



School Number 279

JERRY R. JUNKINS 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	90
KN	81
1	81
2	90
3	79
4	95
5	83
ALL	599

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	181	30.2	9	23.1
American Indian/Alaska Native	4	0.7	*	*
Asian/Hawaiian/Pacific Islander	16	2.7	*	*
Hispanic	321	53.6	15	38.5
White	37	6.2	10	25.6
Multiple	37	6.2	1	2.6
Other* (teachers only)	—	—	4	10.3
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	266	44.4
Economically disadvantaged	473	79.0
Limited English proficient (LEP)	243	40.6
Special education	64	10.7
Talented and Gifted (TAG)	75	12.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	73	17	23.3	0	0.0	6	8.2	45	61.6	3	4.1	2	2.7
	2019	75	19	25.3	2	2.7	10	13.3	40	53.3	4	5.3	0	0.0
	2020	90	28	31.1	0	0.0	3	3.3	51	56.7	3	3.3	5	5.6
KN	2018	105	30	28.6	2	1.9	4	3.8	46	43.8	15	14.3	7	6.7
	2019	88	25	28.4	0	0.0	3	3.4	49	55.7	5	5.7	6	6.8
	2020	81	23	28.4	0	0.0	4	4.9	39	48.1	7	8.6	6	7.4
1	2018	95	28	29.5	0	0.0	2	2.1	53	55.8	9	9.5	3	3.2
	2019	107	31	29.0	1	0.9	2	1.9	50	46.7	15	14.0	7	6.5
	2020	81	23	28.4	1	1.2	2	2.5	43	53.1	5	6.2	7	8.6
2	2018	100	26	26.0	0	0.0	5	5.0	54	54.0	12	12.0	3	3.0
	2019	84	28	33.3	0	0.0	2	2.4	44	52.4	4	4.8	6	7.1
	2020	90	27	30.0	1	1.1	1	1.1	43	47.8	10	11.1	7	7.8
3	2018	100	33	33.0	2	2.0	7	7.0	46	46.0	9	9.0	3	3.0
	2019	107	32	29.9	0	0.0	2	1.9	56	52.3	12	11.2	5	4.7
	2020	79	25	31.6	0	0.0	3	3.8	47	59.5	1	1.3	3	3.8
4	2018	91	27	29.7	2	2.2	6	6.6	43	47.3	10	11.0	3	3.3
	2019	91	30	33.0	1	1.1	3	3.3	45	49.5	6	6.6	6	6.6
	2020	95	28	29.5	1	1.1	1	1.1	54	56.8	7	7.4	4	4.2
5	2018	86	22	25.6	2	2.3	8	9.3	39	45.3	6	7.0	8	9.3
	2019	76	22	28.9	2	2.6	5	6.6	40	52.6	4	5.3	3	3.9
	2020	83	27	32.5	1	1.2	2	2.4	44	53.0	4	4.8	5	6.0
PK-5	2018	650	183	28.2	8	1.2	38	5.8	326	50.2	64	9.8	29	4.5
	2019	628	187	29.8	6	1.0	27	4.3	324	51.6	50	8.0	33	5.3
	2020	599	181	30.2	4	0.7	16	2.7	321	53.6	37	6.2	37	6.2

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	73	66	90.4	39	53.4	4	5.5	41	56.2	0	0.0	70	95.9	43.8	56.2	4.1
	2019	75	75	100.0	41	54.7	11	14.7	13	17.3	0	0.0	60	80.0	49.3	50.7	24.0
	2020	90	90	100.0	45	50.0	7	7.8	36	40.0	0	0.0	79	87.8	47.8	52.2	12.2
KN	2018	105	66	62.9	35	33.3	13	12.4	38	36.2	5	4.8	60	57.1	44.8	55.2	0.0
	2019	88	69	78.4	32	36.4	11	12.5	21	23.9	7	8.0	44	50.0	48.9	51.1	2.3
	2020	81	67	82.7	39	48.1	8	9.9	38	46.9	6	7.4	44	54.3	44.4	55.6	3.7
1	2018	95	64	67.4	33	34.7	16	16.8	38	40.0	14	14.7	29	30.5	46.3	53.7	1.1
	2019	107	69	64.5	35	32.7	14	13.1	29	27.1	7	6.5	24	22.4	51.4	48.6	2.8
	2020	81	55	67.9	28	34.6	10	12.3	30	37.0	14	17.3	14	17.3	50.6	49.4	1.2
2	2018	100	63	63.0	45	45.0	10	10.0	48	48.0	15	15.0	28	28.0	54.0	46.0	0.0
	2019	84	57	67.9	26	31.0	10	11.9	23	27.4	10	11.9	24	28.6	54.8	45.2	0.0
	2020	90	69	76.7	34	37.8	9	10.0	33	36.7	11	12.2	23	25.6	58.9	41.1	1.1
3	2018	100	75	75.0	35	35.0	14	14.0	35	35.0	9	9.0	21	21.0	52.0	48.0	0.0
	2019	107	74	69.2	42	39.3	11	10.3	42	39.3	13	12.1	24	22.4	58.9	41.1	2.8
	2020	79	56	70.9	28	35.4	9	11.4	28	35.4	10	12.7	17	21.5	50.6	49.4	1.3
4	2018	91	73	80.2	28	30.8	14	15.4	43	47.3	12	13.2	21	23.1	46.2	53.8	0.0
	2019	91	70	76.9	33	36.3	11	12.1	50	54.9	16	17.6	22	24.2	56.0	44.0	0.0
	2020	95	79	83.2	35	36.8	13	13.7	59	62.1	16	16.8	23	24.2	62.1	37.9	1.1
5	2018	86	70	81.4	26	30.2	11	12.8	67	77.9	18	20.9	21	24.4	59.3	40.7	0.0
	2019	76	62	81.6	21	27.6	14	18.4	39	51.3	11	14.5	16	21.1	48.7	51.3	0.0
	2020	83	57	68.7	34	41.0	8	9.6	42	50.6	18	21.7	15	18.1	60.2	39.8	0.0
PK-5	2018	650	477	73.4	241	37.1	82	12.6	310	47.7	73	11.2	250	38.5	49.5	50.5	0.6
	2019	628	476	75.8	230	36.6	82	13.1	217	34.6	64	10.2	214	34.1	52.9	47.1	4.1
	2020	599	473	79.0	243	40.6	64	10.7	266	44.4	75	12.5	215	35.9	53.8	46.2	3.0

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	106	11,061	102	96.2	10,520	95.1	15	14.1	17.8	96	9,830	90.4	88.9
	2019	86	10,918	83	95.7	10,370	95.0	9	10.4	5.7	75	9,637	86.8	88.3
	2020	82	10,874	78	94.7	10,319	94.9	8	9.8	3.8	72	9,815	87.8	90.3
1	2018	94	11,550	91	96.3	11,055	95.7	18	19.1	16.6	85	10,347	90.0	89.6
	2019	106	11,198	103	96.7	10,715	95.7	5	4.7	5.0	97	10,069	91.1	89.9
	2020	83	11,192	79	95.3	10,678	95.4	4	4.8	3.9	73	10,139	88.3	90.6
2	2018	95	11,864	92	96.6	11,398	96.1	19	19.9	15.9	86	10,717	90.2	90.3
	2019	82	11,232	80	96.9	10,781	96.0	4	4.9	4.8	72	10,169	87.5	90.5
	2020	93	11,070	88	95.2	10,616	95.9	5	5.4	3.2	82	10,175	88.6	91.9
3	2018	100	12,536	96	96.1	12,080	96.4	22	22.0	14.4	87	11,431	87.0	91.2
	2019	103	11,452	100	96.8	11,029	96.3	9	8.7	4.6	92	10,478	88.9	91.5
	2020	79	11,093	76	95.9	10,664	96.1	1	1.3	3.5	72	10,181	90.6	91.8
4	2018	90	12,675	87	97.3	12,235	96.5	15	16.7	14.1	79	11,637	87.9	91.8
	2019	91	12,118	88	96.5	11,690	96.5	7	7.7	4.9	80	11,112	87.7	91.7
	2020	99	11,323	95	96.2	10,902	96.3	4	4.0	3.4	91	10,479	91.9	92.5
5	2018	87	12,498	84	96.1	12,078	96.6	3	3.4	6.1	77	11,513	88.0	92.1
	2019	81	12,193	79	97.3	11,779	96.6	4	4.9	4.5	76	11,300	93.5	92.7
	2020	83	11,957	80	96.0	11,518	96.3	4	4.8	3.2	73	11,098	87.6	92.8
KN-5	2018	573	72,186	553	96.4	69,366	96.1	92	16.0	14.0	510	65,475	89.0	90.7
	2019	551	69,110	533	96.7	66,364	96.0	38	6.9	4.9	492	62,765	89.3	90.8
	2020	519	67,509	496	95.6	64,698	95.8	26	5.0	3.5	463	61,887	89.2	91.7

Teachers: 39

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	23.1
Hispanic	15	38.5
White	10	25.6
Multiple	1	2.6
Other	4	10.3

Gender	Number	Percentage
Female	34	87.2
Male	5	12.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.7	84.1
2018-19	6.8	69.0
2019-20	6.8	78.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	10.3
1	3	7.7
2	1	2.6
3	4	10.3
4	3	7.7
5	3	7.7
1-3	8	20.5
More than 3	27	69.2
1 - 5	14	35.9
6 - 10	4	10.3
11 - 20	11	28.2
More than 20	6	15.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (39)	Beginning	17	43.6	18	46.2	33	84.6	31	79.5	18	46.2
	Intermediate	10	25.6	11	28.2	3	7.7	5	12.8	18	46.2
	Advanced	11	28.2	9	23.1	2	5.1	2	5.1	2	5.1
	Advanced High	1	2.6	1	2.6	1	2.6	1	2.6	1	2.6
1 (27)	Beginning	10	37.0	15	55.6	18	66.7	15	55.6	11	40.7
	Intermediate	17	63.0	12	44.4	9	33.3	12	44.4	16	59.3
	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
2 (34)	Beginning	4	11.8	7	20.6	10	30.3	6	17.6	2	6.1
	Intermediate	7	20.6	24	70.6	9	27.3	17	50.0	21	63.6
	Advanced	18	52.9	3	8.8	12	36.4	11	32.4	10	30.3
	Advanced High	5	14.7	0	0.0	2	6.1	0	0.0	0	0.0
3 (28)	Beginning	1	3.6	4	14.3	7	25.0	3	10.7	1	3.6
	Intermediate	5	17.9	14	50.0	9	32.1	7	25.0	9	32.1
	Advanced	5	17.9	5	17.9	11	39.3	8	28.6	14	50.0
	Advanced High	17	60.7	5	17.9	1	3.6	10	35.7	4	14.3
4 (34)	Beginning	1	2.9	4	11.8	2	5.9	3	8.8	1	2.9
	Intermediate	13	38.2	7	20.6	12	35.3	16	47.1	15	44.1
	Advanced	15	44.1	22	64.7	10	29.4	4	11.8	11	32.4
	Advanced High	5	14.7	1	2.9	10	29.4	11	32.4	7	20.6

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
26 8 (30.8%)	Beginning	10			
	Intermediate	8	8		
	Advanced	0	0	0	
	Advanced High	0	0	0	
27 20 (74.1%)	Beginning	0			
	Intermediate	13	5		
	Advanced	3	4	2	
	Advanced High	0	0	0	
23 13 (56.5%)	Beginning	0			
	Intermediate	2	4		
	Advanced	0	7	6	
	Advanced High	0	0	4	
33 13 (39.4%)	Beginning	0			
	Intermediate	1	14		
	Advanced	0	5	6	
	Advanced High	0	0	7	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (33)	Beginning	4	12.1	9	27.3	2	6.1	5	15.6	3	9.4
	Intermediate	8	24.2	14	42.4	8	24.2	7	21.9	10	31.3
	Advanced	15	45.5	9	27.3	11	33.3	5	15.6	14	43.8
	Advanced High	6	18.2	1	3.0	12	36.4	15	46.9	5	15.6
ALL (195)	Beginning	37	19.0	57	29.2	72	37.1	63	32.5	36	18.7
	Intermediate	60	30.8	82	42.1	50	25.8	64	33.0	89	46.1
	Advanced	64	32.8	48	24.6	46	23.7	30	15.5	51	26.4
	Advanced High	34	17.4	8	4.1	26	13.4	37	19.1	17	8.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
30 14 (46.7%)	Beginning	1			
	Intermediate	3	7		
	Advanced	0	6	7	
	Advanced High	0	0	5	
139 68 (48.9%)	Beginning	11			
	Intermediate	27	38		
	Advanced	3	22	21	
	Advanced High	0	0	16	

 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

75	83.1	87.0			89.3		78.9	
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GRADE 1 MATHEMATICS SPANISH

4	*	*			*		65.5	
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GRADE 1 READING

50	82.6	89.6			92.0		91.2	
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GRADE 1 READING SPANISH

23	88.0	92.0			100.0		89.5	
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GRADE 2 MATHEMATICS

84	73.0	81.2	84.7		86.9	100.0	76.5	92.3
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GRADE 2 MATHEMATICS SPANISH

6	69.0	78.4	79.0		66.7	100.0	44.9	94.1
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GRADE 2 READING

63	69.9	79.9	87.7		82.5	100.0	72.1	91.3
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GRADE 2 READING SPANISH

27	72.2	79.2	80.6		81.5	88.9	75.1	92.0
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GRADE 3 MATHEMATICS

70	69.9	80.0	88.5		78.6	98.6	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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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 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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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

52	54.5	72.7	79.5		63.5	92.3	62.6	88.7
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GRADE 3 READING SPANISH

20	57.5	74.5	80.8		70.0	95.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

70	62.2	73.0	84.0		68.6	98.6	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

22	67.1	72.6	82.1		72.7	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

91	69.0	77.3	84.7		73.6	92.3	71.7	90.4
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GRADE 4 MATHEMATICS SPANISH

1	*	*	*		*	*	50.4	*
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GRADE 4 READING

71	51.4	73.5	84.9		74.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

22	71.1	80.8	82.1		86.4	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

71	73.9	80.9	82.4		78.9	88.7	78.3	91.9
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GRADE 5 MATHEMATICS SPANISH

3	*	*	*		*	*	56.2	*
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GRADE 5 READING

54	57.2	78.6	85.5		83.3	100.0	79.5	94.1
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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

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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 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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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 READING SPANISH

22	74.2	81.1	83.0		81.8	95.5	79.8	94.9
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GRADE 5 SCIENCE

56	77.3	80.0	83.3		76.8	96.4	76.5	95.9
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GRADE 5 SCIENCE SPANISH

18	87.4	90.1	83.2		100.0	94.4	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 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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