



School Number 134

GEORGE B. DEALEY MONTESSORI ACADEMY

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 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 latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location 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 sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 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 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or 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.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location 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.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS 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 is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in 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% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% 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
PK	31
KN	34
1	67
2	63
3	65
4	56
5	58
6	59
7	95
8	97
ALL	625

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	56	9.0	8	19.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	66	10.6	*	*
Hispanic	200	32.0	5	12.2
White	233	37.3	25	61.0
Multiple	69	11.0	0	0.0
Other* (teachers only)	—	—	3	7.3
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	125	20.0
Economically disadvantaged	162	25.9
Limited English proficient (LEP)	48	7.7
Special education	36	5.8
Talented and Gifted (TAG)	331	53.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	33	2	6.1	0	0.0	5	15.2	9	27.3	15	45.5	2	6.1
	2019	33	2	6.1	0	0.0	4	12.1	11	33.3	13	39.4	3	9.1
	2020	31	3	9.7	0	0.0	2	6.5	11	35.5	9	29.0	6	19.4
KN	2018	34	3	8.8	0	0.0	3	8.8	11	32.4	13	38.2	4	11.8
	2019	33	2	6.1	0	0.0	6	18.2	9	27.3	13	39.4	3	9.1
	2020	34	3	8.8	0	0.0	4	11.8	11	32.4	13	38.2	3	8.8
1	2018	66	7	10.6	0	0.0	9	13.6	9	13.6	33	50.0	8	12.1
	2019	65	7	10.8	0	0.0	4	6.2	23	35.4	24	36.9	7	10.8
	2020	67	4	6.0	0	0.0	12	17.9	20	29.9	24	35.8	6	9.0
2	2018	62	6	9.7	0	0.0	11	17.7	18	29.0	21	33.9	6	9.7
	2019	66	6	9.1	1	1.5	12	18.2	9	13.6	29	43.9	9	13.6
	2020	63	7	11.1	0	0.0	2	3.2	22	34.9	24	38.1	8	12.7
3	2018	68	10	14.7	0	0.0	12	17.6	17	25.0	24	35.3	5	7.4
	2019	66	7	10.6	1	1.5	12	18.2	19	28.8	21	31.8	6	9.1
	2020	65	4	6.2	0	0.0	11	16.9	9	13.8	29	44.6	12	18.5
4	2018	58	4	6.9	0	0.0	4	6.9	16	27.6	30	51.7	4	6.9
	2019	60	11	18.3	0	0.0	10	16.7	16	26.7	20	33.3	3	5.0
	2020	56	7	12.5	0	0.0	8	14.3	18	32.1	15	26.8	8	14.3
5	2018	59	5	8.5	0	0.0	4	6.8	22	37.3	25	42.4	3	5.1
	2019	56	4	7.1	0	0.0	4	7.1	15	26.8	27	48.2	6	10.7
	2020	58	10	17.2	0	0.0	8	13.8	16	27.6	19	32.8	5	8.6
PK-5	2018	380	37	9.7	0	0.0	48	12.6	102	26.8	161	42.4	32	8.4
	2019	379	39	10.3	2	0.5	52	13.7	102	26.9	147	38.8	37	9.8
	2020	374	38	10.2	0	0.0	47	12.6	107	28.6	133	35.6	48	12.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	56	5	8.9	0	0.0	5	8.9	21	37.5	22	39.3	3	5.4
	2019	59	5	8.5	1	1.7	5	8.5	23	39.0	23	39.0	2	3.4
	2020	59	4	6.8	0	0.0	4	6.8	19	32.2	26	44.1	6	10.2
7	2018	75	10	13.3	0	0.0	6	8.0	28	37.3	27	36.0	4	5.3
	2019	86	10	11.6	0	0.0	5	5.8	31	36.0	36	41.9	4	4.7
	2020	95	4	4.2	0	0.0	7	7.4	39	41.1	35	36.8	10	10.5
8	2018	92	6	6.5	0	0.0	9	9.8	35	38.0	35	38.0	7	7.6
	2019	77	11	14.3	0	0.0	8	10.4	26	33.8	29	37.7	3	3.9
	2020	97	10	10.3	0	0.0	8	8.2	35	36.1	39	40.2	5	5.2
6-8	2018	223	21	9.4	0	0.0	20	9.0	84	37.7	84	37.7	14	6.3
	2019	222	26	11.7	1	0.5	18	8.1	80	36.0	88	39.6	9	4.1
	2020	251	18	7.2	0	0.0	19	7.6	93	37.1	100	39.8	21	8.4

Enroll (2)

Enrollment Statistics by Select Student Group

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	
PK	2018	33	1	3.0	0	0.0	1	3.0	0	0.0	0	0.0	33	100.0	33.3	66.7	0.0
	2019	33	32	97.0	3	9.1	1	3.0	2	6.1	0	0.0	31	93.9	42.4	57.6	6.1
	2020	31	31	100.0	3	9.7	2	6.5	3	9.7	0	0.0	27	87.1	48.4	51.6	9.7
KN	2018	34	5	14.7	0	0.0	2	5.9	0	0.0	5	14.7	2	5.9	41.2	58.8	0.0
	2019	33	1	3.0	0	0.0	3	9.1	0	0.0	5	15.2	0	0.0	33.3	66.7	0.0
	2020	34	5	14.7	3	8.8	3	8.8	3	8.8	13	38.2	1	2.9	41.2	58.8	0.0
1	2018	66	4	6.1	2	3.0	2	3.0	2	3.0	32	48.5	14	21.2	39.4	60.6	0.0
	2019	65	18	27.7	9	13.8	2	3.1	8	12.3	21	32.3	12	18.5	41.5	58.5	1.5
	2020	67	8	11.9	6	9.0	5	7.5	4	6.0	37	55.2	9	13.4	40.3	59.7	0.0
2	2018	62	13	21.0	5	8.1	3	4.8	5	8.1	38	61.3	0	0.0	32.3	67.7	0.0
	2019	66	9	13.6	2	3.0	6	9.1	2	3.0	41	62.1	0	0.0	37.9	62.1	0.0
	2020	63	16	25.4	8	12.7	2	3.2	8	12.7	32	50.8	0	0.0	39.7	60.3	0.0
3	2018	68	18	26.5	2	2.9	7	10.3	2	2.9	47	69.1	1	1.5	39.7	60.3	0.0
	2019	66	14	21.2	5	7.6	3	4.5	5	7.6	46	69.7	1	1.5	31.8	68.2	0.0
	2020	65	8	12.3	2	3.1	5	7.7	2	3.1	42	64.6	0	0.0	36.9	63.1	0.0
4	2018	58	20	34.5	3	5.2	6	10.3	6	10.3	38	65.5	0	0.0	53.4	46.6	0.0
	2019	60	13	21.7	2	3.3	8	13.3	5	8.3	39	65.0	0	0.0	40.0	60.0	0.0
	2020	56	10	17.9	5	8.9	2	3.6	7	12.5	41	73.2	2	3.6	35.7	64.3	0.0
5	2018	59	22	37.3	3	5.1	2	3.4	5	8.5	32	54.2	0	0.0	33.9	66.1	0.0
	2019	56	9	16.1	3	5.4	5	8.9	12	21.4	42	75.0	0	0.0	53.6	46.4	0.0
	2020	58	14	24.1	2	3.4	6	10.3	7	12.1	36	62.1	1	1.7	41.4	58.6	0.0
PK-5	2018	380	83	21.8	15	3.9	23	6.1	20	5.3	192	50.5	50	13.2	39.2	60.8	0.0
	2019	379	96	25.3	24	6.3	28	7.4	34	9.0	194	51.2	44	11.6	40.1	59.9	0.8
	2020	374	92	24.6	29	7.8	25	6.7	34	9.1	201	53.7	40	10.7	39.8	60.2	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	2018	56	24	42.9	2	3.6	3	5.4	10	17.9	29	51.8	0	0.0	41.1	58.9	0.0
	2019	59	14	23.7	1	1.7	2	3.4	3	5.1	35	59.3	0	0.0	33.9	66.1	0.0
	2020	59	13	22.0	2	3.4	3	5.1	5	8.5	44	74.6	1	1.7	52.5	47.5	0.0
7	2018	75	29	38.7	3	4.0	4	5.3	7	9.3	35	46.7	14	18.7	41.3	58.7	0.0
	2019	86	25	29.1	4	4.7	3	3.5	10	11.6	38	44.2	14	16.3	45.3	54.7	0.0
	2020	95	28	29.5	9	9.5	4	4.2	13	13.7	46	48.4	17	17.9	34.7	65.3	0.0
8	2018	92	46	50.0	3	3.3	2	2.2	9	9.8	33	35.9	3	3.3	46.7	53.3	0.0
	2019	77	21	27.3	3	3.9	6	7.8	7	9.1	34	44.2	4	5.2	42.9	57.1	0.0
	2020	97	29	29.9	8	8.2	4	4.1	73	75.3	40	41.2	6	6.2	45.4	54.6	0.0
6-8	2018	223	99	44.4	8	3.6	9	4.0	26	11.7	97	43.5	17	7.6	43.5	56.5	0.0
	2019	222	60	27.0	8	3.6	11	5.0	20	9.0	107	48.2	18	8.1	41.4	58.6	0.0
	2020	251	70	27.9	19	7.6	11	4.4	91	36.3	130	51.8	24	9.6	43.0	57.0	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
KN	2018	34	11,061	33	97.3	10,520	95.1	0	0.0	17.8	34	9,830	100.0	88.9
	2019	33	10,918	32	97.5	10,370	95.0	0	0.0	5.7	33	9,637	100.0	88.3
	2020	34	10,874	33	96.8	10,319	94.9	0	0.0	3.8	34	9,815	100.0	90.3
1	2018	66	11,550	65	97.8	11,055	95.7	0	0.0	16.6	66	10,347	100.0	89.6
	2019	65	11,198	63	97.5	10,715	95.7	0	0.0	5.0	65	10,069	100.0	89.9
	2020	68	11,192	67	97.8	10,678	95.4	0	0.0	3.9	67	10,139	98.0	90.6
2	2018	63	11,864	62	97.6	11,398	96.1	1	1.6	15.9	63	10,717	99.6	90.3
	2019	66	11,232	64	97.6	10,781	96.0	0	0.0	4.8	66	10,169	100.0	90.5
	2020	64	11,070	63	97.7	10,616	95.9	0	0.0	3.2	64	10,175	100.0	91.9
3	2018	68	12,536	67	98.0	12,080	96.4	0	0.0	14.4	68	11,431	100.0	91.2
	2019	66	11,452	64	98.1	11,029	96.3	0	0.0	4.6	66	10,478	100.0	91.5
	2020	65	11,093	63	97.4	10,664	96.1	0	0.0	3.5	65	10,181	100.0	91.8
4	2018	60	12,675	59	97.5	12,235	96.5	0	0.0	14.1	60	11,637	99.9	91.8
	2019	61	12,118	59	97.8	11,690	96.5	0	0.0	4.9	60	11,112	99.0	91.7
	2020	58	11,323	56	98.0	10,902	96.3	0	0.0	3.4	56	10,479	97.2	92.5
5	2018	59	12,498	58	97.7	12,078	96.6	0	0.0	6.1	59	11,513	100.0	92.1
	2019	56	12,193	55	98.1	11,779	96.6	0	0.0	4.5	56	11,300	99.8	92.7
	2020	58	11,957	57	97.5	11,518	96.3	0	0.0	3.2	58	11,098	100.0	92.8
KN-5	2018	350	72,186	342	97.7	69,366	96.1	1	0.3	14.0	350	65,475	99.9	90.7
	2019	346	69,110	338	97.8	66,364	96.0	0	0.0	4.9	346	62,765	100.0	90.8
	2020	347	67,509	338	97.6	64,698	95.8	0	0.0	3.5	344	61,887	99.2	91.7

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	2018	56	10,808	55	98.3	10,384	96.1	0	0.0	16.0	56	9,749	100.0	90.2
	2019	59	11,096	57	97.8	10,690	96.3	0	0.0	6.1	59	9,953	100.0	89.7
	2020	59	11,110	58	98.0	10,711	96.4	0	0.0	4.2	59	10,111	100.0	91.0
7	2018	76	10,642	74	97.3	10,187	95.7	0	0.0	17.0	73	9,495	96.4	89.2
	2019	85	10,469	83	97.9	9,999	95.5	0	0.0	8.1	85	9,086	99.9	86.8
	2020	96	10,970	94	97.8	10,532	96.0	0	0.0	6.1	94	9,871	98.3	90.0
8	2018	94	10,293	92	97.9	9,803	95.2	0	0.0	9.3	92	9,068	98.4	88.1
	2019	77	10,408	75	97.1	9,933	95.4	0	0.0	9.0	75	9,060	97.3	87.0
	2020	97	10,325	95	98.2	9,856	95.5	0	0.0	7.3	97	9,155	100.0	88.7
6-8	2018	225	31,743	220	97.8	30,374	95.7	0	0.0	14.2	221	28,312	98.1	89.2
	2019	221	31,974	215	97.6	30,622	95.8	0	0.0	7.7	219	28,099	99.2	87.9
	2020	252	32,404	247	98.0	31,100	96.0	0	0.0	5.8	250	29,137	99.3	89.9

Teachers: 41

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	19.5
Hispanic	5	12.2
White	25	61.0
Multiple	0	0.0
Other	3	7.3

Gender	Number	Percentage
Female	37	90.2
Male	4	9.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	82.1
2018-19	7.1	88.5
2019-20	6.0	78.0

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	2	4.9
1	2	4.9
2	1	2.4
3	2	4.9
4	3	7.3
5	3	7.3
1-3	5	12.2
More than 3	34	82.9
1 - 5	11	26.8
6 - 10	7	17.1
11 - 20	14	34.1
More than 20	7	17.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
1 (6)	Beginning	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	1	16.7	1	16.7	1	16.7
	Advanced	1	16.7	4	66.7	2	33.3	2	33.3	2	33.3
	Advanced High	5	83.3	2	33.3	2	33.3	3	50.0	3	50.0
2 (9)	Beginning	0	0.0	1	11.1	1	11.1	2	22.2	0	0.0
	Intermediate	1	11.1	4	44.4	4	44.4	2	22.2	3	33.3
	Advanced	3	33.3	3	33.3	3	33.3	3	33.3	5	55.6
	Advanced High	5	55.6	1	11.1	1	11.1	2	22.2	1	11.1
7 (9)	Beginning	0	0.0	1	11.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	11.1	0	0.0	0	0.0	1	11.1
	Advanced	2	22.2	6	66.7	1	11.1	2	22.2	1	11.1
	Advanced High	7	77.8	1	11.1	8	88.9	7	77.8	7	77.8
8 (8)	Beginning	0	0.0	2	25.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	12.5	0	0.0	0	0.0	2	25.0
	Advanced	0	0.0	4	50.0	0	0.0	1	12.5	1	12.5
	Advanced High	8	100.0	1	12.5	8	100.0	7	87.5	5	62.5
ALL (46)	Beginning	0	0.0	4	8.7	2	4.3	2	4.3	0	0.0
	Intermediate	3	6.5	9	19.6	6	13.0	3	6.5	7	15.2
	Advanced	8	17.4	25	54.3	11	23.9	10	21.7	16	34.8
	Advanced High	35	76.1	8	17.4	27	58.7	31	67.4	23	50.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
6 5 (83.3%)	Beginning	0			
	Intermediate	1	0		
	Advanced	1	0	1	
	Advanced High	0	1	2	
9 4 (44.4%)	Beginning	0			
	Intermediate	1	2		
	Advanced	0	2	3	
	Advanced High	0	0	1	
8 6 (75.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	1	5	
6 3 (50.0%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	1	
	Advanced High	0	2	1	
40 24 (60.0%)	Beginning	0			
	Intermediate	2	5		
	Advanced	1	2	11	
	Advanced High	0	6	13	

 Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

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

SEMESTER 2 TESTS

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

High School Exams

ALGEBRA I PRE-AP

96	76.4	82.3	88.3	88.9	81.3	99.0	76.4	94.0
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SPANISH I

55	71.8	81.2	86.9	87.6	96.4	100.0	76.1	90.2
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SPANISH II

43	80.8	87.7	90.7	91.1	100.0	100.0	76.3	91.1
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Middle School Exams

ASTRONOMY 8

21	69.0	74.9	85.8	87.0	66.7	100.0	66.2	95.3
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MATHEMATICS 6 PRE-AP

59	73.3	82.2	90.6	91.5	83.1	100.0	72.9	97.2
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MATHEMATICS 7 PRE-AP

96	81.9	88.5	85.1	84.7	97.9	95.8	69.8	93.0
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MS ART I STUDIO

34	76.9	86.7	97.9	99.1	100.0	100.0	74.7	98.0
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MS HEALTH EDUCATION 8

54	83.6	89.1	90.0	90.1	100.0	100.0	76.6	94.7
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PHYSICAL EDUCATION 7 & 8

92	85.4	91.2	99.2	100.0	100.0	100.0	80.9	98.6
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PHYSICS 8

76	77.2	81.0	88.2	89.0	93.4	98.7	70.5	94.7
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ALGEBRA I PRE-AP

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SPANISH I

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SPANISH II

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ASTRONOMY 8

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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7 PRE-AP

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MS ART I STUDIO

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MS HEALTH EDUCATION 8

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PHYSICAL EDUCATION 7 & 8

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PHYSICS 8

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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

READING LANGUAGE ARTS 6

59	81.0	89.4	92.1	92.4	98.3	100.0	58.0	88.6
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READING LANGUAGE ARTS 7 PRE-AP

96	75.4	84.3	89.1	89.6	95.8	100.0	83.1	96.8
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READING LANGUAGE ARTS 8 PRE-AP

97	73.1	82.1	91.5	92.6	92.8	100.0	80.2	96.0
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SCIENCE 6 PRE-AP

59	66.8	78.8	90.9	92.2	83.1	100.0	75.3	98.1
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SCIENCE 7 PRE-AP

96	82.3	87.9	92.8	93.3	97.9	100.0	84.8	98.0
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TEXAS STUDIES 7

96	76.1	85.7	94.5	95.5	100.0	100.0	48.5	90.4
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U.S. STUDIES 8

97	63.8	79.9	89.2	90.2	85.6	100.0	53.0	88.9
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WORLD CULTURES 6

59	67.6	81.3	93.0	94.3	89.8	100.0	48.4	90.7
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Elementary School Exams

GRADE 1 MATHEMATICS

68	87.3	90.2			97.1		78.9	
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GRADE 1 READING

68	91.4	94.8			98.5		91.2	
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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

READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 7 PRE-AP

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READING LANGUAGE ARTS 8 PRE-AP

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SCIENCE 6 PRE-AP

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SCIENCE 7 PRE-AP

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TEXAS STUDIES 7

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U.S. STUDIES 8

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WORLD CULTURES 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

GRADE 2 MATHEMATICS

64	80.1	86.1	91.6		92.2	100.0	76.5	92.3
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GRADE 2 READING

64	85.4	90.3	91.5		100.0	100.0	72.1	91.3
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GRADE 3 MATHEMATICS

65	73.6	82.4	91.1		83.1	100.0	70.6	90.8
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GRADE 3 READING

65	75.8	85.5	91.0		96.9	100.0	62.6	88.7
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GRADE 4 LANGUAGE ARTS

57	84.2	88.7	93.0		96.5	98.2	68.3	91.7
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GRADE 4 MATHEMATICS

57	80.4	85.6	92.4		94.7	98.2	71.7	90.4
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GRADE 4 READING

57	74.5	86.1	91.8		98.2	98.2	68.8	92.4
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GRADE 5 MATHEMATICS

58	85.1	89.1	90.1		93.1	100.0	78.3	91.9
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GRADE 5 READING

58	72.6	86.3	90.6		94.8	100.0	79.5	94.1
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GRADE 5 SCIENCE

58	88.4	89.7	89.7		94.8	100.0	76.5	95.9
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SEMESTER 2 TESTS

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

GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 SCIENCE

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