Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 237

JOHN W. RUNYON ELEMENTARY SCHOOL

STUDENTS AND STAFF

ENGLISH PROFICIENCY

LOCAL ASSESSMENT

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JOHN W. RUNYON ELEMENTARY SCHOOL (237)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	60
KN	101
1	70
2	70
3	60
4	85
5	107
ALL	553

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	192	34.7	16	47.1
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	343	62.0	11	32.4
White	11	2.0	6	17.6
Multiple	4	0.7	1	2.9
Other* (teachers only)	—	—	0	0.0
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	286	51.7
Economically disadvantaged	515	93.1
Limited English proficient (LEP)	251	45.4
Special education	60	10.8
Talented and Gifted (TAG)	110	19.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	70	24	34.3	0	0.0	0	0.0	46	65.7	0	0.0	0	0.0
	2019	81	23	28.4	0	0.0	0	0.0	56	69.1	1	1.2	1	1.2
	2020	60	24	40.0	0	0.0	0	0.0	32	53.3	2	3.3	2	3.3
KN	2018	82	29	35.4	0	0.0	0	0.0	52	63.4	1	1.2	0	0.0
	2019	72	27	37.5	0	0.0	0	0.0	44	61.1	0	0.0	1	1.4
	2020	101	43	42.6	0	0.0	0	0.0	56	55.4	1	1.0	1	1.0
1	2018	68	15	22.1	1	1.5	0	0.0	52	76.5	0	0.0	0	0.0
	2019	87	30	34.5	1	1.1	0	0.0	55	63.2	1	1.1	0	0.0
	2020	70	24	34.3	1	1.4	0	0.0	45	64.3	0	0.0	0	0.0
2	2018	86	22	25.6	2	2.3	0	0.0	58	67.4	3	3.5	0	0.0
	2019	63	20	31.7	0	0.0	0	0.0	41	65.1	2	3.2	0	0.0
	2020	70	29	41.4	0	0.0	0	0.0	40	57.1	1	1.4	0	0.0
3	2018	122	39	32.0	0	0.0	0	0.0	79	64.8	4	3.3	0	0.0
	2019	81	24	29.6	1	1.2	0	0.0	52	64.2	3	3.7	0	0.0
	2020	60	12	20.0	0	0.0	0	0.0	45	75.0	3	5.0	0	0.0
4	2018	76	18	23.7	2	2.6	0	0.0	52	68.4	2	2.6	1	1.3
	2019	110	34	30.9	0	0.0	0	0.0	71	64.5	4	3.6	1	0.9
	2020	85	28	32.9	1	1.2	0	0.0	54	63.5	1	1.2	0	0.0
5	2018	87	22	25.3	1	1.1	0	0.0	60	69.0	3	3.4	0	0.0
	2019	70	19	27.1	2	2.9	0	0.0	44	62.9	3	4.3	1	1.4
	2020	107	32	29.9	0	0.0	0	0.0	71	66.4	3	2.8	1	0.9
PK-5	2018	591	169	28.6	6	1.0	0	0.0	399	67.5	13	2.2	1	0.2
	2019	564	177	31.4	4	0.7	0	0.0	363	64.4	14	2.5	4	0.7
	2020	553	192	34.7	2	0.4	0	0.0	343	62.0	11	2.0	4	0.7

Grade	Year	Enrollment	Economically Disadvantaged N	Economically Disadvantaged %	LEP N	LEP %	Special Education N	Special Education %	At Risk N	At Risk %	TAG N	TAG %	New (to District) N	New (to District) %	Gender % Male	Gender % Female	Retention Rate (%)
PK	2018	70	60	85.7	33	47.1	1	1.4	36	51.4	0	0.0	65	92.9	45.7	54.3	7.1
PK	2019	81	81	100.0	33	40.7	7	8.6	4	4.9	0	0.0	78	96.3	54.3	45.7	3.7
PK	2020	60	60	100.0	18	30.0	6	10.0	19	31.7	0	0.0	43	71.7	45.0	55.0	26.7
KN	2018	82	69	84.1	41	50.0	4	4.9	41	50.0	7	8.5	14	17.1	47.6	52.4	2.4
KN	2019	72	70	97.2	27	37.5	12	16.7	22	30.6	8	11.1	21	29.2	54.2	45.8	1.4
KN	2020	101	97	96.0	39	38.6	5	5.0	42	41.6	10	9.9	27	26.7	52.5	47.5	3.0
1	2018	68	63	92.6	34	50.0	2	2.9	38	55.9	16	23.5	8	11.8	42.6	57.4	1.5
1	2019	87	84	96.6	41	47.1	5	5.7	39	44.8	13	14.9	10	11.5	47.1	52.9	3.4
1	2020	70	65	92.9	32	45.7	10	14.3	32	45.7	18	25.7	5	7.1	62.9	37.1	8.6
2	2018	86	73	84.9	44	51.2	12	14.0	32	37.2	21	24.4	12	14.0	52.3	47.7	0.0
2	2019	63	56	88.9	28	44.4	3	4.8	28	44.4	14	22.2	8	12.7	41.3	58.7	0.0
2	2020	70	66	94.3	30	42.9	10	14.3	30	42.9	13	18.6	8	11.4	52.9	47.1	0.0
3	2018	122	115	94.3	62	50.8	13	10.7	65	53.3	22	18.0	5	4.1	49.2	50.8	2.5
3	2019	81	77	95.1	42	51.9	12	14.8	35	43.2	21	25.9	4	4.9	51.9	48.1	0.0
3	2020	60	56	93.3	31	51.7	5	8.3	31	51.7	19	31.7	7	11.7	45.0	55.0	0.0
4	2018	76	75	98.7	42	55.3	5	6.6	57	75.0	24	31.6	5	6.6	48.7	51.3	1.3
4	2019	110	104	94.5	59	53.6	14	12.7	74	67.3	18	16.4	12	10.9	46.4	53.6	0.0
4	2020	85	73	85.9	42	49.4	11	12.9	56	65.9	24	28.2	10	11.8	52.9	47.1	1.2
5	2018	87	86	98.9	50	57.5	8	9.2	73	83.9	22	25.3	8	9.2	47.1	52.9	1.1
5	2019	70	68	97.1	35	50.0	7	10.0	55	78.6	18	25.7	4	5.7	52.9	47.1	0.0
5	2020	107	98	91.6	59	55.1	13	12.1	76	71.0	26	24.3	5	4.7	47.7	52.3	0.0
PK-5	2018	591	541	91.5	306	51.8	45	7.6	342	57.9	112	19.0	117	19.8	47.9	52.1	2.2
PK-5	2019	564	540	95.7	265	47.0	60	10.6	257	45.6	92	16.3	137	24.3	49.6	50.4	1.2
PK-5	2020	553	515	93.1	251	45.4	60	10.8	286	51.7	110	19.9	105	19.0	51.4	48.6	4.7

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	84	11,061	78	93.9	10,520	95.1	15	17.9	17.8	74	9,830	88.5	88.9
	2019	71	10,918	66	93.4	10,370	95.0	8	11.3	5.7	59	9,637	83.5	88.3
	2020	100	10,874	94	93.5	10,319	94.9	5	5.0	3.8	87	9,815	86.6	90.3
1	2018	69	11,550	66	95.8	11,055	95.7	15	21.7	16.6	62	10,347	89.8	89.6
	2019	82	11,198	78	94.9	10,715	95.7	3	3.6	5.0	74	10,069	89.9	89.9
	2020	71	11,192	67	94.5	10,678	95.4	6	8.5	3.9	59	10,139	83.4	90.6
2	2018	85	11,864	82	95.4	11,398	96.1	15	17.5	15.9	78	10,717	91.3	90.3
	2019	61	11,232	59	95.8	10,781	96.0	4	6.5	4.8	54	10,169	87.9	90.5
	2020	70	11,070	67	95.7	10,616	95.9	4	5.7	3.2	64	10,175	90.9	91.9
3	2018	123	12,536	118	95.9	12,080	96.4	18	14.7	14.4	111	11,431	90.5	91.2
	2019	81	11,452	78	95.4	11,029	96.3	2	2.5	4.6	72	10,478	88.4	91.5
	2020	62	11,093	59	95.7	10,664	96.1	6	9.7	3.5	54	10,181	87.4	91.8
4	2018	77	12,675	74	96.9	12,235	96.5	15	19.6	14.1	71	11,637	92.7	91.8
	2019	112	12,118	107	95.4	11,690	96.5	7	6.2	4.9	103	11,112	91.7	91.7
	2020	83	11,323	79	94.7	10,902	96.3	2	2.4	3.4	73	10,479	87.7	92.5
5	2018	88	12,498	85	96.9	12,078	96.6	1	1.1	6.1	85	11,513	96.7	92.1
	2019	69	12,193	66	96.2	11,779	96.6	2	2.9	4.5	63	11,300	91.8	92.7
	2020	106	11,957	101	95.7	11,518	96.3	4	3.8	3.2	96	11,098	90.7	92.8
KN-5	2018	525	72,186	503	95.8	69,366	96.1	79	15.0	14.0	481	65,475	91.6	90.7
	2019	477	69,110	454	95.2	66,364	96.0	26	5.5	4.9	425	62,765	89.2	90.8
	2020	492	67,509	467	94.9	64,698	95.8	27	5.5	3.5	433	61,887	87.9	91.7

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	47.1
Hispanic	11	32.4
White	6	17.6
Multiple	1	2.9
Other	0	0.0

Gender	Number	Percentage
Female	30	88.2
Male	4	11.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	73.3
2018-19	5.4	71.8
2019-20	5.0	81.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	5.9
1	4	11.8
2	2	5.9
3	2	5.9
4	1	2.9
5	1	2.9
1-3	8	23.5
More than 3	24	70.6
1 - 5	10	29.4
6 - 10	7	20.6
11 - 20	8	23.5
More than 20	7	20.6

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (39)	Beginning	23	59.0	29	74.4	37	94.9	37	94.9	29	74.4
	Intermediate	11	28.2	8	20.5	2	5.1	0	0.0	8	20.5
	Advanced	4	10.3	1	2.6	0	0.0	2	5.1	2	5.1
	Advanced High	1	2.6	1	2.6	0	0.0	0	0.0	0	0.0
1 (31)	Beginning	12	38.7	15	48.4	26	83.9	24	77.4	14	45.2
	Intermediate	3	9.7	6	19.4	4	12.9	3	9.7	12	38.7
	Advanced	11	35.5	6	19.4	1	3.2	3	9.7	4	12.9
	Advanced High	5	16.1	4	12.9	0	0.0	1	3.2	1	3.2
2 (30)	Beginning	2	6.7	6	20.0	17	56.7	16	53.3	7	23.3
	Intermediate	12	40.0	18	60.0	9	30.0	9	30.0	19	63.3
	Advanced	11	36.7	4	13.3	4	13.3	4	13.3	2	6.7
	Advanced High	5	16.7	2	6.7	0	0.0	1	3.3	2	6.7
3 (31)	Beginning	1	3.2	4	12.9	5	16.1	7	22.6	1	3.2
	Intermediate	4	12.9	14	45.2	12	38.7	9	29.0	11	35.5
	Advanced	10	32.3	8	25.8	8	25.8	7	22.6	15	48.4
	Advanced High	16	51.6	5	16.1	6	19.4	8	25.8	4	12.9
4 (41)	Beginning	2	5.1	3	7.7	4	9.8	6	15.4	1	2.6
	Intermediate	11	28.2	24	61.5	17	41.5	13	33.3	15	38.5
	Advanced	14	35.9	12	30.8	8	19.5	10	25.6	18	46.2
	Advanced High	12	30.8	0	0.0	12	29.3	10	25.6	5	12.8

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	–	–	–	
30	Beginning	14			
	Intermediate	6	5		
10 (33.3%)	Advanced	0	3	1	
	Advanced High	0	1	0	
29	Beginning	6			
	Intermediate	4	15		
8 (27.6%)	Advanced	0	2	0	
	Advanced High	0	2	0	
29	Beginning	0			
	Intermediate	4	7		
18 (62.1%)	Advanced	0	10	4	
	Advanced High	0	2	2	
40	Beginning	0			
	Intermediate	2	13		
14 (35.0%)	Advanced	0	7	11	
	Advanced High	0	1	4	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
5 (58)	Beginning	8	14.3	11	19.6	7	12.3	7	12.3	3	5.4
	Intermediate	14	25.0	29	51.8	5	8.8	14	24.6	18	32.1
	Advanced	18	32.1	14	25.0	22	38.6	16	28.1	28	50.0
	Advanced High	16	28.6	2	3.6	23	40.4	20	35.1	7	12.5
ALL (230)	Beginning	48	21.2	68	30.1	96	41.9	97	42.7	55	24.3
	Intermediate	55	24.3	99	43.8	49	21.4	48	21.1	83	36.7
	Advanced	68	30.1	45	19.9	43	18.8	42	18.5	69	30.5
	Advanced High	55	24.3	14	6.2	41	17.9	40	17.6	19	8.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level — Beg	Int	Adv	Adv High
57 / **21 (36.8%)**	Beginning	3			
	Intermediate	2	16		
	Advanced	0	12	15	
	Advanced High	0	1	6	
185 / **71 (38.4%)**	Beginning	23			
	Intermediate	18	56		
	Advanced	0	34	31	
	Advanced High	0	7	12	

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

| 67 | 77.0 | 82.3 | | | 89.6 | | 78.9 | |

GRADE 1 READING

| 34 | 82.1 | 89.2 | | | 97.1 | | 91.2 | |

GRADE 1 READING SPANISH

| 33 | 74.7 | 83.1 | | | 87.9 | | 89.5 | |

GRADE 2 MATHEMATICS

| 70 | 71.2 | 79.9 | 83.9 | | 80.0 | 95.7 | 76.5 | 92.3 |

GRADE 2 READING

| 36 | 55.6 | 70.4 | 84.8 | | 55.6 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 34 | 65.4 | 74.1 | 84.2 | | 64.7 | 97.1 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 57 | 68.4 | 78.9 | 86.3 | | 77.2 | 96.5 | 70.6 | 90.8 |

GRADE 3 READING

| 24 | 53.1 | 71.9 | 85.7 | | 62.5 | 100.0 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 34 | 47.1 | 68.2 | 85.1 | | 55.9 | 100.0 | 57.7 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 34 | 62.8 | 73.4 | 80.9 | | 70.6 | 94.1 | 68.3 | 91.7 |

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

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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 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

| | | | | | | | | |

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 SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
44	67.5	72.9	81.2		61.4	84.1	68.5	91.9

GRADE 4 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
78	78.8	84.5	85.8		79.5	96.2	71.7	90.4

GRADE 4 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
34	47.9	71.6	81.0		58.8	97.1	68.8	92.4

GRADE 4 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
44	67.8	78.6	81.2		88.6	84.1	80.7	91.8

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
100	63.8	73.5	76.4		61.0	79.0	78.3	91.9

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
52	47.6	73.8	78.8		75.0	92.3	79.5	94.1

GRADE 5 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
48	67.2	76.0	79.5		79.2	89.6	79.8	94.9

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
98	65.5	69.6	81.5		54.1	94.9	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	73.2	*

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 SPANISH

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

GRADE 4 MATHEMATICS

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

GRADE 4 READING

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

GRADE 4 READING SPANISH

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

GRADE 5 MATHEMATICS

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

GRADE 5 READING

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

GRADE 5 READING SPANISH

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

GRADE 5 SCIENCE

Number Tested	% 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

JOHN W. RUNYON ELEMENTARY SCHOOL (237)   **13**