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Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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GREINER & GREINER ACADEMY

2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enrollment (2) Enrollment Statistics by Select Student Group
- 9. Teachers Teacher Statistics

STAAR

- 10. 3-8 Reading STAAR 3-8 Reading
- 15. 3-8 Math STAAR 3-8 Mathematics
- 22. 3-8 Science STAAR 3-8 Science

STAAR L

- 26. 3-8 Math STAAR L 3-8 Mathematics

ENGLISH PROFICIENCY

- 29. WMLS Woodcock-Muñoz Language Survey

LOCAL ASSESSMENT

- 31. ACP Assessments of Course Performance

3. Notes Notes and Data Descriptions

- 6. Enrollment (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 13. 3-8 Writing STAAR 3-8 Writing
- 18. EOC Math STAAR EOC Mathematics
- 24. 3-8 SS STAAR 3-8 Social Studies

30. TELPAS Texas English Language Proficiency Assessment System

2011-12 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11 forward, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 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 2010-11 and 2011-12.

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 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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

STAAR, STAAR L, and STAAR M

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC reading 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. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

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 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores.
- 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 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

STUDENT ENROLLMENT

Grade	Enrollment
6	505
7	642
8	608
ALL	1,755

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	168	9.6	39	36.4
American Indian/Alaska Native	10	0.6	*	*
Asian/Hawaiian/Pacific Islander	3	0.2	*	*
Hispanic	1,533	87.4	17	15.9
White	33	1.9	45	42.1
Multiple	6	0.3	0	0.0
Other* (teachers only)	—	—	6	5.6
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	909	51.8
Economically disadvantaged	1,561	88.9
Limited English proficient (LEP)	428	24.4
Special education	89	5.1
Talented and Gifted (TAG)	418	23.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2010	470	60	12.8	0	0.0	3	0.6	398	84.7	9	1.9	—	—
	2011	474	42	8.9	1	0.2	0	0.0	418	88.2	11	2.3	2	0.4
	2012	505	47	9.3	2	0.4	1	0.2	446	88.3	8	1.6	1	0.2
7	2010	599	50	8.3	2	0.3	3	0.5	531	88.6	13	2.2	—	—
	2011	600	62	10.3	8	1.3	1	0.2	513	85.5	13	2.2	3	0.5
	2012	642	59	9.2	2	0.3	0	0.0	568	88.5	12	1.9	1	0.2
8	2010	596	59	9.9	4	0.7	1	0.2	520	87.2	12	2.0	—	—
	2011	594	52	8.8	4	0.7	0	0.0	520	87.5	18	3.0	0	0.0
	2012	608	62	10.2	6	1.0	2	0.3	519	85.4	13	2.1	4	0.7
6-8	2010	1,665	169	10.2	6	0.4	7	0.4	1,449	87.0	34	2.0	—	—
	2011	1,668	156	9.4	13	0.8	1	0.1	1,451	87.0	42	2.5	5	0.3
	2012	1,755	168	9.6	10	0.6	3	0.2	1,533	87.4	33	1.9	6	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	
6	2010	470	410	87.2	110	23.4	25	5.3	199	42.3	99	21.1	32	6.8	43.0	57.0	0.2
	2011	474	420	88.6	92	19.4	31	6.5	174	36.7	120	25.3	22	4.6	46.2	53.8	1.1
	2012	505	464	91.9	230	45.5	27	5.3	329	65.1	123	24.4	29	5.7	47.1	52.9	1.6
7	2010	599	521	87.0	148	24.7	44	7.3	273	45.6	169	28.2	23	3.8	47.9	52.1	1.3
	2011	600	511	85.2	115	19.2	27	4.5	248	41.3	133	22.2	23	3.8	44.0	56.0	0.7
	2012	642	566	88.2	117	18.2	35	5.5	286	44.5	157	24.5	40	6.2	44.9	55.1	0.3
8	2010	596	503	84.4	106	17.8	35	5.9	296	49.7	133	22.3	25	4.2	46.6	53.4	0.2
	2011	594	494	83.2	102	17.2	40	6.7	232	39.1	148	24.9	25	4.2	46.8	53.2	0.5
	2012	608	531	87.3	81	13.3	27	4.4	294	48.4	138	22.7	25	4.1	44.1	55.9	0.7
6-8	2010	1,665	1,434	86.1	364	21.9	104	6.2	768	46.1	401	24.1	80	4.8	46.1	53.9	0.6
	2011	1,668	1,425	85.4	309	18.5	98	5.9	654	39.2	401	24.0	70	4.2	45.6	54.4	0.7
	2012	1,755	1,561	88.9	428	24.4	89	5.1	909	51.8	418	23.8	94	5.4	45.2	54.8	0.8

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	2010	466	10,602	444	95.3	10,111	95.4	32	6.9	18.3	418	9,083	89.7	85.7
	2011	466	10,126	453	97.1	9,742	96.2	32	6.9	17.1	457	9,074	98.0	89.6
	2012	505	10,683	491	97.2	10,315	96.6	32	6.3	17.9	482	9,420	95.5	88.2
7	2010	595	10,258	563	94.5	9,636	93.9	48	8.1	22.0	525	8,310	88.2	81.0
	2011	582	10,058	564	96.9	9,589	95.3	42	7.2	22.5	563	8,791	96.7	87.4
	2012	637	10,204	618	96.9	9,727	95.3	38	6.0	24.1	607	8,576	95.2	84.0
8	2010	593	9,996	559	94.3	9,326	93.3	12	2.0	15.5	524	7,894	88.4	79.0
	2011	579	9,907	559	96.5	9,388	94.8	14	2.4	17.5	545	8,465	94.1	85.4
	2012	602	10,369	582	96.7	9,838	94.9	18	3.0	15.9	574	8,711	95.3	84.0
6-8	2010	1,654	30,856	1,566	94.7	29,073	94.2	92	5.6	18.6	1,467	25,287	88.7	82.0
	2011	1,628	30,091	1,576	96.8	28,719	95.4	88	5.4	19.1	1,565	26,330	96.1	87.5
	2012	1,745	31,256	1,691	96.9	29,880	95.6	88	5.0	19.3	1,663	26,707	95.3	85.4

Teachers: 107

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	39	36.4
Hispanic	17	15.9
White	45	42.1
Multiple	0	0.0
Other	6	5.6

Gender	Number	Percentage
Female	70	65.4
Male	37	34.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	9.1	—
2010-11	8.0	84.5
2011-12	6.8	85.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	7	6.5
2	6	5.6
3	8	7.5
4	15	14.0
5	9	8.4
1-3	21	19.6
More than 3	86	80.4
1 - 5	45	42.1
6 - 10	21	19.6
11 - 20	20	18.7
More than 20	21	19.6

NOTE: Statistics include all teachers at campus, including magnet program.

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	87.5	91.7	84.2	85.5	36.4	82.3	78.5		82.7	87.2	85.1	77.6	503
7	2010													
	2011													
	2012	92.3	98.3	92.2	93.0	55.9	79.5	82.8		91.2	94.1	92.8	81.2	638
8	2010													
	2011													
	2012	92.3	100.0	93.6	94.3	70.0	74.7	84.6		94.0	94.7	94.4	83.5	604
6-8	2010													
	2011													
	2012	91.2	97.0	90.3	91.2	53.9	80.1	81.6		89.6	92.4	91.1	80.7	1,745

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	34	169	1,522	1,509	76	422	745	0	785	960	1,745	29,201		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	34	36	31	32	19	30	29		31	32	32	30	503
7	2010													
	2011													
	2012	42	39	35	35	24	29	30		34	36	35	31	638
8	2010													
	2011													
	2012	41	40	36	36	25	28	30		36	37	37	32	604
6-8	2010													
	2011													
	2012	40	38	34	34	23	29	30		34	35	35	31	1,745

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	34	169	1,522	1,509	76	422	745	0	785	960	1,745	29,201		

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	2010			
	2011			
	2012	72.2	67.4	61.7
7	2010			
	2011			
	2012	77.0	66.7	71.2
8	2010			
	2011			
	2012	73.0	67.9	71.5
6-8	2010			
	2011			
	2012	74.2	67.3	68.6

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2010													
	2011													
	2012	53	52	46	46	35	39	40		45	49	47	41	637

NUMBER TESTED IN GRADE 7														
2010														0
2011														0
2012	14	58	561	554	31	117	233	0	282	355	637	9,451		

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	2010				
	2011				
	2012	4.3	5.1	71.9	68.7

¹Average score points (range 0-8). A STAAR 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=Non-scorable; 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

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	100.0	91.7	88.7	89.5	45.5	91.1	86.3		90.2	88.3	89.2	73.3	501
7	2010													
	2011													
	2012	92.9	94.8	90.7	90.6	78.1	81.7	80.8		88.6	93.2	91.2	75.5	634
8	2010													
	2011													
	2012	*	89.3	82.8	82.5	68.4	81.0	74.0		86.0	81.8	83.8	56.8	327
6-8	2010													
	2011													
	2012	96.3	92.5	88.2	88.5	65.8	86.8	81.4		88.5	89.1	88.9	69.7	1,462

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	27	134	1,291	1,267	73	402	698	0	672	790	1,462	26,035		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	33	33	31	31	20	30	29		32	30	31	27	501
7	2010													
	2011													
	2012	41	35	34	34	27	28	28		34	34	34	27	634
8	2010													
	2011													
	2012	*	29	29	28	25	27	26		29	28	29	23	327

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
6	2010					
	2011					
	2012	55.4	66.4	62.3	53.8	60.1
7	2010					
	2011					
	2012	65.6	67.0	66.4	59.0	54.6
8	2010					
	2011					
	2012	56.6	51.1	43.3	47.7	56.1
6-8	2010					
	2011					
	2012	60.1	63.3	59.8	54.7	56.8

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	100.0	100.0	99.5	99.6	*	100.0	100.0		99.0	100.0	99.6	94.1
Tests Taken	2010												
	2011												
	2012	8	35	219	232	1	14	38	0	105	167	272	2,553

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	0	0	1	1	*	0	0		1	0	1	151
Tests Taken	2010												
	2011												
	2012	8	35	219	232	1	14	38	0	105	167	272	2,553

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	50.0	20.0	24.7	25.0	*	7.1	15.8		33.3	21.6	26.1	19.0
Tests Taken	2010												
	2011												
	2012	8	35	219	232	1	14	38	0	105	167	272	2,553

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I (GRADE 8)	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions		
2010							
2011							
2012	74.1	69.8	64.9	66.4	65.9		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2010													
	2011													
	2012	42	37	34	35	27	28	29		36	34	35	30	600

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	13	63	511	504	20	77	210	0	263	337	600	9,431		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
8	2010				
	2011				
	2012	65.5	66.2	64.5	62.4

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2010													
	2011													
	2012	39	37	32	33	22	23	26		34	32	33	26	592

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	13	61	505	497	19	76	208	0	258	334	592	9,392		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
8	2010				
	2011				
	2012	62.5	67.4	60.6	60.9

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012			*	*		*	*		*	*	*	26.5	3
7	2010													
	2011													
	2012			*			*	*		*		*	34.3	1
8	2010													
	2011													
	2012			*	*		*	*		*	*	*	33.5	2
6-8	2010													
	2011													
	2012			0.0	*		0.0	0.0		*	*	0.0	31.6	6

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	0	6	5	0	6	6	0	4	2	6		620	

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012			*	*		*	*		*	*	*	16	3
7	2010													
	2011													
	2012			*			*	*		*		*	17	1
8	2010													
	2011													
	2012			*	*		*	*		*	*	*	19	2
6-8	2010													
	2011													
	2012			11	*		11	11		*	*	11	17	6

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	0	6	5	0	6	6	0	4	2	6	620		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
6	2010					
	2011					
	2012	*	*	*	*	*
7	2010					
	2011					
	2012	*	*	*	*	*
8	2010					
	2011					
	2012	*	*	*	*	*
6-8	2010					
	2011					
	2012	17.3	18.3	13.3	29.8	18.8

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2011		Level 2 in 2011		Level 3 in 2011		Levels 1-3 in 2011	
	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012	Number Tested Both Years	Percentage Improved in 2012
6	5	80.0	16	75.0	0	-	21	76.2
7	2	50.0	5	60.0	0	-	7	57.1
8	2	50.0	7	85.7	0	-	9	77.8
ALL	9	66.7	28	75.0	0	-	37	73.0

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
6 (229)	Beginning	11	5.2	9	4.2	14	6.6	0	0.0	0	0.0
	Intermediate	32	15.0	41	19.2	45	21.1	10	4.4	11	5.2
	Advanced	63	29.6	55	25.8	43	20.2	51	22.3	64	30.0
	Advanced High	107	50.2	108	50.7	111	52.1	168	73.4	138	64.8
7 (115)	Beginning	3	2.7	3	2.7	5	4.5	0	0.0	0	0.0
	Intermediate	13	11.7	12	10.8	11	9.9	3	2.7	4	3.7
	Advanced	40	36.0	38	34.2	51	45.9	21	18.8	23	21.3
	Advanced High	55	49.5	58	52.3	44	39.6	88	78.6	81	75.0
8 (82)	Beginning	2	2.5	1	1.2	2	2.5	1	1.3	1	1.3
	Intermediate	14	17.3	17	21.0	28	35.0	4	5.0	5	6.3
	Advanced	39	48.1	41	50.6	31	38.8	18	22.5	22	27.8
	Advanced High	26	32.1	22	27.2	19	23.8	57	71.3	51	64.6
ALL (426)	Beginning	16	4.0	13	3.2	21	5.2	1	0.2	1	0.3
	Intermediate	59	14.6	70	17.3	84	20.8	17	4.0	20	5.0
	Advanced	142	35.1	134	33.1	125	30.9	90	21.4	109	27.3
	Advanced High	188	46.4	188	46.4	174	43.1	313	74.3	270	67.5

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
208 146 (70.2%)	Beginning	0			
	Intermediate	1	10		
	Advanced	1	9	52	
	Advanced High	0	2	133	
95 78 (82.1%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	4	15	
	Advanced High	0	1	73	
70 47 (67.1%)	Beginning	1			
	Intermediate	0	3		
	Advanced	0	2	19	
	Advanced High	0	0	45	
373 271 (72.7%)	Beginning	1			
	Intermediate	1	15		
	Advanced	1	15	86	
	Advanced High	0	3	251	

■ Indicates students who progressed at least one level from 2011 to 2012.

TESTS ADMINISTERED IN SEMESTER 1

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

ALGEBRA I PRE-AP

281	64.0	79.2	81.2	81.4	85.8	93.6	78.2	95.5
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COMPUTER APPLICATIONS

165	65.5	78.0	81.8	82.2	84.8	89.1	69.0	94.0
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HEALTH EDUCATION

63	65.9	77.8	85.0	85.8	92.1	100.0	76.6	95.7
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LANGUAGE ARTS 7

422	52.8	75.2	76.9	77.1	79.9	83.4	59.5	87.8
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LANGUAGE ARTS 7 PRE-AP

211	66.0	78.3	83.6	84.2	96.2	96.2	75.3	96.2
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LANGUAGE ARTS 8

349	64.7	78.4	75.0	74.7	85.1	82.5	71.5	86.6
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LANGUAGE ARTS 8 PRE-AP

247	64.6	76.4	82.9	83.6	83.8	98.0	73.7	95.8
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MATHEMATICS 7

393	65.6	78.5	80.1	80.3	81.2	92.4	54.0	84.6
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MATHEMATICS 7 PRE-AP

235	68.6	81.9	87.5	88.1	94.0	99.6	76.1	95.5
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MATHEMATICS 8

318	61.8	77.9	80.1	80.3	84.9	90.9	56.1	84.5
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READING 7

507	72.4	81.6	84.6	84.9	92.3	96.3	74.5	91.0
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TESTS ADMINISTERED IN SEMESTER 2

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

ALGEBRA I PRE-AP

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COMPUTER APPLICATIONS

153	64.5	76.3	80.0	80.5	80.4	89.5	68.6	91.5
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HEALTH EDUCATION

37	70.9	80.6	98.1	100.0	86.5	100.0	78.9	93.1
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LANGUAGE ARTS 7

418	63.4	80.0	76.7	76.4	88.8	84.0	76.4	85.2
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LANGUAGE ARTS 7 PRE-AP

216	57.9	75.7	82.6	83.3	86.1	97.2	74.1	95.4
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LANGUAGE ARTS 8

346	68.3	80.6	80.0	79.9	89.3	91.9	76.5	86.3
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LANGUAGE ARTS 8 PRE-AP

247	63.8	75.9	84.7	85.7	81.0	98.8	71.7	94.6
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MATHEMATICS 7

398	55.6	76.7	78.4	78.6	79.9	90.2	55.6	80.8
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MATHEMATICS 7 PRE-AP

234	71.1	81.9	87.7	88.3	88.9	99.1	77.4	94.3
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MATHEMATICS 8

320	56.3	74.8	78.4	78.8	72.5	90.0	52.5	84.2
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READING 7

510	73.0	82.0	84.0	84.2	92.9	94.7	75.7	89.1
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TESTS ADMINISTERED IN SEMESTER 1

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

READING 8

465	71.6	81.1	83.5	83.8	91.4	96.1	74.7	92.4
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READING MASTERY 7

116	63.4	76.7	81.1	81.6	75.0	94.8	70.6	88.8
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READING MASTERY 8

109	62.3	74.8	79.6	80.1	74.3	89.9	72.7	89.1
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SCIENCE 7 & SCIENCE 7 PRE-AP

634	67.7	80.6	81.3	81.4	88.3	94.2	71.3	88.6
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SCIENCE 8 & SCIENCE 8 PRE-AP

604	64.7	79.6	80.9	81.0	85.6	90.1	66.7	90.7
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SPANISH I 7

37	71.0	80.7	84.4	84.8	78.4	97.3	70.7	95.8
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SPANISH I 8

19	80.0	86.7	82.7	82.3	89.5	94.7	80.4	97.3
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TEXAS STUDIES 7

382	50.7	72.6	80.9	81.7	62.6	93.5	50.4	89.1
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TEXAS STUDIES 7 PRE-AP

252	62.5	77.5	85.9	86.8	78.2	97.6	75.7	94.5
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UNITED STATES STUDIES 8

330	62.9	78.2	80.5	80.8	80.6	87.9	53.9	86.5
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UNITED STATES STUDIES 8 PRE-AP

274	79.2	86.1	85.1	85.0	94.2	93.4	86.2	96.2
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TESTS ADMINISTERED IN SEMESTER 2

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

READING 8

467	76.5	84.4	84.9	84.9	95.9	95.5	85.7	92.3
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READING MASTERY 7

121	58.2	74.4	80.6	81.3	78.5	88.4	65.7	83.9
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READING MASTERY 8

105	66.0	77.3	81.3	81.7	81.9	91.4	81.8	86.7
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SCIENCE 7 & SCIENCE 7 PRE-AP

636	64.7	80.7	80.9	80.9	91.4	94.2	76.4	86.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

600	70.0	80.0	81.1	81.2	87.5	92.3	71.8	90.3
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SPANISH I 7

36	76.4	85.8	85.6	85.6	94.4	100.0	77.8	93.2
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SPANISH I 8

20	81.8	87.9	82.4	81.8	100.0	95.0	81.5	95.8
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TEXAS STUDIES 7

386	62.8	78.1	82.5	83.0	79.0	90.7	62.8	84.7
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TEXAS STUDIES 7 PRE-AP

247	69.8	79.9	87.8	88.7	87.9	98.4	80.9	95.9
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UNITED STATES STUDIES 8

324	60.5	78.4	79.2	79.3	85.8	84.0	71.2	86.6
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UNITED STATES STUDIES 8 PRE-AP

277	74.9	83.2	85.2	85.5	92.8	97.8	88.5	95.9
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