

DATA PACKET

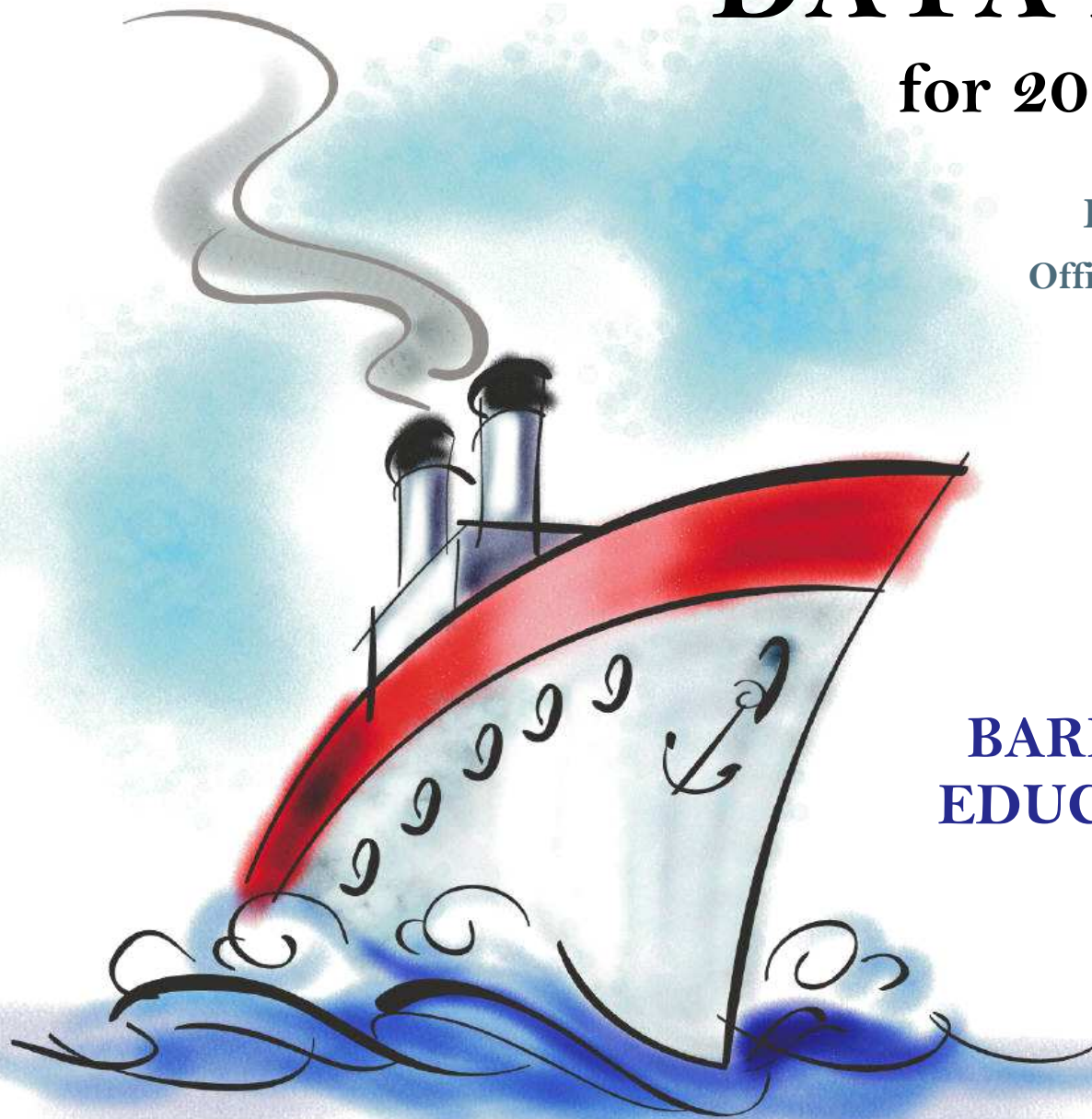
for 2014-15 planning

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September 5, 2014

School Number 358

**BARBARA M. MANNS
EDUCATION CENTER**



Dallas Independent School District

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2013-14 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 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.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2013-14. They are counted as new if not enrolled in a district campus before the last day of the 2012-13 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 2012-13 and 2013-14.

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 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, but is typically around 130 days.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and 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 (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 from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR M statistics are computed separately, following TEA reporting practice.
- “Percentage Satisfactory” is the percentage of students achieving Level 2 (Satisfactory) or Level 3 (Advanced).
- 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 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.
- Reading and mathematics statistics for SSI grades 5 and 8 are based on scores cumulative through the second administration. EOC statistics are based on first administration scores from the fall and spring administrations.
- Beginning in 2014, EOC Reading and EOC Writing tests were replaced with EOC English tests.

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 2013 to 2014, the TEA did not report the 2013 composite rating.
- If a student is rated as advanced high in 2014, the TEA does not differentiate between the advanced and advanced high levels from 2013.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP results account for a portion of students' final semester grades (10% and 15% respectively). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in data 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 percent is required to pass an ACP. A course mark of at least 70 percent 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
8	96
ALL	96

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	42	43.8	6	60.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	54	56.3	1	10.0
White	0	0.0	2	20.0
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	1	10.0
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	94	97.9
Economically disadvantaged	89	92.7
Limited English proficient (LEP)	30	31.3
Special education	7	7.3
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
8	2012	162	61	37.7	1	0.6	0	0.0	96	59.3	3	1.9	1	0.6
	2013	130	49	37.7	1	0.8	2	1.5	77	59.2	1	0.8	0	0.0
	2014	96	42	43.8	0	0.0	0	0.0	54	56.3	0	0.0	0	0.0
6-8	2012	162	61	37.7	1	0.6	0	0.0	96	59.3	3	1.9	1	0.6
	2013	130	49	37.7	1	0.8	2	1.5	77	59.2	1	0.8	0	0.0
	2014	96	42	43.8	0	0.0	0	0.0	54	56.3	0	0.0	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	
8	2012	162	139	85.8	62	38.3	16	9.9	157	96.9	0	0.0	28	17.3	60.5	39.5	69.1
	2013	130	119	91.5	50	38.5	16	12.3	128	98.5	0	0.0	4	3.1	65.4	34.6	14.6
	2014	96	89	92.7	30	31.3	7	7.3	94	97.9	0	0.0	5	5.2	65.6	34.4	40.6
6-8	2012	162	139	85.8	62	38.3	16	9.9	157	96.9	0	0.0	28	17.3	60.5	39.5	69.1
	2013	130	119	91.5	50	38.5	16	12.3	128	98.5	0	0.0	4	3.1	65.4	34.6	14.6
	2014	96	89	92.7	30	31.3	7	7.3	94	97.9	0	0.0	5	5.2	65.6	34.4	40.6

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
8	2012	173	10,369	143	82.2	9,838	94.9	74	42.7	15.5	70	8,711	40.4	84.0
	2013	147	9,955	122	82.8	9,486	95.3	44	30.0	17.6	91	8,664	62.0	87.0
	2014	112	10,449	88	78.7	9,970	95.4	45	40.0	13.1	44	9,097	39.1	87.1
6-8	2012	173	31,256	143	82.2	29,880	95.6	75	43.3	18.9	70	26,707	40.4	85.4
	2013	147	31,960	122	82.8	30,665	96.0	44	30.0	21.1	91	28,341	62.0	88.7
	2014	112	32,451	88	78.7	31,112	95.9	45	40.0	18.5	44	28,503	39.1	87.8

Teachers: 10

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	60.0
Hispanic	1	10.0
White	2	20.0
Multiple	0	0.0
Other	1	10.0

Gender	Number	Percentage
Female	6	60.0
Male	4	40.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12	9.1	—
2012-13	13.1	76.9
2013-14	5.1	40.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	40.0
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	0	0.0
1-3	0	0.0
More than 3	6	60.0
1 - 5	0	0.0
6 - 10	0	0.0
11 - 20	4	40.0
More than 20	2	20.0

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		4.4	12.9	11.7	0.0	9.3	8.7		10.7	9.3	10.2	71.3	118
	2013	*	43.6	51.4	47.6	*	37.0	48.2		44.9	56.8	48.7	82.7	115
	2014		*	33.3	42.9		*	37.5		37.5		37.5	81.5	8
6-8	2012		4.4	12.9	11.7	0.0	9.3	8.7		10.7	9.3	10.2	67.4	118
	2013	*	43.6	51.4	47.6	*	37.0	48.2		44.9	56.8	48.7	68.6	115
	2014		*	33.3	42.9		*	37.5		37.5		37.5	68.2	8

NUMBER TESTED IN GRADES 6-8													
2012		45	70	103	7	43	115		75	43	118	29,211	
2013	1	39	72	103	5	46	112		78	37	115	29,692	
2014		2	6	7		2	8		8		8	30,015	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		43	61	91	7	39	105		67	39	106	2,786	118
	2013	*	22	35	54	*	29	58		43	16	59	1,586	115
	2014		*	4	4		*	5		5		5	1,797	8
6-8	2012		43	61	91	7	39	105		67	39	106	9,529	118
	2013	*	22	35	54	*	29	58		43	16	59	9,324	115
	2014		*	4	4		*	5		5		5	9,551	8

NUMBER TESTED IN GRADES 6-8													
2012		45	70	103	7	43	115		75	43	118	29,211	
2013	1	39	72	103	5	46	112		78	37	115	29,692	
2014		2	6	7		2	8		8		8	30,015	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	9.9	118
	2013	*	0.0	1.4	1.0	*	0.0	0.9		0.0	2.7	0.9	15.5	115
	2014		*	0.0	0.0		*	0.0		0.0		0.0	13.1	8
6-8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	9.5	118
	2013	*	0.0	1.4	1.0	*	0.0	0.9		0.0	2.7	0.9	11.7	115
	2014		*	0.0	0.0		*	0.0		0.0		0.0	10.1	8

NUMBER TESTED IN GRADE 6-8													
2012		45	70	103	7	43	115		75	43	118	29,211	
2013	1	39	72	103	5	46	112		78	37	115	29,692	
2014		2	6	7		2	8		8		8	30,015	

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
8	2012	36.9	32.4	31.2
	2013	54.4	55.0	45.8
	2014	43.8	44.3	44.4
6-8	2012	36.9	32.4	31.2
	2013	54.4	55.0	45.8
	2014	43.8	44.3	44.4

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014	*	8.6	6.0	9.6	*	6.7	6.2		8.2	8.0	8.1	50.9
Tests Taken	2012												
	2013												
	2014	1	35	50	73	4	30	81		61	25	86	13,789

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014	*	32	47	66	*	28	76		56	23	79	6,774
Tests Taken	2012												
	2013												
	2014	1	35	50	73	4	30	81		61	25	86	13,789

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2012												
	2013												
	2014	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	3.2
Tests Taken	2012												
	2013												
	2014	1	35	50	73	4	30	81		61	25	86	13,789

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding & Analysis Across Genres	1. Average Rating Short Answer #1 ¹	1. Average Rating Short Answer #2 ¹	2. Understanding & Analysis of Literary Texts	3. Understanding & Analysis of Informational Texts	4. Expository Composition ²	5. Revision	6. Editing
2012								
2013								
2014	48.1	0.5	0.8	39.4	38.2	3.3	53.6	34.7

¹Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary

²Average score points (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

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		2.3	1.5	2.1	0.0	2.4	1.8		2.9	0.0	1.8	51.9	112
	2013	*	23.1	27.8	27.5	*	21.7	25.0		26.0	26.3	26.1	74.0	115
	2014	*	31.6	45.5	42.2	*	34.4	37.1		41.2	38.5	40.4	73.2	94
6-8	2012		2.3	1.5	2.1	0.0	2.4	1.8		2.9	0.0	1.8	60.3	112
	2013	*	23.1	27.8	27.5	*	21.7	25.0		26.0	26.3	26.1	63.7	115
	2014	*	31.6	45.5	42.2	*	34.4	37.1		41.2	38.5	40.4	63.3	94

NUMBER TESTED IN GRADES 6-8													
2012		43	67	97	7	41	112		69	43	112	26,044	
2013	1	39	72	102	5	46	112		77	38	115	26,676	
2014	1	38	55	83	4	32	89		68	26	94	27,304	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		42	66	95	7	40	107		67	43	110	3,319	112
	2013	*	30	52	74	*	36	84		57	28	85	1,709	115
	2014	*	26	30	48	*	21	56		40	16	56	2,001	94
6-8	2012		42	66	95	7	40	107		67	43	110	10,351	112
	2013	*	30	52	74	*	36	84		57	28	85	9,693	115
	2014	*	26	30	48	*	21	56		40	16	56	10,015	94

NUMBER TESTED IN GRADES 6-8													
2012		43	67	97	7	41	112		69	43	112	26,044	
2013	1	39	72	102	5	46	112		77	38	115	26,676	
2014	1	38	55	83	4	32	89		68	26	94	27,304	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.4	112
	2013	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	0.9	115
	2014	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	1.0	94
6-8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	6.1	112
	2013	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	5.3	115
	2014	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	6.2	94

NUMBER TESTED IN GRADE 6-8													
2012		43	67	97	7	41	109		69	43	112	26,044	
2013	1	39	72	102	5	46	112		77	38	115	26,676	
2014	1	38	55	83	4	32	89		68	26	94	27,304	

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
8	2012	29.3	22.2	24.3	23.5	27.6
	2013	33.2	36.3	31.1	36.5	32.3
	2014	36.4	37.6	35.8	33.3	40.5
6-8	2012	29.3	22.2	24.3	23.5	27.6
	2013	33.2	36.3	31.1	36.5	32.3
	2014	36.4	37.6	35.8	33.3	40.5

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		0.0	0.0	1.0	0.0	0.0	0.0		1.3	0.0	0.8	54.0	119
	2013	*	2.6	4.5	3.1	*	0.0	3.8		4.2	2.7	3.7	65.8	109
	2014	*	3.2	11.5	9.7	*	6.7	10.1		12.9	0.0	9.5	61.9	84

NUMBER TESTED IN GRADE 8													
2012		44	72	102	8	45	114		75	44	119	9,431	
2013	1	38	67	97	5	39	106		72	37	109	8,998	
2014	1	31	52	72	4	30	79		62	22	84	9,466	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		44	72	101	8	45	114		74	44	118	4335	119
	2013	*	37	64	94	*	39	102		69	36	105	3074	109
	2014	*	30	46	65	*	28	71		54	22	76	3605	84

NUMBER TESTED IN GRADE 8													
2012		44	72	102	8	45	114		75	44	119	9,431	
2013	1	38	67	97	5	39	106		72	37	109	8,998	
2014	1	31	52	72	4	30	79		62	22	84	9,466	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	4.2	119
	2013	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	7.1	109
	2014	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	11.3	84

NUMBER TESTED IN GRADE 8													
2012		44	72	102	8	45	114		75	44	119	9,431	
2013	1	38	67	97	5	39	106		72	37	109	8,998	
2014	1	31	52	72	4	30	79		62	22	84	9,466	

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	2012	25.6	34.0	32.9	36.5
	2013	27.9	32.9	26.9	34.0
	2014	28.3	35.0	36.9	40.8

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	52.5	113
	2013	*	2.6	3.0	3.1	*	2.6	1.9		2.7	2.8	2.8	59.3	109
	2014	*	9.4	15.7	15.3	*	10.3	11.4		19.4	0.0	14.3	53.5	84

NUMBER TESTED IN GRADE 8													
2012		42	69	95	9	45	109		69	44	113	9,392	
2013	1	39	66	98	5	39	106		73	36	109	8,991	
2014	1	32	51	72	4	29	79		62	22	84	9,464	

NUMBER UNSATISFACTORY (Level 1)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		42	69	95	9	45	109		69	44	113	4462	113
	2013	*	38	64	95	*	38	104		71	35	106	3656	109
	2014	*	29	43	61	*	26	70		50	22	72	4402	84

NUMBER TESTED IN GRADE8													
2012		42	69	95	9	45	109		69	44	113	9,392	
2013	1	39	66	98	5	39	106		73	36	109	8,991	
2014	1	32	51	72	4	29	79		62	22	84	9,464	

PERCENTAGE ADVANCED (Level 3)

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2012		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.1	113
	2013	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	8.8	109
	2014	*	0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	7.3	84

NUMBER TESTED IN GRADE 8													
2012		42	69	95	9	45	109		69	44	113	9,392	
2013	1	39	66	98	5	39	106		73	36	109	8,991	
2014	1	32	51	72	4	29	79		62	22	84	9,464	

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	2012	24.7	28.3	26.3	26.9
	2013	31.9	31.7	25.6	28.8
	2014	37.7	30.4	32.7	41.7

PERCENTAGE DEMONSTRATING IMPROVEMENT


Grade	Level 1 in 2013		Level 2 in 2013		Level 3 in 2013		Levels 1-3 in 2013	
	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014	Number Tested Both Years	Percentage Improved in 2014
8	0		1	*	0		1	*
ALL	0		1	*	0		1	*

PERFORMANCE IN 2014

Grade 2013-14 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2014 Level	N	%	N	%	N	%	N	%	N	%
8 (45)	Beginning	0	0.0	0	0.0	0	0.0	4	9.8	0	0.0
	Intermediate	8	22.9	8	22.9	7	20.6	15	36.6	7	22.6
	Advanced	16	45.7	16	45.7	16	47.1	19	46.3	15	48.4
	Advanced High	11	31.4	11	31.4	11	32.4	3	7.3	9	29.0
ALL (45)	Beginning	0	0.0	0	0.0	0	0.0	4	9.8	0	0.0
	Intermediate	8	22.9	8	22.9	7	20.6	15	36.6	7	22.6
	Advanced	16	45.7	16	45.7	16	47.1	19	46.3	15	48.4
	Advanced High	11	31.4	11	31.4	11	32.4	3	7.3	9	29.0

**PROGRESSION FROM
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
18 <hr/> 5 (27.8%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	9	
	Advanced High	0	1	3	
18 <hr/> 5 (27.8%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	1	9	
	Advanced High	0	1	3	

 Indicates students who progressed at least one level from 2013 to 2014.

SEMESTER 1 TESTS

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

ART I

74	51.1	63.3	81.3	83.3	37.8	94.6	79.1	94.8
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ENGLISH I

101	37.5	61.7	75.5	77.0	17.8	77.2	50.7	84.8
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HS HEALTH EDUCATION

73	45.1	63.4	76.7	78.1	17.8	83.6	81.1	96.5
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ALGEBRA I PRE-AP

25	26.4	50.9	77.4	80.3	0.0	100.0	65.2	96.3
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MATHEMATICS 8

78	40.4	62.0	73.9	75.3	25.6	91.0	51.9	84.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

105	36.9	58.0	77.4	79.5	5.7	93.3	64.6	90.4
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U.S. STUDIES 8

82	35.2	62.6	78.4	80.2	14.6	82.9	50.5	85.9
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SEMESTER 2 TESTS

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

ART I

67	60.3	69.6	77.4	78.3	47.8	84.8	75.5	93.6
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ENGLISH I

71	43.4	61.4	74.2	75.6	16.9	81.7	58.2	81.7
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HS HEALTH EDUCATION

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ALGEBRA I PRE-AP

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MATHEMATICS 8

73	42.4	65.4	75.5	76.6	34.2	86.3	51.9	85.4
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SCIENCE 8 & SCIENCE 8 PRE-AP

70	38.4	57.1	76.1	78.3	10.0	81.4	64.5	88.8
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U.S. STUDIES 8

72	34.2	56.1	76.7	79.0	5.6	83.3	54.3	84.4
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