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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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School Number 56

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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	254
7	267
8	252
ALL	773

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	154	19.9	18	36.7
American Indian/Alaska Native	5	0.6	*	*
Asian/Hawaiian/Pacific Islander	23	3.0	*	*
Hispanic	527	68.2	9	18.4
White	54	7.0	18	36.7
Multiple	6	0.8	3	6.1
Other* (teachers only)	—	—	1	2.0
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	434	56.1
Economically disadvantaged	621	80.3
Limited English proficient (LEP)	221	28.6
Special education	69	8.9
Talented and Gifted (TAG)	91	11.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2010	228	40	17.5	1	0.4	7	3.1	160	70.2	20	8.8	—	—
	2011	229	42	18.3	0	0.0	4	1.7	161	70.3	19	8.3	3	1.3
	2012	254	42	16.5	2	0.8	6	2.4	185	72.8	15	5.9	2	0.8
7	2010	219	52	23.7	0	0.0	7	3.2	133	60.7	27	12.3	—	—
	2011	214	38	17.8	5	2.3	5	2.3	145	67.8	20	9.3	1	0.5
	2012	267	53	19.9	1	0.4	9	3.4	180	67.4	21	7.9	3	1.1
8	2010	210	48	22.9	0	0.0	5	2.4	142	67.6	15	7.1	—	—
	2011	214	53	24.8	0	0.0	6	2.8	130	60.7	25	11.7	0	0.0
	2012	252	59	23.4	2	0.8	8	3.2	162	64.3	18	7.1	1	0.4
6-8	2010	657	140	21.3	1	0.2	19	2.9	435	66.2	62	9.4	—	—
	2011	657	133	20.2	5	0.8	15	2.3	436	66.4	64	9.7	4	0.6
	2012	773	154	19.9	5	0.6	23	3.0	527	68.2	54	7.0	6	0.8

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	228	177	77.6	41	18.0	16	7.0	74	32.5	29	12.7	24	10.5	49.1	50.9	0.0
	2011	229	183	79.9	66	28.8	19	8.3	101	44.1	37	16.2	20	8.7	46.7	53.3	0.9
	2012	254	215	84.6	116	45.7	25	9.8	157	61.8	36	14.2	44	17.3	53.1	46.9	0.8
7	2010	219	162	74.0	32	14.6	21	9.6	80	36.5	37	16.9	27	12.3	49.8	50.2	0.9
	2011	214	166	77.6	41	19.2	14	6.5	87	40.7	26	12.1	12	5.6	50.0	50.0	2.3
	2012	267	205	76.8	63	23.6	29	10.9	141	52.8	31	11.6	37	13.9	46.4	53.6	0.7
8	2010	210	166	79.0	44	21.0	17	8.1	102	48.6	35	16.7	23	11.0	53.3	46.7	1.4
	2011	214	158	73.8	32	15.0	20	9.3	83	38.8	29	13.6	22	10.3	50.9	49.1	3.7
	2012	252	201	79.8	42	16.7	15	6.0	136	54.0	24	9.5	35	13.9	51.2	48.8	3.6
6-8	2010	657	505	76.9	117	17.8	54	8.2	256	39.0	101	15.4	74	11.3	50.7	49.3	0.8
	2011	657	507	77.2	139	21.2	53	8.1	271	41.2	92	14.0	54	8.2	49.2	50.8	2.3
	2012	773	621	80.3	221	28.6	69	8.9	434	56.1	91	11.8	116	15.0	50.2	49.8	1.7

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	225	10,602	217	96.3	10,111	95.4	28	12.4	18.3	201	9,083	89.2	85.7
	2011	224	10,126	217	96.8	9,742	96.2	26	11.6	17.1	204	9,074	91.0	89.6
	2012	256	10,683	248	96.8	10,315	96.6	37	14.4	17.9	226	9,420	88.2	88.2
7	2010	219	10,258	209	95.2	9,636	93.9	28	12.8	22.0	187	8,310	85.2	81.0
	2011	212	10,058	205	96.5	9,589	95.3	27	12.7	22.5	197	8,791	92.9	87.4
	2012	266	10,204	257	96.6	9,727	95.3	51	19.1	24.1	235	8,576	88.2	84.0
8	2010	211	9,996	200	94.9	9,326	93.3	8	3.8	15.5	183	7,894	86.8	79.0
	2011	210	9,907	201	95.8	9,388	94.8	10	4.8	17.5	191	8,465	91.1	85.4
	2012	255	10,369	245	96.4	9,838	94.9	36	14.1	15.9	222	8,711	87.2	84.0
6-8	2010	656	30,856	626	95.5	29,073	94.2	64	9.8	18.6	571	25,287	87.1	82.0
	2011	646	30,091	622	96.4	28,719	95.4	63	9.8	19.1	592	26,330	91.7	87.5
	2012	777	31,256	751	96.6	29,880	95.6	124	16.0	19.3	683	26,707	87.9	85.4

Teachers: 49

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	18	36.7
Hispanic	9	18.4
White	18	36.7
Multiple	3	6.1
Other	1	2.0

Gender	Number	Percentage
Female	34	69.4
Male	15	30.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	8.3	—
2010-11	9.0	86.5
2011-12	2.6	79.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	4.1
1	6	12.2
2	0	0.0
3	2	4.1
4	4	8.2
5	5	10.2
1-3	8	16.3
More than 3	39	79.6
1 - 5	17	34.7
6 - 10	13	26.5
11 - 20	11	22.4
More than 20	6	12.2

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	84.6	90.2	79.4	80.2	62.5	71.6	75.0		77.7	87.3	82.3	77.6	248
7	2010													
	2011													
	2012	94.1	88.0	88.7	87.4	27.3	85.7	81.6		82.8	94.8	89.2	81.2	250
8	2010													
	2011													
	2012	100.0	88.5	90.0	90.0	60.0	72.2	82.0		86.7	94.2	90.3	83.5	248
6-8	2010													
	2011													
	2012	93.5	88.8	85.8	85.7	51.4	75.6	79.2		82.4	92.2	87.3	80.7	746

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	46	152	508	587	37	201	341	0	374	372	746	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	36	33	30	31	27	28	28		31	32	32	30	248
7	2010													
	2011													
	2012	38	33	32	32	20	28	28		31	35	33	31	250
8	2010													
	2011													
	2012	38	35	35	35	27	28	31		34	37	36	32	248
6-8	2010													
	2011													
	2012	38	34	33	33	25	28	29		32	35	33	31	746

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	46	152	508	587	37	201	341	0	374	372	746	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	73.7	66.2	60.7
7	2010			
	2011			
	2012	73.3	63.1	65.6
8	2010			
	2011			
	2012	70.8	66.2	69.6
6-8	2010			
	2011			
	2012	72.6	65.2	65.3

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	48	44	43	42	30	38	38		42	45	43	41	252

NUMBER TESTED IN GRADE 7														
2010														0
2011														0
2012	17	51	169	192	12	55	101	0	116	136	252	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	3.9	4.7	69.5	62.9

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=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 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	68.3	68.6	69.2	31.3	63.4	58.3		72.4	67.8	70.2	73.3	242
7	2010													
	2011													
	2012	94.1	75.0	82.5	80.5	30.8	75.5	68.0		81.2	82.6	81.9	75.5	249
8	2010													
	2011													
	2012	77.8	77.8	80.2	80.9	66.7	74.3	70.4		79.0	80.0	79.5	56.8	200
6-8	2010													
	2011													
	2012	92.1	74.1	76.7	76.5	39.5	68.8	65.1		77.4	76.9	77.1	69.7	691

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	38	147	472	548	38	189	332	0	349	342	691	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	35	23	25	25	20	23	23		26	25	25	27	242
7	2010													
	2011													
	2012	35	28	29	28	20	25	24		29	29	29	27	249
8	2010													
	2011													
	2012	31	28	29	29	29	26	26		30	29	29	23	200

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	45.7	53.1	49.4	45.5	52.0
7	2010					
	2011					
	2012	54.5	55.9	57.0	46.9	52.4
8	2010					
	2011					
	2012	56.5	53.9	48.3	49.8	52.7
6-8	2010					
	2011					
	2012	52.0	54.3	51.8	47.3	52.4

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	100.0	100.0	100.0	100.0	*	*	*		100.0	100.0	100.0	94.1
Tests Taken	2010												
	2011												
	2012	7	7	29	33	1	1	3	0	23	25	48	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	0	0	*	*	*		0	0	0	151
Tests Taken	2010												
	2011												
	2012	7	7	29	33	1	1	3	0	23	25	48	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	42.9	71.4	48.3	54.5	*	*	*		52.2	56.0	54.2	19.0
Tests Taken	2010												
	2011												
	2012	7	7	29	33	1	1	3	0	23	25	48	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	81.3	79.9	78.6	75.2	78.7		

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	35	35	35	30	30	32		36	36	36	30	242

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	16	57	158	185	10	35	105	0	123	119	242	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	69.4	63.2	67.6	64.6

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)
8	2010													
	2011													
	2012	33	30	30	30	26	25	27		32	29	31	26	241

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	16	57	157	184	10	35	104	0	122	119	241			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	60.1	61.4	57.0	55.3

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	*		33.3	33.3		37.5	*		*	*	37.5	26.5	8
7	2010													
	2011													
	2012			*	*		*	*			*	*	34.3	3
6-8	2010													
	2011													
	2012	*		37.5	37.5		45.5	57.1		*	50.0	45.5	31.6	11

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	1	0	8	8	0	11	7	0	5	6	11		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	17		19	*		*	*	19	16	8
7	2010													
	2011													
	2012			*	*		*	*			*	*	17	3
6-8	2010													
	2011													
	2012	*		18	19		20	22		*	22	20	17	11

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	1	0	8	8	0	11	7	0	5	6	11			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	39.8	41.7	28.1	35.9	32.8
7	2010					
	2011					
	2012	*	*	*	*	*
6-8	2010					
	2011					
	2012	42.3	41.5	34.1	33.0	31.1

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	2	50.0	5	60.0	0	-	7	57.1
7	3	66.7	2	100.0	0	-	5	80.0
8	3	33.3	2	50.0	0	-	5	40.0
ALL	8	50.0	9	66.7	0	-	17	58.8

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
6 (110)	Beginning	1	0.9	2	1.9	1	0.9	2	1.8	1	0.9
	Intermediate	5	4.6	4	3.7	11	10.2	5	4.5	5	4.6
	Advanced	25	23.1	26	24.1	51	47.2	34	30.9	34	31.5
	Advanced High	77	71.3	76	70.4	45	41.7	69	62.7	68	63.0
7 (59)	Beginning	0	0.0	0	0.0	1	1.7	3	5.1	3	5.1
	Intermediate	4	6.8	8	13.6	9	15.3	1	1.7	1	1.7
	Advanced	24	40.7	23	39.0	26	44.1	7	11.9	8	13.6
	Advanced High	31	52.5	28	47.5	23	39.0	48	81.4	47	79.7
8 (40)	Beginning	2	5.0	2	5.0	3	7.5	1	2.5	1	2.5
	Intermediate	9	22.5	7	17.5	10	25.0	4	10.0	4	10.0
	Advanced	18	45.0	21	52.5	21	52.5	9	22.5	9	22.5
	Advanced High	11	27.5	10	25.0	6	15.0	26	65.0	26	65.0
ALL (209)	Beginning	3	1.4	4	1.9	5	2.4	6	2.9	5	2.4
	Intermediate	18	8.7	19	9.2	30	14.5	10	4.8	10	4.8
	Advanced	67	32.4	70	33.8	98	47.3	50	23.9	51	24.6
	Advanced High	119	57.5	114	55.1	74	35.7	143	68.4	141	68.1

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
100 67 (67.0%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	2	29	
	Advanced High	0	2	63	
51 42 (82.4%)	Beginning	2			
	Intermediate	0	0		
	Advanced	0	0	7	
	Advanced High	1	0	41	
36 25 (69.4%)	Beginning	0			
	Intermediate	1	3		
	Advanced	0	0	8	
	Advanced High	0	0	24	
187 134 (71.7%)	Beginning	2			
	Intermediate	1	7		
	Advanced	0	2	44	
	Advanced High	1	2	128	

 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

51	80.8	88.9	80.7	79.8	98.0	92.2	78.2	95.5
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COMPUTER APPLICATIONS

126	57.6	73.0	77.4	77.9	64.3	80.2	69.0	94.0
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HEALTH EDUCATION

28	68.1	79.2	89.5	90.7	89.3	100.0	76.6	95.7
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LANGUAGE ARTS 7

178	50.6	74.0	80.0	80.7	76.4	93.3	59.5	87.8
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LANGUAGE ARTS 7 PRE-AP

60	59.0	73.8	85.8	87.2	70.0	100.0	75.3	96.2
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LANGUAGE ARTS 8

163	64.0	78.0	74.2	73.8	84.7	68.1	71.5	86.6
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LANGUAGE ARTS 8 PRE-AP

50	61.1	74.1	77.4	77.8	74.0	80.0	73.7	95.8
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MATHEMATICS 7

193	62.4	76.5	79.0	79.2	73.1	90.2	54.0	84.6
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MATHEMATICS 7 PRE-AP

51	61.9	78.0	85.5	86.4	78.4	100.0	76.1	95.5
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MATHEMATICS 8

151	56.5	74.9	74.0	73.9	71.5	73.5	56.1	84.5
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READING MASTERY 7

14	66.4	78.6	75.2	74.9	78.6	78.6	70.6	88.8
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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

130	61.4	74.3	79.3	79.8	68.5	88.5	68.6	91.5
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HEALTH EDUCATION

136	73.0	82.0	84.1	84.3	89.7	100.0	78.9	93.1
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LANGUAGE ARTS 7

187	62.5	79.6	79.5	79.5	90.4	89.8	76.4	85.2
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LANGUAGE ARTS 7 PRE-AP

55	54.7	73.9	85.5	86.8	76.4	100.0	74.1	95.4
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LANGUAGE ARTS 8

174	70.1	81.7	76.2	75.6	90.2	80.5	76.5	86.3
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LANGUAGE ARTS 8 PRE-AP

55	65.5	77.0	76.2	76.1	87.3	80.0	71.7	94.6
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MATHEMATICS 7

187	54.3	76.0	78.7	79.0	75.9	88.8	55.6	80.8
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MATHEMATICS 7 PRE-AP

50	65.0	78.1	85.7	86.5	76.0	100.0	77.4	94.3
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MATHEMATICS 8

184	58.9	76.3	70.5	69.9	72.8	54.3	52.5	84.2
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READING MASTERY 7

18	60.3	75.7	70.3	69.7	61.1	55.6	65.7	83.9
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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 MASTERY 8

26	54.4	69.6	72.5	72.8	61.5	73.1	72.7	89.1
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SCIENCE 7 & SCIENCE 7 PRE-AP

247	62.7	77.6	80.5	80.8	81.8	93.1	71.3	88.6
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SCIENCE 8 & SCIENCE 8 PRE-AP

240	60.9	77.5	78.4	78.5	78.8	89.6	66.7	90.7
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SPANISH I 7

128	70.9	80.6	83.8	84.2	73.4	94.5	70.7	95.8
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SPANISH I 8

51	80.4	86.9	89.7	90.0	86.3	100.0	80.4	97.3
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TEXAS STUDIES 7

180	51.5	73.1	79.5	80.2	61.7	94.4	50.4	89.1
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TEXAS STUDIES 7 PRE-AP

59	62.5	77.5	84.2	84.9	71.2	100.0	75.7	94.5
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UNITED STATES STUDIES 8

193	53.1	72.4	77.4	77.9	56.0	80.3	53.9	86.5
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UNITED STATES STUDIES 8 PRE-AP

49	71.0	80.7	88.9	89.8	87.8	100.0	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 MASTERY 8

15	62.5	75.0	70.7	70.2	66.7	46.7	81.8	86.7
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SCIENCE 7 & SCIENCE 7 PRE-AP

234	58.4	77.3	78.3	78.4	82.1	87.2	76.4	86.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

229	65.7	77.1	79.5	79.8	81.2	93.9	71.8	90.3
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SPANISH I 7

120	76.4	85.9	84.1	83.9	81.7	90.0	77.8	93.2
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SPANISH I 8

51	82.3	88.2	89.0	89.1	90.2	98.0	81.5	95.8
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TEXAS STUDIES 7

184	61.7	77.5	76.1	76.0	79.9	80.4	62.8	84.7
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TEXAS STUDIES 7 PRE-AP

54	70.1	80.1	84.5	85.0	90.7	96.3	80.9	95.9
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UNITED STATES STUDIES 8

184	64.0	80.4	79.7	79.6	85.3	87.0	71.2	86.6
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UNITED STATES STUDIES 8 PRE-AP

50	76.4	84.3	90.5	91.2	94.0	100.0	88.5	95.9
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