



School Number 190

GEORGE PEABODY 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	46
KN	60
1	47
2	71
3	53
4	64
5	71
6	61
ALL	473

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	11	2.3	6	19.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	454	96.0	17	54.8
White	8	1.7	7	22.6
Multiple	0	0.0	1	3.2
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	259	54.8
Economically disadvantaged	437	92.4
Limited English proficient (LEP)	241	51.0
Special education	66	14.0
Talented and Gifted (TAG)	50	10.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	48	2	4.2	0	0.0	0	0.0	46	95.8	0	0.0	0	0.0
	2019	57	0	0.0	0	0.0	0	0.0	57	100.0	0	0.0	0	0.0
	2020	46	2	4.3	0	0.0	0	0.0	43	93.5	1	2.2	0	0.0
KN	2018	76	0	0.0	0	0.0	0	0.0	74	97.4	2	2.6	0	0.0
	2019	50	3	6.0	0	0.0	0	0.0	47	94.0	0	0.0	0	0.0
	2020	60	0	0.0	0	0.0	0	0.0	59	98.3	1	1.7	0	0.0
1	2018	61	3	4.9	0	0.0	0	0.0	56	91.8	2	3.3	0	0.0
	2019	69	0	0.0	0	0.0	0	0.0	69	100.0	0	0.0	0	0.0
	2020	47	3	6.4	0	0.0	0	0.0	42	89.4	2	4.3	0	0.0
2	2018	88	1	1.1	0	0.0	0	0.0	87	98.9	0	0.0	0	0.0
	2019	55	2	3.6	0	0.0	0	0.0	50	90.9	2	3.6	1	1.8
	2020	71	1	1.4	0	0.0	0	0.0	70	98.6	0	0.0	0	0.0
3	2018	83	2	2.4	0	0.0	0	0.0	80	96.4	1	1.2	0	0.0
	2019	71	0	0.0	0	0.0	0	0.0	70	98.6	1	1.4	0	0.0
	2020	53	1	1.9	0	0.0	0	0.0	49	92.5	3	5.7	0	0.0
4	2018	94	4	4.3	0	0.0	0	0.0	90	95.7	0	0.0	0	0.0
	2019	76	1	1.3	0	0.0	0	0.0	75	98.7	0	0.0	0	0.0
	2020	64	0	0.0	0	0.0	0	0.0	63	98.4	1	1.6	0	0.0
5	2018	85	2	2.4	1	1.2	0	0.0	81	95.3	1	1.2	0	0.0
	2019	87	3	3.4	0	0.0	0	0.0	83	95.4	1	1.1	0	0.0
	2020	71	0	0.0	0	0.0	0	0.0	71	100.0	0	0.0	0	0.0
6	2018													
	2019	56	1	1.8	1	1.8	0	0.0	54	96.4	0	0.0	0	0.0
	2020	61	4	6.6	0	0.0	0	0.0	57	93.4	0	0.0	0	0.0
PK-6	2018	535	14	2.6	1	0.2	0	0.0	514	96.1	6	1.1	0	0.0
	2019	521	10	1.9	1	0.2	0	0.0	505	96.9	4	0.8	1	0.2
	2020	473	11	2.3	0	0.0	0	0.0	454	96.0	8	1.7	0	0.0

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	48	48	100.0	22	45.8	1	2.1	22	45.8	0	0.0	47	97.9	54.2	45.8	2.1
	2019	57	57	100.0	28	49.1	5	8.8	4	7.0	0	0.0	52	91.2	47.4	52.6	8.8
	2020	46	46	100.0	24	52.2	1	2.2	25	54.3	0	0.0	42	91.3	60.9	39.1	8.7
KN	2018	76	62	81.6	40	52.6	7	9.2	40	52.6	3	3.9	14	18.4	43.4	56.6	0.0
	2019	50	48	96.0	24	48.0	2	4.0	20	40.0	0	0.0	10	20.0	48.0	52.0	2.0
	2020	60	53	88.3	28	46.7	6	10.0	28	46.7	0	0.0	13	21.7	43.3	56.7	0.0
1	2018	61	49	80.3	32	52.5	7	11.5	33	54.1	11	18.0	3	4.9	54.1	45.9	1.6
	2019	69	69	100.0	38	55.1	7	10.1	34	49.3	6	8.7	4	5.8	46.4	53.6	0.0
	2020	47	41	87.2	22	46.8	2	4.3	22	46.8	1	2.1	2	4.3	46.8	53.2	0.0
2	2018	88	70	79.5	48	54.5	17	19.3	48	54.5	10	11.4	6	6.8	46.6	53.4	0.0
	2019	55	49	89.1	29	52.7	9	16.4	30	54.5	9	16.4	3	5.5	58.2	41.8	1.8
	2020	71	67	94.4	39	54.9	9	12.7	39	54.9	6	8.5	3	4.2	43.7	56.3	0.0
3	2018	83	78	94.0	38	45.8	15	18.1	30	36.1	12	14.5	4	4.8	53.0	47.0	0.0
	2019	71	70	98.6	38	53.5	16	22.5	39	54.9	13	18.3	3	4.2	49.3	50.7	0.0
	2020	53	46	86.8	30	56.6	9	17.0	30	56.6	9	17.0	3	5.7	62.3	37.7	0.0
4	2018	94	88	93.6	47	50.0	15	16.0	61	64.9	22	23.4	6	6.4	53.2	46.8	0.0
	2019	76	73	96.1	34	44.7	13	17.1	44	57.9	12	15.8	1	1.3	51.3	48.7	0.0
	2020	64	58	90.6	34	53.1	15	23.4	41	64.1	13	20.3	1	1.6	50.0	50.0	0.0
5	2018	85	83	97.6	38	44.7	18	21.2	63	74.1	15	17.6	3	3.5	54.1	45.9	0.0
	2019	87	83	95.4	41	47.1	18	20.7	60	69.0	21	24.1	2	2.3	50.6	49.4	0.0
	2020	71	66	93.0	34	47.9	13	18.3	41	57.7	11	15.5	2	2.8	47.9	52.1	0.0
6	2018																
	2019	56	54	96.4	24	42.9	15	26.8	36	64.3	7	12.5	1	1.8	51.8	48.2	0.0
	2020	61	60	98.4	30	49.2	11	18.0	33	54.1	10	16.4	5	8.2	49.2	50.8	1.6
PK-6	2018	535	478	89.3	265	49.5	80	15.0	297	55.5	73	13.6	83	15.5	51.0	49.0	0.4
	2019	521	503	96.5	256	49.1	85	16.3	267	51.2	68	13.1	76	14.6	50.3	49.7	1.3
	2020	473	437	92.4	241	51.0	66	14.0	259	54.8	50	10.6	71	15.0	49.9	50.1	1.1

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	76	11,061	73	95.8	10,520	95.1	6	7.9	17.8	73	9,830	95.9	88.9
	2019	50	10,918	47	95.1	10,370	95.0	3	6.0	5.7	45	9,637	90.6	88.3
	2020	62	10,874	59	94.3	10,319	94.9	1	1.6	3.8	59	9,815	95.0	90.3
1	2018	61	11,550	58	95.7	11,055	95.7	7	11.5	16.6	57	10,347	93.5	89.6
	2019	70	11,198	67	95.8	10,715	95.7	1	1.4	5.0	66	10,069	94.8	89.9
	2020	49	11,192	47	95.6	10,678	95.4	0	0.0	3.9	42	10,139	86.2	90.6
2	2018	88	11,864	85	97.0	11,398	96.1	11	12.6	15.9	80	10,717	91.3	90.3
	2019	55	11,232	53	96.1	10,781	96.0	3	5.4	4.8	53	10,169	95.8	90.5
	2020	70	11,070	67	94.9	10,616	95.9	1	1.4	3.2	65	10,175	92.3	91.9
3	2018	83	12,536	81	97.1	12,080	96.4	5	6.0	14.4	79	11,431	94.7	91.2
	2019	72	11,452	70	96.7	11,029	96.3	1	1.4	4.6	69	10,478	95.7	91.5
	2020	54	11,093	52	96.2	10,664	96.1	1	1.8	3.5	51	10,181	94.0	91.8
4	2018	92	12,675	89	96.8	12,235	96.5	9	9.8	14.1	87	11,637	94.8	91.8
	2019	76	12,118	73	97.1	11,690	96.5	0	0.0	4.9	75	11,112	99.1	91.7
	2020	63	11,323	61	96.4	10,902	96.3	3	4.7	3.4	59	10,479	93.0	92.5
5	2018	82	12,498	80	97.1	12,078	96.6	7	8.5	6.1	78	11,513	94.9	92.1
	2019	87	12,193	84	96.1	11,779	96.6	1	1.1	4.5	79	11,300	90.7	92.7
	2020	73	11,957	70	96.7	11,518	96.3	1	1.4	3.2	70	11,098	96.1	92.8
6	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	56	11,096	54	97.4	10,690	96.3	0	0.0	6.1	53	9,953	94.8	89.7
	2020	61	11,110	58	95.2	10,711	96.4	3	4.9	4.2	57	10,111	92.8	91.0
KN-6	2018	482	82,994	466	96.6	79,750	96.1	45	9.3	14.3	454	75,224	94.2	90.6
	2019	465	80,206	448	96.4	77,054	96.1	9	1.9	5.1	440	72,718	94.5	90.7
	2020	433	78,618	414	95.6	75,409	95.9	10	2.3	3.6	403	71,998	93.0	91.6

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	19.4
Hispanic	17	54.8
White	7	22.6
Multiple	1	3.2
Other	0	0.0

Gender	Number	Percentage
Female	26	83.9
Male	5	16.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.7	77.8
2018-19	7.5	84.8
2019-20	6.1	66.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	9.7
1	2	6.5
2	5	16.1
3	1	3.2
4	1	3.2
5	0	0.0
1-3	8	25.8
More than 3	20	64.5
1 - 5	9	29.0
6 - 10	6	19.4
11 - 20	10	32.3
More than 20	3	9.7

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (29)	Beginning	6	20.7	9	31.0	29	100.0	22	75.9	9	31.0
	Intermediate	5	17.2	8	27.6	0	0.0	6	20.7	20	69.0
	Advanced	12	41.4	9	31.0	0	0.0	1	3.4	0	0.0
	Advanced High	6	20.7	3	10.3	0	0.0	0	0.0	0	0.0
1 (23)	Beginning	2	8.7	2	8.7	5	21.7	2	8.7	2	8.7
	Intermediate	1	4.3	4	17.4	7	30.4	8	34.8	6	26.1
	Advanced	8	34.8	10	43.5	9	39.1	9	39.1	10	43.5
	Advanced High	12	52.2	7	30.4	2	8.7	4	17.4	5	21.7
2 (38)	Beginning	2	5.3	8	21.1	18	47.4	13	34.2	4	10.5
	Intermediate	11	28.9	22	57.9	15	39.5	14	36.8	25	65.8
	Advanced	18	47.4	6	15.8	5	13.2	8	21.1	8	21.1
	Advanced High	7	18.4	2	5.3	0	0.0	3	7.9	1	2.6
3 (30)	Beginning	2	6.7	9	30.0	9	30.0	5	16.7	3	10.0
	Intermediate	2	6.7	14	46.7	16	53.3	6	20.0	12	40.0
	Advanced	10	33.3	5	16.7	5	16.7	5	16.7	13	43.3
	Advanced High	16	53.3	2	6.7	0	0.0	14	46.7	2	6.7
4 (34)	Beginning	3	8.8	2	5.9	4	11.8	5	14.7	1	2.9
	Intermediate	5	14.7	13	38.2	11	32.4	6	17.6	10	29.4
	Advanced	14	41.2	19	55.9	15	44.1	7	20.6	16	47.1
	Advanced High	12	35.3	0	0.0	4	11.8	16	47.1	7	20.6


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
–	Beginning	–			
–	Intermediate	–	–		
–	Advanced	–	–	–	
–	Advanced High	–	–	–	
19	Beginning	1			
16 (84.2%)	Intermediate	3	2		
	Advanced	1	9	0	
	Advanced High	0	3	0	
37	Beginning	4			
13 (35.1%)	Intermediate	9	15		
	Advanced	0	3	5	
	Advanced High	0	0	1	
28	Beginning	2			
8 (28.6%)	Intermediate	2	9		
	Advanced	0	4	9	
	Advanced High	0	0	2	
32	Beginning	0			
10 (31.3%)	Intermediate	0	9		
	Advanced	0	3	13	
	Advanced High	0	0	7	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (33)	Beginning	2	6.1	8	24.2	1	3.0	4	12.1	2	6.1
	Intermediate	6	18.2	22	66.7	8	24.2	8	24.2	13	39.4
	Advanced	15	45.5	3	9.1	11	33.3	6	18.2	16	48.5
	Advanced High	10	30.3	0	0.0	13	39.4	15	45.5	2	6.1
6 (30)	Beginning	2	6.7	10	33.3	2	7.4	5	16.7	2	7.4
	Intermediate	6	20.0	14	46.7	3	11.1	8	26.7	10	37.0
	Advanced	9	30.0	6	20.0	17	63.0	9	30.0	11	40.7
	Advanced High	13	43.3	0	0.0	5	18.5	8	26.7	4	14.8
ALL (217)	Beginning	19	8.8	48	22.1	68	31.8	56	25.8	23	10.7
	Intermediate	36	16.6	97	44.7	60	28.0	56	25.8	96	44.9
	Advanced	86	39.6	58	26.7	62	29.0	45	20.7	74	34.6
	Advanced High	76	35.0	14	6.5	24	11.2	60	27.6	21	9.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
33 7 (21.2%)	Beginning	2			
	Intermediate	1	12		
	Advanced	0	4	12	
	Advanced High	0	0	2	
29 6 (20.7%)	Beginning	1			
	Intermediate	0	10		
	Advanced	0	2	9	
	Advanced High	0	0	4	
178 60 (33.7%)	Beginning	10			
	Intermediate	15	57		
	Advanced	1	25	48	
	Advanced High	0	3	16	

 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

Middle School Exams

MATHEMATICS 6

32	45.5	71.3	76.1	76.6	59.4	93.8	68.6	87.5
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MATHEMATICS 6

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MATHEMATICS 6 PRE-AP

28	65.1	76.7	82.6	83.2	75.0	100.0	72.9	97.2
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MATHEMATICS 6 PRE-AP

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READING LANGUAGE ARTS 6

60	53.9	74.4	79.7	80.3	70.0	95.0	58.0	88.6
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READING LANGUAGE ARTS 6

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SCIENCE 6

32	44.8	66.9	79.8	81.3	43.8	100.0	53.4	89.5
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SCIENCE 6

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SCIENCE 6 PRE-AP

28	47.0	66.2	82.7	84.5	35.7	100.0	75.3	98.1
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SCIENCE 6 PRE-AP

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WORLD CULTURES 6

60	46.3	69.0	79.2	80.4	45.0	95.0	48.4	90.7
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WORLD CULTURES 6

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Elementary School Exams

GRADE 1 MATHEMATICS

47	78.1	83.2			83.0		78.9	
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GRADE 1 MATHEMATICS

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GRADE 1 READING

23	73.7	84.2			95.7		91.2	
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GRADE 1 READING

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GRADE 1 READING SPANISH

25	82.0	88.0			96.0		89.5	
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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

70	66.3	76.5	79.2		68.6	81.4	76.5	92.3
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GRADE 2 MATHEMATICS

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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 2 READING

33	53.2	68.8	81.2		51.5	81.8	72.1	91.3
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GRADE 2 READING SPANISH

37	71.9	78.9	75.0		81.1	75.7	75.1	92.0
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GRADE 3 MATHEMATICS

51	60.8	73.9	81.3		64.7	90.2	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 READING

22	50.7	70.4	80.5		54.5	90.9	62.6	88.7
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GRADE 3 READING SPANISH

31	54.5	72.7	78.7		61.3	90.3	57.7	88.7
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GRADE 4 LANGUAGE ARTS

33	55.1	67.9	81.8		57.6	87.9	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

29	67.5	73.0	80.5		62.1	89.7	68.5	91.9
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GRADE 4 MATHEMATICS

62	74.6	81.4	83.4		79.0	96.8	71.7	90.4
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GRADE 4 READING

32	50.2	72.8	83.3		59.4	90.6	68.8	92.4
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GRADE 4 READING SPANISH

30	71.8	81.2	80.9		83.3	90.0	80.7	91.8
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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 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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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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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 MATHEMATICS

67	62.3	72.4	82.0		59.7	98.5	78.3	91.9
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GRADE 5 READING

44	49.9	74.9	81.8		77.3	100.0	79.5	94.1
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GRADE 5 READING SPANISH

23	73.1	80.3	86.0		82.6	100.0	79.8	94.9
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GRADE 5 SCIENCE

68	66.8	70.7	83.3		58.8	100.0	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 5 MATHEMATICS

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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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