

Published
July 26, 2012



Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 73

H. W. LONGFELLOW ACADEMY

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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	114
7	149
8	131
ALL	394

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	68	17.3	12	46.2
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	6	1.5	*	*
Hispanic	293	74.4	1	3.8
White	22	5.6	10	38.5
Multiple	2	0.5	0	0.0
Other* (teachers only)	—	—	3	11.5
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	86	21.8
Economically disadvantaged	336	85.3
Limited English proficient (LEP)	25	6.3
Special education	1	0.3
Talented and Gifted (TAG)	280	71.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2010	137	34	24.8	0	0.0	4	2.9	90	65.7	9	6.6	—	—
	2011	143	27	18.9	1	0.7	2	1.4	110	76.9	3	2.1	0	0.0
	2012	114	15	13.2	0	0.0	2	1.8	81	71.1	13	11.4	1	0.9
7	2010	129	24	18.6	0	0.0	2	1.6	98	76.0	5	3.9	—	—
	2011	147	36	24.5	0	0.0	2	1.4	101	68.7	7	4.8	1	0.7
	2012	149	22	14.8	1	0.7	2	1.3	121	81.2	3	2.0	0	0.0
8	2010	136	39	28.7	0	0.0	4	2.9	86	63.2	7	5.1	—	—
	2011	128	22	17.2	0	0.0	1	0.8	99	77.3	4	3.1	2	1.6
	2012	131	31	23.7	0	0.0	2	1.5	91	69.5	6	4.6	1	0.8
6-8	2010	402	97	24.1	0	0.0	10	2.5	274	68.2	21	5.2	—	—
	2011	418	85	20.3	1	0.2	5	1.2	310	74.2	14	3.3	3	0.7
	2012	394	68	17.3	1	0.3	6	1.5	293	74.4	22	5.6	2	0.5

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	137	109	79.6	5	3.6	1	0.7	8	5.8	0	0.0	4	2.9	43.1	56.9	0.0
	2011	143	122	85.3	6	4.2	2	1.4	12	8.4	87	60.8	2	1.4	37.1	62.9	0.0
	2012	114	94	82.5	20	17.5	0	0.0	48	42.1	85	74.6	4	3.5	39.5	60.5	0.0
7	2010	129	104	80.6	3	2.3	2	1.6	8	6.2	92	71.3	0	0.0	54.3	45.7	0.0
	2011	147	123	83.7	1	0.7	2	1.4	5	3.4	12	8.2	1	0.7	42.2	57.8	0.0
	2012	149	128	85.9	5	3.4	0	0.0	25	16.8	98	65.8	1	0.7	38.3	61.7	0.0
8	2010	136	97	71.3	1	0.7	1	0.7	21	15.4	35	25.7	0	0.0	44.9	55.1	0.0
	2011	128	101	78.9	1	0.8	2	1.6	12	9.4	83	64.8	0	0.0	52.3	47.7	0.0
	2012	131	114	87.0	0	0.0	1	0.8	13	9.9	97	74.0	1	0.8	41.2	58.8	0.0
6-8	2010	402	310	77.1	9	2.2	4	1.0	37	9.2	127	31.6	4	1.0	47.3	52.7	0.0
	2011	418	346	82.8	8	1.9	6	1.4	29	6.9	182	43.5	3	0.7	43.5	56.5	0.0
	2012	394	336	85.3	25	6.3	1	0.3	86	21.8	280	71.1	6	1.5	39.6	60.4	0.0

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	138	10,602	134	96.8	10,111	95.4	3	2.2	18.3	132	9,083	95.6	85.7
	2011	140	10,126	137	98.1	9,742	96.2	1	0.7	17.1	143	9,074	100.0	89.6
	2012	114	10,683	112	98.0	10,315	96.6	0	0.0	17.9	113	9,420	99.1	88.2
7	2010	129	10,258	126	97.2	9,636	93.9	0	0.0	22.0	128	8,310	99.1	81.0
	2011	143	10,058	140	97.7	9,589	95.3	2	1.4	22.5	146	8,791	100.0	87.4
	2012	148	10,204	145	98.2	9,727	95.3	2	1.4	24.1	148	8,576	100.0	84.0
8	2010	136	9,996	131	96.5	9,326	93.3	1	0.7	15.5	134	7,894	98.8	79.0
	2011	125	9,907	123	98.1	9,388	94.8	0	0.0	17.5	124	8,465	99.2	85.4
	2012	132	10,369	129	97.8	9,838	94.9	1	0.8	15.9	128	8,711	97.1	84.0
6-8	2010	403	30,856	390	96.8	29,073	94.2	4	1.0	18.6	394	25,287	97.8	82.0
	2011	408	30,091	399	97.9	28,719	95.4	3	0.7	19.1	413	26,330	100.0	87.5
	2012	394	31,256	386	98.0	29,880	95.6	3	0.8	19.3	389	26,707	98.8	85.4

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	12	46.2
Hispanic	1	3.8
White	10	38.5
Multiple	0	0.0
Other	3	11.5

Gender	Number	Percentage
Female	15	57.7
Male	11	42.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	5.6	—
2010-11	5.8	87.1
2011-12	4.9	83.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.8
2	0	0.0
3	4	15.4
4	1	3.8
5	2	7.7
1-3	5	19.2
More than 3	21	80.8
1 - 5	8	30.8
6 - 10	3	11.5
11 - 20	4	15.4
More than 20	11	42.3

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	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	77.6	114
7	2010													
	2011													
	2012	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	81.2	149
8	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	83.5	130
6-8	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	80.7	393

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	21	67	293	326	4	43	59	0	154	239	393	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	39	38	38	38		37	38		39	38	38	30	114
7	2010													
	2011													
	2012	*	41	41	41	*	39	38		41	41	41	31	149
8	2010													
	2011													
	2012	47	43	44	43	*	*	42		44	43	44	32	130
6-8	2010													
	2011													
	2012	42	41	41	41	*	38	38		41	41	41	31	393

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	21	67	293	326	4	43	59	0	154	239	393	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	84.1	78.9	77.7
7	2010			
	2011			
	2012	87.7	77.0	84.1
8	2010			
	2011			
	2012	85.5	83.0	83.9
6-8	2010			
	2011			
	2012	85.9	79.5	82.2

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	*	52	52	52	*	48	49		52	53	53	41	148

NUMBER TESTED IN GRADE 7														
2010														0
2011														0
2012	3	22	120	123	1	9	16	0	56	92	148	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	4.8	5.8	82.6	75.9

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	93.3	100.0	100.0		100.0	100.0		100.0	98.6	99.1	73.3	114
7	2010													
	2011													
	2012	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	75.5	149
8	2010													
	2011													
	2012	*	78.6	85.7	82.9	*	*	*		90.0	80.6	84.3	56.8	51
6-8	2010													
	2011													
	2012	100.0	92.2	97.9	97.3	*	100.0	98.3		98.4	96.4	97.1	69.7	314

NUMBER TESTED IN GRADES 6-8														
2010														0
2011														0
2012	17	51	237	258	4	42	58	0	122	192	314		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	39	35	39	39		40	39		42	37	39	27	114
7	2010													
	2011													
	2012	*	35	38	38	*	37	36		39	37	38	27	149
8	2010													
	2011													
	2012	*	26	31	30	*	*	*		34	28	30	23	51

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	72.4	81.6	74.1	69.4	75.4
7	2010					
	2011					
	2012	72.0	75.1	72.1	62.1	66.4
8	2010					
	2011					
	2012	54.0	55.9	47.1	51.0	63.3
6-8	2010					
	2011					
	2012	69.2	74.3	68.8	62.9	69.2

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	98.2	98.5	*	*	*		100.0	97.8	98.7	94.1
Tests Taken	2010												
	2011												
	2012	4	16	56	68	1	1	1	0	33	46	79	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	1	1	151
Tests Taken	2010												
	2011												
	2012	4	16	56	68	1	1	1	0	33	46	79	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	*	43.8	23.2	29.4	*	*	*		36.4	21.7	27.8	19.0
Tests Taken	2010												
	2011												
	2012	4	16	56	68	1	1	1	0	33	46	79	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	75.0	62.9	69.2	66.5	62.4		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2010													
	2011													
	2012	48	38	39	39	*	*	36		42	38	39	30	130

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	6	30	91	109	2	2	6	0	52	78	130	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	75.7	74.4	70.2	70.9

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	*	38	36	37	*	*	29		41	35	37	26	129

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	5	30	91	109	2	2	6	0	51	78	129	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	70.3	75.5	70.3	72.8

PERFORMANCE IN 2012

Grade (2010-11) (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2012 Level	N	%	N	%	N	%	N	%	N	%
6 (27)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	3.7	0	0.0	0	0.0
	Advanced	13	48.1	14	51.9	13	48.1	0	0.0	0	0.0
	Advanced High	14	51.9	13	48.1	13	48.1	27	100.0	27	100.0
7 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	4	50.0	4	50.0	4	50.0	0	0.0	0	0.0
	Advanced High	4	50.0	4	50.0	4	50.0	8	100.0	8	100.0
ALL (36)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	2.8	0	0.0	0	0.0
	Advanced	17	47.2	18	50.0	17	47.2	0	0.0	0	0.0
	Advanced High	19	52.8	18	50.0	18	50.0	36	100.0	36	100.0

**PROGRESSION FROM
2011 TO 2012**

Number Rated Both Years N (%) Progressed	2012 Level	2011 Level			
		Beg	Int	Adv	Adv High
25 25 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	25	
8 8 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	8	
34 34 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	34	

■ 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

80	70.9	83.2	83.3	83.3	95.0	98.8	78.2	95.5
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COMPUTER APPLICATIONS

74	82.1	88.6	93.0	93.4	100.0	100.0	69.0	94.0
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LANGUAGE ARTS 7 PRE-AP

141	63.3	76.6	85.5	86.5	92.9	100.0	75.3	96.2
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LANGUAGE ARTS 8 PRE-AP

132	67.5	78.4	86.7	87.7	90.2	100.0	73.7	95.8
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MATHEMATICS 7

53	70.7	81.7	77.7	77.3	92.5	98.1	54.0	84.6
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MATHEMATICS 7 PRE-AP

96	67.3	81.1	84.3	84.7	92.7	100.0	76.1	95.5
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MATHEMATICS 8

53	76.7	86.6	76.8	75.7	100.0	92.5	56.1	84.5
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READING MASTERY 8

6	80.6	87.0	86.7	86.6	100.0	100.0	72.7	89.1
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SCIENCE 7 & SCIENCE 7 PRE-AP

148	76.9	86.2	81.6	81.1	99.3	98.0	71.3	88.6
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SCIENCE 8 & SCIENCE 8 PRE-AP

133	74.8	85.5	85.5	85.5	98.5	95.5	66.7	90.7
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TEXAS STUDIES 7 PRE-AP

149	68.3	81.0	85.8	86.4	93.3	100.0	75.7	94.5
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TESTS ADMINISTERED IN SEMESTER 2

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

ALGEBRA I PRE-AP

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COMPUTER APPLICATIONS

75	83.8	89.2	91.6	91.9	100.0	100.0	68.6	91.5
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LANGUAGE ARTS 7 PRE-AP

141	57.5	75.5	81.5	82.2	86.5	97.2	74.1	95.4
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LANGUAGE ARTS 8 PRE-AP

130	66.9	77.9	86.7	87.7	88.5	100.0	71.7	94.6
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MATHEMATICS 7

52	57.7	77.7	78.4	78.5	92.3	92.3	55.6	80.8
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MATHEMATICS 7 PRE-AP

96	75.4	84.6	81.9	81.6	96.9	100.0	77.4	94.3
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MATHEMATICS 8

51	75.4	85.8	75.0	73.8	96.1	88.2	52.5	84.2
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READING MASTERY 8

6	85.0	90.0	87.7	87.4	100.0	100.0	81.8	86.7
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SCIENCE 7 & SCIENCE 7 PRE-AP

149	72.0	84.7	81.2	80.8	99.3	95.3	76.4	86.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

131	75.7	83.8	84.9	85.0	97.7	96.2	71.8	90.3
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TEXAS STUDIES 7 PRE-AP

149	70.5	80.3	87.6	88.4	87.9	99.3	80.9	95.9
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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

UNITED STATES STUDIES 8 PRE-AP

133	78.4	85.6	84.4	84.3	94.0	96.2	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

UNITED STATES STUDIES 8 PRE-AP

131	76.6	84.4	86.9	87.1	96.9	98.5	88.5	95.9
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