Campus Data Packet for 2020-21 planning

DALLAS INDEPENDENT SCHOOL DISTRICT

School Number 202

ORAN M. ROBERTS ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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ORAN M. ROBERTS ELEMENTARY SCHOOL (202)   **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	45
KN	73
1	71
2	82
3	96
4	80
5	71
ALL	518

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	86	16.6	14	40.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.2	*	*
Hispanic	412	79.5	18	51.4
White	9	1.7	2	5.7
Multiple	10	1.9	0	0.0
Other* (teachers only)	—	—	1	2.9
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	298	57.5
Economically disadvantaged	505	97.5
Limited English proficient (LEP)	274	52.9
Special education	43	8.3
Talented and Gifted (TAG)	86	16.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	61	6	9.8	0	0.0	0	0.0	55	90.2	0	0.0	0	0.0
	2019	65	12	18.5	0	0.0	0	0.0	51	78.5	1	1.5	1	1.5
	2020	45	9	20.0	0	0.0	0	0.0	33	73.3	1	2.2	2	4.4
KN	2018	71	7	9.9	0	0.0	0	0.0	63	88.7	0	0.0	1	1.4
	2019	80	14	17.5	0	0.0	0	0.0	64	80.0	1	1.3	1	1.3
	2020	73	12	16.4	0	0.0	0	0.0	56	76.7	2	2.7	3	4.1
1	2018	88	12	13.6	0	0.0	0	0.0	74	84.1	1	1.1	1	1.1
	2019	84	19	22.6	0	0.0	1	1.2	64	76.2	0	0.0	0	0.0
	2020	71	12	16.9	0	0.0	0	0.0	57	80.3	0	0.0	2	2.8
2	2018	85	12	14.1	0	0.0	0	0.0	72	84.7	1	1.2	0	0.0
	2019	106	17	16.0	0	0.0	0	0.0	86	81.1	1	0.9	2	1.9
	2020	82	16	19.5	0	0.0	1	1.2	64	78.0	1	1.2	0	0.0
3	2018	90	14	15.6	0	0.0	0	0.0	75	83.3	0	0.0	1	1.1
	2019	86	14	16.3	0	0.0	0	0.0	69	80.2	3	3.5	0	0.0
	2020	96	14	14.6	0	0.0	0	0.0	79	82.3	1	1.0	2	2.1
4	2018	86	14	16.3	0	0.0	0	0.0	70	81.4	2	2.3	0	0.0
	2019	84	14	16.7	0	0.0	0	0.0	69	82.1	0	0.0	1	1.2
	2020	80	12	15.0	0	0.0	0	0.0	64	80.0	4	5.0	0	0.0
5	2018	86	14	16.3	1	1.2	0	0.0	67	77.9	3	3.5	1	1.2
	2019	73	10	13.7	1	1.4	0	0.0	60	82.2	2	2.7	0	0.0
	2020	71	11	15.5	0	0.0	0	0.0	59	83.1	0	0.0	1	1.4
PK-5	2018	567	79	13.9	1	0.2	0	0.0	476	84.0	7	1.2	4	0.7
	2019	578	100	17.3	1	0.2	1	0.2	463	80.1	8	1.4	5	0.9
	2020	518	86	16.6	0	0.0	1	0.2	412	79.5	9	1.7	10	1.9

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	61	59	96.7	40	65.6	1	1.6	42	68.9	0	0.0	54	88.5	63.9	36.1	11.5
	2019	65	65	100.0	35	53.8	0	0.0	5	7.7	0	0.0	55	84.6	38.5	61.5	15.4
	2020	45	43	95.6	15	33.3	1	2.2	15	33.3	0	0.0	41	91.1	55.6	44.4	8.9
KN	2018	71	66	93.0	42	59.2	3	4.2	45	63.4	0	0.0	20	28.2	60.6	39.4	0.0
	2019	80	75	93.8	43	53.8	4	5.0	37	46.3	5	6.3	18	22.5	52.5	47.5	0.0
	2020	73	73	100.0	33	45.2	2	2.7	33	45.2	2	2.7	16	21.9	49.3	50.7	1.4
1	2018	88	86	97.7	54	61.4	7	8.0	58	65.9	12	13.6	8	9.1	52.3	47.7	5.7
	2019	84	76	90.5	44	52.4	6	7.1	44	52.4	4	4.8	14	16.7	58.3	41.7	3.6
	2020	71	69	97.2	39	54.9	4	5.6	38	53.5	9	12.7	9	12.7	57.7	42.3	1.4
2	2018	85	81	95.3	49	57.6	8	9.4	50	58.8	17	20.0	5	5.9	44.7	55.3	1.2
	2019	106	101	95.3	64	60.4	10	9.4	66	62.3	18	17.0	12	11.3	56.6	43.4	0.9
	2020	82	81	98.8	45	54.9	6	7.3	47	57.3	14	17.1	5	6.1	59.8	40.2	1.2
3	2018	90	87	96.7	52	57.8	5	5.6	56	62.2	19	21.1	10	11.1	53.3	46.7	1.1
	2019	86	79	91.9	49	57.0	8	9.3	51	59.3	19	22.1	5	5.8	39.5	60.5	1.2
	2020	96	93	96.9	56	58.3	14	14.6	57	59.4	18	18.8	8	8.3	53.1	46.9	2.1
4	2018	86	83	96.5	39	45.3	4	4.7	61	70.9	12	14.0	3	3.5	52.3	47.7	0.0
	2019	84	79	94.0	47	56.0	6	7.1	60	71.4	18	21.4	7	8.3	58.3	41.7	0.0
	2020	80	78	97.5	46	57.5	9	11.3	61	76.3	22	27.5	4	5.0	41.3	58.8	1.3
5	2018	86	84	97.7	37	43.0	8	9.3	71	82.6	10	11.6	4	4.7	50.0	50.0	0.0
	2019	73	66	90.4	32	43.8	6	8.2	57	78.1	9	12.3	5	6.8	49.3	50.7	0.0
	2020	71	68	95.8	40	56.3	7	9.9	47	66.2	21	29.6	1	1.4	52.1	47.9	0.0
PK-5	2018	567	546	96.3	313	55.2	36	6.3	383	67.5	70	12.3	104	18.3	53.3	46.7	2.5
	2019	578	541	93.6	314	54.3	40	6.9	320	55.4	73	12.6	116	20.1	51.0	49.0	2.6
	2020	518	505	97.5	274	52.9	43	8.3	298	57.5	86	16.6	84	16.2	52.5	47.5	1.9

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	71	11,061	67	94.5	10,520	95.1	13	18.3	17.8	61	9,830	86.0	88.9
	2019	76	10,918	72	94.1	10,370	95.0	1	1.3	5.7	64	9,637	83.8	88.3
	2020	77	10,874	72	94.1	10,319	94.9	0	0.0	3.8	67	9,815	87.4	90.3
1	2018	88	11,550	83	94.7	11,055	95.7	5	5.7	16.6	77	10,347	87.9	89.6
	2019	77	11,198	74	95.2	10,715	95.7	3	3.9	5.0	70	10,069	90.5	89.9
	2020	73	11,192	69	95.1	10,678	95.4	6	8.2	3.9	65	10,139	89.2	90.6
2	2018	86	11,864	82	95.0	11,398	96.1	13	15.1	15.9	78	10,717	90.5	90.3
	2019	104	11,232	100	95.6	10,781	96.0	1	1.0	4.8	97	10,169	93.0	90.5
	2020	83	11,070	79	95.4	10,616	95.9	2	2.4	3.2	79	10,175	95.4	91.9
3	2018	89	12,536	86	96.3	12,080	96.4	9	10.1	14.4	82	11,431	91.7	91.2
	2019	85	11,452	81	95.4	11,029	96.3	2	2.3	4.6	79	10,478	92.7	91.5
	2020	95	11,093	90	94.5	10,664	96.1	1	1.0	3.5	87	10,181	91.2	91.8
4	2018	92	12,675	88	95.3	12,235	96.5	19	20.7	14.1	82	11,637	89.3	91.8
	2019	84	12,118	81	96.0	11,690	96.5	3	3.6	4.9	78	11,112	92.4	91.7
	2020	78	11,323	75	95.6	10,902	96.3	1	1.3	3.4	72	10,479	92.3	92.5
5	2018	88	12,498	84	95.8	12,078	96.6	6	6.8	6.1	75	11,513	85.6	92.1
	2019	73	12,193	69	95.6	11,779	96.6	2	2.8	4.5	66	11,300	90.8	92.7
	2020	74	11,957	72	97.0	11,518	96.3	1	1.4	3.2	68	11,098	91.9	92.8
KN-5	2018	514	72,186	490	95.3	69,366	96.1	65	12.7	14.0	455	65,475	88.6	90.7
	2019	500	69,110	477	95.3	66,364	96.0	12	2.4	4.9	454	62,765	90.7	90.8
	2020	480	67,509	457	95.2	64,698	95.8	11	2.3	3.5	438	61,887	91.3	91.7

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	14	40.0
Hispanic	18	51.4
White	2	5.7
Multiple	0	0.0
Other	1	2.9

Gender	Number	Percentage
Female	27	77.1
Male	8	22.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	70.7
2018-19	8.6	73.0
2019-20	5.8	60.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.6
1	4	11.4
2	4	11.4
3	3	8.6
4	2	5.7
5	4	11.4
1-3	11	31.4
More than 3	21	60.0
1 - 5	17	48.6
6 - 10	4	11.4
11 - 20	7	20.0
More than 20	4	11.4

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (33)	Beginning	2	6.1	7	21.2	32	97.0	32	97.0	7	21.2
	Intermediate	21	63.6	20	60.6	1	3.0	1	3.0	25	75.8
	Advanced	6	18.2	5	15.2	0	0.0	0	0.0	1	3.0
	Advanced High	4	12.1	1	3.0	0	0.0	0	0.0	0	0.0
1 (39)	Beginning	3	7.7	5	12.8	38	97.4	17	43.6	5	12.8
	Intermediate	14	35.9	14	35.9	1	2.6	19	48.7	33	84.6
	Advanced	14	35.9	11	28.2	0	0.0	3	7.7	1	2.6
	Advanced High	8	20.5	9	23.1	0	0.0	0	0.0	0	0.0
2 (45)	Beginning	4	8.9	13	28.9	20	44.4	15	33.3	7	15.6
	Intermediate	15	33.3	28	62.2	17	37.8	22	48.9	27	60.0
	Advanced	20	44.4	4	8.9	8	17.8	6	13.3	11	24.4
	Advanced High	6	13.3	0	0.0	0	0.0	2	4.4	0	0.0
3 (56)	Beginning	1	1.8	7	12.5	17	43.6	19	33.9	1	2.6
	Intermediate	11	19.6	28	50.0	12	30.8	17	30.4	23	59.0
	Advanced	24	42.9	14	25.0	10	25.6	10	17.9	13	33.3
	Advanced High	20	35.7	7	12.5	0	0.0	10	17.9	2	5.1
4 (45)	Beginning	2	4.4	2	4.4	0	0.0	9	20.0	0	0.0
	Intermediate	23	51.1	20	44.4	0	0.0	13	28.9	0	0.0
	Advanced	15	33.3	22	48.9	0	0.0	16	35.6	0	0.0
	Advanced High	5	11.1	1	2.2	0	0.0	7	15.6	0	0.0

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	–	–		–
35 12 (34.3%)	Beginning	2			
	Intermediate	12		21	
	Advanced	0	0		0
	Advanced High	0	0		0
38 23 (60.5%)	Beginning	4			
	Intermediate	14		9	
	Advanced	5	4		2
	Advanced High	0	0		0
53 9 (17.0%)	Beginning	1			
	Intermediate	1		20	
	Advanced	0	6		7
	Advanced High	0	0		2
43 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: / 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (40)	Beginning	4	10.0	5	12.5	4	16.0	6	15.0	2	8.0
	Intermediate	15	37.5	16	40.0	7	28.0	11	27.5	9	36.0
	Advanced	12	30.0	18	45.0	6	24.0	9	22.5	7	28.0
	Advanced High	9	22.5	1	2.5	8	32.0	14	35.0	7	28.0
ALL (258)	Beginning	16	6.2	39	15.1	111	61.3	98	38.0	22	12.2
	Intermediate	99	38.4	126	48.8	38	21.0	83	32.2	117	64.6
	Advanced	91	35.3	74	28.7	24	13.3	44	17.1	33	18.2
	Advanced High	52	20.2	19	7.4	8	4.4	33	12.8	9	5.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
39 / 10 (25.6%)	Beginning		1		
	Intermediate	0		9	
	Advanced	0	3	4	
	Advanced High	0	1	6	
208 / 54 (26.0%)	Beginning		8		
	Intermediate	27		59	
	Advanced	5	13	13	
	Advanced High	0	1	8	

Indicates students who progressed at least one level from 2019 to 2020.

ACP — Dallas ISD Assessments of Course Performance

SEMESTER 1 TESTS

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

Elementary School Exams

GRADE 1 MATHEMATICS

| 71 | 71.2 | 77.8 | | | 77.5 | | 78.9 | |

GRADE 1 READING

| 27 | 78.3 | 87.0 | | | 92.6 | | 91.2 | |

GRADE 1 READING SPANISH

| 38 | 70.8 | 80.5 | | | 73.7 | | 89.5 | |

GRADE 2 MATHEMATICS

| 78 | 62.8 | 74.1 | 84.6 | | 67.9 | 100.0 | 76.5 | 92.3 |

GRADE 2 MATHEMATICS SPANISH

| 5 | * | * | * | | * | * | 44.9 | * |

GRADE 2 READING

| 28 | 57.3 | 71.5 | 87.1 | | 53.6 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 48 | 62.1 | 71.6 | 81.7 | | 56.3 | 97.9 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 89 | 54.9 | 69.9 | 75.5 | | 55.1 | 77.5 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 4 | * | * | * | | * | * | 57.0 | * |

GRADE 3 READING

| 47 | 43.5 | 66.1 | 75.0 | | 29.8 | 72.3 | 62.6 | 88.7 |

SEMESTER 2 TESTS

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 (no data)

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

| 46 | 44.8 | 66.9 | 70.1 | | 34.8 | 45.7 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 32 | 49.1 | 63.6 | 82.5 | | 46.9 | 90.6 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 45 | 62.2 | 68.5 | 77.1 | | 51.1 | 68.9 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 77 | 68.7 | 77.1 | 83.5 | | 70.1 | 94.8 | 71.7 | 90.4 |

GRADE 4 READING

| 33 | 44.8 | 69.9 | 79.5 | | 54.5 | 90.9 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 44 | 57.3 | 71.5 | 77.0 | | 52.3 | 68.2 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 74 | 64.1 | 73.8 | 73.4 | | 64.9 | 66.2 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 1 | * | * | * | | * | | 56.2 | * |

GRADE 5 READING

| 37 | 56.3 | 78.1 | 83.9 | | 78.4 | 100.0 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 38 | 63.8 | 73.5 | 81.4 | | 63.2 | 94.7 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 58 | 66.5 | 70.4 | 86.2 | | 62.1 | 94.8 | 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

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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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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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
17	50.8	61.1	74.3		29.4	70.6	73.2	94.7

SEMESTER 2 TESTS

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

GRADE 5 SCIENCE SPANISH

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