Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 137

JULIUS DORSEY
ELEMENTARY SCHOOL

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	63
KN	55
1	66
2	52
3	67
4	72
5	81
ALL	456

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	59	12.9	9	28.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	389	85.3	16	50.0
White	7	1.5	4	12.5
Multiple	1	0.2	1	3.1
Other* (teachers only)	—	—	2	6.3
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	313	68.6
Economically disadvantaged	446	97.8
Limited English proficient (LEP)	280	61.4
Special education	42	9.2
Talented and Gifted (TAG)	79	17.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	58	10	17.2	0	0.0	0	0.0	48	82.8	0	0.0	0	0.0
	2019	54	4	7.4	0	0.0	0	0.0	48	88.9	1	1.9	1	1.9
	2020	63	5	7.9	0	0.0	0	0.0	54	85.7	4	6.3	0	0.0
KN	2018	61	8	13.1	0	0.0	0	0.0	48	78.7	5	8.2	0	0.0
	2019	60	9	15.0	0	0.0	0	0.0	49	81.7	1	1.7	1	1.7
	2020	55	4	7.3	0	0.0	0	0.0	51	92.7	0	0.0	0	0.0
1	2018	66	11	16.7	0	0.0	0	0.0	53	80.3	2	3.0	0	0.0
	2019	59	10	16.9	0	0.0	0	0.0	45	76.3	4	6.8	0	0.0
	2020	66	9	13.6	0	0.0	0	0.0	56	84.8	1	1.5	0	0.0
2	2018	78	12	15.4	0	0.0	0	0.0	62	79.5	4	5.1	0	0.0
	2019	68	13	19.1	0	0.0	0	0.0	54	79.4	1	1.5	0	0.0
	2020	52	7	13.5	0	0.0	0	0.0	44	84.6	1	1.9	0	0.0
3	2018	98	14	14.3	0	0.0	0	0.0	79	80.6	1	1.0	4	4.1
	2019	74	10	13.5	0	0.0	0	0.0	61	82.4	2	2.7	1	1.4
	2020	67	12	17.9	0	0.0	0	0.0	54	80.6	1	1.5	0	0.0
4	2018	74	13	17.6	0	0.0	0	0.0	58	78.4	2	2.7	1	1.4
	2019	89	13	14.6	0	0.0	0	0.0	73	82.0	2	2.2	1	1.1
	2020	72	11	15.3	0	0.0	0	0.0	60	83.3	0	0.0	1	1.4
5	2018	73	13	17.8	0	0.0	0	0.0	58	79.5	2	2.7	0	0.0
	2019	63	10	15.9	0	0.0	0	0.0	53	84.1	0	0.0	0	0.0
	2020	81	11	13.6	0	0.0	0	0.0	70	86.4	0	0.0	0	0.0
PK-5	2018	508	81	15.9	0	0.0	0	0.0	406	79.9	16	3.1	5	1.0
	2019	467	69	14.8	0	0.0	0	0.0	383	82.0	11	2.4	4	0.9
	2020	456	59	12.9	0	0.0	0	0.0	389	85.3	7	1.5	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	58	56	96.6	39	67.2	0	0.0	48	82.8	0	0.0	54	93.1	51.7	48.3	6.9
	2019	54	54	100.0	31	57.4	2	3.7	4	7.4	0	0.0	49	90.7	48.1	51.9	9.3
	2020	63	63	100.0	34	54.0	2	3.2	36	57.1	0	0.0	56	88.9	47.6	52.4	12.7
KN	2018	61	49	80.3	40	65.6	2	3.3	45	73.8	1	1.6	15	24.6	41.0	59.0	0.0
	2019	60	59	98.3	36	60.0	0	0.0	33	55.0	9	15.0	10	16.7	48.3	51.7	0.0
	2020	55	52	94.5	34	61.8	2	3.6	34	61.8	6	10.9	13	23.6	49.1	50.9	0.0
1	2018	66	53	80.3	43	65.2	8	12.1	47	71.2	10	15.2	8	12.1	57.6	42.4	3.0
	2019	59	57	96.6	39	66.1	2	3.4	37	62.7	8	13.6	7	11.9	49.2	50.8	1.7
	2020	66	64	97.0	43	65.2	2	3.0	43	65.2	18	27.3	4	6.1	50.0	50.0	3.0
2	2018	78	65	83.3	44	56.4	6	7.7	49	62.8	10	12.8	12	15.4	44.9	55.1	0.0
	2019	68	68	100.0	44	64.7	12	17.6	43	63.2	10	14.7	7	10.3	54.4	45.6	2.9
	2020	52	50	96.2	36	69.2	1	1.9	38	73.1	6	11.5	1	1.9	42.3	57.7	1.9
3	2018	98	94	95.9	57	58.2	11	11.2	62	63.3	13	13.3	7	7.1	46.9	53.1	2.0
	2019	74	69	93.2	41	55.4	12	16.2	40	54.1	14	18.9	8	10.8	47.3	52.7	0.0
	2020	67	66	98.5	42	62.7	11	16.4	45	67.2	15	22.4	5	7.5	61.2	38.8	1.5
4	2018	74	70	94.6	37	50.0	12	16.2	55	74.3	13	17.6	8	10.8	52.7	47.3	0.0
	2019	89	88	98.9	54	60.7	11	12.4	68	76.4	13	14.6	7	7.9	49.4	50.6	0.0
	2020	72	70	97.2	39	54.2	12	16.7	55	76.4	12	16.7	7	9.7	47.2	52.8	0.0
5	2018	73	69	94.5	46	63.0	13	17.8	60	82.2	13	17.8	4	5.5	60.3	39.7	0.0
	2019	63	57	90.5	36	57.1	8	12.7	49	77.8	13	20.6	3	4.8	54.0	46.0	0.0
	2020	81	81	100.0	52	64.2	12	14.8	62	76.5	22	27.2	8	9.9	50.6	49.4	0.0
PK-5	2018	508	456	89.8	306	60.2	52	10.2	366	72.0	60	11.8	108	21.3	50.6	49.4	1.6
	2019	467	452	96.8	281	60.2	47	10.1	274	58.7	67	14.3	91	19.5	50.1	49.9	1.7
	2020	456	446	97.8	280	61.4	42	9.2	313	68.6	79	17.3	94	20.6	50.0	50.0	2.6

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	61	11,061	59	95.4	10,520	95.1	19	30.9	17.8	52	9,830	84.6	88.9
	2019	60	10,918	57	94.9	10,370	95.0	5	8.4	5.7	56	9,637	93.8	88.3
	2020	52	10,874	49	93.9	10,319	94.9	0	0.0	3.8	47	9,815	90.5	90.3
1	2018	66	11,550	63	95.9	11,055	95.7	7	10.7	16.6	63	10,347	96.2	89.6
	2019	58	11,198	56	95.5	10,715	95.7	3	5.1	5.0	48	10,069	82.1	89.9
	2020	65	11,192	62	95.8	10,678	95.4	3	4.6	3.9	59	10,139	90.5	90.6
2	2018	79	11,864	75	95.7	11,398	96.1	22	28.0	15.9	66	10,717	84.0	90.3
	2019	65	11,232	62	95.9	10,781	96.0	6	9.3	4.8	59	10,169	91.3	90.5
	2020	54	11,070	52	96.2	10,616	95.9	2	3.7	3.2	50	10,175	92.4	91.9
3	2018	94	12,536	91	96.9	12,080	96.4	15	16.0	14.4	88	11,431	93.8	91.2
	2019	73	11,452	70	95.9	11,029	96.3	7	9.6	4.6	63	10,478	86.7	91.5
	2020	71	11,093	68	95.9	10,664	96.1	3	4.2	3.5	64	10,181	90.2	91.8
4	2018	73	12,675	70	96.2	12,235	96.5	16	21.9	14.1	63	11,637	86.1	91.8
	2019	85	12,118	83	97.0	11,690	96.5	4	4.7	4.9	77	11,112	90.1	91.7
	2020	74	11,323	71	95.2	10,902	96.3	3	4.0	3.4	69	10,479	92.9	92.5
5	2018	72	12,498	70	97.4	12,078	96.6	3	4.2	6.1	66	11,513	91.5	92.1
	2019	63	12,193	61	96.6	11,779	96.6	2	3.2	4.5	59	11,300	93.5	92.7
	2020	85	11,957	82	96.6	11,518	96.3	3	3.5	3.2	76	11,098	89.7	92.8
KN-5	2018	445	72,186	428	96.3	69,366	96.1	82	18.4	14.0	398	65,475	89.5	90.7
	2019	404	69,110	388	96.0	66,364	96.0	27	6.7	4.9	362	62,765	89.6	90.8
	2020	401	67,509	384	95.7	64,698	95.8	14	3.5	3.5	365	61,887	91.0	91.7

Teachers: 32

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	28.1
Hispanic	16	50.0
White	4	12.5
Multiple	1	3.1
Other	2	6.3

Gender	Number	Percentage
Female	24	75.0
Male	8	25.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	80.6
2018-19	7.3	84.4
2019-20	6.1	78.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	3.1
1	1	3.1
2	2	6.3
3	1	3.1
4	3	9.4
5	4	12.5
1-3	4	12.5
More than 3	27	84.4
1 - 5	11	34.4
6 - 10	4	12.5
11 - 20	10	31.3
More than 20	6	18.8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (34)	Beginning	14	41.2	18	52.9	30	88.2	28	82.4	17	50.0
	Intermediate	14	41.2	10	29.4	3	8.8	5	14.7	16	47.1
	Advanced	2	5.9	5	14.7	1	2.9	1	2.9	0	0.0
	Advanced High	4	11.8	1	2.9	0	0.0	0	0.0	1	2.9
1 (43)	Beginning	5	11.6	11	25.6	22	51.2	20	46.5	9	20.9
	Intermediate	12	27.9	15	34.9	11	25.6	8	18.6	19	44.2
	Advanced	10	23.3	13	30.2	8	18.6	12	27.9	11	25.6
	Advanced High	16	37.2	4	9.3	2	4.7	3	7.0	4	9.3
2 (36)	Beginning	2	5.6	9	25.0	13	36.1	6	16.7	4	11.1
	Intermediate	6	16.7	21	58.3	13	36.1	15	41.7	18	50.0
	Advanced	17	47.2	6	16.7	9	25.0	12	33.3	13	36.1
	Advanced High	11	30.6	0	0.0	1	2.8	3	8.3	1	2.8
3 (42)	Beginning	1	2.4	4	9.5	12	28.6	5	11.9	2	4.8
	Intermediate	9	21.4	12	28.6	18	42.9	7	16.7	13	31.0
	Advanced	10	23.8	15	35.7	9	21.4	11	26.2	19	45.2
	Advanced High	22	52.4	11	26.2	3	7.1	19	45.2	8	19.0
4 (38)	Beginning	5	13.2	8	21.1	8	21.1	8	21.1	6	15.8
	Intermediate	10	26.3	15	39.5	9	23.7	6	15.8	10	26.3
	Advanced	12	31.6	15	39.5	13	34.2	1	2.6	16	42.1
	Advanced High	11	28.9	0	0.0	8	21.1	23	60.5	6	15.8

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	–	–	–	
40 22 (55.0%)	Beginning	6			
	Intermediate	7	12		
	Advanced	5	6	0	
	Advanced High	1	0	3	
34 13 (38.2%)	Beginning	3			
	Intermediate	3	14		
	Advanced	2	7	4	
	Advanced High	0	0	1	
39 27 (69.2%)	Beginning	1			
	Intermediate	3	8		
	Advanced	0	16	3	
	Advanced High	0	4	4	
38 9 (23.7%)	Beginning	5			
	Intermediate	0	10		
	Advanced	0	3	13	
	Advanced High	0	0	6	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (52)	Beginning	2	3.9	5	9.8	4	7.7	2	3.9	2	3.9
	Intermediate	6	11.8	23	45.1	10	19.2	5	9.8	9	17.6
	Advanced	15	29.4	21	41.2	21	40.4	8	15.7	22	43.1
	Advanced High	28	54.9	2	3.9	17	32.7	36	70.6	18	35.3
ALL (245)	Beginning	29	11.9	55	22.5	89	36.3	69	28.3	40	16.4
	Intermediate	57	23.4	96	39.3	64	26.1	46	18.9	85	34.8
	Advanced	66	27.0	75	30.7	61	24.9	45	18.4	81	33.2
	Advanced High	92	37.7	18	7.4	31	12.7	84	34.4	38	15.6

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
50 / 26 (52.0%)	Beginning	0			
	Intermediate	0	9		
	Advanced	0	8	14	
	Advanced High	0	0	18	
201 / 97 (48.3%)	Beginning	15			
	Intermediate	13	53		
	Advanced	7	40	34	
	Advanced High	1	4	32	

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

| 60 | 80.9 | 85.3 | | | 86.7 | | 78.9 | |

GRADE 1 READING

| 25 | 76.0 | 85.6 | | | 88.0 | | 91.2 | |

GRADE 1 READING SPANISH

| 35 | 82.0 | 88.0 | | | 94.3 | | 89.5 | |

GRADE 2 MATHEMATICS

| 52 | 78.8 | 85.2 | 81.8 | | 90.4 | 82.7 | 76.5 | 92.3 |

GRADE 2 READING

| 15 | 68.3 | 78.9 | 82.8 | | 73.3 | 86.7 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 36 | 75.6 | 81.7 | 76.2 | | 88.9 | 88.9 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 66 | 68.6 | 79.1 | 81.4 | | 75.8 | 95.5 | 70.6 | 90.8 |

GRADE 3 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 57.0 | * |

GRADE 3 READING

| 33 | 39.2 | 63.5 | 76.0 | | 33.3 | 84.8 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 34 | 78.7 | 87.2 | 80.3 | | 97.1 | 97.1 | 57.7 | 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 READING

| | | | | | | | | |

GRADE 1 READING SPANISH

| | | | | | | | | |

GRADE 2 MATHEMATICS

| | | | | | | | | |

GRADE 2 READING

| | | | | | | | | |

GRADE 2 READING SPANISH

| | | | | | | | | |

GRADE 3 MATHEMATICS

| | | | | | | | | |

GRADE 3 MATHEMATICS SPANISH

| | | | | | | | | |

GRADE 3 READING

| | | | | | | | | |

GRADE 3 READING SPANISH

| | | | | | | | | |

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
37	54.4	67.4	79.9		54.1	81.1	68.3	91.7

GRADE 4 LANGUAGE ARTS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
28	81.5	84.6	84.6		85.7	96.4	68.5	91.9

GRADE 4 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
63	78.2	84.1	84.5		81.0	95.2	71.7	90.4

GRADE 4 MATHEMATICS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	50.4	*

GRADE 4 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
38	48.9	72.2	80.7		60.5	94.7	68.8	92.4

GRADE 4 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
27	79.8	86.5	84.4		96.3	96.3	80.7	91.8

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
78	78.6	84.4	82.2		87.2	97.4	78.3	91.9

GRADE 5 MATHEMATICS SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
1	*	*	*		*	*	56.2	*

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
29	52.2	76.1	77.8		75.9	89.7	79.5	94.1

GRADE 5 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
50	80.5	85.7	81.2		96.0	98.0	79.8	94.9

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
30	69.3	72.9	79.4		63.3	96.7	76.5	95.9

SEMESTER 2 TESTS

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

GRADE 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

GRADE 5 SCIENCE

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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
50	83.9	87.3	81.5		92.0	96.0	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 5 SCIENCE SPANISH

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