



School Number 172

# JIMMIE TYLER BRASHEAR 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	87
KN	101
1	112
2	92
3	106
4	92
5	116
ALL	706

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	88	12.5	16	39.0
American Indian/Alaska Native	2	0.3	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	609	86.3	19	46.3
White	4	0.6	5	12.2
Multiple	2	0.3	1	2.4
Other* (teachers only)	—	—	0	0.0
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	373	52.8
Economically disadvantaged	577	81.7
Limited English proficient (LEP)	355	50.3
Special education	54	7.6
Talented and Gifted (TAG)	176	24.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	79	12	15.2	0	0.0	0	0.0	66	83.5	0	0.0	1	1.3
	2019	78	4	5.1	0	0.0	0	0.0	73	93.6	1	1.3	0	0.0
	2020	87	8	9.2	0	0.0	0	0.0	78	89.7	0	0.0	1	1.1
KN	2018	85	11	12.9	1	1.2	0	0.0	73	85.9	0	0.0	0	0.0
	2019	96	10	10.4	0	0.0	0	0.0	84	87.5	1	1.0	1	1.0
	2020	101	12	11.9	0	0.0	0	0.0	89	88.1	0	0.0	0	0.0
1	2018	97	12	12.4	0	0.0	0	0.0	84	86.6	1	1.0	0	0.0
	2019	92	15	16.3	1	1.1	0	0.0	75	81.5	1	1.1	0	0.0
	2020	112	13	11.6	1	0.9	0	0.0	96	85.7	1	0.9	1	0.9
2	2018	80	6	7.5	0	0.0	1	1.3	73	91.3	0	0.0	0	0.0
	2019	107	10	9.3	0	0.0	0	0.0	97	90.7	0	0.0	0	0.0
	2020	92	14	15.2	1	1.1	0	0.0	76	82.6	1	1.1	0	0.0
3	2018	95	10	10.5	0	0.0	1	1.1	82	86.3	2	2.1	0	0.0
	2019	91	8	8.8	0	0.0	1	1.1	81	89.0	1	1.1	0	0.0
	2020	106	10	9.4	0	0.0	0	0.0	96	90.6	0	0.0	0	0.0
4	2018	100	15	15.0	0	0.0	0	0.0	79	79.0	6	6.0	0	0.0
	2019	106	14	13.2	0	0.0	0	0.0	92	86.8	0	0.0	0	0.0
	2020	92	13	14.1	0	0.0	1	1.1	77	83.7	1	1.1	0	0.0
5	2018	103	9	8.7	0	0.0	0	0.0	93	90.3	0	0.0	1	1.0
	2019	107	16	15.0	0	0.0	0	0.0	85	79.4	5	4.7	1	0.9
	2020	116	18	15.5	0	0.0	0	0.0	97	83.6	1	0.9	0	0.0
PK-5	2018	639	75	11.7	1	0.2	2	0.3	550	86.1	9	1.4	2	0.3
	2019	677	77	11.4	1	0.1	1	0.1	587	86.7	9	1.3	2	0.3
	2020	706	88	12.5	2	0.3	1	0.1	609	86.3	4	0.6	2	0.3

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	79	75	94.9	40	50.6	1	1.3	46	58.2	0	0.0	77	97.5	38.0	62.0	3.8
	2019	78	77	98.7	39	50.0	1	1.3	5	6.4	0	0.0	76	97.4	56.4	43.6	2.6
	2020	87	87	100.0	35	40.2	0	0.0	35	40.2	0	0.0	69	79.3	44.8	55.2	14.9
KN	2018	85	63	74.1	50	58.8	2	2.4	52	61.2	2	2.4	14	16.5	50.6	49.4	1.2
	2019	96	85	88.5	51	53.1	3	3.1	46	47.9	11	11.5	20	20.8	41.7	58.3	0.0
	2020	101	75	74.3	50	49.5	6	5.9	51	50.5	22	21.8	20	19.8	54.5	45.5	0.0
1	2018	97	58	59.8	56	57.7	6	6.2	57	58.8	6	6.2	12	12.4	45.4	54.6	2.1
	2019	92	79	85.9	49	53.3	10	10.9	47	51.1	3	3.3	9	9.8	53.3	46.7	0.0
	2020	112	88	78.6	55	49.1	4	3.6	51	45.5	31	27.7	12	10.7	46.4	53.6	0.9
2	2018	80	53	66.3	35	43.8	11	13.8	37	46.3	6	7.5	2	2.5	45.0	55.0	2.5
	2019	107	89	83.2	68	63.6	12	11.2	64	59.8	18	16.8	14	13.1	40.2	59.8	1.9
	2020	92	80	87.0	49	53.3	8	8.7	50	54.3	23	25.0	7	7.6	50.0	50.0	3.3
3	2018	95	75	78.9	46	48.4	5	5.3	48	50.5	11	11.6	5	5.3	54.7	45.3	0.0
	2019	91	69	75.8	41	45.1	14	15.4	40	44.0	12	13.2	5	5.5	45.1	54.9	0.0
	2020	106	87	82.1	64	60.4	14	13.2	64	60.4	28	26.4	3	2.8	44.3	55.7	0.0
4	2018	100	90	90.0	43	43.0	11	11.0	60	60.0	8	8.0	8	8.0	51.0	49.0	1.0
	2019	106	83	78.3	58	54.7	8	7.5	67	63.2	20	18.9	7	6.6	47.2	52.8	0.0
	2020	92	72	78.3	40	43.5	12	13.0	52	56.5	37	40.2	7	7.6	46.7	53.3	0.0
5	2018	103	93	90.3	51	49.5	7	6.8	64	62.1	17	16.5	4	3.9	59.2	40.8	0.0
	2019	107	88	82.2	47	43.9	12	11.2	66	61.7	12	11.2	9	8.4	50.5	49.5	2.8
	2020	116	88	75.9	62	53.4	10	8.6	70	60.3	35	30.2	10	8.6	48.3	51.7	0.0
PK-5	2018	639	507	79.3	321	50.2	43	6.7	364	57.0	50	7.8	122	19.1	49.6	50.4	1.4
	2019	677	570	84.2	353	52.1	60	8.9	335	49.5	76	11.2	140	20.7	47.4	52.6	1.0
	2020	706	577	81.7	355	50.3	54	7.6	373	52.8	176	24.9	128	18.1	47.9	52.1	2.4

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	85	11,061	81	95.4	10,520	95.1	7	8.3	17.8	81	9,830	95.8	88.9
	2019	97	10,918	93	95.7	10,370	95.0	3	3.1	5.7	92	9,637	94.4	88.3
	2020	98	10,874	93	95.1	10,319	94.9	0	0.0	3.8	94	9,815	96.2	90.3
1	2018	95	11,550	91	95.7	11,055	95.7	13	13.7	16.6	87	10,347	92.0	89.6
	2019	90	11,198	87	96.4	10,715	95.7	4	4.4	5.0	87	10,069	96.6	89.9
	2020	112	11,192	108	95.9	10,678	95.4	1	0.9	3.9	109	10,139	97.0	90.6
2	2018	81	11,864	78	96.8	11,398	96.1	4	5.0	15.9	76	10,717	94.4	90.3
	2019	107	11,232	103	96.3	10,781	96.0	2	1.9	4.8	103	10,169	96.6	90.5
	2020	92	11,070	89	96.7	10,616	95.9	1	1.1	3.2	88	10,175	95.8	91.9
3	2018	97	12,536	94	96.7	12,080	96.4	5	5.1	14.4	91	11,431	93.7	91.2
	2019	89	11,452	87	97.5	11,029	96.3	0	0.0	4.6	86	10,478	96.7	91.5
	2020	105	11,093	102	97.0	10,664	96.1	0	0.0	3.5	103	10,181	98.1	91.8
4	2018	100	12,675	97	96.9	12,235	96.5	9	9.0	14.1	95	11,637	94.6	91.8
	2019	103	12,118	100	97.0	11,690	96.5	0	0.0	4.9	97	11,112	94.2	91.7
	2020	93	11,323	90	96.9	10,902	96.3	3	3.2	3.4	90	10,479	96.4	92.5
5	2018	105	12,498	103	97.2	12,078	96.6	1	0.9	6.1	100	11,513	94.9	92.1
	2019	107	12,193	103	97.0	11,779	96.6	0	0.0	4.5	101	11,300	94.8	92.7
	2020	112	11,957	108	96.9	11,518	96.3	1	0.9	3.2	108	11,098	96.5	92.8
KN-5	2018	563	72,186	543	96.5	69,366	96.1	39	6.9	14.0	530	65,475	94.2	90.7
	2019	592	69,110	573	96.6	66,364	96.0	9	1.5	4.9	566	62,765	95.5	90.8
	2020	612	67,509	590	96.4	64,698	95.8	6	1.0	3.5	592	61,887	96.7	91.7



Teachers: 41

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	16	39.0
Hispanic	19	46.3
White	5	12.2
Multiple	1	2.4
Other	0	0.0

Gender	Number	Percentage
Female	35	85.4
Male	6	14.6

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	6.9	84.6
2018-19	7.7	82.5
2019-20	6.8	75.0

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	5	12.2
1	4	9.8
2	3	7.3
3	2	4.9
4	4	9.8
5	1	2.4
1-3	9	22.0
More than 3	27	65.9
1 - 5	14	34.1
6 - 10	6	14.6
11 - 20	10	24.4
More than 20	6	14.6

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (50)	Beginning	20	40.0	20	40.0	45	90.0	48	96.0	20	40.0
	Intermediate	10	20.0	10	20.0	1	2.0	0	0.0	28	56.0
	Advanced	3	6.0	8	16.0	3	6.0	1	2.0	0	0.0
	Advanced High	17	34.0	12	24.0	1	2.0	1	2.0	2	4.0
1 (55)	Beginning	2	3.6	5	9.1	28	50.9	24	43.6	5	9.1
	Intermediate	9	16.4	14	25.5	11	20.0	14	25.5	26	47.3
	Advanced	14	25.5	17	30.9	7	12.7	8	14.5	12	21.8
	Advanced High	30	54.5	19	34.5	9	16.4	9	16.4	12	21.8
2 (49)	Beginning	1	2.0	5	10.2	8	16.3	19	38.8	3	6.1
	Intermediate	11	22.4	31	63.3	22	44.9	18	36.7	25	51.0
	Advanced	23	46.9	7	14.3	11	22.4	9	18.4	18	36.7
	Advanced High	14	28.6	6	12.2	8	16.3	3	6.1	3	6.1
3 (64)	Beginning	0	0.0	3	4.7	3	4.7	5	7.8	0	0.0
	Intermediate	3	4.7	31	48.4	21	32.8	10	15.6	11	17.2
	Advanced	14	21.9	22	34.4	24	37.5	18	28.1	39	60.9
	Advanced High	47	73.4	8	12.5	16	25.0	31	48.4	14	21.9
4 (40)	Beginning	4	10.0	1	2.5	5	12.5	9	22.5	2	5.0
	Intermediate	11	27.5	18	45.0	9	22.5	15	37.5	16	40.0
	Advanced	15	37.5	19	47.5	16	40.0	3	7.5	17	42.5
	Advanced High	10	25.0	2	5.0	10	25.0	13	32.5	5	12.5


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
52 29 (55.8%)	Beginning	3			
	Intermediate	7	18		
	Advanced	3	7	2	
	Advanced High	1	7	4	
49 8 (16.3%)	Beginning	3			
	Intermediate	2	23		
	Advanced	0	3	15	
	Advanced High	0	0	3	
64 42 (65.6%)	Beginning	0			
	Intermediate	4	7		
	Advanced	1	23	15	
	Advanced High	0	2	12	
39 5 (12.8%)	Beginning	1			
	Intermediate	0	16		
	Advanced	0	0	17	
	Advanced High	0	0	5	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (62)	Beginning	6	9.7	6	9.7	8	12.9	7	11.3	5	8.1
	Intermediate	11	17.7	21	33.9	14	22.6	18	29.0	13	21.0
	Advanced	21	33.9	28	45.2	21	33.9	13	21.0	26	41.9
	Advanced High	24	38.7	7	11.3	19	30.6	24	38.7	18	29.0
ALL (320)	Beginning	33	10.3	40	12.5	97	30.3	112	35.0	35	10.9
	Intermediate	55	17.2	125	39.1	78	24.4	75	23.4	119	37.2
	Advanced	90	28.1	101	31.6	82	25.6	52	16.3	112	35.0
	Advanced High	142	44.4	54	16.9	63	19.7	81	25.3	54	16.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
57  27 (47.4%)	Beginning	1			
	Intermediate	1	12		
	Advanced	0	9	17	
	Advanced High	0	0	17	
261  111 (42.5%)	Beginning	8			
	Intermediate	14	76		
	Advanced	4	42	66	
	Advanced High	1	9	41	

 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**

108	78.6	83.5			81.5		78.9	
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**GRADE 1 MATHEMATICS SPANISH**

3	*	*			*		65.5	
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**GRADE 1 READING**

60	77.0	86.2			90.0		91.2	
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**GRADE 1 READING SPANISH**

51	76.7	84.4			86.3		89.5	
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**GRADE 2 MATHEMATICS**

89	68.5	78.1	89.5		76.4	100.0	76.5	92.3
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**GRADE 2 READING**

43	70.5	80.3	83.2		79.1	86.0	72.1	91.3
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**GRADE 2 READING SPANISH**

46	67.9	76.0	84.7		60.9	97.8	75.1	92.0
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**GRADE 3 MATHEMATICS**

100	69.2	79.5	84.1		74.0	100.0	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

1	*	*	*		*	*	57.0	*
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**GRADE 3 READING**

55	66.5	79.9	81.9		80.0	89.1	62.6	88.7
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**GRADE 1 MATHEMATICS**

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**GRADE 1 MATHEMATICS SPANISH**

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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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**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**

45	57.7	74.6	80.9		66.7	100.0	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

55	73.9	81.4	84.5		80.0	100.0	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

30	72.7	77.3	77.2		66.7	83.3	68.5	91.9
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**GRADE 4 MATHEMATICS**

86	76.2	82.6	85.1		82.6	89.5	71.7	90.4
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**GRADE 4 READING**

55	63.1	79.9	82.9		83.6	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

30	72.2	81.4	77.2		86.7	83.3	80.7	91.8
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**GRADE 5 MATHEMATICS**

103	81.4	86.4	89.2		87.4	97.1	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

3	*	*	*		*	*	56.2	*
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**GRADE 5 READING**

66	58.5	79.2	86.2		90.9	100.0	79.5	94.1
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**GRADE 5 READING SPANISH**

40	71.5	79.1	80.0		80.0	90.0	79.8	94.9
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**GRADE 5 SCIENCE**

50	83.0	85.0	86.7		92.0	100.0	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**

56	68.5	75.1	87.5		66.1	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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