



School Number 287

CELESTINO MAURICIO SOTO, JR. 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	43
KN	74
1	71
2	77
3	82
4	88
5	83
ALL	518

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	8	1.5	4	10.8
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	506	97.7	20	54.1
White	2	0.4	12	32.4
Multiple	1	0.2	1	2.7
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	328	63.3
Economically disadvantaged	477	92.1
Limited English proficient (LEP)	317	61.2
Special education	62	12.0
Talented and Gifted (TAG)	123	23.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	49	1	2.0	0	0.0	0	0.0	48	98.0	0	0.0	0	0.0
	2019	61	1	1.6	0	0.0	0	0.0	57	93.4	2	3.3	1	1.6
	2020	43	0	0.0	0	0.0	0	0.0	43	100.0	0	0.0	0	0.0
KN	2018	76	1	1.3	0	0.0	0	0.0	74	97.4	0	0.0	1	1.3
	2019	66	3	4.5	0	0.0	0	0.0	62	93.9	1	1.5	0	0.0
	2020	74	0	0.0	0	0.0	0	0.0	72	97.3	1	1.4	1	1.4
1	2018	86	0	0.0	0	0.0	0	0.0	84	97.7	1	1.2	1	1.2
	2019	75	2	2.7	0	0.0	0	0.0	73	97.3	0	0.0	0	0.0
	2020	71	3	4.2	0	0.0	0	0.0	67	94.4	1	1.4	0	0.0
2	2018	99	2	2.0	0	0.0	0	0.0	96	97.0	0	0.0	1	1.0
	2019	82	2	2.4	0	0.0	0	0.0	79	96.3	1	1.2	0	0.0
	2020	77	0	0.0	0	0.0	0	0.0	77	100.0	0	0.0	0	0.0
3	2018	78	1	1.3	0	0.0	0	0.0	77	98.7	0	0.0	0	0.0
	2019	91	1	1.1	0	0.0	0	0.0	89	97.8	0	0.0	0	0.0
	2020	82	1	1.2	0	0.0	0	0.0	81	98.8	0	0.0	0	0.0
4	2018	80	0	0.0	0	0.0	0	0.0	80	100.0	0	0.0	0	0.0
	2019	80	2	2.5	0	0.0	0	0.0	78	97.5	0	0.0	0	0.0
	2020	88	0	0.0	0	0.0	0	0.0	88	100.0	0	0.0	0	0.0
5	2018	93	0	0.0	0	0.0	0	0.0	92	98.9	1	1.1	0	0.0
	2019	83	0	0.0	0	0.0	0	0.0	83	100.0	0	0.0	0	0.0
	2020	83	4	4.8	1	1.2	0	0.0	78	94.0	0	0.0	0	0.0
PK-5	2018	561	5	0.9	0	0.0	0	0.0	551	98.2	2	0.4	3	0.5
	2019	538	11	2.0	0	0.0	0	0.0	521	96.8	4	0.7	1	0.2
	2020	518	8	1.5	1	0.2	0	0.0	506	97.7	2	0.4	1	0.2

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	49	43	87.8	34	69.4	0	0.0	35	71.4	0	0.0	49	100.0	57.1	42.9	0.0
	2019	61	60	98.4	33	54.1	2	3.3	5	8.2	0	0.0	52	85.2	52.5	47.5	13.1
	2020	43	43	100.0	24	55.8	0	0.0	23	53.5	0	0.0	37	86.0	25.6	74.4	16.3
KN	2018	76	70	92.1	53	69.7	5	6.6	55	72.4	6	7.9	12	15.8	43.4	56.6	0.0
	2019	66	59	89.4	43	65.2	7	10.6	36	54.5	15	22.7	15	22.7	63.6	36.4	1.5
	2020	74	70	94.6	36	48.6	7	9.5	34	45.9	12	16.2	14	18.9	54.1	45.9	1.4
1	2018	86	76	88.4	47	54.7	11	12.8	47	54.7	12	14.0	6	7.0	47.7	52.3	1.2
	2019	75	71	94.7	52	69.3	6	8.0	51	68.0	17	22.7	5	6.7	46.7	53.3	0.0
	2020	71	64	90.1	41	57.7	12	16.9	41	57.7	23	32.4	4	5.6	62.0	38.0	1.4
2	2018	99	89	89.9	67	67.7	12	12.1	69	69.7	14	14.1	7	7.1	50.5	49.5	1.0
	2019	82	76	92.7	45	54.9	19	23.2	43	52.4	14	17.1	4	4.9	50.0	50.0	0.0
	2020	77	70	90.9	53	68.8	7	9.1	54	70.1	23	29.9	2	2.6	44.2	55.8	1.3
3	2018	78	73	93.6	50	64.1	3	3.8	50	64.1	11	14.1	4	5.1	47.4	52.6	0.0
	2019	91	84	92.3	64	70.3	12	13.2	62	68.1	16	17.6	6	6.6	49.5	50.5	2.2
	2020	82	74	90.2	48	58.5	15	18.3	47	57.3	14	17.1	6	7.3	52.4	47.6	1.2
4	2018	80	75	93.8	50	62.5	6	7.5	61	76.3	18	22.5	5	6.3	45.0	55.0	1.3
	2019	80	74	92.5	52	65.0	6	7.5	54	67.5	17	21.3	8	10.0	48.8	51.3	0.0
	2020	88	80	90.9	62	70.5	15	17.0	69	78.4	26	29.5	4	4.5	53.4	46.6	0.0
5	2018	93	88	94.6	55	59.1	5	5.4	75	80.6	19	20.4	6	6.5	54.8	45.2	0.0
	2019	83	74	89.2	53	63.9	7	8.4	64	77.1	27	32.5	5	6.0	49.4	50.6	0.0
	2020	83	76	91.6	53	63.9	6	7.2	60	72.3	25	30.1	6	7.2	54.2	45.8	0.0
PK-5	2018	561	514	91.6	356	63.5	42	7.5	392	69.9	80	14.3	89	15.9	49.2	50.8	0.5
	2019	538	498	92.6	342	63.6	59	11.0	315	58.6	106	19.7	95	17.7	51.1	48.9	2.0
	2020	518	477	92.1	317	61.2	62	12.0	328	63.3	123	23.7	73	14.1	51.0	49.0	2.1

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	78	11,061	75	95.7	10,520	95.1	13	16.6	17.8	70	9,830	89.7	88.9
	2019	63	10,918	61	95.8	10,370	95.0	1	1.6	5.7	58	9,637	91.4	88.3
	2020	75	10,874	71	94.8	10,319	94.9	0	0.0	3.8	65	9,815	86.5	90.3
1	2018	87	11,550	84	95.7	11,055	95.7	10	11.4	16.6	82	10,347	93.9	89.6
	2019	76	11,198	73	96.6	10,715	95.7	3	3.9	5.0	75	10,069	98.7	89.9
	2020	70	11,192	68	96.7	10,678	95.4	1	1.4	3.9	66	10,139	93.7	90.6
2	2018	103	11,864	98	95.1	11,398	96.1	13	12.6	15.9	93	10,717	90.3	90.3
	2019	82	11,232	79	96.4	10,781	96.0	2	2.4	4.8	78	10,169	95.1	90.5
	2020	76	11,070	73	96.3	10,616	95.9	0	0.0	3.2	72	10,175	94.6	91.9
3	2018	80	12,536	77	96.3	12,080	96.4	4	5.0	14.4	74	11,431	92.4	91.2
	2019	92	11,452	89	96.9	11,029	96.3	2	2.2	4.6	88	10,478	95.9	91.5
	2020	82	11,093	80	96.8	10,664	96.1	3	3.6	3.5	79	10,181	96.0	91.8
4	2018	83	12,675	81	97.0	12,235	96.5	6	7.2	14.1	79	11,637	95.2	91.8
	2019	81	12,118	78	97.1	11,690	96.5	2	2.5	4.9	76	11,112	94.0	91.7
	2020	89	11,323	86	96.5	10,902	96.3	1	1.1	3.4	84	10,479	94.5	92.5
5	2018	94	12,498	91	96.8	12,078	96.6	2	2.1	6.1	88	11,513	93.2	92.1
	2019	81	12,193	79	97.8	11,779	96.6	1	1.2	4.5	78	11,300	96.6	92.7
	2020	85	11,957	82	96.7	11,518	96.3	1	1.2	3.2	80	11,098	94.0	92.8
KN-5	2018	526	72,186	505	96.1	69,366	96.1	48	9.1	14.0	486	65,475	92.4	90.7
	2019	475	69,110	460	96.8	66,364	96.0	11	2.3	4.9	453	62,765	95.4	90.8
	2020	478	67,509	460	96.3	64,698	95.8	6	1.3	3.5	446	61,887	93.3	91.7

Teachers: 37

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	10.8
Hispanic	20	54.1
White	12	32.4
Multiple	1	2.7
Other	0	0.0

Gender	Number	Percentage
Female	33	89.2
Male	4	10.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.0	75.0
2018-19	5.6	76.3
2019-20	4.6	81.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.1
1	3	8.1
2	3	8.1
3	4	10.8
4	3	8.1
5	2	5.4
1-3	10	27.0
More than 3	24	64.9
1 - 5	15	40.5
6 - 10	7	18.9
11 - 20	11	29.7
More than 20	1	2.7

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (36)	Beginning	31	86.1	31	86.1	36	100.0	36	100.0	31	86.1
	Intermediate	5	13.9	5	13.9	0	0.0	0	0.0	5	13.9
	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 (39)	Beginning	3	7.7	6	15.4	24	61.5	24	61.5	6	15.4
	Intermediate	25	64.1	22	56.4	13	33.3	10	25.6	25	64.1
	Advanced	9	23.1	9	23.1	2	5.1	4	10.3	6	15.4
	Advanced High	2	5.1	2	5.1	0	0.0	1	2.6	2	5.1
2 (53)	Beginning	2	3.8	13	24.5	0	0.0	15	28.3	0	0.0
	Intermediate	19	35.8	22	41.5	0	0.0	28	52.8	0	0.0
	Advanced	21	39.6	11	20.8	0	0.0	5	9.4	0	0.0
	Advanced High	11	20.8	7	13.2	1	100.0	5	9.4	1	100.0
3 (43)	Beginning	1	2.3	5	11.6	0	0.0	9	20.9	0	0.0
	Intermediate	6	14.0	22	51.2	0	0.0	16	37.2	0	0.0
	Advanced	19	44.2	13	30.2	0	0.0	9	20.9	0	0.0
	Advanced High	17	39.5	3	7.0	0	0.0	9	20.9	0	0.0
4 (62)	Beginning	4	6.6	6	9.8	0	0.0	10	16.1	0	0.0
	Intermediate	25	41.0	30	49.2	0	0.0	16	25.8	0	0.0
	Advanced	17	27.9	20	32.8	0	0.0	13	21.0	0	0.0
	Advanced High	15	24.6	5	8.2	0	0.0	23	37.1	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
37 29 (78.4%)	Beginning	6			
	Intermediate	21	2		
	Advanced	4	2	0	
	Advanced High	1	1	0	
51 1 (2.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	1	
41 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
60 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:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (53)	Beginning	2	4.0	7	14.0	0	0.0	2	3.8	0	0.0
	Intermediate	7	14.0	19	38.0	0	0.0	12	22.6	0	0.0
	Advanced	22	44.0	20	40.0	0	0.0	9	17.0	0	0.0
	Advanced High	19	38.0	4	8.0	0	0.0	30	56.6	0	0.0
ALL (286)	Beginning	43	15.2	68	24.1	60	78.9	96	33.6	37	48.7
	Intermediate	87	30.9	120	42.6	13	17.1	82	28.7	30	39.5
	Advanced	88	31.2	73	25.9	2	2.6	40	14.0	6	7.9
	Advanced High	64	22.7	21	7.4	1	1.3	68	23.8	3	3.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
50 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
239 30 (12.6%)	Beginning	6			
	Intermediate	21	2		
	Advanced	4	2	0	
	Advanced High	1	1	1	

 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

61	77.9	83.0			88.5		78.9	
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GRADE 1 MATHEMATICS

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GRADE 1 READING

23	77.2	86.3			91.3		91.2	
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GRADE 1 READING

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GRADE 1 READING SPANISH

38	86.8	91.2			94.7		89.5	
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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

70	70.8	79.6	83.1		81.4	94.3	76.5	92.3
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GRADE 2 MATHEMATICS

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GRADE 2 MATHEMATICS SPANISH

1	*	*	*		*	*	44.9	*
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GRADE 2 MATHEMATICS SPANISH

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GRADE 2 READING

23	71.3	80.9	81.1		82.6	91.3	72.1	91.3
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GRADE 2 READING

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GRADE 2 READING SPANISH

48	79.5	84.6	86.0		89.6	97.9	75.1	92.0
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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

71	66.6	77.8	85.6		73.2	100.0	70.6	90.8
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GRADE 3 MATHEMATICS

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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 MATHEMATICS SPANISH

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GRADE 3 READING

32	58.0	74.8	80.2		71.9	100.0	62.6	88.7
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GRADE 3 READING

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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 3 READING SPANISH

39	70.5	82.3	86.3		89.7	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

33	57.2	69.4	88.0		54.5	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

53	73.9	78.3	85.7		79.2	98.1	68.5	91.9
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GRADE 4 MATHEMATICS

86	66.7	75.6	84.3		72.1	100.0	71.7	90.4
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GRADE 4 READING

33	49.1	72.2	87.1		57.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

53	75.5	83.6	85.7		83.0	98.1	80.7	91.8
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GRADE 5 MATHEMATICS

77	71.0	78.8	81.6		75.3	94.8	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

2	*	*	*		*	*	56.2	*
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GRADE 5 READING

25	50.7	75.4	78.8		64.0	84.0	79.5	94.1
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GRADE 5 READING SPANISH

54	73.4	80.5	78.5		81.5	96.3	79.8	94.9
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GRADE 5 SCIENCE

76	74.2	77.3	84.0		72.4	98.7	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 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

3	*	*	*		*	*	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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