

Published
July 26, 2012



Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 63

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- 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.

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.

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	209
7	173
8	184
ALL	566

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	406	71.7	28	80.0
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	154	27.2	0	0.0
White	2	0.4	3	8.6
Multiple	1	0.2	4	11.4
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	372	65.7
Economically disadvantaged	530	93.6
Limited English proficient (LEP)	87	15.4
Special education	67	11.8
Talented and Gifted (TAG)	26	4.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2010	197	135	68.5	0	0.0	0	0.0	62	31.5	0	0.0	—	—
	2011	217	162	74.7	0	0.0	0	0.0	51	23.5	3	1.4	0	0.0
	2012	209	145	69.4	2	1.0	0	0.0	59	28.2	2	1.0	1	0.5
7	2010	252	185	73.4	0	0.0	0	0.0	65	25.8	2	0.8	—	—
	2011	202	138	68.3	1	0.5	0	0.0	61	30.2	2	1.0	0	0.0
	2012	173	129	74.6	0	0.0	0	0.0	44	25.4	0	0.0	0	0.0
8	2010	252	185	73.4	0	0.0	0	0.0	64	25.4	3	1.2	—	—
	2011	229	170	74.2	1	0.4	0	0.0	53	23.1	5	2.2	0	0.0
	2012	184	132	71.7	1	0.5	0	0.0	51	27.7	0	0.0	0	0.0
6-8	2010	701	505	72.0	0	0.0	0	0.0	191	27.2	5	0.7	—	—
	2011	648	470	72.5	2	0.3	0	0.0	165	25.5	10	1.5	0	0.0
	2012	566	406	71.7	3	0.5	0	0.0	154	27.2	2	0.4	1	0.2

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	
6	2010	197	182	92.4	28	14.2	23	11.7	97	49.2	13	6.6	26	13.2	54.8	45.2	0.0
	2011	217	205	94.5	23	10.6	31	14.3	105	48.4	19	8.8	32	14.7	48.4	51.6	1.8
	2012	209	197	94.3	48	23.0	22	10.5	125	59.8	14	6.7	36	17.2	56.0	44.0	1.4
7	2010	252	233	92.5	32	12.7	30	11.9	151	59.9	21	8.3	40	15.9	52.8	47.2	1.2
	2011	202	176	87.1	25	12.4	25	12.4	111	55.0	8	4.0	36	17.8	55.4	44.6	2.5
	2012	173	162	93.6	21	12.1	28	16.2	120	69.4	7	4.0	39	22.5	51.4	48.6	1.2
8	2010	252	227	90.1	27	10.7	38	15.1	164	65.1	21	8.3	27	10.7	53.6	46.4	0.4
	2011	229	209	91.3	29	12.7	28	12.2	151	65.9	20	8.7	29	12.7	53.3	46.7	8.3
	2012	184	171	92.9	18	9.8	17	9.2	127	69.0	5	2.7	36	19.6	57.1	42.9	3.8
6-8	2010	701	642	91.6	87	12.4	91	13.0	412	58.8	55	7.8	93	13.3	53.6	46.4	0.6
	2011	648	590	91.0	77	11.9	84	13.0	367	56.6	47	7.3	97	15.0	52.3	47.7	4.3
	2012	566	530	93.6	87	15.4	67	11.8	372	65.7	26	4.6	111	19.6	54.9	45.1	2.1

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
6	2010	192	10,602	179	93.0	10,111	95.4	62	32.2	18.3	135	9,083	70.1	85.7
	2011	214	10,126	199	93.1	9,742	96.2	78	36.4	17.1	160	9,074	74.7	89.6
	2012	209	10,683	198	94.9	10,315	96.6	30	14.4	17.9	162	9,420	77.5	88.2
7	2010	246	10,258	227	92.4	9,636	93.9	91	37.0	22.0	171	8,310	69.6	81.0
	2011	192	10,058	182	94.5	9,589	95.3	68	35.3	22.5	148	8,791	76.9	87.4
	2012	167	10,204	156	93.6	9,727	95.3	37	22.2	24.1	112	8,576	67.2	84.0
8	2010	252	9,996	230	91.4	9,326	93.3	63	25.0	15.5	167	7,894	66.3	79.0
	2011	225	9,907	212	94.2	9,388	94.8	53	23.6	17.5	187	8,465	83.2	85.4
	2012	184	10,369	173	93.9	9,838	94.9	44	23.9	15.9	136	8,711	73.9	84.0
6-8	2010	690	30,856	636	92.2	29,073	94.2	216	31.3	18.6	473	25,287	68.5	82.0
	2011	631	30,091	593	93.9	28,719	95.4	199	31.5	19.1	495	26,330	78.4	87.5
	2012	560	31,256	527	94.2	29,880	95.6	111	19.8	19.3	410	26,707	73.2	85.4

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	28	80.0
Hispanic	0	0.0
White	3	8.6
Multiple	4	11.4
Other	0	0.0

Gender	Number	Percentage
Female	20	57.1
Male	15	42.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	8.7	—
2010-11	7.6	85.5
2011-12	2.5	61.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	5.7
1	0	0.0
2	1	2.9
3	2	5.7
4	6	17.1
5	3	8.6
1-3	3	8.6
More than 3	30	85.7
1 - 5	12	34.3
6 - 10	8	22.9
11 - 20	9	25.7
More than 20	4	11.4

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	*	56.8	59.6	57.7	25.0	54.3	44.6		54.5	63.3	58.5	77.6	200
7	2010													
	2011													
	2012	*	67.8	72.2	69.2	37.5	55.6	63.3		59.0	77.5	68.4	81.2	158
8	2010													
	2011													
	2012	*	80.5	73.5	78.9	57.1	66.7	70.2		74.0	83.1	78.0	83.5	177
6-8	2010													
	2011													
	2012	57.1	67.9	67.6	67.8	39.1	57.6	59.3		62.5	74.1	67.9	80.7	535

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	7	380	142	484	23	85	324	0	288	247	535	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	*	25	25	25	17	24	22		25	26	25	30	200
7	2010													
	2011													
	2012	*	26	26	26	20	22	24		24	28	26	31	158
8	2010													
	2011													
	2012	*	29	29	29	21	26	26		28	30	29	32	177
6-8	2010													
	2011													
	2012	26	27	27	27	19	24	24		26	28	27	31	535

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	7	380	142	484	23	85	324	0	288	247	535	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	60.4	52.7	48.6
7	2010			
	2011			
	2012	59.2	49.5	50.2
8	2010			
	2011			
	2012	59.4	53.7	55.5
6-8	2010			
	2011			
	2012	59.7	52.1	51.4

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)
7	2010													
	2011													
	2012	*	37	38	37	27	35	34		34	41	37	41	157

NUMBER TESTED IN GRADE 7														
2010														0
2011														0
2012	3	117	36	142	7	18	97	0	79	78	157	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	3.4	4.4	58.4	51.7

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	*	41.3	58.5	45.9	12.5	52.4	32.4		48.1	44.8	46.7	73.3	195
7	2010													
	2011													
	2012	*	41.4	54.3	43.6	25.0	41.2	26.8		40.0	48.8	44.5	75.5	155
8	2010													
	2011													
	2012	*	30.0	40.9	36.3	14.3	36.8	25.7		37.4	29.4	34.0	56.8	159
6-8	2010													
	2011													
	2012	57.1	37.9	51.5	42.4	17.4	46.2	28.3		42.3	41.7	42.0	69.7	509

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	7	364	132	460	23	78	314	0	274	235	509	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	*	19	22	20	12	21	17		19	20	20	27	195
7	2010													
	2011													
	2012	*	18	20	19	16	19	16		18	19	19	27	155
8	2010													
	2011													
	2012	*	18	20	19	15	20	18		19	19	19	23	159

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	35.3	42.6	40.5	32.5	38.6
7	2010					
	2011					
	2012	32.6	35.5	37.4	29.4	36.8
8	2010					
	2011					
	2012	38.7	30.8	30.9	33.0	37.2
6-8	2010					
	2011					
	2012	35.5	36.8	36.5	31.7	37.6

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		75.0	*	78.6			*		100.0	50.0	80.0	94.1
Tests Taken	2010												
	2011												
	2012	0	12	3	14	0	0	2	0	9	6	15	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		3	*	3			*		0	3	3	151
Tests Taken	2010												
	2011												
	2012	0	12	3	14	0	0	2	0	9	6	15	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		0.0	*	0.0			*		0.0	0.0	0.0	19.0
Tests Taken	2010												
	2011												
	2012	0	12	3	14	0	0	2	0	9	6	15	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	45.8	48.3	46.7	44.0	42.2		

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	*	25	27	26	19	23	24		26	25	26	30	173

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	3	121	47	149	6	20	114	0	97	76	173		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	44.9	46.8	47.2	50.9

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	*	21	22	22	17	20	20		23	20	22	26	170

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	3	118	47	146	6	20	111	0	95	75	170	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	40.1	44.4	42.0	39.7

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	4
7	2010													
	2011													
	2012			*	*		*			*		*	34.3	1
8	2010													
	2011													
	2012			*	*		*	*			*	*	33.5	2
6-8	2010													
	2011													
	2012			14.3	16.7		14.3	*		*	*	14.3	31.6	7

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	0	7	6	0	7	5	0	3	4	7		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	4
7	2010													
	2011													
	2012			*	*		*			*		*	17	1
8	2010													
	2011													
	2012			*	*		*	*			*	*	19	2
6-8	2010													
	2011													
	2012			14	15		14	*		*	*	14	17	7

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	0	0	7	6	0	7	5	0	3	4	7		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	29.5	30.4	33.1	30.4

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	6	50.0	3	100.0	0	-	9	66.7
7	1	0.0	1	0.0	0	-	2	0.0
8	0	-	1	100.0	0	-	1	100.0
ALL	7	42.9	5	80.0	0	-	12	58.3

PERFORMANCE IN 2012

Grade (2010-11) (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2012 Level	N	%	N	%	N	%	N	%	N	%
6 (48)	Beginning	4	8.3	5	10.4	7	14.6	6	12.8	5	10.6
	Intermediate	7	14.6	7	14.6	14	29.2	9	19.1	10	21.3
	Advanced	12	25.0	12	25.0	8	16.7	12	25.5	14	29.8
	Advanced High	25	52.1	24	50.0	19	39.6	20	42.6	18	38.3
7 (24)	Beginning	2	8.3	1	4.2	1	4.2	2	9.1	2	9.1
	Intermediate	2	8.3	3	12.5	5	20.8	3	13.6	3	13.6
	Advanced	4	16.7	5	20.8	5	20.8	7	31.8	7	31.8
	Advanced High	16	66.7	15	62.5	13	54.2	10	45.5	10	45.5
8 (22)	Beginning	0	0.0	0	0.0	2	10.0	0	0.0	0	0.0
	Intermediate	2	10.0	3	15.0	4	20.0	4	22.2	3	20.0
	Advanced	8	40.0	7	35.0	7	35.0	8	44.4	7	46.7
	Advanced High	10	50.0	10	50.0	7	35.0	6	33.3	5	33.3
ALL (94)	Beginning	6	6.5	6	6.5	10	10.9	8	9.2	7	8.3
	Intermediate	11	12.0	13	14.1	23	25.0	16	18.4	16	19.0
	Advanced	24	26.1	24	26.1	20	21.7	27	31.0	28	33.3
	Advanced High	51	55.4	49	53.3	39	42.4	36	41.4	33	39.3

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years N (%) Progressed	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
42 21 (50.0%)	Beginning	4			
	Intermediate	2	7		
	Advanced	0	3	10	
	Advanced High	0	0	16	
17 8 (47.1%)	Beginning	1			
	Intermediate	0	2		
	Advanced	0	1	6	
	Advanced High	0	0	7	
12 3 (25.0%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	1	6	
	Advanced High	0	0	2	
71 32 (45.1%)	Beginning	5			
	Intermediate	2	12		
	Advanced	0	5	22	
	Advanced High	0	0	25	

 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

15	47.4	69.6	81.4	82.7	53.3	100.0	78.2	95.5
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COMPUTER APPLICATIONS

56	47.5	66.5	85.6	87.8	42.9	98.2	69.0	94.0
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LANGUAGE ARTS 7

129	43.6	70.3	78.0	78.9	54.3	88.4	59.5	87.8
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LANGUAGE ARTS 7 PRE-AP

21	55.8	71.8	84.9	86.3	66.7	100.0	75.3	96.2
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LANGUAGE ARTS 8

148	52.6	71.0	76.6	77.3	57.4	87.2	71.5	86.6
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LANGUAGE ARTS 8 PRE-AP

18	54.2	69.5	81.1	82.3	61.1	100.0	73.7	95.8
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MATHEMATICS 7

136	36.4	60.3	75.6	77.3	19.9	89.7	54.0	84.6
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MATHEMATICS 7 PRE-AP

19	35.6	62.8	75.5	77.0	15.8	84.2	76.1	95.5
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MATHEMATICS 8

156	44.8	68.2	72.4	72.9	42.9	63.5	56.1	84.5
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MS INTERMEDIATE LA FOR ESL

6	79.9	86.9	90.8	91.3	100.0	100.0	61.0	97.3
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MS INTERMEDIATE READING FOR ESL

6	86.1	90.7	89.3	89.2	100.0	100.0	60.7	97.1
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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

88	47.6	65.1	81.7	83.5	33.0	97.7	68.6	91.5
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LANGUAGE ARTS 7

115	50.6	73.0	63.1	61.9	62.6	36.5	76.4	85.2
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LANGUAGE ARTS 7 PRE-AP

21	51.6	72.1	75.7	76.1	85.7	81.0	74.1	95.4
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LANGUAGE ARTS 8

141	61.7	76.5	75.3	75.1	77.3	73.8	76.5	86.3
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LANGUAGE ARTS 8 PRE-AP

18	60.5	73.7	81.3	82.2	66.7	88.9	71.7	94.6
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MATHEMATICS 7

123	37.9	67.3	75.7	76.6	35.0	93.5	55.6	80.8
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MATHEMATICS 7 PRE-AP

18	48.4	67.7	71.6	72.0	44.4	66.7	77.4	94.3
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MATHEMATICS 8

150	40.6	65.8	73.8	74.6	33.3	77.3	52.5	84.2
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MS INTERMEDIATE LA FOR ESL

6	73.1	82.4	87.2	87.7	83.3	100.0	66.0	96.7
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MS INTERMEDIATE READING FOR ESL

6	75.2	84.8	85.8	85.9	83.3	100.0	69.2	95.2
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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 7

145	52.6	68.4	74.3	75.0	49.0	80.0	74.5	91.0
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READING 8

165	55.2	70.2	76.8	77.6	53.3	86.1	74.7	92.4
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SCIENCE 7 & SCIENCE 7 PRE-AP

152	53.5	72.1	76.3	76.7	61.8	90.1	71.3	88.6
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SCIENCE 8 & SCIENCE 8 PRE-AP

176	51.6	72.1	77.9	78.5	54.0	93.8	66.7	90.7
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TEXAS STUDIES 7

149	39.5	66.4	77.9	79.1	28.9	98.7	50.4	89.1
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UNITED STATES STUDIES 8

172	51.2	71.3	77.7	78.4	52.9	93.6	53.9	86.5
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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 7

134	52.5	68.3	72.3	72.7	45.5	74.6	75.7	89.1
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READING 8

159	63.7	75.8	77.0	77.1	78.6	76.7	85.7	92.3
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SCIENCE 7 & SCIENCE 7 PRE-AP

139	48.1	71.7	74.8	75.2	60.4	85.6	76.4	86.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

165	56.2	70.8	74.7	75.2	61.2	82.4	71.8	90.3
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TEXAS STUDIES 7

139	43.9	67.0	78.8	80.1	39.6	99.3	62.8	84.7
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UNITED STATES STUDIES 8

164	53.9	74.9	81.3	82.1	71.3	90.2	71.2	86.6
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