Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 166

EDWIN J. KIEST
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	89
KN	79
1	105
2	112
3	103
4	99
5	111
ALL	698

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	41	5.9	5	11.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	637	91.3	30	69.8
White	16	2.3	8	18.6
Multiple	3	0.4	0	0.0
Other* (teachers only)	—	—	0	0.0
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	456	65.3
Economically disadvantaged	659	94.4
Limited English proficient (LEP)	436	62.5
Special education	51	7.3
Talented and Gifted (TAG)	146	20.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	93	5	5.4	0	0.0	0	0.0	84	90.3	3	3.2	1	1.1
	2019	76	4	5.3	1	1.3	0	0.0	69	90.8	1	1.3	1	1.3
	2020	89	8	9.0	0	0.0	0	0.0	81	91.0	0	0.0	0	0.0
KN	2018	105	5	4.8	0	0.0	1	1.0	97	92.4	2	1.9	0	0.0
	2019	91	3	3.3	0	0.0	0	0.0	84	92.3	4	4.4	0	0.0
	2020	79	4	5.1	0	0.0	0	0.0	72	91.1	2	2.5	1	1.3
1	2018	101	7	6.9	0	0.0	0	0.0	88	87.1	5	5.0	1	1.0
	2019	111	5	4.5	0	0.0	0	0.0	103	92.8	3	2.7	0	0.0
	2020	105	6	5.7	0	0.0	0	0.0	94	89.5	4	3.8	1	1.0
2	2018	97	4	4.1	0	0.0	1	1.0	87	89.7	4	4.1	1	1.0
	2019	98	6	6.1	0	0.0	0	0.0	86	87.8	5	5.1	1	1.0
	2020	112	8	7.1	0	0.0	0	0.0	102	91.1	2	1.8	0	0.0
3	2018	115	10	8.7	0	0.0	0	0.0	104	90.4	1	0.9	0	0.0
	2019	101	3	3.0	0	0.0	1	1.0	92	91.1	5	5.0	0	0.0
	2020	103	5	4.9	0	0.0	0	0.0	93	90.3	4	3.9	1	1.0
4	2018	116	12	10.3	0	0.0	0	0.0	101	87.1	3	2.6	0	0.0
	2019	115	10	8.7	0	0.0	0	0.0	103	89.6	2	1.7	0	0.0
	2020	99	2	2.0	0	0.0	1	1.0	93	93.9	3	3.0	0	0.0
5	2018	117	7	6.0	1	0.9	0	0.0	105	89.7	4	3.4	0	0.0
	2019	109	10	9.2	1	0.9	0	0.0	96	88.1	2	1.8	0	0.0
	2020	111	8	7.2	0	0.0	0	0.0	102	91.9	1	0.9	0	0.0
PK-5	2018	744	50	6.7	1	0.1	2	0.3	666	89.5	22	3.0	3	0.4
	2019	701	41	5.8	2	0.3	1	0.1	633	90.3	22	3.1	2	0.3
	2020	698	41	5.9	0	0.0	1	0.1	637	91.3	16	2.3	3	0.4

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	93	80	86.0	68	73.1	4	4.3	68	73.1	0	0.0	87	93.5	51.6	48.4	6.5
	2019	76	72	94.7	46	60.5	1	1.3	11	14.5	0	0.0	72	94.7	52.6	47.4	5.3
	2020	89	88	98.9	45	50.6	1	1.1	46	51.7	0	0.0	72	80.9	44.9	55.1	9.0
KN	2018	105	87	82.9	72	68.6	2	1.9	72	68.6	6	5.7	24	22.9	52.4	47.6	0.0
	2019	91	88	96.7	61	67.0	3	3.3	56	61.5	4	4.4	15	16.5	58.2	41.8	0.0
	2020	79	75	94.9	49	62.0	7	8.9	48	60.8	10	12.7	11	13.9	50.6	49.4	0.0
1	2018	101	81	80.2	57	56.4	10	9.9	58	57.4	8	7.9	10	9.9	48.5	51.5	1.0
	2019	111	98	88.3	72	64.9	4	3.6	67	60.4	14	12.6	3	2.7	46.8	53.2	0.9
	2020	105	101	96.2	65	61.9	8	7.6	64	61.0	16	15.2	12	11.4	56.2	43.8	0.0
2	2018	97	82	84.5	67	69.1	5	5.2	67	69.1	9	9.3	8	8.2	55.7	44.3	0.0
	2019	98	90	91.8	55	56.1	11	11.2	54	55.1	16	16.3	7	7.1	50.0	50.0	0.0
	2020	112	99	88.4	73	65.2	9	8.0	73	65.2	25	22.3	8	7.1	53.6	46.4	0.0
3	2018	115	100	87.0	72	62.6	4	3.5	73	63.5	16	13.9	8	7.0	55.7	44.3	0.0
	2019	101	94	93.1	67	66.3	7	6.9	67	66.3	16	15.8	3	3.0	57.4	42.6	0.0
	2020	103	98	95.1	63	61.2	16	15.5	65	63.1	23	22.3	7	6.8	53.4	46.6	1.0
4	2018	116	107	92.2	76	65.5	8	6.9	91	78.4	15	12.9	8	6.9	46.6	53.4	0.0
	2019	115	106	92.2	73	63.5	3	2.6	78	67.8	18	15.7	7	6.1	54.8	45.2	0.0
	2020	99	94	94.9	67	67.7	5	5.1	75	75.8	35	35.4	5	5.1	53.5	46.5	0.0
5	2018	117	112	95.7	79	67.5	5	4.3	102	87.2	21	17.9	3	2.6	41.9	58.1	0.9
	2019	109	99	90.8	74	67.9	9	8.3	91	83.5	18	16.5	4	3.7	49.5	50.5	1.8
	2020	111	104	93.7	74	66.7	5	4.5	85	76.6	37	33.3	5	4.5	55.9	44.1	0.9
PK-5	2018	744	649	87.2	491	66.0	38	5.1	531	71.4	75	10.1	148	19.9	50.1	49.9	1.1
	2019	701	647	92.3	448	63.9	38	5.4	424	60.5	86	12.3	111	15.8	52.6	47.4	1.0
	2020	698	659	94.4	436	62.5	51	7.3	456	65.3	146	20.9	120	17.2	52.9	47.1	1.4

EDWIN J. KIEST ELEMENTARY SCHOOL (166)   7

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

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	104	11,061	100	95.7	10,520	95.1	14	13.5	17.8	98	9,830	94.2	88.9
	2019	90	10,918	87	95.7	10,370	95.0	1	1.1	5.7	86	9,637	95.1	88.3
	2020	76	10,874	72	94.5	10,319	94.9	1	1.3	3.8	69	9,815	90.8	90.3
1	2018	96	11,550	92	95.6	11,055	95.7	19	19.7	16.6	87	10,347	90.2	89.6
	2019	113	11,198	109	96.6	10,715	95.7	0	0.0	5.0	111	10,069	98.6	89.9
	2020	101	11,192	96	95.0	10,678	95.4	4	4.0	3.9	95	10,139	94.1	90.6
2	2018	98	11,864	95	97.0	11,398	96.1	12	12.3	15.9	93	10,717	95.3	90.3
	2019	99	11,232	96	97.0	10,781	96.0	2	2.0	4.8	95	10,169	96.0	90.5
	2020	109	11,070	105	96.6	10,616	95.9	0	0.0	3.2	106	10,175	97.3	91.9
3	2018	117	12,536	114	97.0	12,080	96.4	6	5.1	14.4	113	11,431	96.4	91.2
	2019	101	11,452	98	96.9	11,029	96.3	1	1.0	4.6	96	10,478	95.0	91.5
	2020	104	11,093	101	96.4	10,664	96.1	1	1.0	3.5	98	10,181	93.9	91.8
4	2018	115	12,675	112	97.2	12,235	96.5	13	11.3	14.1	109	11,637	94.5	91.8
	2019	114	12,118	111	97.4	11,690	96.5	1	0.9	4.9	112	11,112	97.9	91.7
	2020	99	11,323	95	96.4	10,902	96.3	1	1.0	3.4	93	10,479	94.4	92.5
5	2018	116	12,498	113	97.3	12,078	96.6	2	1.7	6.1	110	11,513	94.7	92.1
	2019	113	12,193	110	97.1	11,779	96.6	2	1.8	4.5	108	11,300	95.4	92.7
	2020	111	11,957	107	96.8	11,518	96.3	1	0.9	3.2	109	11,098	98.6	92.8
KN-5	2018	647	72,186	625	96.7	69,366	96.1	66	10.2	14.0	610	65,475	94.3	90.7
	2019	631	69,110	610	96.8	66,364	96.0	7	1.1	4.9	608	62,765	96.4	90.8
	2020	599	67,509	575	96.0	64,698	95.8	8	1.3	3.5	570	61,887	95.1	91.7

Teachers: 43

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	11.6
Hispanic	30	69.8
White	8	18.6
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	34	79.1
Male	9	20.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.6	72.7
2018-19	5.9	66.7
2019-20	7.9	81.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	7.0
1	3	7.0
2	3	7.0
3	4	9.3
4	1	2.3
5	8	18.6
1-3	10	23.3
More than 3	30	69.8
1 - 5	19	44.2
6 - 10	11	25.6
11 - 20	8	18.6
More than 20	2	4.7

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (48)	Beginning	20	41.7	31	64.6	47	97.9	46	95.8	31	64.6
	Intermediate	18	37.5	11	22.9	1	2.1	1	2.1	16	33.3
	Advanced	4	8.3	2	4.2	0	0.0	1	2.1	1	2.1
	Advanced High	6	12.5	4	8.3	0	0.0	0	0.0	0	0.0
1 (65)	Beginning	9	13.8	16	24.6	44	67.7	38	58.5	15	23.1
	Intermediate	23	35.4	22	33.8	19	29.2	17	26.2	36	55.4
	Advanced	21	32.3	19	29.2	2	3.1	7	10.8	12	18.5
	Advanced High	12	18.5	8	12.3	0	0.0	3	4.6	2	3.1
2 (73)	Beginning	3	4.7	19	29.7	46	63.0	27	41.5	10	15.6
	Intermediate	24	37.5	43	67.2	17	23.3	32	49.2	47	73.4
	Advanced	26	40.6	1	1.6	6	8.2	4	6.2	6	9.4
	Advanced High	11	17.2	1	1.6	4	5.5	2	3.1	1	1.6
3 (61)	Beginning	1	1.7	19	32.2	9	15.5	18	30.0	3	5.4
	Intermediate	6	10.2	31	52.5	24	41.4	15	25.0	29	51.8
	Advanced	29	49.2	8	13.6	18	31.0	12	20.0	22	39.3
	Advanced High	23	39.0	1	1.7	7	12.1	15	25.0	2	3.6
4 (65)	Beginning	9	14.1	11	17.2	3	4.6	16	25.0	6	9.4
	Intermediate	25	39.1	40	62.5	26	40.0	27	42.2	31	48.4
	Advanced	17	26.6	13	20.3	24	36.9	11	17.2	24	37.5
	Advanced High	13	20.3	0	0.0	12	18.5	10	15.6	3	4.7

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	–	–		–
64 / **29 (45.3%)**	Beginning	15			
	Intermediate	16	19		
	Advanced	3	8	1	
	Advanced High	0	1	1	
72 / **13 (18.1%)**	Beginning	10			
	Intermediate	9	38		
	Advanced	0	3	3	
	Advanced High	0	0	1	
56 / **17 (30.4%)**	Beginning	3			
	Intermediate	4	22		
	Advanced	2	9	10	
	Advanced High	0	0	2	
64 / **11 (17.2%)**	Beginning	6			
	Intermediate	1	29		
	Advanced	0	7	17	
	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 (74)	Beginning	3	4.1	17	23.3	4	5.4	10	13.7	3	4.1
	Intermediate	22	30.1	45	61.6	22	29.7	26	35.6	31	42.5
	Advanced	18	24.7	11	15.1	29	39.2	10	13.7	33	45.2
	Advanced High	30	41.1	0	0.0	19	25.7	27	37.0	6	8.2
ALL (386)	Beginning	45	12.1	113	30.3	153	39.9	155	41.3	68	18.4
	Intermediate	118	31.6	192	51.5	109	28.5	118	31.5	190	51.4
	Advanced	115	30.8	54	14.5	79	20.6	45	12.0	98	26.5
	Advanced High	95	25.5	14	3.8	42	11.0	57	15.2	14	3.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
73　　　23 (31.5%)	Beginning		2		
	Intermediate	6		25	
	Advanced	0	11		22
	Advanced High	0	0		6
329　　　93 (28.3%)	Beginning		36		
	Intermediate	36		133	
	Advanced	5	38		53
	Advanced High	0	1		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

Elementary School Exams

GRADE 1 MATHEMATICS

| 94 | 74.5 | 80.4 | | | 81.9 | | 78.9 | |

GRADE 1 MATHEMATICS SPANISH

| 1 | * | * | | | * | | 65.5 | |

GRADE 1 READING

| 32 | 59.7 | 75.8 | | | 71.9 | | 91.2 | |

GRADE 1 READING SPANISH

| 63 | 84.8 | 89.8 | | | 96.8 | | 89.5 | |

GRADE 2 MATHEMATICS

| 109 | 78.2 | 84.8 | 85.0 | | 86.2 | 97.2 | 76.5 | 92.3 |

GRADE 2 READING

| 33 | 56.2 | 70.8 | 81.0 | | 57.6 | 90.9 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 76 | 67.9 | 75.9 | 87.2 | | 72.4 | 100.0 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 101 | 64.4 | 76.3 | 80.6 | | 72.3 | 89.1 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

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

GRADE 3 READING

| 47 | 48.4 | 69.0 | 78.8 | | 48.9 | 85.1 | 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 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 1 READING

| | | | | | | | | |

GRADE 1 READING SPANISH

| | | | | | | | | |

GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 READING

| | | | | | | | | |

GRADE 2 READING SPANISH

| | | | | | | | | |

GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

Dallas ISD Assessments of Course Performance

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

| 55 | 50.9 | 70.5 | 83.9 | | 58.2 | 96.4 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 46 | 64.5 | 74.6 | 83.3 | | 67.4 | 91.3 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 48 | 64.0 | 70.0 | 85.7 | | 52.1 | 100.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 93 | 76.1 | 82.5 | 87.2 | | 77.4 | 96.8 | 71.7 | 90.4 |

GRADE 4 READING

| 46 | 55.4 | 75.7 | 83.2 | | 73.9 | 91.3 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 47 | 65.5 | 77.0 | 85.8 | | 74.5 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 108 | 75.8 | 82.3 | 84.3 | | 84.3 | 92.6 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 2 | * | * | * | | * | | 56.2 | * |

GRADE 5 READING

| 72 | 55.9 | 78.0 | 79.6 | | 84.7 | 90.3 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 38 | 63.8 | 73.5 | 76.4 | | 63.2 | 84.2 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 106 | 69.2 | 72.8 | 84.1 | | 60.4 | 100.0 | 76.5 | 95.9 |

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 READING

| | | | | | | | | |

GRADE 4 READING SPANISH

| | | | | | | | | |

GRADE 5 MATHEMATICS

| | | | | | | | | |

GRADE 5 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 5 READING

| | | | | | | | | |

GRADE 5 READING SPANISH

| | | | | | | | | |

GRADE 5 SCIENCE

| | | | | | | | | |

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	*

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								