Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning

Dallas Independent School District

Evaluation & Assessment
Office of Institutional Research
http://mydata.dallasisd.org
OIR@dallasisd.org

School Number 360

STEAM MIDDLE SCHOOL AT D.A. HULCY

August 15, 2017

STEAM MIDDLE SCHOOL AT D.A. HULCY (360) **2**

August 15, 2017 Dallas ISD Evaluation & Assessment (Office of Institutional Research) rpt_CONTENTS 2017-18 Data Packet

2016-17 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 fifth six-weeks grading period.
- "New" students were new to the district in 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics for years prior to 2016-17 include results from all STAAR tests (STAAR, STAAR A, and STAAR L) for comparability to statistics beginning 2016-17, when STAAR A and STAAR L were discontinued.
- Performance standard labels have changed. "Approached Grade Level" is comparable to Level 2: Satisfactory (2015-16 standard). "Met Grade Level" is equivalent to Level 2: Satisfactory (final standard). "Mastered Grade Level" is equivalent to Level 3: Advanced. Statistics for a performance level (such as "Percentage Approached Grade Level") include all scores at or above that level.
- Statistics by reporting category are averages for all students (across student groups and genders).
- "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.
- Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for "Grade 8".
- Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

TELPAS

- Students are counted as having tested 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's composite rating did not increase at least one level from 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- 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 K-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
6	180
7	175
ALL	355

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	162	45.6	17	73.9
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	188	53.0	2	8.7
White	4	1.1	4	17.4
Multiple	0	0.0	0	0.0
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	243	68.5
Economically disadvantaged	303	85.4
Limited English proficient (LEP)	129	36.3
Special education	27	7.6
Talented and Gifted (TAG)	55	15.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2015													
	2016	174	78	44.8	0	0.0	2	1.1	94	54.0	0	0.0	0	0.0
	2017	180	86	47.8	1	0.6	0	0.0	91	50.6	2	1.1	0	0.0
7	2015													
	2016													
	2017	175	76	43.4	0	0.0	0	0.0	97	55.4	2	1.1	0	0.0
6-8	2015													
	2016	174	78	44.8	0	0.0	2	1.1	94	54.0	0	0.0	0	0.0
	2017	355	162	45.6	1	0.3	0	0.0	188	53.0	4	1.1	0	0.0

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	
6	2015																
	2016	174	160	92.0	67	38.5	8	4.6	133	76.4	27	15.5	7	4.0	52.3	47.7	0.0
	2017	180	155	86.1	60	33.3	18	10.0	120	66.7	31	17.2	10	5.6	59.4	40.6	0.6
7	2015																
	2016																
	2017	175	148	84.6	69	39.4	9	5.1	123	70.3	24	13.7	11	6.3	49.1	50.9	0.0
6-8	2015																
	2016	174	160	92.0	67	38.5	8	4.6	133	76.4	27	15.5	7	4.0	52.3	47.7	0.0
	2017	355	303	85.4	129	36.3	27	7.6	243	68.5	55	15.5	21	5.9	54.4	45.6	0.3

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
6	2015		10,896			10,493	96.3			19.6		9,647		88.5
	2016	179	10,522	179	100.0	10,172	96.7	6	3.4	17.1	178	9,599	99.6	91.2
	2017	185	10,771	180	97.4	10,375	96.3	22	11.9	18.5	182	9,885	98.6	91.8
7	2015		10,670			10,206	95.6			22.7		9,349		87.6
	2016		10,436			9,999	95.8			20.0		9,389		90.0
	2017	179	10,214	174	97.7	9,773	95.7	1	0.6	21.6	178	9,225	99.7	90.3
6-8	2015		32,507			31,144	95.8			18.8		28,600		88.0
	2016	179	31,336	179	100.0	30,065	95.9	6	3.4	16.6	178	28,196	99.6	90.0
	2017	363	31,036	354	97.5	29,727	95.8	23	6.3	17.0	360	28,176	99.1	90.8

Teachers: 23

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	73.9
Hispanic	2	8.7
White	4	17.4
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	19	82.6
Male	4	17.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	17.4
1	4	17.4
2	2	8.7
3	4	17.4
4	0	0.0
5	2	8.7
1-3	10	43.5
More than 3	9	39.1
1 - 5	12	52.2
6 - 10	3	13.0
11 - 20	3	13.0
More than 20	1	4.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15		
2015-16	6.9	
2016-17	6.8	61.5

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	**2015**												57.0	0
	2016		70.5	74.7	71.3	40.0	76.1	66.4		70.7	75.9	73.1	51.4	175
	2017	*	74.4	66.7	69.2	26.3	62.7	63.0		69.8	72.6	70.9	52.4	179
7	**2015**												55.5	0
	2016												55.2	0
	2017	*	78.9	82.5	79.6	44.4	78.3	74.8		83.7	77.5	80.6	58.5	175
6-8	**2015**												62.5	0
	2016		70.5	74.7	71.3	40.0	76.1	66.4		70.7	75.9	73.1	61.0	175
	2017	*	76.5	74.9	74.4	32.1	71.1	69.0		76.0	75.3	75.7	61.5	354

						NUMBER TESTED IN GRADES 6-8								
2015												31,725
2016		78	95	157	10	67	134		92	83	175	30,676
2017	4	162	187	308	28	128	242		192	162	354	30,344

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2015												4,530	0
	2016		23	24	45	6	16	45		27	20	47	5,005	175
	2017	*	22	30	48	14	22	44		32	20	52	5,071	179
7	2015												4,642	0
	2016												4,519	0
	2017	*	16	17	31	5	15	31		14	20	34	4,158	175
6-8	2015												11,888	0
	2016		23	24	45	6	16	45		27	20	47	11,954	175
	2017	*	38	47	79	19	37	75		46	40	86	11,688	354

Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	NUMBER TESTED IN GRADES 6-8
2015												31,725
2016		78	95	157	10	67	134		92	83	175	30,676
2017	4	162	187	308	28	128	242		192	162	354	30,344

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2015												23.7	0
	2016		26.9	34.7	30.6	0.0	35.8	24.6		29.3	34.9	32.0	23.4	175
	2017	*	30.2	30.0	25.6	10.5	25.4	21.8		25.5	38.4	30.7	22.9	179
7	2015												21.3	0
	2016												26.9	0
	2017	*	35.5	37.1	37.5	11.1	34.8	26.8		30.2	42.7	36.6	27.5	175
6-8	2015												24.6	0
	2016		26.9	34.7	30.6	0.0	35.8	24.6		29.3	34.9	32.0	27.0	175
	2017	*	32.7	33.7	31.5	10.7	30.5	24.4		27.6	40.7	33.6	27.4	354

							NUMBER TESTED IN GRADES 6-8							
2015													31,725
2016			78	95	157	10	67	134		92	83	175	30,676
2017		4	162	187	308	28	128	242		192	162	354	30,344

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2015												9.3	0
	2016		5.1	10.5	7.0	0.0	7.5	5.2		8.7	7.2	8.0	10.1	175
	2017	*	8.1	11.1	9.6	0.0	10.2	6.7		5.7	16.4	10.1	9.5	179
7	2015												8.8	0
	2016												11.4	0
	2017	*	19.7	20.6	19.7	11.1	21.7	14.6		17.4	23.6	20.6	13.6	175
6-8	2015												10.5	0
	2016		5.1	10.5	7.0	0.0	7.5	5.2		8.7	7.2	8.0	10.6	175
	2017	*	13.6	16.0	14.6	3.6	16.4	10.7		10.9	20.4	15.3	11.5	354

	NUMBER TESTED IN GRADE 6-8													
2015												31,725
2016		78	95	157	10	67	134		92	83	175	30,676
2017	4	162	187	308	28	128	242		192	162	354	30,344

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
6	2015			
	2016	67.4	65.1	62.7
	2017	66.1	65.3	66.0
7	2015			
	2016			
	2017	66.8	69.0	66.9
6-8	2015			
	2016	67.4	65.1	62.7
	2017	66.5	67.1	66.4

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2015												54.6	0
	2016												51.7	0
	2017	*	67.1	78.4	73.0	22.2	76.8	65.9		66.3	79.8	73.1	54.1	175

						NUMBER TESTED IN GRADE 7							
2015													10,425
2016													10,094
2017	2	76	97	152	9	69	123		86	89	175		10,059

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2015												4,738	0
	2016												4,874	0
	2017	*	25	21	41	7	16	42		29	18	47	4,613	175

						NUMBER TESTED IN GRADE 7							
2015												10,425
2016												10,094
2017	2	76	97	152	9	69	123		86	89	175	10,059

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2015												21.1	0
	2016												25.7	0
	2017	*	26.3	36.1	30.9	0.0	33.3	26.8		25.6	38.2	32.0	24.9	175

	NUMBER TESTED IN GRADE 7												
2015													10,425
2016													10,094
2017	2	76	97	152	9	69	123		86	89	175	10,059

STEAM MIDDLE SCHOOL AT D.A. HULCY (360)   17

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2015												4.5	0
	2016												5.9	0
	2017	*	3.9	3.1	3.3	0.0	1.4	0.8		2.3	4.5	3.4	6.9	175

							NUMBER TESTED IN GRADE 7						
2015												10,425
2016												10,094
2017	2	76	97	152	9	69	123		86	89	175	10,059

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition[1] GR 4: Personal Narrative GR 7: Expository	1. Composition[1] GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
7	**2015**				
	2016		—		
	2017	4.1	—	69.2	66.3

[1]Average score points (range 0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

NOTE: Beginning in 2016, only one composition was required.

STEAM MIDDLE SCHOOL AT D.A. HULCY (360)   **19**

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2015												59.3	0
	2016		66.7	76.8	73.2	10.0	77.6	64.2		73.9	71.1	72.6	58.0	175
	2017	*	83.7	90.0	87.2	57.9	88.1	84.0		84.9	90.4	87.2	64.1	179
7	2015												42.3	0
	2016												42.6	0
	2017	*	65.6	75.0	71.8	25.0	76.6	66.7		71.7	70.1	70.9	45.4	127
8	2015												62.6	0
	2016												70.4	0
	2017		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	79.2	48
6-8	2015												55.9	0
	2016		66.7	76.8	73.2	10.0	77.6	64.2		73.9	71.1	72.6	58.3	175
	2017	*	78.4	86.6	83.4	50.0	85.9	78.9		82.8	83.3	83.1	64.6	354

						NUMBER TESTED IN GRADES 6-8							
2015						134					29,293
2016		78	95	157	10	67	134		92	83	175	28,203
2017	4	162	187	308	28	128	242		192	162	354	28,441

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2015							0					4,306	0
	2016		26	22	42	9	15	48		24	24	48	4,325	175
	2017	*	14	9	20	8	7	19		16	7	23	3,811	179
7	2015												4,586	0
	2016												4,391	0
	2017	*	21	16	31	6	11	32		17	20	37	4,112	127
8	2015												4,032	0
	2016												3,036	0
	2017		0	0	0	*	0	0		0	0	0	2,140	48
6-8	2015							0					12,924	0
	2016		26	22	42	9	15	48		24	24	48	11,752	175
	2017	*	35	25	51	14	18	51		33	27	60	10,063	354

						NUMBER TESTED IN GRADES 6-8								
2015							134						29,293
2016		78	95	157	10	67	134		92	83	175		28,203
2017	4	162	187	308	28	128	242		192	162	354		28,441

PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	**2015**												22.6	0
	2016		34.6	49.5	43.3	0.0	46.3	33.6		44.6	42.2	43.4	26.9	175
	2017	*	48.8	51.1	49.4	15.8	54.2	43.7		52.8	47.9	50.8	28.8	179
7	**2015**												8.6	0
	2016												11.7	0
	2017	*	29.5	37.5	36.4	0.0	36.2	25.0		25.0	41.8	33.9	14.1	127
8	**2015**												23.9	0
	2016												28.2	0
	2017		80.0	75.8	78.6	*	68.2	70.4		73.1	81.8	77.1	34.8	48
6-8	**2015**												19.3	0
	2016		34.6	49.5	43.3	0.0	46.3	33.6		44.6	42.2	43.4	23.3	175
	2017	*	44.4	50.8	48.7	14.3	50.0	39.3		46.9	50.0	48.3	27.1	354

					NUMBER TESTED IN GRADES 6-8								
2015												29,293
2016		78	95	157	10	67	134		92	83	175	28,203
2017	4	162	187	308	28	128	242		192	162	354	28,441

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2015												5.9	0
	2016		12.8	17.9	15.3	0.0	13.4	9.0		15.2	16.9	16.0	7.9	175
	2017	*	16.3	17.8	16.0	10.5	18.6	11.8		17.0	19.2	17.9	10.4	179
7	2015												0.8	0
	2016												1.8	0
	2017	*	6.6	12.5	9.1	0.0	12.8	8.3		8.3	10.4	9.4	2.4	127
8	2015												3.4	0
	2016												4.7	0
	2017		26.7	18.2	19.0	*	18.2	14.8		11.5	31.8	20.8	7.9	48
6-8	2015												3.6	0
	2016		12.8	17.9	15.3	0.0	13.4	9.0		15.2	16.9	16.0	5.1	175
	2017	*	13.6	16.0	14.0	7.1	16.4	10.7		13.5	17.3	15.3	7.4	354

		NUMBER TESTED IN GRADE 6-8											
2015												29,293	
2016		78	95	157	10	67	134		92	83	175	28,203	
2017	4	162	187	308	28	128	242		192	162	354	28,441	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
6	2015				
	2016	52.4	55.1	48.6	53.7
	2017	61.9	57.7	61.8	55.1
7	2015				
	2016				
	2017	46.1	58.7	45.5	58.0
8	2015				
	2016				
	2017	71.4	85.7	75.1	64.9
6-8	2015				
	2016	52.4	55.1	48.6	53.7
	2017	57.5	61.8	57.8	57.5

PERFORMANCE IN 2017

Grade 2016-17 (N Rated)	Domain: 2017 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
6 (60)	Beginning	0	0.0	1	1.7	6	10.2	2	3.4	2	3.4
	Intermediate	2	3.3	11	18.3	13	22.0	8	13.6	7	11.9
	Advanced	26	43.3	27	45.0	18	30.5	32	54.2	30	50.8
	Advanced High	32	53.3	21	35.0	22	37.3	17	28.8	20	33.9
7 (69)	Beginning	0	0.0	0	0.0	0	0.0	1	1.4	0	0.0
	Intermediate	3	4.3	6	8.7	8	11.6	8	11.6	7	10.1
	Advanced	18	26.1	25	36.2	28	40.6	27	39.1	20	29.0
	Advanced High	48	69.6	38	55.1	33	47.8	33	47.8	42	60.9
ALL (129)	Beginning	0	0.0	1	0.8	6	4.7	3	2.3	2	1.6
	Intermediate	5	3.9	17	13.2	21	16.4	16	12.5	14	10.9
	Advanced	44	34.1	52	40.3	46	35.9	59	46.1	50	39.1
	Advanced High	80	62.0	59	45.7	55	43.0	50	39.1	62	48.4

PROGRESSION FROM 2016 TO 2017

Number Rated Both Years N (%) Progressed	2017 Level	2016 Level Beg	Int	Adv	Adv High
59 **21 (35.6%)**	Beginning			2	
	Intermediate	0		7	
	Advanced	0	1	29	
	Advanced High	0	0	20	
68 **45 (66.2%)**	Beginning			0	
	Intermediate	0		7	
	Advanced	0	4	16	
	Advanced High	0	0	41	
127 **66 (52.0%)**	Beginning			2	
	Intermediate	0		14	
	Advanced	0	5	45	
	Advanced High	0	0	61	

☐ Indicates students who progressed at least one level from 2016 to 2017.

SEMESTER 1 TESTS

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

Middle School Exams

MATHEMATICS 6

143	54.0	78.1	75.3	75.0	83.2	84.6	59.5	89.2

MATHEMATICS 6 PRE-AP

46	52.9	74.3	82.0	82.8	71.7	100.0	74.0	97.4

MATHEMATICS 7

132	53.1	76.2	80.9	81.5	77.3	93.2	55.3	86.5

MATHEMATICS 7 PRE-AP

49	82.8	82.8	85.0	85.2	89.8	100.0	73.7	96.8

MS HEALTH EDUCATION 7

PHYSICAL EDUCATION 6

189	62.6	76.6	90.6	92.2	84.7	100.0	73.3	98.7

PHYSICAL EDUCATION 7 & 8

123	73.8	83.6	88.4	88.9	93.5	98.4	85.5	97.6

READING LANGUAGE ARTS 6

143	65.4	76.9	74.1	73.7	76.9	76.2	62.5	90.1

READING LANGUAGE ARTS 6 PRE-AP

46	74.4	74.4	83.9	84.9	82.6	97.8	81.5	98.3

READING LANGUAGE ARTS 7

113	63.5	76.7	77.9	78.0	79.6	85.8	65.6	88.6

SEMESTER 2 TESTS

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

MATHEMATICS 6

MATHEMATICS 6 PRE-AP

MATHEMATICS 7

MATHEMATICS 7 PRE-AP

MS HEALTH EDUCATION 7

118	80.3	84.4	87.7	88.1	92.4	100.0	82.2	93.6

PHYSICAL EDUCATION 6

179	66.4	77.6	89.8	91.1	87.7	100.0	77.1	99.1

PHYSICAL EDUCATION 7 & 8

READING LANGUAGE ARTS 6

READING LANGUAGE ARTS 6 PRE-AP

READING LANGUAGE ARTS 7

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

READING LANGUAGE ARTS 7 PRE-AP

| 68 | 73.0 | 78.7 | 82.8 | 83.3 | 88.2 | 100.0 | 85.8 | 97.9 |

SCIENCE 6

| 143 | 65.7 | 78.1 | 80.5 | 80.7 | 79.7 | 93.0 | 58.4 | 89.3 |

SCIENCE 6 PRE-AP

| 46 | 69.0 | 74.9 | 86.3 | 87.6 | 80.4 | 100.0 | 82.0 | 97.1 |

SCIENCE 7

| 181 | 68.5 | 77.0 | 85.5 | 86.5 | 78.5 | 98.3 | 48.6 | 88.0 |

SOCIAL STUDIES 6

| 189 | 60.8 | 73.8 | 84.7 | 85.9 | 67.7 | 98.9 | 51.7 | 92.1 |

TEXAS STUDIES 7

| 181 | 47.6 | 69.8 | 83.5 | 85.1 | 50.8 | 99.4 | 46.7 | 89.1 |

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

READING LANGUAGE ARTS 7 PRE-AP

| | | | | | | | | |

SCIENCE 6

| 132 | 56.0 | 71.9 | 82.0 | 83.1 | 62.1 | 97.7 | 54.4 | 87.5 |

SCIENCE 6 PRE-AP

| 47 | 71.9 | 80.9 | 86.4 | 87.0 | 95.7 | 100.0 | 87.4 | 97.4 |

SCIENCE 7

| 175 | 72.6 | 83.2 | 86.1 | 86.4 | 93.1 | 100.0 | 73.5 | 89.2 |

SOCIAL STUDIES 6

| 179 | 54.7 | 75.3 | 81.5 | 82.2 | 71.5 | 99.4 | 55.6 | 91.5 |

TEXAS STUDIES 7

| 175 | 59.3 | 75.1 | 84.1 | 85.1 | 73.1 | 98.9 | 60.3 | 88.9 |