Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 158

LIDA HOOE
ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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LIDA HOOE ELEMENTARY SCHOOL (158)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	76
KN	45
1	61
2	61
3	61
4	51
5	73
ALL	428

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	3	0.7	2	6.7
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	417	97.4	14	46.7
White	5	1.2	12	40.0
Multiple	2	0.5	1	3.3
Other* (teachers only)	—	—	1	3.3
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	211	49.3
Economically disadvantaged	381	89.0
Limited English proficient (LEP)	195	45.6
Special education	54	12.6
Talented and Gifted (TAG)	79	18.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	43	2	4.7	0	0.0	0	0.0	39	90.7	2	4.7	0	0.0
	2019	62	0	0.0	0	0.0	0	0.0	61	98.4	1	1.6	0	0.0
	2020	76	0	0.0	0	0.0	0	0.0	73	96.1	2	2.6	1	1.3
KN	2018	51	0	0.0	1	2.0	0	0.0	50	98.0	0	0.0	0	0.0
	2019	58	2	3.4	1	1.7	0	0.0	53	91.4	2	3.4	0	0.0
	2020	45	0	0.0	0	0.0	0	0.0	45	100.0	0	0.0	0	0.0
1	2018	59	0	0.0	0	0.0	0	0.0	58	98.3	1	1.7	0	0.0
	2019	58	1	1.7	0	0.0	0	0.0	57	98.3	0	0.0	0	0.0
	2020	61	2	3.3	1	1.6	0	0.0	57	93.4	1	1.6	0	0.0
2	2018	53	0	0.0	0	0.0	0	0.0	50	94.3	3	5.7	0	0.0
	2019	55	0	0.0	0	0.0	0	0.0	54	98.2	0	0.0	1	1.8
	2020	61	0	0.0	0	0.0	0	0.0	61	100.0	0	0.0	0	0.0
3	2018	67	0	0.0	0	0.0	0	0.0	65	97.0	2	3.0	0	0.0
	2019	55	0	0.0	0	0.0	0	0.0	52	94.5	3	5.5	0	0.0
	2020	61	0	0.0	0	0.0	0	0.0	60	98.4	0	0.0	1	1.6
4	2018	61	0	0.0	0	0.0	0	0.0	59	96.7	2	3.3	0	0.0
	2019	66	0	0.0	0	0.0	0	0.0	65	98.5	1	1.5	0	0.0
	2020	51	1	2.0	0	0.0	0	0.0	48	94.1	2	3.9	0	0.0
5	2018	76	1	1.3	0	0.0	0	0.0	73	96.1	2	2.6	0	0.0
	2019	65	1	1.5	0	0.0	0	0.0	62	95.4	2	3.1	0	0.0
	2020	73	0	0.0	0	0.0	0	0.0	73	100.0	0	0.0	0	0.0
PK-5	2018	410	3	0.7	1	0.2	0	0.0	394	96.1	12	2.9	0	0.0
	2019	419	4	1.0	1	0.2	0	0.0	404	96.4	9	2.1	1	0.2
	2020	428	3	0.7	1	0.2	0	0.0	417	97.4	5	1.2	2	0.5

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	43	43	100.0	19	44.2	1	2.3	19	44.2	0	0.0	41	95.3	48.8	51.2	4.7
	2019	62	62	100.0	25	40.3	1	1.6	2	3.2	0	0.0	60	96.8	50.0	50.0	1.6
	2020	76	76	100.0	35	46.1	7	9.2	35	46.1	0	0.0	54	71.1	48.7	51.3	27.6
KN	2018	51	45	88.2	24	47.1	5	9.8	24	47.1	0	0.0	16	31.4	45.1	54.9	0.0
	2019	58	51	87.9	23	39.7	5	8.6	19	32.8	3	5.2	13	22.4	55.2	44.8	0.0
	2020	45	41	91.1	15	33.3	2	4.4	16	35.6	9	20.0	11	24.4	62.2	37.8	0.0
1	2018	59	49	83.1	32	54.2	1	1.7	34	57.6	10	16.9	10	16.9	55.9	44.1	1.7
	2019	58	55	94.8	28	48.3	9	15.5	25	43.1	4	6.9	5	8.6	51.7	48.3	0.0
	2020	61	53	86.9	24	39.3	9	14.8	24	39.3	9	14.8	3	4.9	59.0	41.0	0.0
2	2018	53	41	77.4	23	43.4	4	7.5	23	43.4	6	11.3	4	7.5	52.8	47.2	1.9
	2019	55	48	87.3	29	52.7	4	7.3	31	56.4	11	20.0	3	5.5	52.7	47.3	0.0
	2020	61	56	91.8	31	50.8	9	14.8	31	50.8	12	19.7	4	6.6	50.8	49.2	1.6
3	2018	67	60	89.6	27	40.3	6	9.0	32	47.8	15	22.4	5	7.5	46.3	53.7	3.0
	2019	55	46	83.6	27	49.1	6	10.9	27	49.1	5	9.1	4	7.3	56.4	43.6	0.0
	2020	61	51	83.6	32	52.5	8	13.1	32	52.5	15	24.6	6	9.8	52.5	47.5	0.0
4	2018	61	60	98.4	29	47.5	5	8.2	41	67.2	21	34.4	3	4.9	59.0	41.0	0.0
	2019	66	58	87.9	27	40.9	9	13.6	46	69.7	16	24.2	3	4.5	50.0	50.0	0.0
	2020	51	43	84.3	26	51.0	9	17.6	36	70.6	15	29.4	2	3.9	56.9	43.1	0.0
5	2018	76	71	93.4	29	38.2	7	9.2	56	73.7	15	19.7	0	0.0	60.5	39.5	0.0
	2019	65	57	87.7	30	46.2	8	12.3	44	67.7	22	33.8	2	3.1	60.0	40.0	1.5
	2020	73	61	83.6	32	43.8	10	13.7	37	50.7	19	26.0	2	2.7	50.7	49.3	0.0
PK-5	2018	410	369	90.0	183	44.6	29	7.1	229	55.9	67	16.3	79	19.3	53.2	46.8	1.5
	2019	419	377	90.0	189	45.1	42	10.0	194	46.3	61	14.6	90	21.5	53.7	46.3	0.5
	2020	428	381	89.0	195	45.6	54	12.6	211	49.3	79	18.5	82	19.2	53.7	46.3	5.1

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	52	11,061	49	94.2	10,520	95.1	4	7.8	17.8	46	9,830	89.2	88.9
	2019	59	10,918	55	94.1	10,370	95.0	0	0.0	5.7	56	9,637	95.4	88.3
	2020	44	10,874	41	93.6	10,319	94.9	4	9.1	3.8	40	9,815	90.9	90.3
1	2018	57	11,550	55	95.7	11,055	95.7	8	13.9	16.6	55	10,347	95.9	89.6
	2019	56	11,198	53	94.9	10,715	95.7	0	0.0	5.0	50	10,069	89.5	89.9
	2020	59	11,192	55	93.6	10,678	95.4	0	0.0	3.9	54	10,139	91.8	90.6
2	2018	55	11,864	53	96.3	11,398	96.1	4	7.3	15.9	51	10,717	93.2	90.3
	2019	57	11,232	54	95.5	10,781	96.0	2	3.5	4.8	53	10,169	92.9	90.5
	2020	62	11,070	60	95.7	10,616	95.9	0	0.0	3.2	59	10,175	94.5	91.9
3	2018	70	12,536	67	96.7	12,080	96.4	3	4.3	14.4	66	11,431	94.6	91.2
	2019	53	11,452	50	95.3	11,029	96.3	1	1.9	4.6	48	10,478	90.9	91.5
	2020	60	11,093	58	96.1	10,664	96.1	0	0.0	3.5	59	10,181	97.5	91.8
4	2018	62	12,675	60	96.7	12,235	96.5	4	6.5	14.1	60	11,637	97.2	91.8
	2019	67	12,118	65	96.6	11,690	96.5	3	4.5	4.9	65	11,112	97.3	91.7
	2020	51	11,323	48	94.8	10,902	96.3	1	2.0	3.4	46	10,479	90.6	92.5
5	2018	78	12,498	75	96.6	12,078	96.6	1	1.3	6.1	74	11,513	95.2	92.1
	2019	64	12,193	62	96.8	11,779	96.6	1	1.6	4.5	64	11,300	99.8	92.7
	2020	73	11,957	70	96.5	11,518	96.3	1	1.4	3.2	71	11,098	97.8	92.8
KN-5	2018	373	72,186	358	96.1	69,366	96.1	24	6.4	14.0	352	65,475	94.4	90.7
	2019	355	69,110	340	95.6	66,364	96.0	7	2.0	4.9	336	62,765	94.6	90.8
	2020	349	67,509	332	95.2	64,698	95.8	6	1.7	3.5	329	61,887	94.2	91.7

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	6.7
Hispanic	14	46.7
White	12	40.0
Multiple	1	3.3
Other	1	3.3

Gender	Number	Percentage
Female	26	86.7
Male	4	13.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.6	83.9
2018-19	6.9	82.1
2019-20	7.1	83.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	13.3
1	4	13.3
2	1	3.3
3	1	3.3
4	4	13.3
5	3	10.0
1-3	6	20.0
More than 3	20	66.7
1 - 5	13	43.3
6 - 10	4	13.3
11 - 20	6	20.0
More than 20	3	10.0

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (15)	Beginning	14	93.3	14	93.3	15	100.0	15	100.0	15	100.0
	Intermediate	1	6.7	1	6.7	0	0.0	0	0.0	0	0.0
	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 (24)	Beginning	3	12.5	10	41.7	23	95.8	19	79.2	10	41.7
	Intermediate	11	45.8	8	33.3	0	0.0	5	20.8	13	54.2
	Advanced	7	29.2	4	16.7	1	4.2	0	0.0	1	4.2
	Advanced High	3	12.5	2	8.3	0	0.0	0	0.0	0	0.0
2 (32)	Beginning	2	6.3	8	25.0	12	37.5	11	34.4	5	15.6
	Intermediate	7	21.9	11	34.4	11	34.4	15	46.9	16	50.0
	Advanced	16	50.0	7	21.9	5	15.6	3	9.4	9	28.1
	Advanced High	7	21.9	6	18.8	4	12.5	3	9.4	2	6.3
3 (31)	Beginning	1	3.2	4	12.9	9	29.0	7	22.6	4	12.9
	Intermediate	3	9.7	8	25.8	8	25.8	12	38.7	6	19.4
	Advanced	10	32.3	10	32.3	11	35.5	8	25.8	16	51.6
	Advanced High	17	54.8	9	29.0	3	9.7	4	12.9	5	16.1
4 (25)	Beginning	2	8.0	2	8.0	5	20.0	5	20.0	2	8.0
	Intermediate	5	20.0	8	32.0	7	28.0	10	40.0	9	36.0
	Advanced	11	44.0	12	48.0	8	32.0	6	24.0	11	44.0
	Advanced High	7	28.0	3	12.0	5	20.0	4	16.0	3	12.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–		–	
	Advanced	–	–		–
	Advanced High	–	–		–
23 / **6 (26.1%)**	Beginning	9			
	Intermediate	6	7		
	Advanced	0	0	1	
	Advanced High	0	0	0	
31 / **13 (41.9%)**	Beginning	5			
	Intermediate	5	11		
	Advanced	0	6	2	
	Advanced High	0	2	0	
30 / **15 (50.0%)**	Beginning	3			
	Intermediate	1	5		
	Advanced	0	9	7	
	Advanced High	0	0	5	
25 / **5 (20.0%)**	Beginning	2			
	Intermediate	0	9		
	Advanced	0	2	9	
	Advanced High	0	0	3	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (32)	Beginning	1	3.1	3	9.4	2	6.3	2	6.3	0	0.0
	Intermediate	10	31.3	20	62.5	4	12.5	14	43.8	12	37.5
	Advanced	11	34.4	8	25.0	13	40.6	6	18.8	17	53.1
	Advanced High	10	31.3	1	3.1	13	40.6	10	31.3	3	9.4
ALL (159)	Beginning	23	14.5	41	25.8	66	41.5	59	37.1	36	22.6
	Intermediate	37	23.3	56	35.2	30	18.9	56	35.2	56	35.2
	Advanced	55	34.6	41	25.8	38	23.9	23	14.5	54	34.0
	Advanced High	44	27.7	21	13.2	25	15.7	21	13.2	13	8.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
31 **8 (25.8%)**	Beginning	0			
	Intermediate	1	10		
	Advanced	0	4	13	
	Advanced High	0	0	3	
140 **47 (33.6%)**	Beginning	19			
	Intermediate	13	42		
	Advanced	0	21	32	
	Advanced High	0	2	11	

☐ 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

Elementary School Exams

GRADE 1 MATHEMATICS

| 57 | 66.3 | 74.1 | | | 64.9 | | 78.9 | |

GRADE 1 READING

| 35 | 69.3 | 81.6 | | | 82.9 | | 91.2 | |

GRADE 1 READING SPANISH

| 22 | 61.1 | 74.1 | | | 68.2 | | 89.5 | |

GRADE 2 MATHEMATICS

| 58 | 64.2 | 75.0 | 83.7 | | 67.2 | 94.8 | 76.5 | 92.3 |

GRADE 2 MATHEMATICS SPANISH

| 2 | * | * | * | | * | * | 44.9 | * |

GRADE 2 READING

| 31 | 57.9 | 71.9 | 87.1 | | 45.2 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 29 | 58.8 | 69.1 | 85.9 | | 48.3 | 96.6 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 57 | 62.2 | 74.8 | 79.4 | | 63.2 | 84.2 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 1 | * | * | * | | * | | 57.0 | * |

GRADE 3 READING

| 29 | 48.1 | 68.9 | 77.5 | | 41.4 | 86.2 | 62.6 | 88.7 |

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 1 MATHEMATICS

| | | | | | | | | |

GRADE 1 READING

| | | | | | | | | |

GRADE 1 READING SPANISH

| | | | | | | | | |

GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 2 READING

| | | | | | | | | |

GRADE 2 READING SPANISH

| | | | | | | | | |

GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

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 SPANISH

29	61.4	76.8	75.4		79.3	75.9	57.7	88.7

GRADE 4 LANGUAGE ARTS

25	60.0	71.4	77.8		60.0	80.0	68.3	91.7

GRADE 4 LANGUAGE ARTS SPANISH

23	66.2	71.9	84.8		60.9	95.7	68.5	91.9

GRADE 4 MATHEMATICS

47	69.6	77.8	77.1		72.3	74.5	71.7	90.4

GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*

GRADE 4 READING

25	52.2	73.9	78.2		68.0	80.0	68.8	92.4

GRADE 4 READING SPANISH

23	68.9	79.3	84.8		78.3	95.7	80.7	91.8

GRADE 5 MATHEMATICS

70	72.5	79.9	83.2		77.1	95.7	78.3	91.9

GRADE 5 MATHEMATICS SPANISH

3	*	*	*		*	*	56.2	*

GRADE 5 READING

43	47.0	73.5	83.8		65.1	100.0	79.5	94.1

GRADE 5 READING SPANISH

30	71.4	79.0	84.0		83.3	100.0	79.8	94.9

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 SPANISH

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 MATHEMATICS SPANISH

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

LIDA HOOE ELEMENTARY SCHOOL (158)   **13**

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
71	81.1	83.3	83.5		84.5	100.0	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	73.2	*

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course