



School Number 107

JOSE "JOE" MAY 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	126
KN	114
1	107
2	123
3	101
4	100
5	120
ALL	791

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	44	5.6	1	2.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.3	*	*
Hispanic	737	93.2	31	67.4
White	7	0.9	11	23.9
Multiple	0	0.0	2	4.3
Other* (teachers only)	—	—	1	2.2
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	589	74.5
Economically disadvantaged	754	95.3
Limited English proficient (LEP)	618	78.1
Special education	69	8.7
Talented and Gifted (TAG)	105	13.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	118	1	0.8	0	0.0	0	0.0	115	97.5	0	0.0	2	1.7
	2019	120	4	3.3	0	0.0	0	0.0	116	96.7	0	0.0	0	0.0
	2020	126	7	5.6	0	0.0	0	0.0	118	93.7	1	0.8	0	0.0
KN	2018	90	4	4.4	1	1.1	1	1.1	84	93.3	0	0.0	0	0.0
	2019	93	3	3.2	0	0.0	0	0.0	89	95.7	0	0.0	1	1.1
	2020	114	7	6.1	0	0.0	0	0.0	106	93.0	1	0.9	0	0.0
1	2018	95	6	6.3	0	0.0	0	0.0	88	92.6	1	1.1	0	0.0
	2019	99	2	2.0	0	0.0	0	0.0	93	93.9	3	3.0	1	1.0
	2020	107	4	3.7	0	0.0	0	0.0	103	96.3	0	0.0	0	0.0
2	2018	97	2	2.1	0	0.0	0	0.0	92	94.8	1	1.0	2	2.1
	2019	88	3	3.4	0	0.0	0	0.0	83	94.3	2	2.3	0	0.0
	2020	123	9	7.3	0	0.0	2	1.6	110	89.4	2	1.6	0	0.0
3	2018	97	3	3.1	0	0.0	0	0.0	94	96.9	0	0.0	0	0.0
	2019	94	3	3.2	0	0.0	0	0.0	90	95.7	1	1.1	0	0.0
	2020	101	7	6.9	0	0.0	0	0.0	93	92.1	1	1.0	0	0.0
4	2018	95	2	2.1	0	0.0	0	0.0	92	96.8	1	1.1	0	0.0
	2019	98	5	5.1	0	0.0	0	0.0	92	93.9	1	1.0	0	0.0
	2020	100	4	4.0	0	0.0	0	0.0	95	95.0	1	1.0	0	0.0
5	2018	94	3	3.2	0	0.0	0	0.0	89	94.7	2	2.1	0	0.0
	2019	93	3	3.2	0	0.0	0	0.0	88	94.6	1	1.1	1	1.1
	2020	120	6	5.0	0	0.0	0	0.0	112	93.3	1	0.8	0	0.0
PK-5	2018	686	21	3.1	1	0.1	1	0.1	654	95.3	5	0.7	4	0.6
	2019	685	23	3.4	0	0.0	0	0.0	651	95.0	8	1.2	3	0.4
	2020	791	44	5.6	0	0.0	2	0.3	737	93.2	7	0.9	0	0.0

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	118	113	95.8	103	87.3	2	1.7	106	89.8	0	0.0	95	80.5	48.3	51.7	19.5
	2019	120	120	100.0	97	80.8	7	5.8	27	22.5	0	0.0	92	76.7	52.5	47.5	22.5
	2020	126	125	99.2	97	77.0	1	0.8	86	68.3	0	0.0	99	78.6	51.6	48.4	20.6
KN	2018	90	79	87.8	74	82.2	6	6.7	75	83.3	1	1.1	22	24.4	47.8	52.2	1.1
	2019	93	90	96.8	70	75.3	8	8.6	56	60.2	6	6.5	22	23.7	54.8	45.2	0.0
	2020	114	106	93.0	83	72.8	7	6.1	78	68.4	5	4.4	31	27.2	53.5	46.5	0.0
1	2018	95	93	97.9	72	75.8	7	7.4	74	77.9	11	11.6	13	13.7	57.9	42.1	4.2
	2019	99	97	98.0	81	81.8	11	11.1	68	68.7	8	8.1	17	17.2	47.5	52.5	3.0
	2020	107	100	93.5	84	78.5	12	11.2	75	70.1	14	13.1	24	22.4	51.4	48.6	3.7
2	2018	97	86	88.7	85	87.6	13	13.4	85	87.6	6	6.2	15	15.5	47.4	52.6	3.1
	2019	88	85	96.6	70	79.5	5	5.7	62	70.5	23	26.1	10	11.4	58.0	42.0	3.4
	2020	123	119	96.7	96	78.0	16	13.0	89	72.4	19	15.4	25	20.3	46.3	53.7	0.0
3	2018	97	95	97.9	79	81.4	7	7.2	81	83.5	14	14.4	11	11.3	50.5	49.5	2.1
	2019	94	91	96.8	81	86.2	13	13.8	73	77.7	9	9.6	12	12.8	51.1	48.9	0.0
	2020	101	96	95.0	77	76.2	6	5.9	74	73.3	25	24.8	18	17.8	52.5	47.5	1.0
4	2018	95	90	94.7	78	82.1	9	9.5	83	87.4	14	14.7	14	14.7	51.6	48.4	2.1
	2019	98	93	94.9	81	82.7	8	8.2	80	81.6	21	21.4	12	12.2	53.1	46.9	0.0
	2020	100	94	94.0	82	82.0	13	13.0	86	86.0	20	20.0	9	9.0	54.0	46.0	0.0
5	2018	94	93	98.9	74	78.7	7	7.4	87	92.6	22	23.4	7	7.4	45.7	54.3	0.0
	2019	93	92	98.9	83	89.2	7	7.5	81	87.1	26	28.0	10	10.8	51.6	48.4	1.1
	2020	120	114	95.0	99	82.5	14	11.7	101	84.2	22	18.3	14	11.7	50.8	49.2	1.7
PK-5	2018	686	649	94.6	565	82.4	51	7.4	591	86.2	68	9.9	177	25.8	49.9	50.1	5.1
	2019	685	668	97.5	563	82.2	59	8.6	447	65.3	93	13.6	175	25.5	52.6	47.4	5.0
	2020	791	754	95.3	618	78.1	69	8.7	589	74.5	105	13.3	220	27.8	51.3	48.7	4.2

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	86	11,061	82	95.2	10,520	95.1	22	25.5	17.8	77	9,830	89.3	88.9
	2019	89	10,918	85	95.3	10,370	95.0	2	2.2	5.7	80	9,637	89.8	88.3
	2020	108	10,874	103	95.1	10,319	94.9	9	8.3	3.8	93	9,815	86.1	90.3
1	2018	95	11,550	90	95.3	11,055	95.7	20	21.1	16.6	85	10,347	89.5	89.6
	2019	100	11,198	96	96.0	10,715	95.7	6	6.0	5.0	92	10,069	92.0	89.9
	2020	111	11,192	105	94.6	10,678	95.4	6	5.4	3.9	87	10,139	78.3	90.6
2	2018	89	11,864	86	96.1	11,398	96.1	27	30.2	15.9	78	10,717	87.2	90.3
	2019	85	11,232	82	95.9	10,781	96.0	4	4.7	4.8	80	10,169	94.0	90.5
	2020	123	11,070	119	97.1	10,616	95.9	4	3.3	3.2	108	10,175	87.9	91.9
3	2018	94	12,536	90	95.9	12,080	96.4	27	28.8	14.4	80	11,431	85.2	91.2
	2019	93	11,452	90	96.4	11,029	96.3	4	4.3	4.6	88	10,478	94.4	91.5
	2020	105	11,093	100	95.4	10,664	96.1	6	5.7	3.5	86	10,181	82.0	91.8
4	2018	95	12,675	91	96.0	12,235	96.5	19	20.0	14.1	84	11,637	88.2	91.8
	2019	94	12,118	90	96.4	11,690	96.5	3	3.2	4.9	89	11,112	95.0	91.7
	2020	104	11,323	100	96.1	10,902	96.3	3	2.9	3.4	93	10,479	89.2	92.5
5	2018	95	12,498	92	96.8	12,078	96.6	6	6.3	6.1	86	11,513	90.9	92.1
	2019	91	12,193	88	96.4	11,779	96.6	5	5.5	4.5	84	11,300	92.1	92.7
	2020	124	11,957	118	95.4	11,518	96.3	5	4.0	3.2	102	11,098	82.2	92.8
KN-5	2018	554	72,186	532	95.9	69,366	96.1	121	21.8	14.0	490	65,475	88.4	90.7
	2019	552	69,110	531	96.1	66,364	96.0	24	4.3	4.9	513	62,765	92.9	90.8
	2020	675	67,509	646	95.6	64,698	95.8	33	4.9	3.5	569	61,887	84.3	91.7

Teachers: 46

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	2.2
Hispanic	31	67.4
White	11	23.9
Multiple	2	4.3
Other	1	2.2

Gender	Number	Percentage
Female	34	73.9
Male	12	26.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.6	84.1
2018-19	8.3	82.1
2019-20	5.0	87.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	4.3
1	3	6.5
2	2	4.3
3	5	10.9
4	5	10.9
5	5	10.9
1-3	10	21.7
More than 3	34	73.9
1 - 5	20	43.5
6 - 10	9	19.6
11 - 20	11	23.9
More than 20	4	8.7

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (83)	Beginning	67	80.7	77	92.8	82	98.8	82	98.8	77	92.8
	Intermediate	12	14.5	3	3.6	0	0.0	0	0.0	5	6.0
	Advanced	3	3.6	2	2.4	0	0.0	0	0.0	0	0.0
	Advanced High	1	1.2	1	1.2	1	1.2	1	1.2	1	1.2
1 (87)	Beginning	30	34.5	42	48.3	83	95.4	71	81.6	42	48.3
	Intermediate	48	55.2	33	37.9	3	3.4	14	16.1	42	48.3
	Advanced	4	4.6	8	9.2	0	0.0	1	1.1	2	2.3
	Advanced High	5	5.7	4	4.6	1	1.1	1	1.1	1	1.1
2 (96)	Beginning	21	22.3	32	34.0	55	57.3	42	44.7	30	31.9
	Intermediate	34	36.2	45	47.9	34	35.4	38	40.4	45	47.9
	Advanced	26	27.7	11	11.7	4	4.2	8	8.5	16	17.0
	Advanced High	13	13.8	6	6.4	3	3.1	6	6.4	3	3.2
3 (76)	Beginning	10	13.3	21	28.0	34	44.7	20	27.0	16	21.6
	Intermediate	16	21.3	36	48.0	19	25.0	23	31.1	32	43.2
	Advanced	26	34.7	10	13.3	16	21.1	13	17.6	19	25.7
	Advanced High	23	30.7	8	10.7	7	9.2	18	24.3	7	9.5
4 (81)	Beginning	15	19.2	9	11.5	21	25.9	15	19.5	9	11.7
	Intermediate	30	38.5	27	34.6	22	27.2	29	37.7	27	35.1
	Advanced	28	35.9	37	47.4	22	27.2	17	22.1	32	41.6
	Advanced High	5	6.4	5	6.4	16	19.8	16	20.8	9	11.7


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
64 18 (28.1%)	Beginning	23			
	Intermediate	16	23		
	Advanced	1	0	0	
	Advanced High	0	0	1	
81 47 (58.0%)	Beginning	20			
	Intermediate	29	11		
	Advanced	7	8	1	
	Advanced High	0	3	0	
61 23 (37.7%)	Beginning	4			
	Intermediate	6	25		
	Advanced	2	9	8	
	Advanced High	0	0	6	
73 23 (31.5%)	Beginning	3			
	Intermediate	2	25		
	Advanced	0	13	19	
	Advanced High	0	1	7	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (97)	Beginning	20	21.1	17	17.9	27	27.8	18	18.9	17	17.9
	Intermediate	21	22.1	41	43.2	34	35.1	23	24.2	25	26.3
	Advanced	29	30.5	32	33.7	24	24.7	20	21.1	41	43.2
	Advanced High	25	26.3	5	5.3	12	12.4	34	35.8	12	12.6
ALL (520)	Beginning	163	31.8	198	38.7	302	58.1	248	48.6	191	37.5
	Intermediate	161	31.4	185	36.1	112	21.5	127	24.9	176	34.5
	Advanced	116	22.7	100	19.5	66	12.7	59	11.6	110	21.6
	Advanced High	72	14.1	29	5.7	40	7.7	76	14.9	33	6.5

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
82 33 (40.2%)	Beginning	6			
	Intermediate	3	20		
	Advanced	0	19	22	
	Advanced High	0	1	10	
361 144 (39.9%)	Beginning	56			
	Intermediate	56	104		
	Advanced	10	49	50	
	Advanced High	0	5	24	

 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

83	81.6	85.8			88.0		78.9	
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GRADE 1 READING

21	60.7	76.4			81.0		91.2	
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GRADE 1 READING SPANISH

62	81.1	87.4			88.7		89.5	
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GRADE 2 MATHEMATICS

93	68.7	78.1	81.7		69.9	92.5	76.5	92.3
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GRADE 2 MATHEMATICS SPANISH

8	45.8	62.2	82.9		37.5	100.0	44.9	94.1
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GRADE 2 READING

25	45.2	63.5	78.7		28.0	96.0	72.1	91.3
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GRADE 2 READING SPANISH

75	78.1	83.6	82.5		86.7	93.3	75.1	92.0
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GRADE 3 MATHEMATICS

87	64.7	76.5	82.6		66.7	95.4	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

3	*	*	*		*	*	57.0	*
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GRADE 3 READING

26	36.0	61.6	79.7		23.1	96.2	62.6	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 MATHEMATICS SPANISH

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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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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

63	61.7	77.0	79.4		74.6	88.9	57.7	88.7
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GRADE 4 LANGUAGE ARTS

24	57.6	69.7	79.4		62.5	87.5	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

64	67.2	72.7	79.8		64.1	93.8	68.5	91.9
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GRADE 4 MATHEMATICS

88	67.0	75.8	84.0		69.3	93.2	71.7	90.4
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GRADE 4 READING

24	50.2	72.8	82.8		58.3	87.5	68.8	92.4
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GRADE 4 READING SPANISH

66	71.3	80.9	79.8		83.3	93.9	80.7	91.8
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GRADE 5 MATHEMATICS

97	66.4	75.4	85.3		68.0	88.7	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

2	*	*	*		*	*	56.2	*
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GRADE 5 READING

28	44.3	72.2	74.1		75.0	67.9	79.5	94.1
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GRADE 5 READING SPANISH

71	69.4	77.6	83.5		76.1	100.0	79.8	94.9
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GRADE 5 SCIENCE

29	58.2	63.2	60.2		37.9	17.2	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 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

71	70.7	76.9	86.1		71.8	100.0	73.2	94.7
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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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