

DATA PACKET

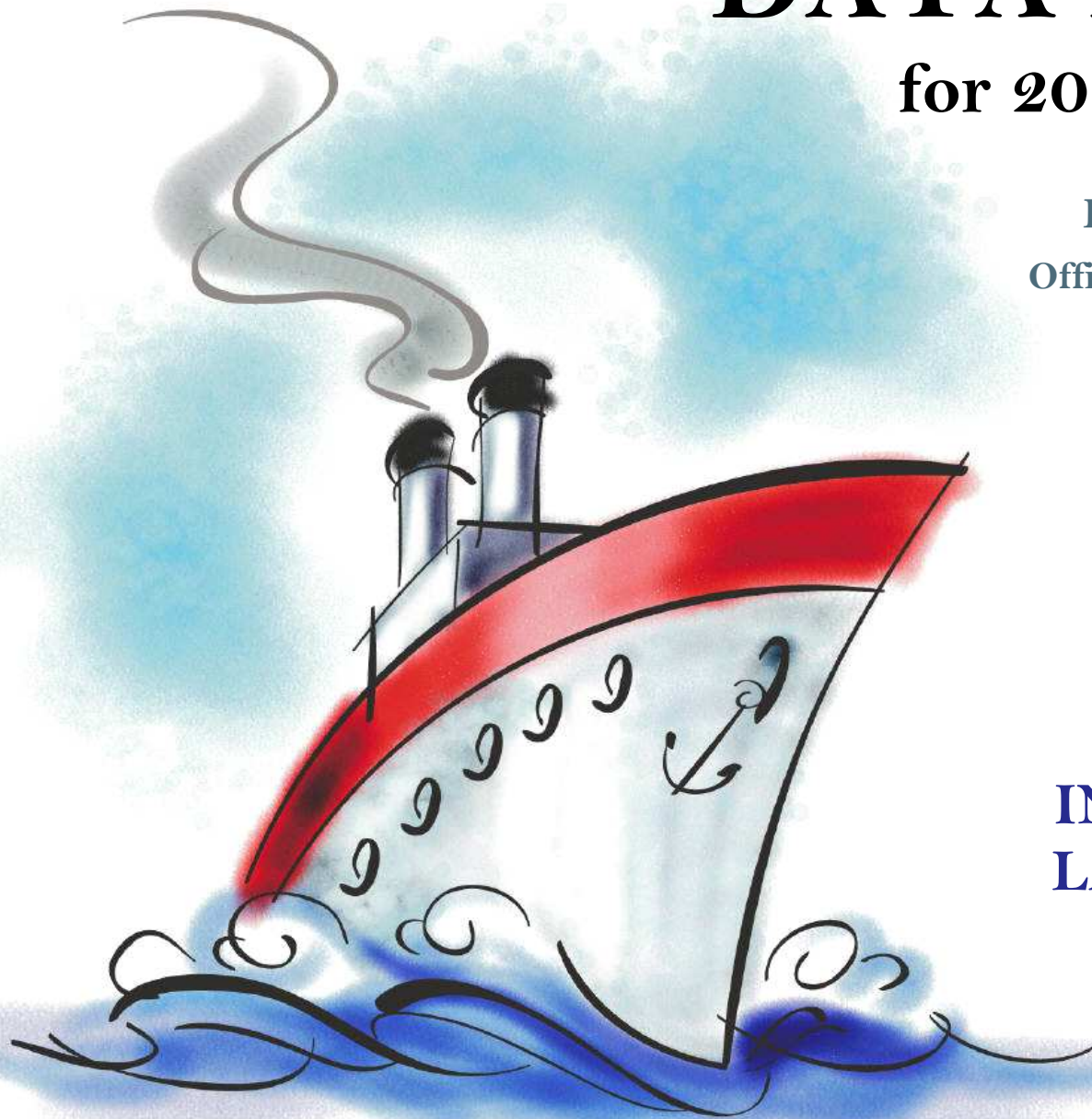
for 2014-15 planning

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August 1, 2014

School Number 359

**ROSEMONT
INTERNATIONAL
LANGUAGE PREP**



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.

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
6	70
7	57
ALL	127

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	2	1.6	1	8.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	123	96.9	5	41.7
White	2	1.6	4	33.3
Multiple	0	0.0	1	8.3
Other* (teachers only)	—	—	1	8.3
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	100	78.7
Economically disadvantaged	95	74.8
Limited English proficient (LEP)	80	63.0
Special education	4	3.1
Talented and Gifted (TAG)	33	26.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2012													
	2013	61	3	4.9	0	0.0	0	0.0	55	90.2	3	4.9	0	0.0
	2014	70	0	0.0	0	0.0	0	0.0	70	100.0	0	0.0	0	0.0
7	2012													
	2013													
	2014	57	2	3.5	0	0.0	0	0.0	53	93.0	2	3.5	0	0.0
6-8	2012													
	2013	61	3	4.9	0	0.0	0	0.0	55	90.2	3	4.9	0	0.0
	2014	127	2	1.6	0	0.0	0	0.0	123	96.9	2	1.6	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	2012																
	2013	61	48	78.7	36	59.0	1	1.6	43	70.5	19	31.1	2	3.3	31.1	68.9	0.0
	2014	70	55	78.6	44	62.9	2	2.9	56	80.0	15	21.4	4	5.7	40.0	60.0	0.0
7	2012																
	2013																
	2014	57	40	70.2	36	63.2	2	3.5	44	77.2	18	31.6	0	0.0	29.8	70.2	1.8
6-8	2012																
	2013	61	48	78.7	36	59.0	1	1.6	43	70.5	19	31.1	2	3.3	31.1	68.9	0.0
	2014	127	95	74.8	80	63.0	4	3.1	100	78.7	33	26.0	4	3.1	35.4	64.6	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	2012		10,683			10,315	96.6			17.6		9,420		88.2
	2013	64	11,463	62	97.4	11,062	96.5	0	0.0	21.1	61	10,320	96.0	90.0
	2014	70	10,808	69	98.3	10,413	96.3	2	2.9	20.0	68	9,554	97.3	88.4
7	2012		10,204			9,727	95.3			23.8		8,576		84.0
	2013		10,542			10,116	96.0			24.5		9,357		88.8
	2014	58	11,195	57	98.6	10,729	95.8	0	0.0	22.1	56	9,852	97.0	88.0
6-8	2012		31,256			29,880	95.6			18.9		26,707		85.4
	2013	64	31,960	62	97.4	30,665	96.0	0	0.0	21.1	61	28,341	96.0	88.7
	2014	128	32,451	126	98.4	31,112	95.9	2	1.6	18.5	124	28,503	97.2	87.8

Teachers: 12

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	1	8.3
Hispanic	5	41.7
White	4	33.3
Multiple	1	8.3
Other	1	8.3

Gender	Number	Percentage
Female	7	58.3
Male	5	41.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2011-12		—
2012-13		0.0
2013-14	4.1	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	16.7
1	0	0.0
2	0	0.0
3	2	16.7
4	0	0.0
5	0	0.0
1-3	2	16.7
More than 3	8	66.7
1 - 5	2	16.7
6 - 10	4	33.3
11 - 20	3	25.0
More than 20	1	8.3

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)
6	2012												63.5	0
	2013	*	*	78.6	77.6	*	69.4	70.3		85.0	78.6	80.6	57.7	62
	2014			95.7	94.4	*	93.0	94.0		92.6	97.6	95.7	63.1	69
7	2012												67.5	0
	2013												67.3	0
	2014	*	*	86.5	88.2	*	82.4	81.6		87.5	87.5	87.5	60.5	56
6-8	2012												67.4	0
	2013	*	*	78.6	77.6	*	69.4	70.3		85.0	78.6	80.6	68.6	62
	2014	*	*	91.7	92.0	*	88.3	88.6		90.7	92.7	92.0	68.2	125

NUMBER TESTED IN GRADES 6-8														
2012														29,211
2013	3	3	56	49	1	36	37			20	42	62		29,692
2014	2	2	121	88	2	77	88			43	82	125		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)
6	2012												3,673	0
	2013	*	*	12	11	*	11	11		3	9	12	4,523	62
	2014			3	3	*	3	3		2	1	3	3,679	69
7	2012												3,070	0
	2013												3,215	0
	2014	*	*	7	4	*	6	7		2	5	7	4,075	56
6-8	2012												9,529	0
	2013	*	*	12	11	*	11	11		3	9	12	9,324	62
	2014	*	*	10	7	*	9	10		4	6	10	9,551	125

NUMBER TESTED IN GRADES 6-8														
2012														29,211
2013	3	3	56	49	1	36	37			20	42	62		29,692
2014	2	2	121	88	2	77	88			43	82	125		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)
6	2012												8.3	0
	2013	*	*	30.4	32.7	*	25.0	24.3		25.0	33.3	30.6	11.3	62
	2014			13.0	7.4	*	2.3	2.0		7.4	16.7	13.0	7.1	69
7	2012												10.3	0
	2013												8.7	0
	2014	*	*	30.8	29.4	*	23.5	21.1		37.5	30.0	32.1	10.0	56
6-8	2012												9.5	0
	2013	*	*	30.4	32.7	*	25.0	24.3		25.0	33.3	30.6	11.7	62
	2014	*	*	20.7	15.9	*	11.7	10.2		18.6	23.2	21.6	10.1	125

NUMBER TESTED IN GRADE 6-8														
2012														29,211
2013	3	3	56	49	1	36	37			20	42	62		29,692
2014	2	2	121	88	2	77	88			43	82	125		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
6	2012			
	2013	74.4	76.1	71.3
	2014	73.0	70.4	75.4
7	2012			
	2013			
	2014	73.4	71.9	70.3
6-8	2012			
	2013	74.4	76.1	71.3
	2014	73.2	71.1	73.1

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)
7	2012												59.2	0
	2013												57.1	0
	2014	*	*	94.2	91.2	*	91.2	92.1		87.5	97.5	94.6	54.6	56

NUMBER TESTED IN GRADE 7														
2012														9,456
2013														9,785
2014	2	2	52	34	1	34	38			16	40	56		10,339

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)
7	2012												3,859	0
	2013												4,198	0
	2014	*	*	3	3	*	3	3		2	1	3	4,690	56

NUMBER TESTED IN GRADE 7														
2012														9,456
2013														9,785
2014	2	2	52	34	1	34	38			16	40	56		10,339

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)
7	2012												3.4	0
	2013												1.5	0
	2014	*	*	21.2	14.7	*	17.6	15.8		18.8	22.5	21.4	3.0	56

NUMBER TESTED IN GRADE 7														
2012														9,456
2013														9,785
2014	2	2	52	34	1	34	38			16	40	56		10,339

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	2012				
	2013				
	2014	5.3	5.5	78.8	76.3

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 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)
6	2012												66.4	0
	2013	*	*	92.9	93.9	*	88.9	89.2		95.0	92.9	93.5	60.6	62
	2014			81.2	77.8	*	81.4	74.0		77.8	83.3	81.2	64.3	69
7	2012												59.9	0
	2013												59.9	0
	2014	*	*	78.8	73.5	*	79.4	76.3		75.0	82.5	80.4	55.1	56
6-8	2012												60.3	0
	2013	*	*	92.9	93.9	*	88.9	89.2		95.0	92.9	93.5	63.7	62
	2014	*	*	80.2	76.1	*	80.5	75.0		76.7	82.9	80.8	63.3	125

NUMBER TESTED IN GRADES 6-8														
2012								37						26,044
2013	3	3	56	49	1	36	37			20	42	62		26,676
2014	2	2	121	88	2	77	88			43	82	125		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)
6	2012							0					3,327	0
	2013	*	*	4	3	*	4	4		1	3	4	4,133	62
	2014			13	12	*	8	13		6	7	13	3,478	69
7	2012												3,705	0
	2013												3,851	0
	2014	*	*	11	9	*	7	9		4	7	11	4,536	56
6-8	2012							0					10,351	0
	2013	*	*	4	3	*	4	4		1	3	4	9,693	62
	2014	*	*	24	21	*	15	22		10	14	24	10,015	125

NUMBER TESTED IN GRADES 6-8														
2012								37						26,044
2013	3	3	56	49	1	36	37			20	42	62		26,676
2014	2	2	121	88	2	77	88			43	82	125		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)
6	2012												9.8	0
	2013	*	*	30.4	30.6	*	22.2	21.6		20.0	31.0	27.4	8.5	62
	2014			21.7	14.8	*	18.6	16.0		14.8	26.2	21.7	9.6	69
7	2012												6.3	0
	2013												4.8	0
	2014	*	*	25.0	29.4	*	20.6	18.4		25.0	25.0	25.0	6.7	56
6-8	2012												6.1	0
	2013	*	*	30.4	30.6	*	22.2	21.6		20.0	31.0	27.4	5.3	62
	2014	*	*	23.1	20.5	*	19.5	17.0		18.6	25.6	23.2	6.2	125

NUMBER TESTED IN GRADE 6-8														
2012														26,044
2013	3	3	56	49	1	36	37			20	42	62		26,676
2014	2	2	121	88	2	77	88			43	82	125		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
6	2012					
	2013	70.8	73.9	73.6	58.7	70.4
	2014	67.7	62.7	67.6	58.7	64.3
7	2012					
	2013					
	2014	73.9	63.9	59.1	58.5	70.2
6-8	2012					
	2013	70.8	73.9	73.6	58.7	70.4
	2014	70.5	63.2	63.8	58.6	66.9

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
7	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	%
6 (44)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	2.3	4	9.1	1	2.3
	Advanced	9	20.5	21	47.7	24	54.5	19	43.2	19	43.2
	Advanced High	35	79.5	23	52.3	19	43.2	21	47.7	24	54.5
7 (36)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	2.8	5	13.9	3	8.3	0	0.0
	Advanced	4	11.1	8	22.2	17	47.2	11	30.6	12	33.3
	Advanced High	32	88.9	27	75.0	14	38.9	22	61.1	24	66.7
ALL (80)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	1.3	6	7.5	7	8.8	1	1.3
	Advanced	13	16.3	29	36.3	41	51.3	30	37.5	31	38.8
	Advanced High	67	83.8	50	62.5	33	41.3	43	53.8	48	60.0

**PROGRESSION FROM
2013 TO 2014**

Number Rated Both Years N (%) Progressed	2014 Level	2013 Level			
		Beg	Int	Adv	Adv High
43 24 (55.8%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	18	
	Advanced High	0	0	23	
36 25 (69.4%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	1	11	
	Advanced High	0	0	24	
79 49 (62.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	29	
	Advanced High	0	0	47	

 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

SPANISH I

57	82.1	88.1	93.6	94.2	100.0	100.0	71.3	91.2
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ART 7

12	66.5	77.6	87.8	89.0	91.7	100.0	76.4	97.8
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LANGUAGE ARTS 6

69	61.8	77.1	81.4	81.8	84.1	97.1	51.1	88.5
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LANGUAGE ARTS 7 PRE-AP

56	61.1	74.1	82.7	83.7	58.9	96.4	72.1	96.8
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MATHEMATICS 6

69	46.4	75.3	86.8	88.0	71.0	100.0	45.6	86.2
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MATHEMATICS 7

27	45.1	73.5	82.0	82.9	77.8	100.0	49.3	84.8
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MATHEMATICS 7 PRE-AP

29	80.9	84.5	92.9	93.8	93.1	100.0	64.9	96.0
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PHYSICAL EDUCATION 6

49	73.7	90.0	91.8	67.3	100.0	74.0	99.1
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PHYSICAL EDUCATION 7 & 8

11	88.1	94.5	95.3	90.9	100.0	83.6	98.3
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READING 6

69	70.0	78.5	81.4	81.6	81.2	94.1	56.3	90.6
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READING 7

57	63.4	78.0	83.5	84.0	82.5	100.0	57.9	89.8
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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

SPANISH I

57	86.3	90.9	88.5	88.3	98.2	100.0	72.9	84.3
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ART 7

11	91.9	90.5	93.5	93.9	100.0	100.0	71.9	95.8
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LANGUAGE ARTS 6

69	64.3	78.1	83.3	83.9	91.3	100.0	56.8	85.3
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LANGUAGE ARTS 7 PRE-AP

56	67.2	74.1	79.6	80.2	69.6	82.1	79.1	96.0
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MATHEMATICS 6

69	51.2	75.2	83.4	84.3	75.4	94.2	42.2	81.1
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MATHEMATICS 7

28	55.1	75.1	83.5	84.5	82.1	100.0	50.1	79.6
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MATHEMATICS 7 PRE-AP

28	76.8	83.0	94.4	95.7	85.7	100.0	70.9	96.1
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PHYSICAL EDUCATION 6

50	75.4	92.4	94.3	78.0	100.0	82.8	99.0
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PHYSICAL EDUCATION 7 & 8

12	87.8	89.4	89.6	91.7	100.0	88.6	97.2
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READING 6

69	61.5	76.4	81.3	81.9	85.5	98.6	55.7	86.3
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READING 7

56	71.7	80.3	84.3	84.8	82.1	98.2	65.6	85.6
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SEMESTER 1 TESTS

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

SCIENCE 6

69	60.4	76.3	80.2	80.6	81.2	100.0	59.9	91.6
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SCIENCE 7 PRE-AP

57	64.2	74.5	81.5	82.3	68.4	92.9	75.2	97.8
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SOCIAL STUDIES 6

69	59.4	74.6	81.5	82.2	75.4	100.0	42.8	90.4
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TEXAS STUDIES 7 PRE-AP

57	54.9	66.2	83.5	85.4	45.6	98.2	68.1	97.3
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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

SCIENCE 6

69	60.9	75.0	79.7	80.2	76.8	92.8	57.7	87.5
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SCIENCE 7 PRE-AP

56	68.7	75.9	82.9	83.7	71.4	92.9	81.2	96.9
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SOCIAL STUDIES 6

69	64.2	76.2	79.3	79.6	76.8	89.9	56.1	86.5
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TEXAS STUDIES 7 PRE-AP

56	56.1	69.4	86.0	87.9	50.0	98.2	79.0	95.9
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