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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 62

BILLY EARL DADE

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2011-12 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

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	133
7	125
8	131
ALL	389

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	304	78.1	28	100.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	81	20.8	0	0.0
White	2	0.5	0	0.0
Multiple	1	0.3	0	0.0
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	263	67.6
Economically disadvantaged	346	88.9
Limited English proficient (LEP)	38	9.8
Special education	42	10.8
Talented and Gifted (TAG)	54	13.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2010	150	120	80.0	0	0.0	0	0.0	30	20.0	0	0.0	—	—
	2011	111	81	73.0	0	0.0	0	0.0	28	25.2	1	0.9	1	0.9
	2012	133	104	78.2	0	0.0	0	0.0	27	20.3	0	0.0	1	0.8
7	2010	150	120	80.0	0	0.0	1	0.7	29	19.3	0	0.0	—	—
	2011	150	117	78.0	0	0.0	0	0.0	33	22.0	0	0.0	0	0.0
	2012	125	95	76.0	0	0.0	0	0.0	28	22.4	2	1.6	0	0.0
8	2010	168	131	78.0	0	0.0	0	0.0	37	22.0	0	0.0	—	—
	2011	160	134	83.8	0	0.0	0	0.0	26	16.3	0	0.0	0	0.0
	2012	131	105	80.2	0	0.0	0	0.0	26	19.8	0	0.0	0	0.0
6-8	2010	468	371	79.3	0	0.0	1	0.2	96	20.5	0	0.0	—	—
	2011	421	332	78.9	0	0.0	0	0.0	87	20.7	1	0.2	1	0.2
	2012	389	304	78.1	0	0.0	0	0.0	81	20.8	2	0.5	1	0.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
6	2010	150	137	91.3	14	9.3	23	15.3	94	62.7	21	14.0	4	2.7	58.7	41.3	4.0
	2011	111	105	94.6	11	9.9	17	15.3	54	48.6	11	9.9	12	10.8	55.9	44.1	2.7
	2012	133	118	88.7	17	12.8	13	9.8	88	66.2	20	15.0	15	11.3	58.6	41.4	0.8
7	2010	150	138	92.0	9	6.0	15	10.0	79	52.7	23	15.3	9	6.0	50.0	50.0	2.0
	2011	150	139	92.7	15	10.0	17	11.3	90	60.0	16	10.7	16	10.7	56.0	44.0	1.3
	2012	125	112	89.6	10	8.0	14	11.2	78	62.4	16	12.8	14	11.2	52.8	47.2	4.8
8	2010	168	155	92.3	15	8.9	17	10.1	116	69.0	25	14.9	12	7.1	46.4	53.6	10.1
	2011	160	144	90.0	8	5.0	16	10.0	90	56.3	23	14.4	14	8.8	45.0	55.0	5.6
	2012	131	116	88.5	11	8.4	15	11.5	97	74.0	18	13.7	7	5.3	56.5	43.5	3.8
6-8	2010	468	430	91.9	38	8.1	55	11.8	289	61.8	69	14.7	25	5.3	51.5	48.5	5.6
	2011	421	388	92.2	34	8.1	50	11.9	234	55.6	50	11.9	42	10.0	51.8	48.2	3.3
	2012	389	346	88.9	38	9.8	42	10.8	263	67.6	54	13.9	36	9.3	56.0	44.0	3.1

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	148	10,602	139	93.8	10,111	95.4	37	24.9	18.3	118	9,083	79.5	85.7
	2011	110	10,126	104	94.0	9,742	96.2	39	35.4	17.1	86	9,074	78.1	89.6
	2012	136	10,683	131	96.2	10,315	96.6	48	35.3	17.9	109	9,420	80.2	88.2
7	2010	149	10,258	141	94.8	9,636	93.9	37	24.8	22.0	118	8,310	79.2	81.0
	2011	146	10,058	138	94.9	9,589	95.3	42	28.8	22.5	122	8,791	83.7	87.4
	2012	125	10,204	119	94.9	9,727	95.3	50	39.9	24.1	96	8,576	76.7	84.0
8	2010	164	9,996	153	93.1	9,326	93.3	12	7.3	15.5	131	7,894	79.9	79.0
	2011	152	9,907	145	94.9	9,388	94.8	33	21.7	17.5	133	8,465	87.3	85.4
	2012	134	10,369	125	93.4	9,838	94.9	21	15.6	15.9	104	8,711	77.5	84.0
6-8	2010	461	30,856	433	93.9	29,073	94.2	86	18.6	18.6	367	25,287	79.6	82.0
	2011	408	30,091	386	94.7	28,719	95.4	114	27.9	19.1	341	26,330	83.5	87.5
	2012	395	31,256	375	94.8	29,880	95.6	119	30.1	19.3	309	26,707	78.2	85.4

Teachers: 28

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	28	100.0
Hispanic	0	0.0
White	0	0.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	71.4
Male	8	28.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	7.4	—
2010-11	6.1	72.5
2011-12	5.4	74.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	7.1
1	1	3.6
2	0	0.0
3	1	3.6
4	3	10.7
5	3	10.7
1-3	2	7.1
More than 3	24	85.7
1 - 5	8	28.6
6 - 10	6	21.4
11 - 20	6	21.4
More than 20	6	21.4

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	*	67.0	82.1	74.6	50.0	82.4	63.4		68.8	75.0	71.3	77.6	129
7	2010													
	2011													
	2012	*	71.8	72.4	72.3	0.0	55.6	57.6		63.5	81.1	71.6	81.2	116
8	2010													
	2011													
	2012		76.0	92.3	76.9	30.0	90.0	72.0		77.8	81.5	79.4	83.5	126
6-8	2010													
	2011													
	2012	*	71.6	81.9	74.7	29.6	77.8	65.1		70.3	79.2	74.1	80.7	371

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	3	282	83	316	27	36	212	0	212	159	371	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	*	28	30	29	23	29	26		28	30	28	30	129
7	2010													
	2011													
	2012	*	28	30	28	13	24	24		27	30	28	31	116
8	2010													
	2011													
	2012		29	34	29	19	32	27		29	31	30	32	126
6-8	2010													
	2011													
	2012	*	28	31	29	19	28	26		28	30	29	31	371

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	3	282	83	316	27	36	212	0	212	159	371	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	62.2	61.4	55.4
7	2010			
	2011			
	2012	60.3	55.4	56.7
8	2010			
	2011			
	2012	61.0	55.3	56.6
6-8	2010			
	2011			
	2012	61.2	57.5	56.2

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)
7	2010													
	2011													
	2012	*	38	40	38	25	33	34		36	41	38	41	115

NUMBER TESTED IN GRADE 7														
2010														0
2011														0
2012	1	86	28	94	7	9	61	0	62	53	115	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	3.7	4.3	61.6	53.0

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	*	55.7	78.6	62.3	20.0	70.6	51.4		61.8	60.4	61.2	73.3	129
7	2010													
	2011													
	2012	*	60.0	67.9	61.3	28.6	44.4	45.8		58.1	66.0	61.7	75.5	115
8	2010													
	2011													
	2012		55.8	70.0	59.1	0.0	63.6	51.3		61.9	53.5	58.5	56.8	106
6-8	2010													
	2011													
	2012	*	57.1	72.4	61.0	14.8	62.2	49.8		60.7	60.4	60.6	69.7	350

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	3	268	76	300	27	37	207	0	201	149	350	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	*	22	26	23	15	24	21		24	22	23	27	129
7	2010													
	2011													
	2012	*	21	24	21	15	17	18		21	23	22	27	115
8	2010													
	2011													
	2012		21	27	22	13	24	21		23	22	22	23	106

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	41.5	47.9	45.4	42.5	44.8
7	2010					
	2011					
	2012	42.3	43.1	42.6	32.6	39.5
8	2010					
	2011					
	2012	41.3	37.2	35.5	37.2	49.0
6-8	2010					
	2011					
	2012	41.7	43.1	41.5	37.7	44.3

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	85.7	93.8			100.0		100.0	92.3	95.5	94.1
Tests Taken	2010												
	2011												
	2012	0	15	7	16	0	0	7	0	9	13	22	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	1	1			0		0	1	1	151
Tests Taken	2010												
	2011												
	2012	0	15	7	16	0	0	7	0	9	13	22	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		26.7	14.3	25.0			0.0		33.3	15.4	22.7	19.0
Tests Taken	2010												
	2011												
	2012	0	15	7	16	0	0	7	0	9	13	22	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	66.5	55.3	60.3	60.5	53.0		

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		24	30	25	18	28	23		25	25	25	30	127

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	0	100	27	111	10	11	84	0	72	55	127		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	40.1	48.2	45.6	51.9

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	21	14	20	19		21	21	21	26	127

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	0	100	27	111	10	11	84	0	72	55	127			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	38.9	47.6	40.6	36.0

PERFORMANCE IN 2012

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
		2012 Level	N	%	N	%	N	%	N	%	N
6 (18)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	5.6	0	0.0	0	0.0
	Advanced	3	16.7	10	55.6	11	61.1	2	11.8	2	11.8
	Advanced High	15	83.3	8	44.4	6	33.3	15	88.2	15	88.2
7 (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	20.0	2	20.0	0	0.0	0	0.0
	Advanced	1	10.0	1	10.0	8	80.0	4	40.0	4	40.0
	Advanced High	9	90.0	7	70.0	0	0.0	6	60.0	6	60.0
8 (11)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	18.2	3	27.3	5	45.5	0	0.0	0	0.0
	Advanced	7	63.6	6	54.5	4	36.4	0	0.0	1	9.1
	Advanced High	2	18.2	2	18.2	2	18.2	11	100.0	10	90.9
ALL (39)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	5.1	5	12.8	8	20.5	0	0.0	0	0.0
	Advanced	11	28.2	17	43.6	23	59.0	6	15.8	7	18.4
	Advanced High	26	66.7	17	43.6	8	20.5	32	84.2	31	81.6

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
17 <hr/> 15 (88.2%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	15	
7 <hr/> 3 (42.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	3	
7 <hr/> 7 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	7	
31 <hr/> 25 (80.6%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	6	
	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

22	53.3	73.1	77.5	78.0	63.6	95.5	78.2	95.5
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COMPUTER APPLICATIONS

50	52.3	69.6	84.9	86.6	52.0	98.0	69.0	94.0
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HEALTH EDUCATION

19	52.0	68.7	75.7	76.5	42.1	78.9	76.6	95.7
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LANGUAGE ARTS 7

88	44.6	70.9	76.3	76.9	51.1	89.8	59.5	87.8
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LANGUAGE ARTS 7 PRE-AP

23	58.0	73.2	79.0	79.7	73.9	91.3	75.3	96.2
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LANGUAGE ARTS 8

100	52.5	70.9	76.7	77.4	54.0	95.0	71.5	86.6
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LANGUAGE ARTS 8 PRE-AP

33	54.0	69.3	83.8	85.4	48.5	100.0	73.7	95.8
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MATHEMATICS 7

90	60.3	75.2	77.6	77.9	71.1	87.8	54.0	84.6
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MATHEMATICS 7 PRE-AP

21	54.2	73.6	79.5	80.2	61.9	95.2	76.1	95.5
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MATHEMATICS 8

113	47.6	69.8	77.7	78.5	52.2	97.3	56.1	84.5
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READING 7

72	64.8	76.5	77.6	77.7	75.0	93.1	74.5	91.0
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TESTS ADMINISTERED IN SEMESTER 2

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

ALGEBRA I PRE-AP

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COMPUTER APPLICATIONS

48	55.2	70.1	82.1	83.4	52.1	91.7	68.6	91.5
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HEALTH EDUCATION

26	56.5	71.0	75.7	76.3	61.5	80.8	78.9	93.1
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LANGUAGE ARTS 7

87	53.1	74.4	78.0	78.4	70.1	89.7	76.4	85.2
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LANGUAGE ARTS 7 PRE-AP

22	57.1	75.3	79.4	79.9	86.4	86.4	74.1	95.4
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LANGUAGE ARTS 8

93	56.3	73.2	78.0	78.5	65.6	96.8	76.5	86.3
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LANGUAGE ARTS 8 PRE-AP

30	54.6	69.7	84.4	86.0	50.0	100.0	71.7	94.6
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MATHEMATICS 7

93	41.4	69.2	75.0	75.7	47.3	77.4	55.6	80.8
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MATHEMATICS 7 PRE-AP

20	58.0	73.7	76.0	76.2	70.0	85.0	77.4	94.3
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MATHEMATICS 8

102	43.7	67.5	75.4	76.3	42.2	86.3	52.5	84.2
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READING 7

72	62.6	75.1	77.7	78.0	72.2	90.3	75.7	89.1
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TESTS ADMINISTERED IN SEMESTER 1

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

READING 8

100	59.5	73.0	75.6	75.9	66.0	92.0	74.7	92.4
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READING MASTERY 7

40	58.5	73.5	74.5	74.6	60.0	87.5	70.6	88.8
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READING MASTERY 8

33	50.5	67.0	71.6	72.1	42.4	69.7	72.7	89.1
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SCIENCE 7 & SCIENCE 7 PRE-AP

110	49.0	69.4	77.4	78.3	50.0	97.3	71.3	88.6
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SCIENCE 8 & SCIENCE 8 PRE-AP

134	46.2	69.0	76.4	77.2	45.5	92.5	66.7	90.7
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TEXAS STUDIES 7

112	45.6	69.8	79.9	81.0	48.2	93.8	50.4	89.1
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UNITED STATES STUDIES 8

112	44.8	67.5	75.6	76.5	41.1	82.1	53.9	86.5
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UNITED STATES STUDIES 8 PRE-AP

22	64.1	76.1	84.9	85.9	63.6	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 8

89	67.6	78.4	79.5	79.6	83.1	96.6	85.7	92.3
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READING MASTERY 7

42	51.0	70.0	74.4	74.9	50.0	81.0	65.7	83.9
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READING MASTERY 8

33	64.9	76.6	75.0	74.8	78.8	90.9	81.8	86.7
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SCIENCE 7 & SCIENCE 7 PRE-AP

112	49.4	72.4	77.3	77.8	54.5	81.3	76.4	86.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

123	55.0	70.0	74.8	75.3	50.4	82.1	71.8	90.3
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TEXAS STUDIES 7

115	53.0	72.3	79.4	80.2	56.5	93.0	62.8	84.7
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UNITED STATES STUDIES 8

101	48.6	72.0	75.4	75.8	62.4	86.1	71.2	86.6
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UNITED STATES STUDIES 8 PRE-AP

22	60.9	74.0	82.1	83.0	77.3	95.5	88.5	95.9
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