



School Number 114

# JOHN NEELY BRYAN 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	44
KN	51
1	56
2	37
3	52
4	52
5	62
ALL	354

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	178	50.3	13	54.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	168	47.5	6	25.0
White	4	1.1	4	16.7
Multiple	4	1.1	1	4.2
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	167	47.2
Economically disadvantaged	349	98.6
Limited English proficient (LEP)	128	36.2
Special education	31	8.8
Talented and Gifted (TAG)	102	28.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	45	28	62.2	0	0.0	0	0.0	16	35.6	0	0.0	1	2.2
	2019	37	22	59.5	1	2.7	0	0.0	14	37.8	0	0.0	0	0.0
	2020	44	19	43.2	0	0.0	0	0.0	25	56.8	0	0.0	0	0.0
KN	2018	51	34	66.7	0	0.0	0	0.0	16	31.4	0	0.0	1	2.0
	2019	61	36	59.0	0	0.0	0	0.0	25	41.0	0	0.0	0	0.0
	2020	51	23	45.1	0	0.0	0	0.0	25	49.0	1	2.0	2	3.9
1	2018	52	24	46.2	0	0.0	0	0.0	28	53.8	0	0.0	0	0.0
	2019	56	33	58.9	1	1.8	0	0.0	22	39.3	0	0.0	0	0.0
	2020	56	35	62.5	0	0.0	0	0.0	19	33.9	1	1.8	1	1.8
2	2018	51	30	58.8	0	0.0	0	0.0	21	41.2	0	0.0	0	0.0
	2019	54	25	46.3	0	0.0	0	0.0	29	53.7	0	0.0	0	0.0
	2020	37	18	48.6	0	0.0	0	0.0	19	51.4	0	0.0	0	0.0
3	2018	75	44	58.7	1	1.3	0	0.0	30	40.0	0	0.0	0	0.0
	2019	51	33	64.7	0	0.0	0	0.0	18	35.3	0	0.0	0	0.0
	2020	52	21	40.4	0	0.0	0	0.0	30	57.7	1	1.9	0	0.0
4	2018	67	39	58.2	0	0.0	0	0.0	28	41.8	0	0.0	0	0.0
	2019	63	34	54.0	0	0.0	0	0.0	29	46.0	0	0.0	0	0.0
	2020	52	30	57.7	0	0.0	0	0.0	21	40.4	1	1.9	0	0.0
5	2018	63	43	68.3	0	0.0	0	0.0	19	30.2	0	0.0	1	1.6
	2019	64	38	59.4	0	0.0	0	0.0	26	40.6	0	0.0	0	0.0
	2020	62	32	51.6	0	0.0	0	0.0	29	46.8	0	0.0	1	1.6
PK-5	2018	404	242	59.9	1	0.2	0	0.0	158	39.1	0	0.0	3	0.7
	2019	386	221	57.3	2	0.5	0	0.0	163	42.2	0	0.0	0	0.0
	2020	354	178	50.3	0	0.0	0	0.0	168	47.5	4	1.1	4	1.1

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	45	44	97.8	13	28.9	0	0.0	17	37.8	0	0.0	38	84.4	44.4	55.6	15.6
	2019	37	37	100.0	10	27.0	0	0.0	4	10.8	0	0.0	30	81.1	64.9	35.1	16.2
	2020	44	44	100.0	20	45.5	1	2.3	20	45.5	0	0.0	33	75.0	45.5	54.5	27.3
KN	2018	51	46	90.2	16	31.4	1	2.0	16	31.4	25	49.0	14	27.5	49.0	51.0	0.0
	2019	61	61	100.0	17	27.9	2	3.3	15	24.6	16	26.2	18	29.5	47.5	52.5	1.6
	2020	51	50	98.0	17	33.3	2	3.9	17	33.3	15	29.4	12	23.5	66.7	33.3	7.8
1	2018	52	44	84.6	25	48.1	6	11.5	25	48.1	16	30.8	6	11.5	55.8	44.2	5.8
	2019	56	55	98.2	21	37.5	5	8.9	23	41.1	20	35.7	6	10.7	53.6	46.4	8.9
	2020	56	56	100.0	12	21.4	6	10.7	14	25.0	20	35.7	4	7.1	53.6	46.4	5.4
2	2018	51	48	94.1	15	29.4	6	11.8	16	31.4	25	49.0	7	13.7	39.2	60.8	3.9
	2019	54	52	96.3	23	42.6	5	9.3	25	46.3	15	27.8	9	16.7	64.8	35.2	5.6
	2020	37	37	100.0	16	43.2	2	5.4	17	45.9	17	45.9	2	5.4	48.6	51.4	2.7
3	2018	75	69	92.0	23	30.7	10	13.3	27	36.0	14	18.7	9	12.0	56.0	44.0	1.3
	2019	51	49	96.1	13	25.5	6	11.8	16	31.4	20	39.2	6	11.8	47.1	52.9	2.0
	2020	52	50	96.2	24	46.2	5	9.6	26	50.0	18	34.6	5	9.6	63.5	36.5	0.0
4	2018	67	65	97.0	20	29.9	8	11.9	43	64.2	10	14.9	8	11.9	50.7	49.3	4.5
	2019	63	62	98.4	23	36.5	9	14.3	44	69.8	15	23.8	1	1.6	57.1	42.9	3.2
	2020	52	51	98.1	16	30.8	7	13.5	33	63.5	19	36.5	5	9.6	46.2	53.8	5.8
5	2018	63	59	93.7	13	20.6	9	14.3	42	66.7	16	25.4	7	11.1	60.3	39.7	0.0
	2019	64	64	100.0	18	28.1	7	10.9	40	62.5	17	26.6	8	12.5	50.0	50.0	4.7
	2020	62	61	98.4	23	37.1	8	12.9	40	64.5	13	21.0	6	9.7	58.1	41.9	3.2
PK-5	2018	404	375	92.8	125	30.9	40	9.9	186	46.0	106	26.2	89	22.0	51.5	48.5	4.0
	2019	386	380	98.4	125	32.4	34	8.8	167	43.3	103	26.7	78	20.2	54.4	45.6	5.4
	2020	354	349	98.6	128	36.2	31	8.8	167	47.2	102	28.8	67	18.9	55.1	44.9	7.1

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	53	11,061	50	94.4	10,520	95.1	9	17.0	17.8	47	9,830	88.9	88.9
	2019	59	10,918	55	93.1	10,370	95.0	1	1.7	5.7	53	9,637	89.3	88.3
	2020	53	10,874	49	92.3	10,319	94.9	2	3.7	3.8	42	9,815	78.6	90.3
1	2018	52	11,550	49	93.8	11,055	95.7	12	23.0	16.6	43	10,347	82.3	89.6
	2019	56	11,198	52	93.1	10,715	95.7	2	3.6	5.0	46	10,069	82.5	89.9
	2020	56	11,192	52	91.8	10,678	95.4	2	3.5	3.9	41	10,139	72.7	90.6
2	2018	56	11,864	53	94.8	11,398	96.1	14	25.2	15.9	50	10,717	90.0	90.3
	2019	56	11,232	53	94.7	10,781	96.0	4	7.1	4.8	49	10,169	87.3	90.5
	2020	38	11,070	36	95.2	10,616	95.9	2	5.2	3.2	35	10,175	91.4	91.9
3	2018	74	12,536	69	93.6	12,080	96.4	17	23.0	14.4	60	11,431	81.1	91.2
	2019	48	11,452	45	94.4	11,029	96.3	3	6.2	4.6	40	10,478	83.2	91.5
	2020	52	11,093	49	95.0	10,664	96.1	0	0.0	3.5	46	10,181	89.2	91.8
4	2018	65	12,675	63	95.5	12,235	96.5	16	24.4	14.1	58	11,637	88.6	91.8
	2019	63	12,118	60	94.5	11,690	96.5	1	1.6	4.9	54	11,112	85.4	91.7
	2020	53	11,323	49	93.0	10,902	96.3	5	9.5	3.4	42	10,479	79.4	92.5
5	2018	65	12,498	61	93.8	12,078	96.6	6	9.3	6.1	55	11,513	85.2	92.1
	2019	65	12,193	62	95.3	11,779	96.6	4	6.1	4.5	59	11,300	90.5	92.7
	2020	61	11,957	58	94.3	11,518	96.3	2	3.3	3.2	56	11,098	91.2	92.8
KN-5	2018	365	72,186	344	94.3	69,366	96.1	74	20.3	14.0	313	65,475	85.8	90.7
	2019	348	69,110	328	94.2	66,364	96.0	15	4.3	4.9	301	62,765	86.6	90.8
	2020	314	67,509	294	93.5	64,698	95.8	13	4.1	3.5	262	61,887	83.4	91.7



Teachers: 24

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	13	54.2
Hispanic	6	25.0
White	4	16.7
Multiple	1	4.2
Other	0	0.0

Gender	Number	Percentage
Female	19	79.2
Male	5	20.8

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	8.4	73.3
2018-19	8.0	74.1
2019-20	7.4	70.4

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	4.2
1	1	4.2
2	1	4.2
3	3	12.5
4	3	12.5
5	0	0.0
1-3	5	20.8
More than 3	18	75.0
1 - 5	8	33.3
6 - 10	4	16.7
11 - 20	3	12.5
More than 20	8	33.3

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (17)	Beginning	14	82.4	11	64.7	15	88.2	15	88.2	14	82.4
	Intermediate	2	11.8	5	29.4	1	5.9	1	5.9	2	11.8
	Advanced	0	0.0	0	0.0	1	5.9	0	0.0	0	0.0
	Advanced High	1	5.9	1	5.9	0	0.0	1	5.9	1	5.9
1 (12)	Beginning	5	41.7	8	66.7	12	100.0	12	100.0	8	66.7
	Intermediate	7	58.3	4	33.3	0	0.0	0	0.0	4	33.3
	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 (16)	Beginning	2	12.5	9	56.3	6	40.0	8	50.0	6	40.0
	Intermediate	7	43.8	7	43.8	4	26.7	8	50.0	4	26.7
	Advanced	6	37.5	0	0.0	4	26.7	0	0.0	5	33.3
	Advanced High	1	6.3	0	0.0	1	6.7	0	0.0	0	0.0
3 (24)	Beginning	0	0.0	9	39.1	6	27.3	9	39.1	4	18.2
	Intermediate	9	39.1	11	47.8	6	27.3	9	39.1	10	45.5
	Advanced	8	34.8	3	13.0	9	40.9	3	13.0	7	31.8
	Advanced High	6	26.1	0	0.0	1	4.5	2	8.7	1	4.5
4 (15)	Beginning	2	13.3	4	26.7	2	15.4	6	40.0	2	14.3
	Intermediate	8	53.3	7	46.7	9	69.2	5	33.3	8	57.1
	Advanced	5	33.3	4	26.7	2	15.4	3	20.0	4	28.6
	Advanced High	0	0.0	0	0.0	0	0.0	1	6.7	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
12 4 (33.3%)	Beginning	8			
	Intermediate	4	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
15 7 (46.7%)	Beginning	5			
	Intermediate	2	2		
	Advanced	2	3	0	
	Advanced High	0	0	0	
23 8 (34.8%)	Beginning	3			
	Intermediate	3	7		
	Advanced	0	4	3	
	Advanced High	0	0	1	
13 1 (7.7%)	Beginning	1			
	Intermediate	0	8		
	Advanced	0	1	3	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20  (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5  (22)	Beginning	7	33.3	6	28.6	2	9.5	4	19.0	2	10.0
	Intermediate	5	23.8	9	42.9	6	28.6	6	28.6	8	40.0
	Advanced	8	38.1	5	23.8	11	52.4	9	42.9	9	45.0
	Advanced High	1	4.8	1	4.8	2	9.5	2	9.5	1	5.0
ALL  (106)	Beginning	30	28.8	47	45.2	43	43.0	54	51.9	36	36.0
	Intermediate	38	36.5	43	41.3	26	26.0	29	27.9	36	36.0
	Advanced	27	26.0	12	11.5	27	27.0	15	14.4	25	25.0
	Advanced High	9	8.7	2	1.9	4	4.0	6	5.8	3	3.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years  N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
19  8 (42.1%)	Beginning	0			
	Intermediate	2	6		
	Advanced	0	5	4	
	Advanced High	0	0	1	
83  28 (33.7%)	Beginning	18			
	Intermediate	11	23		
	Advanced	2	13	10	
	Advanced High	0	0	2	

 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**

53	67.1	74.7			66.0		78.9	
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**GRADE 1 MATHEMATICS SPANISH**

2	*	*			*		65.5	
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**GRADE 1 READING**

43	71.0	82.6			90.7		91.2	
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**GRADE 1 READING SPANISH**

12	71.7	81.1			75.0		89.5	
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**GRADE 2 MATHEMATICS**

37	53.3	67.4	79.3		40.5	86.5	76.5	92.3
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**GRADE 2 MATHEMATICS SPANISH**

1	*	*	*		*	*	44.9	*
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**GRADE 2 READING**

23	54.3	69.6	76.8		52.2	78.3	72.1	91.3
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**GRADE 2 READING SPANISH**

15	69.7	77.3	80.5		80.0	93.3	75.1	92.0
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**GRADE 3 MATHEMATICS**

49	60.5	73.7	81.7		67.3	85.7	70.6	90.8
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**GRADE 3 MATHEMATICS SPANISH**

1	*	*	*		*	*	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**

27	59.8	75.9	79.2		74.1	88.9	62.6	88.7
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**GRADE 3 READING SPANISH**

23	48.5	69.1	79.5		52.2	95.7	57.7	88.7
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**GRADE 4 LANGUAGE ARTS**

36	59.5	71.1	80.1		55.6	91.7	68.3	91.7
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**GRADE 4 LANGUAGE ARTS SPANISH**

14	67.6	73.0	75.1		78.6	71.4	68.5	91.9
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**GRADE 4 MATHEMATICS**

49	68.4	76.9	81.3		75.5	79.6	71.7	90.4
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**GRADE 4 MATHEMATICS SPANISH**

1	*	*	*		*	*	50.4	*
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**GRADE 4 READING**

37	52.2	73.9	82.0		70.3	100.0	68.8	92.4
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**GRADE 4 READING SPANISH**

14	57.9	71.9	75.1		64.3	71.4	80.7	91.8
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**GRADE 5 MATHEMATICS**

54	56.1	67.9	80.2		50.0	81.5	78.3	91.9
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**GRADE 5 MATHEMATICS SPANISH**

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

35	51.9	76.0	78.0		74.3	80.0	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	63.2	73.1	81.0		63.6	81.8	79.8	94.9
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**GRADE 5 SCIENCE**

35	70.4	73.9	79.4		68.6	97.1	76.5	95.9
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**GRADE 5 SCIENCE SPANISH**

22	64.0	71.6	83.5		50.0	90.9	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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