Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 236

NANCY J. COCHRAN ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

Mask image designed by Freepik http://www.freepik.com

NANCY J. COCHRAN ELEMENTARY SCHOOL (236)   **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	92
KN	79
1	57
2	61
3	68
4	51
5	65
ALL	473

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	167	35.3	11	32.4
American Indian/Alaska Native	6	1.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	288	60.9	11	32.4
White	7	1.5	3	8.8
Multiple	5	1.1	6	17.6
Other* (teachers only)	—	—	3	8.8
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	234	49.5
Economically disadvantaged	451	95.3
Limited English proficient (LEP)	211	44.6
Special education	42	8.9
Talented and Gifted (TAG)	45	9.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	106	41	38.7	1	0.9	2	1.9	58	54.7	3	2.8	1	0.9
	2019	103	44	42.7	2	1.9	0	0.0	51	49.5	3	2.9	3	2.9
	2020	92	26	28.3	1	1.1	0	0.0	63	68.5	2	2.2	0	0.0
KN	2018	64	30	46.9	1	1.6	1	1.6	30	46.9	2	3.1	0	0.0
	2019	66	25	37.9	0	0.0	0	0.0	40	60.6	1	1.5	0	0.0
	2020	79	46	58.2	2	2.5	0	0.0	30	38.0	1	1.3	0	0.0
1	2018	68	27	39.7	0	0.0	1	1.5	40	58.8	0	0.0	0	0.0
	2019	69	25	36.2	1	1.4	0	0.0	41	59.4	2	2.9	0	0.0
	2020	57	18	31.6	0	0.0	0	0.0	39	68.4	0	0.0	0	0.0
2	2018	70	27	38.6	1	1.4	0	0.0	40	57.1	2	2.9	0	0.0
	2019	62	26	41.9	0	0.0	0	0.0	35	56.5	0	0.0	1	1.6
	2020	61	19	31.1	1	1.6	0	0.0	40	65.6	1	1.6	0	0.0
3	2018	61	14	23.0	0	0.0	2	3.3	44	72.1	1	1.6	0	0.0
	2019	67	30	44.8	0	0.0	0	0.0	32	47.8	3	4.5	2	3.0
	2020	68	23	33.8	2	2.9	0	0.0	42	61.8	0	0.0	1	1.5
4	2018	87	27	31.0	0	0.0	2	2.3	57	65.5	0	0.0	1	1.1
	2019	66	19	28.8	0	0.0	0	0.0	44	66.7	0	0.0	3	4.5
	2020	51	16	31.4	0	0.0	0	0.0	31	60.8	3	5.9	1	2.0
5	2018	65	15	23.1	0	0.0	0	0.0	50	76.9	0	0.0	0	0.0
	2019	79	28	35.4	0	0.0	1	1.3	48	60.8	2	2.5	0	0.0
	2020	65	19	29.2	0	0.0	0	0.0	43	66.2	0	0.0	3	4.6
PK-5	2018	521	181	34.7	3	0.6	8	1.5	319	61.2	8	1.5	2	0.4
	2019	512	197	38.5	3	0.6	1	0.2	291	56.8	11	2.1	9	1.8
	2020	473	167	35.3	6	1.3	0	0.0	288	60.9	7	1.5	5	1.1

NANCY J. COCHRAN ELEMENTARY SCHOOL (236)　　　　　　　　　　　　　　　　　　　　　　　　　**6**

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	106	101	95.3	50	47.2	11	10.4	52	49.1	0	0.0	86	81.1	46.2	53.8	16.0
	2019	103	103	100.0	40	38.8	9	8.7	10	9.7	0	0.0	79	76.7	51.5	48.5	21.4
	2020	92	92	100.0	50	54.3	5	5.4	50	54.3	0	0.0	67	72.8	60.9	39.1	25.0
KN	2018	64	62	96.9	25	39.1	8	12.5	26	40.6	3	4.7	16	25.0	34.4	65.6	4.7
	2019	66	64	97.0	30	45.5	3	4.5	26	39.4	1	1.5	16	24.2	50.0	50.0	1.5
	2020	79	76	96.2	20	25.3	8	10.1	19	24.1	4	5.1	21	26.6	48.1	51.9	1.3
1	2018	68	63	92.6	32	47.1	6	8.8	35	51.5	7	10.3	17	25.0	55.9	44.1	7.4
	2019	69	68	98.6	24	34.8	10	14.5	24	34.8	5	7.2	19	27.5	43.5	56.5	1.4
	2020	57	51	89.5	30	52.6	3	5.3	28	49.1	4	7.0	10	17.5	49.1	50.9	1.8
2	2018	70	64	91.4	28	40.0	8	11.4	30	42.9	11	15.7	11	15.7	58.6	41.4	1.4
	2019	62	59	95.2	30	48.4	7	11.3	32	51.6	10	16.1	11	17.7	53.2	46.8	3.2
	2020	61	57	93.4	28	45.9	8	13.1	27	44.3	6	9.8	10	16.4	39.3	60.7	0.0
3	2018	61	58	95.1	30	49.2	3	4.9	35	57.4	7	11.5	11	18.0	45.9	54.1	1.6
	2019	67	64	95.5	26	38.8	8	11.9	26	38.8	9	13.4	10	14.9	59.7	40.3	0.0
	2020	68	63	92.6	35	51.5	10	14.7	35	51.5	12	17.6	15	22.1	51.5	48.5	0.0
4	2018	87	86	98.9	43	49.4	11	12.6	69	79.3	11	12.6	6	6.9	47.1	52.9	2.3
	2019	66	64	97.0	28	42.4	6	9.1	49	74.2	10	15.2	11	16.7	48.5	51.5	0.0
	2020	51	49	96.1	23	45.1	5	9.8	36	70.6	9	17.6	6	11.8	56.9	43.1	0.0
5	2018	65	62	95.4	36	55.4	11	16.9	59	90.8	7	10.8	5	7.7	50.8	49.2	4.6
	2019	79	77	97.5	35	44.3	9	11.4	65	82.3	14	17.7	10	12.7	45.6	54.4	2.5
	2020	65	63	96.9	25	38.5	3	4.6	39	60.0	10	15.4	11	16.9	49.2	50.8	1.5
PK-5	2018	521	496	95.2	244	46.8	58	11.1	306	58.7	46	8.8	152	29.2	48.4	51.6	6.1
	2019	512	499	97.5	213	41.6	52	10.2	232	45.3	49	9.6	156	30.5	50.2	49.8	5.5
	2020	473	451	95.3	211	44.6	42	8.9	234	49.5	45	9.5	140	29.6	51.2	48.8	5.5

NANCY J. COCHRAN ELEMENTARY SCHOOL (236) 　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　7

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	63	11,061	59	92.8	10,520	95.1	13	20.6	17.8	52	9,830	82.5	88.9
	2019	66	10,918	62	93.8	10,370	95.0	4	6.1	5.7	50	9,637	76.3	88.3
	2020	80	10,874	75	93.0	10,319	94.9	8	10.0	3.8	65	9,815	81.1	90.3
1	2018	70	11,550	66	94.3	11,055	95.7	17	24.3	16.6	59	10,347	84.2	89.6
	2019	67	11,198	61	92.3	10,715	95.7	12	18.0	5.0	49	10,069	73.6	89.9
	2020	61	11,192	57	94.3	10,678	95.4	7	11.5	3.9	49	10,139	80.4	90.6
2	2018	70	11,864	66	94.8	11,398	96.1	19	27.3	15.9	58	10,717	83.3	90.3
	2019	62	11,232	58	93.6	10,781	96.0	7	11.4	4.8	46	10,169	74.7	90.5
	2020	63	11,070	58	92.0	10,616	95.9	7	11.2	3.2	50	10,175	79.8	91.9
3	2018	63	12,536	60	95.2	12,080	96.4	13	20.8	14.4	55	11,431	87.9	91.2
	2019	64	11,452	62	96.0	11,029	96.3	8	12.4	4.6	55	10,478	85.5	91.5
	2020	64	11,093	60	94.2	10,664	96.1	4	6.3	3.5	53	10,181	83.5	91.8
4	2018	85	12,675	82	96.4	12,235	96.5	17	20.0	14.1	78	11,637	91.9	91.8
	2019	64	12,118	61	94.6	11,690	96.5	3	4.7	4.9	55	11,112	85.7	91.7
	2020	53	11,323	51	95.2	10,902	96.3	3	5.7	3.4	46	10,479	86.7	92.5
5	2018	67	12,498	64	96.6	12,078	96.6	4	6.0	6.1	59	11,513	88.6	92.1
	2019	75	12,193	72	95.1	11,779	96.6	3	4.0	4.5	65	11,300	86.1	92.7
	2020	66	11,957	62	94.1	11,518	96.3	7	10.6	3.2	51	11,098	77.3	92.8
KN-5	2018	417	72,186	396	95.1	69,366	96.1	83	19.9	14.0	361	65,475	86.6	90.7
	2019	398	69,110	375	94.2	66,364	96.0	37	9.3	4.9	320	62,765	80.5	90.8
	2020	386	67,509	362	93.7	64,698	95.8	36	9.3	3.5	314	61,887	81.3	91.7

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	11	32.4
Hispanic	11	32.4
White	3	8.8
Multiple	6	17.6
Other	3	8.8

Gender	Number	Percentage
Female	29	85.3
Male	5	14.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.8	82.5
2018-19	6.2	70.3
2019-20	6.5	60.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	11.8
1	4	11.8
2	3	8.8
3	1	2.9
4	4	11.8
5	3	8.8
1-3	8	23.5
More than 3	22	64.7
1 - 5	15	44.1
6 - 10	5	14.7
11 - 20	4	11.8
More than 20	6	17.6

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (20)	Beginning	15	75.0	17	85.0	20	100.0	20	100.0	17	85.0
	Intermediate	5	25.0	3	15.0	0	0.0	0	0.0	3	15.0
	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 (30)	Beginning	21	70.0	25	83.3	30	100.0	29	96.7	25	83.3
	Intermediate	5	16.7	2	6.7	0	0.0	1	3.3	5	16.7
	Advanced	3	10.0	3	10.0	0	0.0	0	0.0	0	0.0
	Advanced High	1	3.3	0	0.0	0	0.0	0	0.0	0	0.0
2 (23)	Beginning	5	21.7	16	69.6	0	0.0	12	52.2	0	0.0
	Intermediate	8	34.8	7	30.4	0	0.0	9	39.1	0	0.0
	Advanced	7	30.4	0	0.0	0	0.0	2	8.7	0	0.0
	Advanced High	3	13.0	0	0.0	0	0.0	0	0.0	0	0.0
3 (33)	Beginning	2	6.1	11	33.3	0	0.0	10	30.3	0	0.0
	Intermediate	8	24.2	16	48.5	0	0.0	12	36.4	0	0.0
	Advanced	11	33.3	5	15.2	0	0.0	7	21.2	0	0.0
	Advanced High	12	36.4	1	3.0	0	0.0	4	12.1	0	0.0
4 (22)	Beginning	9	40.9	3	13.6	0	0.0	7	31.8	0	0.0
	Intermediate	4	18.2	11	50.0	0	0.0	9	40.9	0	0.0
	Advanced	4	18.2	6	27.3	0	0.0	2	9.1	0	0.0
	Advanced High	5	22.7	2	9.1	0	0.0	4	18.2	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	–	–	–	
25	Beginning	21			
	Intermediate	4		0	
4 (16.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	
19	Beginning	0			
	Intermediate	0		0	
0 (0.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	
30	Beginning	0			
	Intermediate	0		0	
0 (0.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	
21	Beginning	0			
	Intermediate	0		0	
0 (0.0%)	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (24)	Beginning	2	8.7	3	13.0	0	0.0	2	8.3	0	0.0
	Intermediate	6	26.1	13	56.5	0	0.0	11	45.8	0	0.0
	Advanced	10	43.5	7	30.4	0	0.0	5	20.8	0	0.0
	Advanced High	5	21.7	0	0.0	0	0.0	6	25.0	0	0.0
ALL (152)	Beginning	54	35.8	75	49.7	50	100.0	80	52.6	42	84.0
	Intermediate	36	23.8	52	34.4	0	0.0	42	27.6	8	16.0
	Advanced	35	23.2	21	13.9	0	0.0	16	10.5	0	0.0
	Advanced High	26	17.2	3	2.0	0	0.0	14	9.2	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
23 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
118 4 (3.4%)	Beginning	21			
	Intermediate	4		0	
	Advanced	0	0		0
	Advanced High	0	0		0

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

54	64.4	72.6			64.8		78.9	

GRADE 1 MATHEMATICS SPANISH

3	*	*			*		65.5	

GRADE 1 READING

28	57.0	74.2			71.4		91.2	

GRADE 1 READING SPANISH

29	77.2	84.8			89.7		89.5	

GRADE 2 MATHEMATICS

41	66.7	76.7	80.7		82.9	100.0	76.5	92.3

GRADE 2 MATHEMATICS SPANISH

1	*	*	*		*	*	44.9	*

GRADE 2 READING

33	53.8	69.2	88.7		54.5	97.0	72.1	91.3

GRADE 2 READING SPANISH

19	75.8	81.8	80.1		84.2	100.0	75.1	92.0

GRADE 3 MATHEMATICS

55	59.6	73.1	85.7		58.2	100.0	70.6	90.8

GRADE 3 READING

29	43.6	66.2	75.7		44.8	86.2	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 MATHEMATICS SPANISH

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

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

| 28 | 49.8 | 69.9 | 82.0 | | 46.4 | 100.0 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 35 | 43.7 | 59.8 | 81.3 | | 28.6 | 100.0 | 68.3 | 91.7 |

GRADE 4 LANGUAGE ARTS SPANISH

| 16 | 56.6 | 63.8 | 85.1 | | 25.0 | 100.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 48 | 51.2 | 64.3 | 80.5 | | 37.5 | 100.0 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 3 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 35 | 46.1 | 70.6 | 81.5 | | 51.4 | 100.0 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 16 | 56.3 | 70.8 | 85.1 | | 50.0 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 62 | 57.6 | 69.0 | 79.7 | | 51.6 | 93.5 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

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

GRADE 5 READING

| 41 | 45.3 | 72.7 | 75.2 | | 58.5 | 97.6 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 24 | 50.9 | 64.1 | 83.6 | | 41.7 | 91.7 | 79.8 | 94.9 |

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 MATHEMATICS SPANISH

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 MATHEMATICS SPANISH

GRADE 5 READING

GRADE 5 READING SPANISH

NANCY J. COCHRAN ELEMENTARY SCHOOL (236)   13

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
64	60.8	65.4	80.9		45.3	98.4	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	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

Number Tested	% 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

NANCY J. COCHRAN ELEMENTARY SCHOOL (236)   14