



School Number 141

**JILL STONE
ELEMENTARY SCHOOL
AT VICKERY MEADOW**

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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	22
KN	35
1	44
2	41
3	47
4	47
5	46
ALL	282

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	36	12.8	2	9.5
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	12	4.3	*	*
Hispanic	219	77.7	12	57.1
White	10	3.5	6	28.6
Multiple	4	1.4	0	0.0
Other* (teachers only)	—	—	1	4.8
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	231	81.9
Economically disadvantaged	272	96.5
Limited English proficient (LEP)	225	79.8
Special education	14	5.0
Talented and Gifted (TAG)	24	8.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	24	2	8.3	0	0.0	0	0.0	22	91.7	0	0.0	0	0.0
	2019	23	2	8.7	0	0.0	4	17.4	14	60.9	3	13.0	0	0.0
	2020	22	2	9.1	0	0.0	1	4.5	19	86.4	0	0.0	0	0.0
KN	2018	60	9	15.0	1	1.7	6	10.0	42	70.0	2	3.3	0	0.0
	2019	47	9	19.1	0	0.0	2	4.3	34	72.3	2	4.3	0	0.0
	2020	35	5	14.3	0	0.0	3	8.6	23	65.7	4	11.4	0	0.0
1	2018	61	7	11.5	0	0.0	4	6.6	45	73.8	4	6.6	1	1.6
	2019	53	8	15.1	1	1.9	2	3.8	40	75.5	0	0.0	2	3.8
	2020	44	8	18.2	0	0.0	3	6.8	32	72.7	1	2.3	0	0.0
2	2018	60	5	8.3	0	0.0	4	6.7	48	80.0	2	3.3	1	1.7
	2019	54	9	16.7	0	0.0	3	5.6	39	72.2	2	3.7	1	1.9
	2020	41	4	9.8	1	2.4	1	2.4	32	78.0	1	2.4	2	4.9
3	2018	68	8	11.8	0	0.0	4	5.9	55	80.9	1	1.5	0	0.0
	2019	55	6	10.9	0	0.0	3	5.5	45	81.8	1	1.8	0	0.0
	2020	47	6	12.8	0	0.0	1	2.1	36	76.6	3	6.4	1	2.1
4	2018	53	2	3.8	0	0.0	1	1.9	50	94.3	0	0.0	0	0.0
	2019	61	11	18.0	0	0.0	2	3.3	46	75.4	1	1.6	1	1.6
	2020	47	4	8.5	0	0.0	2	4.3	40	85.1	1	2.1	0	0.0
5	2018	37	3	8.1	0	0.0	1	2.7	31	83.8	2	5.4	0	0.0
	2019	51	2	3.9	0	0.0	1	2.0	48	94.1	0	0.0	0	0.0
	2020	46	7	15.2	0	0.0	1	2.2	37	80.4	0	0.0	1	2.2
PK-5	2018	363	36	9.9	1	0.3	20	5.5	293	80.7	11	3.0	2	0.6
	2019	344	47	13.7	1	0.3	17	4.9	266	77.3	9	2.6	4	1.2
	2020	282	36	12.8	1	0.4	12	4.3	219	77.7	10	3.5	4	1.4

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	24	23	95.8	21	87.5	0	0.0	22	91.7	0	0.0	24	100.0	50.0	50.0	0.0
	2019	23	22	95.7	21	91.3	0	0.0	0	0.0	0	0.0	23	100.0	47.8	52.2	0.0
	2020	22	22	100.0	17	77.3	0	0.0	17	77.3	0	0.0	22	100.0	18.2	81.8	0.0
KN	2018	60	45	75.0	46	76.7	0	0.0	46	76.7	6	10.0	22	36.7	51.7	48.3	0.0
	2019	47	46	97.9	39	83.0	1	2.1	26	55.3	2	4.3	17	36.2	48.9	51.1	0.0
	2020	35	33	94.3	26	74.3	0	0.0	26	74.3	0	0.0	13	37.1	48.6	51.4	0.0
1	2018	61	57	93.4	49	80.3	3	4.9	49	80.3	7	11.5	9	14.8	50.8	49.2	3.3
	2019	53	49	92.5	42	79.2	0	0.0	38	71.7	4	7.5	8	15.1	49.1	50.9	0.0
	2020	44	42	95.5	34	77.3	1	2.3	35	79.5	4	9.1	6	13.6	50.0	50.0	0.0
2	2018	60	50	83.3	54	90.0	2	3.3	55	91.7	7	11.7	8	13.3	41.7	58.3	1.7
	2019	54	51	94.4	45	83.3	4	7.4	42	77.8	5	9.3	5	9.3	48.1	51.9	0.0
	2020	41	41	100.0	32	78.0	2	4.9	32	78.0	8	19.5	2	4.9	43.9	56.1	4.9
3	2018	68	60	88.2	51	75.0	6	8.8	51	75.0	4	5.9	7	10.3	54.4	45.6	10.3
	2019	55	53	96.4	49	89.1	6	10.9	47	85.5	6	10.9	4	7.3	40.0	60.0	0.0
	2020	47	46	97.9	39	83.0	3	6.4	39	83.0	4	8.5	6	12.8	48.9	51.1	4.3
4	2018	53	53	100.0	47	88.7	5	9.4	50	94.3	9	17.0	4	7.5	50.9	49.1	9.4
	2019	61	59	96.7	48	78.7	6	9.8	49	80.3	3	4.9	5	8.2	57.4	42.6	0.0
	2020	47	42	89.4	38	80.9	4	8.5	43	91.5	5	10.6	8	17.0	42.6	57.4	4.3
5	2018	37	34	91.9	32	86.5	4	10.8	34	91.9	0	0.0	5	13.5	51.4	48.6	0.0
	2019	51	49	96.1	47	92.2	5	9.8	45	88.2	8	15.7	4	7.8	49.0	51.0	0.0
	2020	46	46	100.0	39	84.8	4	8.7	39	84.8	3	6.5	2	4.3	52.2	47.8	0.0
PK-5	2018	363	322	88.7	300	82.6	20	5.5	307	84.6	33	9.1	79	21.8	50.1	49.9	4.1
	2019	344	329	95.6	291	84.6	22	6.4	247	71.8	28	8.1	66	19.2	48.8	51.2	0.0
	2020	282	272	96.5	225	79.8	14	5.0	231	81.9	24	8.5	59	20.9	45.4	54.6	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	56	11,061	53	95.7	10,520	95.1	17	30.5	17.8	46	9,830	82.5	88.9
	2019	47	10,918	45	95.0	10,370	95.0	4	8.5	5.7	43	9,637	91.3	88.3
	2020	36	10,874	34	95.9	10,319	94.9	5	14.1	3.8	30	9,815	84.4	90.3
1	2018	60	11,550	58	96.0	11,055	95.7	9	15.0	16.6	55	10,347	91.7	89.6
	2019	51	11,198	49	96.4	10,715	95.7	1	2.0	5.0	47	10,069	92.6	89.9
	2020	46	11,192	43	94.0	10,678	95.4	2	4.4	3.9	40	10,139	87.0	90.6
2	2018	60	11,864	58	96.3	11,398	96.1	16	26.6	15.9	54	10,717	89.8	90.3
	2019	53	11,232	51	96.8	10,781	96.0	4	7.6	4.8	48	10,169	91.0	90.5
	2020	44	11,070	42	95.9	10,616	95.9	2	4.5	3.2	39	10,175	88.1	91.9
3	2018	66	12,536	64	96.3	12,080	96.4	15	22.7	14.4	55	11,431	83.3	91.2
	2019	54	11,452	53	96.7	11,029	96.3	3	5.5	4.6	49	10,478	90.2	91.5
	2020	49	11,093	48	96.2	10,664	96.1	2	4.0	3.5	40	10,181	81.0	91.8
4	2018	55	12,675	53	97.0	12,235	96.5	6	11.0	14.1	52	11,637	95.3	91.8
	2019	59	12,118	58	96.9	11,690	96.5	3	5.0	4.9	56	11,112	94.2	91.7
	2020	48	11,323	46	97.2	10,902	96.3	2	4.2	3.4	42	10,479	88.0	92.5
5	2018	37	12,498	35	95.9	12,078	96.6	8	21.9	6.1	33	11,513	90.2	92.1
	2019	50	12,193	48	97.0	11,779	96.6	3	6.1	4.5	47	11,300	94.9	92.7
	2020	49	11,957	47	96.7	11,518	96.3	0	0.0	3.2	45	11,098	92.3	92.8
KN-5	2018	333	72,186	320	96.2	69,366	96.1	71	21.3	14.0	295	65,475	88.6	90.7
	2019	314	69,110	303	96.5	66,364	96.0	18	5.7	4.9	290	62,765	92.4	90.8
	2020	272	67,509	261	96.0	64,698	95.8	13	4.8	3.5	236	61,887	86.9	91.7

Teachers: 21

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	9.5
Hispanic	12	57.1
White	6	28.6
Multiple	0	0.0
Other	1	4.8

Gender	Number	Percentage
Female	14	66.7
Male	7	33.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	9.8	60.0
2018-19	9.9	82.6
2019-20	6.4	47.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	14.3
1	2	9.5
2	2	9.5
3	1	4.8
4	2	9.5
5	0	0.0
1-3	5	23.8
More than 3	13	61.9
1 - 5	7	33.3
6 - 10	3	14.3
11 - 20	3	14.3
More than 20	5	23.8

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (25)	Beginning	4	16.0	6	24.0	15	60.0	15	60.0	6	24.0
	Intermediate	11	44.0	10	40.0	4	16.0	4	16.0	12	48.0
	Advanced	10	40.0	9	36.0	6	24.0	6	24.0	7	28.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (34)	Beginning	6	17.6	8	23.5	10	29.4	18	52.9	7	20.6
	Intermediate	15	44.1	15	44.1	16	47.1	9	26.5	17	50.0
	Advanced	11	32.4	9	26.5	7	20.6	6	17.6	9	26.5
	Advanced High	2	5.9	2	5.9	1	2.9	1	2.9	1	2.9
2 (33)	Beginning	4	12.5	14	43.8	15	45.5	14	43.8	7	21.9
	Intermediate	13	40.6	14	43.8	13	39.4	14	43.8	22	68.8
	Advanced	13	40.6	4	12.5	5	15.2	4	12.5	3	9.4
	Advanced High	2	6.3	0	0.0	0	0.0	0	0.0	0	0.0
3 (37)	Beginning	0	0.0	8	21.6	17	45.9	10	27.0	3	8.1
	Intermediate	9	24.3	22	59.5	19	51.4	14	37.8	23	62.2
	Advanced	16	43.2	7	18.9	1	2.7	6	16.2	10	27.0
	Advanced High	12	32.4	0	0.0	0	0.0	7	18.9	1	2.7
4 (38)	Beginning	6	15.8	9	23.7	2	9.5	9	23.7	3	14.3
	Intermediate	15	39.5	17	44.7	10	47.6	12	31.6	7	33.3
	Advanced	9	23.7	12	31.6	6	28.6	8	21.1	9	42.9
	Advanced High	8	21.1	0	0.0	3	14.3	9	23.7	2	9.5


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
32 24 (75.0%)	Beginning	6			
	Intermediate	15	2		
	Advanced	4	4	0	
	Advanced High	0	1	0	
31 16 (51.6%)	Beginning	5			
	Intermediate	13	9		
	Advanced	1	2	0	
	Advanced High	0	0	0	
36 16 (44.4%)	Beginning	2			
	Intermediate	6	17		
	Advanced	2	7	1	
	Advanced High	0	0	1	
32 6 (18.8%)	Beginning	1			
	Intermediate	1	6		
	Advanced	0	3	6	
	Advanced High	0	0	2	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 <hr/> (39)	Beginning	4	10.8	3	8.1	2	5.1	5	12.8	1	2.7
	Intermediate	11	29.7	22	59.5	21	53.8	10	25.6	15	40.5
	Advanced	11	29.7	12	32.4	9	23.1	6	15.4	18	48.6
	Advanced High	11	29.7	0	0.0	7	17.9	18	46.2	3	8.1
ALL <hr/> (206)	Beginning	24	11.8	48	23.6	61	32.3	71	34.6	27	14.5
	Intermediate	74	36.5	100	49.3	83	43.9	63	30.7	96	51.6
	Advanced	70	34.5	53	26.1	34	18.0	36	17.6	56	30.1
	Advanced High	35	17.2	2	1.0	11	5.8	35	17.1	7	3.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
<hr/> 38 <hr/> 13 (34.2%)	Beginning	0			
	Intermediate	4	11		
	Advanced	0	6	12	
	Advanced High	0	0	3	
<hr/> 169 <hr/> 75 (44.4%)	Beginning	14			
	Intermediate	39	45		
	Advanced	7	22	19	
	Advanced High	0	1	6	

 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

47	60.9	69.9			55.3		78.9	
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GRADE 1 READING

18	72.2	83.3			94.4		91.2	
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GRADE 1 READING SPANISH

28	75.9	83.9			78.6		89.5	
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GRADE 2 MATHEMATICS

42	64.5	75.2	79.6		64.3	92.9	76.5	92.3
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GRADE 2 READING

16	47.2	64.8	87.0		43.8	100.0	72.1	91.3
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GRADE 2 READING SPANISH

26	72.9	79.7	74.5		76.9	69.2	75.1	92.0
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GRADE 3 MATHEMATICS

49	54.4	69.6	77.7		51.0	83.7	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 READING

13	41.9	65.2	72.2		15.4	53.8	62.6	88.7
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GRADE 3 READING SPANISH

38	47.5	68.5	85.6		42.1	100.0	57.7	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 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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GRADE 3 READING SPANISH

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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 4 LANGUAGE ARTS

11	52.9	66.4	78.6		45.5	100.0	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

35	65.7	71.4	75.1		60.0	91.4	68.5	91.9
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GRADE 4 MATHEMATICS

42	63.5	73.3	81.2		66.7	95.2	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

4	*	*	*		*	*	50.4	*
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GRADE 4 READING

11	40.0	67.3	78.7		36.4	100.0	68.8	92.4
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GRADE 4 READING SPANISH

35	67.0	78.0	75.1		80.0	91.4	80.7	91.8
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GRADE 5 MATHEMATICS

46	66.3	75.3	75.9		63.0	84.8	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

1	*	*	*		*		56.2	*
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GRADE 5 READING

28	52.3	76.1	70.4		71.4	71.4	79.5	94.1
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GRADE 5 READING SPANISH

19	56.7	68.3	78.8		63.2	100.0	79.8	94.9
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GRADE 5 SCIENCE

46	77.0	79.7	77.4		78.3	89.1	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 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 MATHEMATICS SPANISH

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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

1	*	*	*		*		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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