL	913

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	303	33.2	23	42.6
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	3	0.3	*	*
Hispanic	556	60.9	19	35.2
White	32	3.5	11	20.4
Multiple	18	2.0	1	1.9
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	473	51.8
Economically disadvantaged	870	95.3
Limited English proficient (LEP)	404	44.2
Special education	70	7.7
Talented and Gifted (TAG)	104	11.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	70	10	14.3	1	1.4	0	0.0	54	77.1	3	4.3	2	2.9
	2019	78	15	19.2	0	0.0	0	0.0	62	79.5	1	1.3	0	0.0
	2020	84	15	17.9	1	1.2	0	0.0	63	75.0	2	2.4	3	3.6
KN	2018	137	54	39.4	0	0.0	1	0.7	76	55.5	6	4.4	0	0.0
	2019	100	33	33.0	0	0.0	0	0.0	60	60.0	5	5.0	2	2.0
	2020	114	42	36.8	0	0.0	0	0.0	67	58.8	2	1.8	3	2.6
1	2018	129	39	30.2	0	0.0	0	0.0	88	68.2	2	1.6	0	0.0
	2019	142	55	38.7	0	0.0	1	0.7	80	56.3	4	2.8	2	1.4
	2020	114	37	32.5	0	0.0	1	0.9	69	60.5	5	4.4	2	1.8
2	2018	141	44	31.2	0	0.0	0	0.0	89	63.1	4	2.8	4	2.8
	2019	136	43	31.6	0	0.0	0	0.0	87	64.0	5	3.7	1	0.7
	2020	137	51	37.2	0	0.0	1	0.7	75	54.7	6	4.4	4	2.9
3	2018	159	51	32.1	0	0.0	0	0.0	102	64.2	6	3.8	0	0.0
	2019	147	52	35.4	0	0.0	0	0.0	87	59.2	5	3.4	3	2.0
	2020	138	44	31.9	0	0.0	0	0.0	87	63.0	5	3.6	2	1.4
4	2018	180	61	33.9	0	0.0	2	1.1	107	59.4	6	3.3	4	2.2
	2019	185	65	35.1	0	0.0	0	0.0	115	62.2	5	2.7	0	0.0
	2020	138	52	37.7	0	0.0	0	0.0	77	55.8	6	4.3	3	2.2
5	2018	158	59	37.3	1	0.6	0	0.0	94	59.5	3	1.9	1	0.6
	2019	185	64	34.6	0	0.0	2	1.1	113	61.1	5	2.7	1	0.5
	2020	188	62	33.0	0	0.0	1	0.5	118	62.8	6	3.2	1	0.5
PK-5	2018	974	318	32.6	2	0.2	3	0.3	610	62.6	30	3.1	11	1.1
	2019	973	327	33.6	0	0.0	3	0.3	604	62.1	30	3.1	9	0.9
	2020	913	303	33.2	1	0.1	3	0.3	556	60.9	32	3.5	18	2.0

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	70	62	88.6	46	65.7	2	2.9	46	65.7	0	0.0	66	94.3	51.4	48.6	5.7
	2019	78	77	98.7	49	62.8	0	0.0	2	2.6	0	0.0	76	97.4	47.4	52.6	3.8
	2020	84	83	98.8	43	51.2	0	0.0	43	51.2	0	0.0	81	96.4	50.0	50.0	3.6
KN	2018	137	102	74.5	58	42.3	4	2.9	58	42.3	5	3.6	67	48.9	54.7	45.3	0.7
	2019	100	93	93.0	48	48.0	3	3.0	37	37.0	6	6.0	41	41.0	51.0	49.0	0.0
	2020	114	108	94.7	46	40.4	1	0.9	49	43.0	4	3.5	44	38.6	58.8	41.2	0.9
1	2018	129	108	83.7	63	48.8	12	9.3	62	48.1	10	7.8	15	11.6	54.3	45.7	0.0
	2019	142	129	90.8	61	43.0	8	5.6	60	42.3	7	4.9	24	16.9	56.3	43.7	1.4
	2020	114	110	96.5	51	44.7	6	5.3	55	48.2	17	14.9	20	17.5	49.1	50.9	1.8
2	2018	141	119	84.4	62	44.0	14	9.9	63	44.7	14	9.9	21	14.9	48.9	51.1	1.4
	2019	136	128	94.1	64	47.1	15	11.0	59	43.4	9	6.6	25	18.4	50.7	49.3	1.5
	2020	137	127	92.7	60	43.8	10	7.3	60	43.8	15	10.9	16	11.7	54.7	45.3	0.7
3	2018	159	143	89.9	71	44.7	11	6.9	74	46.5	15	9.4	15	9.4	52.2	47.8	0.0
	2019	147	134	91.2	63	42.9	15	10.2	59	40.1	19	12.9	21	14.3	51.0	49.0	0.0
	2020	138	133	96.4	62	44.9	19	13.8	64	46.4	14	10.1	24	17.4	52.9	47.1	1.4
4	2018	180	158	87.8	69	38.3	18	10.0	114	63.3	32	17.8	31	17.2	55.6	44.4	0.0
	2019	185	172	93.0	76	41.1	20	10.8	132	71.4	22	11.9	23	12.4	53.5	46.5	0.0
	2020	138	130	94.2	57	41.3	14	10.1	91	65.9	25	18.1	18	13.0	50.0	50.0	0.0
5	2018	158	144	91.1	58	36.7	21	13.3	123	77.8	23	14.6	20	12.7	52.5	47.5	1.3
	2019	185	166	89.7	69	37.3	22	11.9	144	77.8	34	18.4	22	11.9	57.8	42.2	1.6
	2020	188	179	95.2	85	45.2	20	10.6	111	59.0	29	15.4	17	9.0	55.3	44.7	2.1
PK-5	2018	974	836	85.8	427	43.8	82	8.4	540	55.4	99	10.2	235	24.1	53.0	47.0	0.9
	2019	973	899	92.4	430	44.2	83	8.5	493	50.7	97	10.0	232	23.8	53.2	46.8	1.0
	2020	913	870	95.3	404	44.2	70	7.7	473	51.8	104	11.4	220	24.1	53.2	46.8	1.4

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	129	11,061	122	94.6	10,520	95.1	39	30.1	17.8	114	9,830	88.1	88.9
	2019	99	10,918	94	95.0	10,370	95.0	7	7.1	5.7	87	9,637	88.1	88.3
	2020	113	10,874	107	94.9	10,319	94.9	7	6.2	3.8	97	9,815	86.0	90.3
1	2018	125	11,550	119	95.5	11,055	95.7	22	17.7	16.6	108	10,347	86.7	89.6
	2019	142	11,198	135	95.1	10,715	95.7	10	7.0	5.0	126	10,069	88.8	89.9
	2020	113	11,192	106	94.3	10,678	95.4	5	4.4	3.9	93	10,139	82.6	90.6
2	2018	136	11,864	131	96.4	11,398	96.1	25	18.4	15.9	117	10,717	86.2	90.3
	2019	132	11,232	127	95.5	10,781	96.0	11	8.3	4.8	119	10,169	89.9	90.5
	2020	142	11,070	135	95.1	10,616	95.9	7	4.9	3.2	128	10,175	90.4	91.9
3	2018	157	12,536	151	96.3	12,080	96.4	23	14.7	14.4	140	11,431	89.5	91.2
	2019	144	11,452	138	95.9	11,029	96.3	9	6.3	4.6	131	10,478	91.1	91.5
	2020	139	11,093	133	95.5	10,664	96.1	4	2.9	3.5	127	10,181	91.1	91.8
4	2018	169	12,675	163	96.1	12,235	96.5	31	18.3	14.1	146	11,637	86.2	91.8
	2019	178	12,118	171	95.8	11,690	96.5	7	3.9	4.9	165	11,112	92.7	91.7
	2020	134	11,323	128	95.5	10,902	96.3	1	0.7	3.4	120	10,479	89.8	92.5
5	2018	155	12,498	149	96.2	12,078	96.6	16	10.3	6.1	134	11,513	86.3	92.1
	2019	181	12,193	173	95.9	11,779	96.6	6	3.3	4.5	168	11,300	92.9	92.7
	2020	184	11,957	176	95.5	11,518	96.3	3	1.6	3.2	168	11,098	91.4	92.8
KN-5	2018	871	72,186	835	95.9	69,366	96.1	156	17.9	14.0	759	65,475	87.2	90.7
	2019	876	69,110	837	95.6	66,364	96.0	50	5.7	4.9	796	62,765	90.9	90.8
	2020	824	67,509	784	95.2	64,698	95.8	27	3.3	3.5	733	61,887	89.0	91.7

Teachers: 54

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	23	42.6
Hispanic	19	35.2
White	11	20.4
Multiple	1	1.9
Other	0	0.0

Gender	Number	Percentage
Female	37	68.5
Male	17	31.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.9	88.1
2018-19	6.3	85.5
2019-20	5.3	67.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	9.3
1	2	3.7
2	3	5.6
3	5	9.3
4	4	7.4
5	4	7.4
1-3	10	18.5
More than 3	39	72.2
1 - 5	18	33.3
6 - 10	13	24.1
11 - 20	16	29.6
More than 20	2	3.7

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (46)	Beginning	12	26.1	13	28.3	27	58.7	26	56.5	13	28.3
	Intermediate	21	45.7	20	43.5	6	13.0	8	17.4	20	43.5
	Advanced	5	10.9	7	15.2	5	10.9	6	13.0	5	10.9
	Advanced High	8	17.4	6	13.0	8	17.4	6	13.0	8	17.4
1 (52)	Beginning	13	25.0	19	36.5	36	69.2	33	63.5	21	40.4
	Intermediate	23	44.2	22	42.3	6	11.5	7	13.5	20	38.5
	Advanced	4	7.7	4	7.7	7	13.5	4	7.7	7	13.5
	Advanced High	12	23.1	7	13.5	3	5.8	8	15.4	4	7.7
2 (56)	Beginning	1	2.0	14	28.0	0	0.0	22	40.7	0	0.0
	Intermediate	15	30.0	29	58.0	0	0.0	25	46.3	0	0.0
	Advanced	25	50.0	6	12.0	0	0.0	7	13.0	0	0.0
	Advanced High	9	18.0	1	2.0	0	0.0	0	0.0	0	0.0
3 (56)	Beginning	2	3.8	7	13.2	0	0.0	18	33.3	0	0.0
	Intermediate	2	3.8	34	64.2	0	0.0	18	33.3	0	0.0
	Advanced	30	56.6	7	13.2	0	0.0	10	18.5	0	0.0
	Advanced High	19	35.8	5	9.4	0	0.0	8	14.8	0	0.0
4 (54)	Beginning	0	0.0	0	0.0	0	0.0	14	25.9	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	20	37.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	7	13.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	13	24.1	0	0.0

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	-	-	-	
48 21 (43.8%)	Beginning	18			
	Intermediate	11	9		
	Advanced	3	3	0	
	Advanced High	1	3	0	
55 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
55 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
52 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (72)	Beginning	0	0.0	0	0.0	0	0.0	10	13.9	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	27	37.5	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	13	18.1	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	22	30.6	0	0.0
ALL (336)	Beginning	28	13.9	53	26.4	63	64.3	123	37.0	34	34.7
	Intermediate	61	30.3	105	52.2	12	12.2	105	31.6	40	40.8
	Advanced	64	31.8	24	11.9	12	12.2	47	14.2	12	12.2
	Advanced High	48	23.9	19	9.5	11	11.2	57	17.2	12	12.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
69 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
279 21 (7.5%)	Beginning	18			
	Intermediate	11	9		
	Advanced	3	3	0	
	Advanced High	1	3	0	

 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

106	65.9	73.7			62.3		78.9	
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GRADE 1 READING

50	71.1	82.7			90.0		91.2	
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GRADE 1 READING SPANISH

45	78.1	85.4			86.7		89.5	
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GRADE 2 MATHEMATICS

111	59.2	71.5	84.5		62.2	97.3	76.5	92.3
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GRADE 2 MATHEMATICS SPANISH

19	50.9	65.7	86.9		42.1	100.0	44.9	94.1
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GRADE 2 READING

77	52.7	68.4	78.0		49.4	85.7	72.1	91.3
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GRADE 2 READING SPANISH

57	54.2	65.7	82.1		42.1	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

128	51.8	67.9	80.1		45.3	89.8	70.6	90.8
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GRADE 3 READING

83	47.5	68.5	81.5		43.4	95.2	62.6	88.7
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GRADE 3 READING SPANISH

49	41.2	64.7	82.1		32.7	98.0	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 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 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

100	52.5	66.1	77.2		51.0	79.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

17	56.7	64.0	81.5		41.2	94.1	68.5	91.9
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GRADE 4 MATHEMATICS

117	59.8	70.6	81.9		53.0	81.2	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

3	*	*	*		*	*	50.4	*
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GRADE 4 READING

101	43.9	69.4	78.2		48.5	91.1	68.8	92.4
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GRADE 4 READING SPANISH

18	52.2	68.1	81.7		44.4	94.4	80.7	91.8
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GRADE 5 MATHEMATICS

167	62.3	72.4	82.7		59.3	87.4	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

4	*	*	*		*	*	56.2	*
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GRADE 5 READING

144	44.6	72.3	82.4		65.3	94.4	79.5	94.1
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GRADE 5 READING SPANISH

25	51.5	64.5	87.8		32.0	100.0	79.8	94.9
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GRADE 5 SCIENCE

167	72.0	75.3	85.0		70.7	95.2	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

5	*	*	*		*	*	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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