



School Number 229

WINNETKA ELEMENTARY SCHOOL

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics
- 9. Teachers Teacher Statistics

ENGLISH PROFICIENCY

- 10. TELPAS Texas English Language Proficiency Assessment

LOCAL ASSESSMENT

- 12. ACP Dallas ISD Assessments of Course Performance

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	120
KN	107
1	136
2	112
3	98
4	128
5	134
ALL	835

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	1	0.1	4	8.3
American Indian/Alaska Native	2	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	821	98.3	36	75.0
White	8	1.0	7	14.6
Multiple	3	0.4	0	0.0
Other* (teachers only)	—	—	1	2.1
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	491	58.8
Economically disadvantaged	774	92.7
Limited English proficient (LEP)	477	57.1
Special education	75	9.0
Talented and Gifted (TAG)	127	15.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	132	1	0.8	0	0.0	0	0.0	129	97.7	1	0.8	1	0.8
	2019	130	0	0.0	0	0.0	0	0.0	130	100.0	0	0.0	0	0.0
	2020	120	0	0.0	0	0.0	0	0.0	120	100.0	0	0.0	0	0.0
KN	2018	95	1	1.1	0	0.0	0	0.0	94	98.9	0	0.0	0	0.0
	2019	127	1	0.8	0	0.0	0	0.0	122	96.1	3	2.4	1	0.8
	2020	107	0	0.0	0	0.0	0	0.0	107	100.0	0	0.0	0	0.0
1	2018	98	0	0.0	1	1.0	0	0.0	96	98.0	1	1.0	0	0.0
	2019	110	0	0.0	0	0.0	0	0.0	108	98.2	1	0.9	1	0.9
	2020	136	1	0.7	1	0.7	0	0.0	129	94.9	4	2.9	1	0.7
2	2018	117	0	0.0	2	1.7	0	0.0	114	97.4	1	0.9	0	0.0
	2019	106	0	0.0	0	0.0	0	0.0	104	98.1	1	0.9	1	0.9
	2020	112	0	0.0	0	0.0	0	0.0	110	98.2	2	1.8	0	0.0
3	2018	124	0	0.0	0	0.0	0	0.0	124	100.0	0	0.0	0	0.0
	2019	136	0	0.0	0	0.0	0	0.0	134	98.5	1	0.7	1	0.7
	2020	98	0	0.0	0	0.0	0	0.0	98	100.0	0	0.0	0	0.0
4	2018	142	0	0.0	1	0.7	0	0.0	140	98.6	1	0.7	0	0.0
	2019	127	0	0.0	0	0.0	0	0.0	125	98.4	0	0.0	2	1.6
	2020	128	0	0.0	0	0.0	0	0.0	126	98.4	1	0.8	1	0.8
5	2018	127	0	0.0	2	1.6	1	0.8	124	97.6	0	0.0	0	0.0
	2019	156	0	0.0	1	0.6	0	0.0	153	98.1	2	1.3	0	0.0
	2020	134	0	0.0	1	0.7	0	0.0	131	97.8	1	0.7	1	0.7
PK-5	2018	835	2	0.2	6	0.7	1	0.1	821	98.3	4	0.5	1	0.1
	2019	892	1	0.1	1	0.1	0	0.0	876	98.2	8	0.9	6	0.7
	2020	835	1	0.1	2	0.2	0	0.0	821	98.3	8	1.0	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	132	123	93.2	91	68.9	3	2.3	92	69.7	0	0.0	87	65.9	50.8	49.2	34.8
	2019	130	129	99.2	86	66.2	7	5.4	31	23.8	0	0.0	92	70.8	49.2	50.8	28.5
	2020	120	120	100.0	63	52.5	7	5.8	63	52.5	0	0.0	86	71.7	54.2	45.8	30.0
KN	2018	95	89	93.7	62	65.3	2	2.1	62	65.3	0	0.0	10	10.5	44.2	55.8	0.0
	2019	127	117	92.1	77	60.6	6	4.7	73	57.5	2	1.6	30	23.6	55.9	44.1	0.0
	2020	107	94	87.9	61	57.0	4	3.7	60	56.1	2	1.9	17	15.9	47.7	52.3	0.0
1	2018	98	89	90.8	55	56.1	7	7.1	58	59.2	9	9.2	5	5.1	45.9	54.1	3.1
	2019	110	104	94.5	73	66.4	9	8.2	71	64.5	7	6.4	10	9.1	46.4	53.6	3.6
	2020	136	126	92.6	78	57.4	15	11.0	60	44.1	21	15.4	8	5.9	54.4	45.6	5.9
2	2018	117	103	88.0	65	55.6	5	4.3	73	62.4	17	14.5	5	4.3	52.1	47.9	3.4
	2019	106	100	94.3	61	57.5	9	8.5	65	61.3	14	13.2	3	2.8	47.2	52.8	4.7
	2020	112	102	91.1	73	65.2	9	8.0	75	67.0	24	21.4	6	5.4	49.1	50.9	5.4
3	2018	124	122	98.4	67	54.0	8	6.5	75	60.5	11	8.9	4	3.2	58.1	41.9	1.6
	2019	136	118	86.8	74	54.4	13	9.6	79	58.1	19	14.0	9	6.6	50.0	50.0	2.9
	2020	98	90	91.8	53	54.1	10	10.2	55	56.1	19	19.4	5	5.1	49.0	51.0	2.0
4	2018	142	133	93.7	76	53.5	9	6.3	98	69.0	31	21.8	8	5.6	47.9	52.1	2.8
	2019	127	118	92.9	72	56.7	11	8.7	84	66.1	21	16.5	6	4.7	55.9	44.1	0.0
	2020	128	118	92.2	73	57.0	14	10.9	84	65.6	29	22.7	6	4.7	50.8	49.2	0.8
5	2018	127	116	91.3	74	58.3	6	4.7	103	81.1	18	14.2	4	3.1	49.6	50.4	2.4
	2019	156	142	91.0	87	55.8	20	12.8	119	76.3	41	26.3	4	2.6	48.1	51.9	1.3
	2020	134	124	92.5	76	56.7	16	11.9	94	70.1	32	23.9	9	6.7	54.5	45.5	0.0
PK-5	2018	835	775	92.8	490	58.7	40	4.8	561	67.2	86	10.3	123	14.7	50.1	49.9	7.4
	2019	892	828	92.8	530	59.4	75	8.4	522	58.5	104	11.7	154	17.3	50.4	49.6	5.8
	2020	835	774	92.7	477	57.1	75	9.0	491	58.8	127	15.2	137	16.4	51.6	48.4	6.3

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	93	11,061	89	96.1	10,520	95.1	10	10.8	17.8	89	9,830	96.0	88.9
	2019	127	10,918	122	96.0	10,370	95.0	2	1.6	5.7	120	9,637	94.2	88.3
	2020	107	10,874	104	96.6	10,319	94.9	0	0.0	3.8	105	9,815	97.8	90.3
1	2018	99	11,550	95	95.9	11,055	95.7	7	7.1	16.6	94	10,347	95.4	89.6
	2019	109	11,198	105	96.4	10,715	95.7	0	0.0	5.0	105	10,069	96.5	89.9
	2020	137	11,192	132	96.2	10,678	95.4	0	0.0	3.9	131	10,139	95.7	90.6
2	2018	115	11,864	111	96.8	11,398	96.1	6	5.2	15.9	111	10,717	96.7	90.3
	2019	104	11,232	101	97.1	10,781	96.0	1	1.0	4.8	101	10,169	97.3	90.5
	2020	111	11,070	108	97.3	10,616	95.9	4	3.6	3.2	107	10,175	96.1	91.9
3	2018	124	12,536	120	97.0	12,080	96.4	3	2.4	14.4	121	11,431	97.8	91.2
	2019	131	11,452	127	96.8	11,029	96.3	0	0.0	4.6	127	10,478	96.8	91.5
	2020	99	11,093	95	96.2	10,664	96.1	1	1.0	3.5	93	10,181	94.1	91.8
4	2018	139	12,675	135	97.3	12,235	96.5	8	5.7	14.1	137	11,637	98.4	91.8
	2019	125	12,118	121	97.2	11,690	96.5	0	0.0	4.9	120	11,112	96.1	91.7
	2020	129	11,323	124	96.3	10,902	96.3	2	1.6	3.4	125	10,479	96.9	92.5
5	2018	126	12,498	122	97.2	12,078	96.6	2	1.6	6.1	122	11,513	97.1	92.1
	2019	156	12,193	152	97.1	11,779	96.6	0	0.0	4.5	154	11,300	98.6	92.7
	2020	134	11,957	130	97.3	11,518	96.3	1	0.7	3.2	130	11,098	97.0	92.8
KN-5	2018	695	72,186	672	96.8	69,366	96.1	36	5.2	14.0	674	65,475	97.0	90.7
	2019	752	69,110	728	96.8	66,364	96.0	3	0.4	4.9	727	62,765	96.7	90.8
	2020	717	67,509	693	96.7	64,698	95.8	8	1.1	3.5	691	61,887	96.3	91.7

Teachers: 48

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	8.3
Hispanic	36	75.0
White	7	14.6
Multiple	0	0.0
Other	1	2.1

Gender	Number	Percentage
Female	38	79.2
Male	10	20.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.2	79.6
2018-19	5.8	89.1
2019-20	4.9	90.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	10.4
1	2	4.2
2	3	6.3
3	7	14.6
4	2	4.2
5	1	2.1
1-3	12	25.0
More than 3	31	64.6
1 - 5	15	31.3
6 - 10	10	20.8
11 - 20	15	31.3
More than 20	3	6.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (62)	Beginning	39	62.9	39	62.9	62	100.0	62	100.0	39	62.9
	Intermediate	10	16.1	10	16.1	0	0.0	0	0.0	23	37.1
	Advanced	8	12.9	7	11.3	0	0.0	0	0.0	0	0.0
	Advanced High	5	8.1	6	9.7	0	0.0	0	0.0	0	0.0
1 (78)	Beginning	15	19.2	15	19.2	67	85.9	62	79.5	15	19.2
	Intermediate	19	24.4	21	26.9	7	9.0	12	15.4	53	67.9
	Advanced	36	46.2	36	46.2	3	3.8	3	3.8	9	11.5
	Advanced High	8	10.3	6	7.7	1	1.3	1	1.3	1	1.3
2 (73)	Beginning	2	2.7	11	15.1	33	45.2	20	27.4	7	9.6
	Intermediate	16	21.9	30	41.1	20	27.4	27	37.0	36	49.3
	Advanced	31	42.5	12	16.4	9	12.3	17	23.3	24	32.9
	Advanced High	24	32.9	20	27.4	11	15.1	9	12.3	6	8.2
3 (54)	Beginning	0	0.0	9	17.0	7	13.0	5	9.4	1	1.9
	Intermediate	3	5.7	22	41.5	27	50.0	19	35.8	22	41.5
	Advanced	14	26.4	16	30.2	14	25.9	14	26.4	21	39.6
	Advanced High	36	67.9	6	11.3	6	11.1	15	28.3	9	17.0
4 (70)	Beginning	3	4.3	7	10.0	8	11.4	8	11.4	4	5.7
	Intermediate	15	21.4	15	21.4	19	27.1	22	31.4	16	22.9
	Advanced	36	51.4	36	51.4	30	42.9	19	27.1	40	57.1
	Advanced High	16	22.9	12	17.1	13	18.6	21	30.0	10	14.3

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	-	-	-	
76 41 (53.9%)	Beginning	14			
	Intermediate	31	21		
	Advanced	5	4	0	
	Advanced High	0	1	0	
72 14 (19.4%)	Beginning	6			
	Intermediate	4	32		
	Advanced	0	4	20	
	Advanced High	0	0	6	
51 20 (39.2%)	Beginning	1			
	Intermediate	2	18		
	Advanced	0	9	11	
	Advanced High	0	1	8	
68 23 (33.8%)	Beginning	3			
	Intermediate	0	15		
	Advanced	0	13	27	
	Advanced High	0	0	10	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (76)	Beginning	5	6.6	3	3.9	11	14.5	9	11.8	3	3.9
	Intermediate	9	11.8	14	18.4	16	21.1	11	14.5	14	18.4
	Advanced	29	38.2	43	56.6	25	32.9	15	19.7	36	47.4
	Advanced High	33	43.4	16	21.1	24	31.6	41	53.9	23	30.3
ALL (413)	Beginning	64	15.5	84	20.4	188	45.5	166	40.3	69	16.7
	Intermediate	72	17.5	112	27.2	89	21.5	91	22.1	164	39.8
	Advanced	154	37.4	150	36.4	81	19.6	68	16.5	130	31.6
	Advanced High	122	29.6	66	16.0	55	13.3	87	21.1	49	11.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
73 <hr/> 42 (57.5%)	Beginning	2			
	Intermediate	1	12		
	Advanced	0	18	17	
	Advanced High	0	0	23	
340 <hr/> 140 (41.2%)	Beginning	26			
	Intermediate	38	98		
	Advanced	5	48	75	
	Advanced High	0	2	47	

 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

134	77.9	83.0			84.3		78.9	
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GRADE 1 READING

42	71.3	82.8			85.7		91.2	
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GRADE 1 READING SPANISH

92	79.6	86.4			91.3		89.5	
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GRADE 2 MATHEMATICS

109	73.4	81.5	83.7		77.1	88.1	76.5	92.3
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GRADE 2 READING

43	67.4	78.3	80.8		74.4	74.4	72.1	91.3
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GRADE 2 READING SPANISH

65	65.2	73.9	83.4		64.6	87.7	75.1	92.0
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GRADE 3 MATHEMATICS

97	67.9	78.6	80.2		77.3	86.6	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

1	*	*	*		*	*	57.0	*
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GRADE 3 READING

53	55.1	73.1	76.9		64.2	90.6	62.6	88.7
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GRADE 3 READING SPANISH

45	62.3	77.4	79.6		68.9	91.1	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 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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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

66	70.1	78.6	83.5		81.8	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

58	72.2	76.8	82.3		75.9	93.1	68.5	91.9
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GRADE 4 MATHEMATICS

123	82.1	86.9	86.8		90.2	95.9	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*
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GRADE 4 READING

66	56.5	76.3	80.7		78.8	97.0	68.8	92.4
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GRADE 4 READING SPANISH

58	67.6	78.4	82.3		77.6	93.1	80.7	91.8
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GRADE 5 MATHEMATICS

131	79.2	84.8	84.8		87.0	97.7	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*		56.2	*
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GRADE 5 READING

79	53.0	76.5	84.7		81.0	100.0	79.5	94.1
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GRADE 5 READING SPANISH

53	73.5	80.6	86.1		83.0	100.0	79.8	94.9
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GRADE 5 SCIENCE

131	87.1	88.6	89.1		94.7	99.2	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

1	*	*	*		*	*	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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