Campus Data Packet for 2020-21 planning

DALLAS INDEPENDENT SCHOOL DISTRICT

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WHITNEY M. YOUNG, JR. ELEMENTARY SCHOOL (250)   **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	44
KN	51
1	53
2	58
3	85
4	53
5	67
ALL	411

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	225	54.7	13	52.0
American Indian/Alaska Native	3	0.7	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	171	41.6	8	32.0
White	7	1.7	2	8.0
Multiple	4	1.0	1	4.0
Other* (teachers only)	—	—	1	4.0
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	168	40.9
Economically disadvantaged	393	95.6
Limited English proficient (LEP)	141	34.3
Special education	31	7.5
Talented and Gifted (TAG)	67	16.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	54	27	50.0	0	0.0	0	0.0	25	46.3	2	3.7	0	0.0
	2019	39	14	35.9	2	5.1	0	0.0	19	48.7	3	7.7	1	2.6
	2020	44	27	61.4	0	0.0	0	0.0	16	36.4	0	0.0	1	2.3
KN	2018	64	32	50.0	0	0.0	0	0.0	29	45.3	2	3.1	0	0.0
	2019	53	24	45.3	0	0.0	0	0.0	25	47.2	3	5.7	1	1.9
	2020	51	23	45.1	2	3.9	0	0.0	23	45.1	2	3.9	1	2.0
1	2018	91	48	52.7	1	1.1	0	0.0	40	44.0	1	1.1	1	1.1
	2019	61	31	50.8	0	0.0	0	0.0	28	45.9	1	1.6	0	0.0
	2020	53	28	52.8	0	0.0	0	0.0	22	41.5	2	3.8	1	1.9
2	2018	62	29	46.8	0	0.0	0	0.0	33	53.2	0	0.0	0	0.0
	2019	82	45	54.9	1	1.2	0	0.0	33	40.2	2	2.4	1	1.2
	2020	58	30	51.7	0	0.0	0	0.0	26	44.8	1	1.7	0	0.0
3	2018	83	38	45.8	0	0.0	0	0.0	44	53.0	1	1.2	0	0.0
	2019	52	27	51.9	0	0.0	0	0.0	24	46.2	1	1.9	0	0.0
	2020	85	52	61.2	1	1.2	0	0.0	30	35.3	1	1.2	1	1.2
4	2018	72	40	55.6	0	0.0	1	1.4	31	43.1	0	0.0	0	0.0
	2019	76	37	48.7	0	0.0	0	0.0	38	50.0	1	1.3	0	0.0
	2020	53	34	64.2	0	0.0	0	0.0	19	35.8	0	0.0	0	0.0
5	2018	81	53	65.4	0	0.0	0	0.0	28	34.6	0	0.0	0	0.0
	2019	63	36	57.1	0	0.0	1	1.6	26	41.3	0	0.0	0	0.0
	2020	67	31	46.3	0	0.0	0	0.0	35	52.2	1	1.5	0	0.0
PK-5	2018	507	267	52.7	1	0.2	1	0.2	230	45.4	6	1.2	1	0.2
	2019	426	214	50.2	3	0.7	1	0.2	193	45.3	11	2.6	3	0.7
	2020	411	225	54.7	3	0.7	0	0.0	171	41.6	7	1.7	4	1.0

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	54	45	83.3	22	40.7	4	7.4	22	40.7	0	0.0	47	87.0	50.0	50.0	13.0
	2019	39	38	97.4	17	43.6	0	0.0	3	7.7	0	0.0	35	89.7	59.0	41.0	10.3
	2020	44	44	100.0	11	25.0	1	2.3	11	25.0	0	0.0	35	79.5	50.0	50.0	22.7
KN	2018	64	62	96.9	29	45.3	2	3.1	29	45.3	15	23.4	21	32.8	51.6	48.4	0.0
	2019	53	52	98.1	22	41.5	4	7.5	16	30.2	8	15.1	17	32.1	62.3	37.7	0.0
	2020	51	47	92.2	20	39.2	2	3.9	21	41.2	5	9.8	13	25.5	52.9	47.1	0.0
1	2018	91	88	96.7	30	33.0	4	4.4	30	33.0	7	7.7	7	7.7	58.2	41.8	2.2
	2019	61	60	98.4	26	42.6	2	3.3	24	39.3	10	16.4	8	13.1	49.2	50.8	0.0
	2020	53	49	92.5	19	35.8	3	5.7	22	41.5	13	24.5	2	3.8	64.2	35.8	3.8
2	2018	62	56	90.3	29	46.8	4	6.5	30	48.4	4	6.5	5	8.1	53.2	46.8	3.2
	2019	82	78	95.1	26	31.7	9	11.0	25	30.5	8	9.8	13	15.9	54.9	45.1	2.4
	2020	58	56	96.6	24	41.4	0	0.0	23	39.7	11	19.0	6	10.3	41.4	58.6	1.7
3	2018	83	79	95.2	32	38.6	10	12.0	41	49.4	8	9.6	11	13.3	60.2	39.8	8.4
	2019	52	52	100.0	22	42.3	7	13.5	27	51.9	7	13.5	6	11.5	48.1	51.9	1.9
	2020	85	82	96.5	25	29.4	6	7.1	25	29.4	13	15.3	10	11.8	48.2	51.8	1.2
4	2018	72	70	97.2	26	36.1	5	6.9	49	68.1	13	18.1	10	13.9	48.6	51.4	1.4
	2019	76	75	98.7	24	31.6	11	14.5	54	71.1	12	15.8	9	11.8	60.5	39.5	1.3
	2020	53	50	94.3	15	28.3	7	13.2	29	54.7	8	15.1	15	28.3	49.1	50.9	1.9
5	2018	81	79	97.5	20	24.7	10	12.3	62	76.5	14	17.3	13	16.0	51.9	48.1	4.9
	2019	63	61	96.8	22	34.9	4	6.3	49	77.8	15	23.8	7	11.1	54.0	46.0	0.0
	2020	67	65	97.0	27	40.3	12	17.9	37	55.2	17	25.4	13	19.4	55.2	44.8	0.0
PK-5	2018	507	479	94.5	188	37.1	39	7.7	263	51.9	61	12.0	114	22.5	53.8	46.2	4.5
	2019	426	416	97.7	159	37.3	37	8.7	198	46.5	60	14.1	95	22.3	55.4	44.6	1.9
	2020	411	393	95.6	141	34.3	31	7.5	168	40.9	67	16.3	94	22.9	51.3	48.7	3.6

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	65	11,061	63	97.0	10,520	95.1	16	24.5	17.8	57	9,830	87.4	88.9
	2019	57	10,918	54	95.2	10,370	95.0	3	5.3	5.7	42	9,637	73.5	88.3
	2020	51	10,874	49	95.1	10,319	94.9	1	2.0	3.8	44	9,815	86.3	90.3
1	2018	93	11,550	87	93.7	11,055	95.7	17	18.3	16.6	74	10,347	79.7	89.6
	2019	64	11,198	63	97.9	10,715	95.7	1	1.6	5.0	56	10,069	87.3	89.9
	2020	53	11,192	49	93.7	10,678	95.4	1	1.9	3.9	50	10,139	94.7	90.6
2	2018	63	11,864	59	94.3	11,398	96.1	23	36.7	15.9	46	10,717	73.4	90.3
	2019	80	11,232	76	94.5	10,781	96.0	3	3.8	4.8	67	10,169	83.9	90.5
	2020	56	11,070	55	98.0	10,616	95.9	2	3.6	3.2	51	10,175	90.8	91.9
3	2018	84	12,536	80	95.2	12,080	96.4	19	22.6	14.4	67	11,431	79.6	91.2
	2019	55	11,452	52	94.0	11,029	96.3	4	7.3	4.6	43	10,478	78.0	91.5
	2020	84	11,093	80	95.3	10,664	96.1	1	1.2	3.5	75	10,181	89.8	91.8
4	2018	77	12,675	73	95.4	12,235	96.5	16	20.9	14.1	64	11,637	83.6	91.8
	2019	78	12,118	74	94.8	11,690	96.5	5	6.4	4.9	64	11,112	82.0	91.7
	2020	51	11,323	48	94.9	10,902	96.3	2	3.9	3.4	46	10,479	90.7	92.5
5	2018	82	12,498	78	94.8	12,078	96.6	4	4.9	6.1	69	11,513	84.0	92.1
	2019	62	12,193	59	95.1	11,779	96.6	4	6.4	4.5	50	11,300	80.4	92.7
	2020	68	11,957	64	94.5	11,518	96.3	5	7.4	3.2	55	11,098	80.9	92.8
KN-5	2018	464	72,186	440	95.0	69,366	96.1	95	20.5	14.0	377	65,475	81.3	90.7
	2019	397	69,110	378	95.3	66,364	96.0	20	5.0	4.9	322	62,765	81.2	90.8
	2020	362	67,509	345	95.3	64,698	95.8	12	3.3	3.5	321	61,887	88.6	91.7

WHITNEY M. YOUNG, JR. ELEMENTARY SCHOOL (250)   **8**

Teachers: 25

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	13	52.0
Hispanic	8	32.0
White	2	8.0
Multiple	1	4.0
Other	1	4.0

Gender	Number	Percentage
Female	21	84.0
Male	4	16.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.6	62.9
2018-19	8.2	47.1
2019-20	5.1	59.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	24.0
1	4	16.0
2	0	0.0
3	1	4.0
4	2	8.0
5	2	8.0
1-3	5	20.0
More than 3	14	56.0
1 - 5	9	36.0
6 - 10	1	4.0
11 - 20	5	20.0
More than 20	4	16.0

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (20)	Beginning	20	100.0	20	100.0	20	100.0	20	100.0	20	100.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	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 (19)	Beginning	11	57.9	9	47.4	17	89.5	16	84.2	11	57.9
	Intermediate	1	5.3	2	10.5	0	0.0	1	5.3	6	31.6
	Advanced	4	21.1	6	31.6	1	5.3	0	0.0	1	5.3
	Advanced High	3	15.8	2	10.5	1	5.3	2	10.5	1	5.3
2 (23)	Beginning	3	13.0	11	47.8	9	39.1	13	56.5	7	30.4
	Intermediate	15	65.2	11	47.8	6	26.1	9	39.1	12	52.2
	Advanced	4	17.4	1	4.3	8	34.8	1	4.3	4	17.4
	Advanced High	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0
3 (25)	Beginning	1	4.0	5	20.0	7	29.2	6	24.0	2	8.3
	Intermediate	3	12.0	18	72.0	14	58.3	6	24.0	12	50.0
	Advanced	6	24.0	2	8.0	3	12.5	3	12.0	10	41.7
	Advanced High	15	60.0	0	0.0	0	0.0	10	40.0	0	0.0
4 (15)	Beginning	1	6.7	4	26.7	3	20.0	4	26.7	1	6.7
	Intermediate	8	53.3	9	60.0	6	40.0	7	46.7	9	60.0
	Advanced	5	33.3	2	13.3	2	13.3	3	20.0	5	33.3
	Advanced High	1	6.7	0	0.0	4	26.7	1	6.7	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	—	—	—	
19 / 8 (42.1%)	Beginning	11			
	Intermediate	6	0		
	Advanced	1	0	0	
	Advanced High	1	0	0	
23 / 5 (21.7%)	Beginning	7			
	Intermediate	3	9		
	Advanced	1	1	2	
	Advanced High	0	0	0	
25 / 5 (20.0%)	Beginning	2			
	Intermediate	1	11		
	Advanced	0	4	6	
	Advanced High	0	0	0	
15 / 0 (0.0%)	Beginning	1			
	Intermediate	0	9		
	Advanced	0	0	5	
	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 (27)	Beginning	2	7.4	4	14.8	5	19.2	4	14.8	2	7.7
	Intermediate	10	37.0	13	48.1	9	34.6	10	37.0	11	42.3
	Advanced	7	25.9	10	37.0	4	15.4	7	25.9	10	38.5
	Advanced High	8	29.6	0	0.0	8	30.8	6	22.2	3	11.5
ALL (129)	Beginning	38	29.5	53	41.1	61	48.0	63	48.8	43	33.9
	Intermediate	37	28.7	53	41.1	35	27.6	33	25.6	50	39.4
	Advanced	26	20.2	21	16.3	18	14.2	14	10.9	30	23.6
	Advanced High	28	21.7	2	1.6	13	10.2	19	14.7	4	3.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
26 **9 (34.6%)**	Beginning		1		
	Intermediate	2		9	
	Advanced	0	4		6
	Advanced High	0	0		3
108 **27 (25.0%)**	Beginning		22		
	Intermediate	12		38	
	Advanced	2	9		19
	Advanced High	1	0		3

☐ 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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
51	65.0	73.1			60.8		78.9	

GRADE 1 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
33	67.7	80.6			81.8		91.2	

GRADE 1 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
20	72.5	81.7			85.0		89.5	

GRADE 2 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
54	47.4	63.3	75.6		37.0	70.4	76.5	92.3

GRADE 2 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
32	48.3	65.5	79.3		25.0	90.6	72.1	91.3

GRADE 2 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
22	64.1	73.1	76.0		59.1	68.2	75.1	92.0

GRADE 3 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
82	53.3	68.9	77.1		47.6	95.1	70.6	90.8

GRADE 3 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
58	47.9	68.8	74.8		53.4	77.6	62.6	88.7

GRADE 3 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
24	44.6	66.8	77.7		37.5	83.3	57.7	88.7

GRADE 4 LANGUAGE ARTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
31	58.1	70.0	72.2		54.8	64.5	68.3	91.7

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

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

GRADE 1 READING

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

GRADE 1 READING SPANISH

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

GRADE 2 MATHEMATICS

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

GRADE 2 READING

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

GRADE 2 READING SPANISH

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

GRADE 3 MATHEMATICS

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

GRADE 3 READING

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

GRADE 3 READING SPANISH

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

GRADE 4 LANGUAGE ARTS

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

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 SPANISH

| 16 | 63.2 | 69.4 | 74.4 | | 56.3 | 81.3 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 47 | 56.7 | 68.3 | 76.1 | | 53.2 | 74.5 | 71.7 | 90.4 |

GRADE 4 READING

| 31 | 44.8 | 69.9 | 72.2 | | 61.3 | 64.5 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 16 | 65.3 | 76.9 | 74.4 | | 75.0 | 81.3 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 57 | 64.3 | 73.9 | 77.4 | | 66.7 | 75.4 | 78.3 | 91.9 |

GRADE 5 READING

| 34 | 48.1 | 74.1 | 75.9 | | 73.5 | 76.5 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 22 | 80.2 | 85.5 | 79.5 | | 100.0 | 95.5 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 35 | 62.4 | 66.9 | 79.9 | | 51.4 | 82.9 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 19 | 67.8 | 74.6 | 82.6 | | 63.2 | 89.5 | 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 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 READING

| | | | | | | | | |

GRADE 4 READING SPANISH

| | | | | | | | | |

GRADE 5 MATHEMATICS

| | | | | | | | | |

GRADE 5 READING

| | | | | | | | | |

GRADE 5 READING SPANISH

| | | | | | | | | |

GRADE 5 SCIENCE

| | | | | | | | | |

GRADE 5 SCIENCE SPANISH

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