

DATA PACKET

for 2011-12 planning

School Number 13

FRANKLIN D. ROOSEVELT



**Dallas
Independent
School
District**

**Evaluation & Accountability
Data Analysis, Reporting, and Research Services**

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2. Contents Table of Contents

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 7. Enrollment (2) Enrollment Statistics by Select Student Group
- 9. Teachers Teacher Statistics

TAKS / TAKS (ACCOMMODATED)

- 10. TAKS Read TAKS/TAKS(Acc) Reading/ELA
- 18. TAKS SS TAKS/TAKS(Acc) Social Studies

TAKS-MODIFIED

- 26. TAKS-M Read TAKS-M Reading/ELA

ENGLISH PROFICIENCY

- 34. WMLS Woodcock-Muñoz Language Survey

COLLEGE READINESS

- 36. SAT/ACT SAT/ACT Average Scores for Seniors
- 38. AP Advanced Placement (AP) Exams

LOCAL ASSESSMENT

- 39. ACP Assessments of Course Performance

3. Notes Notes and Data Descriptions

- 6. Enrollment (1) Enrollment Statistics by Ethnicity
- 8. Attendance Student Attendance Statistics

- 14. TAKS Math TAKS/TAKS(Acc) Mathematics
- 22. TAKS Science TAKS/TAKS(Acc) Science

30. TAKS-M Math TAKS-M Mathematics

35. TELPAS Texas English Language Proficiency Assessment System

37. PSAT PSAT Average Scores for Juniors

2010-11 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, 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 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 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 2009-10 and 2010-11.

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 “# 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.

TAKS and TAKS-Modified

- 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.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- 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 compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2012, whichever is higher for the subject test.

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 2010 to 2011, the TEA did not report the 2010 composite rating.
- If a student is rated as advanced high in 2011, the TEA does not differentiate between the advanced and advanced high levels from 2010.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year at the time of publication.
- SAT scores range from 200 to 800. SAT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- ACT scores range from 0 to 36. ACT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. The district tests all grade 10 students. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score on record; the PSAT score may be from a prior school year.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.
- AP scores from May are not always received in time for processing and inclusion in data packets. The prior year's statistics will be reported if the latest results are not available. Check the report header to verify the test year.

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
9	208
10	182
11	152
12	125
ALL	667

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	510	76.5	38	65.5
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	151	22.6	5	8.6
White	3	0.4	8	13.8
Multiple	2	0.3	3	5.2
Other* (teachers only)	—	—	4	6.9
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	470	70.5
Economically disadvantaged	579	86.8
Limited English proficient (LEP)	70	10.5
Special education	125	18.7
Talented and Gifted (TAG)	56	8.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2009	223	172	77.1	0	0.0	0	0.0	50	22.4	1	0.4	—	—
	2010	216	166	76.9	0	0.0	0	0.0	50	23.1	0	0.0	—	—
	2011	208	156	75.0	0	0.0	0	0.0	50	24.0	1	0.5	1	0.5
10	2009	169	141	83.4	0	0.0	0	0.0	27	16.0	1	0.6	—	—
	2010	157	120	76.4	0	0.0	0	0.0	37	23.6	0	0.0	—	—
	2011	182	132	72.5	1	0.5	0	0.0	49	26.9	0	0.0	0	0.0
11	2009	124	99	79.8	0	0.0	0	0.0	25	20.2	0	0.0	—	—
	2010	125	106	84.8	0	0.0	0	0.0	18	14.4	1	0.8	—	—
	2011	152	113	74.3	0	0.0	0	0.0	38	25.0	0	0.0	1	0.7
12	2009	153	128	83.7	0	0.0	0	0.0	23	15.0	2	1.3	—	—
	2010	126	94	74.6	0	0.0	0	0.0	31	24.6	1	0.8	—	—
	2011	125	109	87.2	0	0.0	0	0.0	14	11.2	2	1.6	0	0.0
9-12	2009	669	540	80.7	0	0.0	0	0.0	125	18.7	4	0.6	—	—
	2010	624	486	77.9	0	0.0	0	0.0	136	21.8	2	0.3	—	—
	2011	667	510	76.5	1	0.1	0	0.0	151	22.6	3	0.4	2	0.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
9	2009	223	193	86.5	21	9.4	42	18.8	172	77.1	19	8.5	22	9.9	15.2
	2010	216	191	88.4	21	9.7	41	19.0	159	73.6	17	7.9	17	7.9	7.9
	2011	208	199	95.7	18	8.7	46	22.1	141	67.8	18	8.7	14	6.7	5.3
10	2009	169	133	78.7	12	7.1	24	14.2	132	78.1	17	10.1	13	7.7	5.3
	2010	157	134	85.4	14	8.9	23	14.6	121	77.1	16	10.2	10	6.4	5.1
	2011	182	155	85.2	27	14.8	32	17.6	127	69.8	18	9.9	21	11.5	4.4
11	2009	124	97	78.2	7	5.6	16	12.9	88	71.0	16	12.9	11	8.9	4.0
	2010	125	104	83.2	11	8.8	20	16.0	100	80.0	9	7.2	5	4.0	1.6
	2011	152	128	84.2	17	11.2	24	15.8	112	73.7	12	7.9	12	7.9	3.9
12	2009	153	119	77.8	5	3.3	18	11.8	105	68.6	19	12.4	6	3.9	5.9
	2010	126	94	74.6	9	7.1	20	15.9	75	59.5	15	11.9	7	5.6	4.8
	2011	125	97	77.6	8	6.4	23	18.4	90	72.0	8	6.4	4	3.2	7.2
9-12	2009	669	542	81.0	45	6.7	100	14.9	497	74.3	71	10.6	52	7.8	8.5
	2010	624	523	83.8	55	8.8	104	16.7	455	72.9	57	9.1	39	6.3	5.3
	2011	667	579	86.8	70	10.5	125	18.7	470	70.5	56	8.4	51	7.6	5.1

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
9	2009	239.0	12,462.6	213.5	89.3	11,404.9	91.5	131	54.8	39.0	143	8,973	59.8	72.0
	2010	225.9	11,951.9	197.3	87.3	10,769.5	90.1	101	44.7	32.9	132	8,320	58.4	69.6
	2011	220.0	10,654.7	201.3	91.5	9,881.3	92.7	55	25.0	30.2	166	8,460	75.5	79.4
10	2009	181.3	9,294.3	164.8	90.9	8,619.9	92.7	55	30.3	22.4	118	7,250	65.1	78.0
	2010	165.1	9,504.1	146.8	88.9	8,652.0	91.0	49	29.7	23.8	102	6,991	61.8	73.6
	2011	181.5	9,678.7	164.2	90.5	9,027.4	93.3	50	27.5	21.9	116	8,048	63.9	83.2
11	2009	131.8	7,512.5	117.5	89.1	6,985.9	93.0	43	32.6	17.0	78	6,194	59.2	82.4
	2010	135.4	8,136.9	118.8	87.7	7,411.5	91.1	48	35.5	19.1	76	6,143	56.1	75.5
	2011	150.4	8,013.0	137.4	91.3	7,476.3	93.3	36	23.9	18.7	111	6,764	73.8	84.4
12	2009	171.9	7,701.9	155.3	90.4	7,148.0	92.8	54	31.4	14.8	108	6,098	62.8	79.2
	2010	135.1	7,621.1	123.8	91.7	7,023.7	92.2	25	18.5	17.6	91	6,040	67.4	79.3
	2011	123.5	7,835.5	112.1	90.7	7,299.5	93.2	12	9.7	17.6	93	6,655	75.3	84.9
9-12	2009	724.1	36,971.3	651.1	89.9	34,158.7	92.4	283	39.1	25.3	447	28,515	61.7	77.1
	2010	661.5	37,214.0	586.6	88.7	33,856.7	91.0	223	33.7	24.4	401	27,494	60.6	73.9
	2011	675.5	36,181.9	615.0	91.1	33,684.5	93.1	153	22.7	22.7	486	29,927	71.9	82.7

Teachers: 58

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	38	65.5
Hispanic	5	8.6
White	8	13.8
Multiple categories	3	5.2
Other	4	6.9

Gender	Number	Percentage
Female	27	46.6
Male	31	53.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.9	NA
2009-10	10.0	NA
2010-11	7.7	74.6

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	4	6.9
1	4	6.9
2	3	5.2
3	9	15.5
4	2	3.4
5	2	3.4
1-3	16	27.6
More than 3	38	65.5
1 - 5	20	34.5
6 - 10	12	20.7
11 - 20	11	19.0
More than 20	11	19.0

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
9	2009		70.4	74.4	70.4	37.0	50.0	67.5	*	63.5	78.9	70.2	83.0	205
	2010		66.7	84.8	71.7	25.7	75.0	64.9		64.9	78.0	70.8	87.3	202
	2011	*	72.5	72.3	72.0	16.2	46.2	69.1		69.8	74.8	72.4	82.8	199
10	2009	*	66.4	85.0	68.1	9.1	75.0	63.2		63.0	76.1	69.1	83.3	152
	2010		82.9	88.9	82.4	43.8	69.2	82.9		77.4	93.8	84.5	87.2	148
	2011		69.9	75.6	70.8	0.0	57.9	65.0		61.6	83.5	71.7	87.2	166
11	2009		78.9	81.0	79.2	*	50.0	73.9		75.5	83.3	79.4	89.8	97
	2010	*	72.9	75.0	74.2	13.3	63.6	71.6	*	69.1	77.6	73.5	91.0	113
	2011		92.1	87.1	90.5	52.9	71.4	90.3		90.5	90.0	90.3	92.3	134
9-11	2009	*	70.8	78.8	71.5	26.2	57.1	67.3	*	65.7	78.9	71.8	84.9	454
	2010	*	73.3	84.7	75.7	27.3	70.5	72.5	*	70.0	82.6	75.8	88.3	463
	2011	*	76.9	77.3	76.4	20.0	58.7	73.8		73.0	81.4	77.0	87.0	499

NUMBER TESTED IN GRADES 9-11													
2009	1	366	80	362	42	28	343	1	245	209	454	25,284	
2010	1	363	98	391	66	44	363	1	250	213	463	25,712	
2011	2	373	119	449	75	46	362	0	256	242	499	25,892	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
9	2009		47	10	50	17	7	51	*	42	19	61	1,757	205
	2010		52	7	49	26	5	53		39	20	59	1,295	202
	2011	*	41	13	53	31	7	43		29	26	55	1,633	199
10	2009	*	44	3	37	10	2	43		30	17	47	1,383	152
	2010		19	4	22	9	4	20		19	4	23	1,086	148
	2011		37	10	42	21	8	42		33	13	47	1,160	166
11	2009		16	4	16	*	3	18		12	8	20	679	97
	2010	*	26	4	24	13	4	27	*	17	13	30	632	113
	2011		8	4	11	8	4	10		7	6	13	564	134
9-11	2009	*	107	17	103	31	12	112	*	84	44	128	3,819	454
	2010	*	97	15	95	48	13	100	*	75	37	112	3,013	463
	2011	*	86	27	106	60	19	95		69	45	115	3,357	499

NUMBER TESTED IN GRADES 9-11													
2009	1	366	80	362	42	28	343	1	245	209	454	25,284	
2010	1	363	98	391	66	44	363	1	250	213	463	25,712	
2011	2	373	119	449	75	46	362	0	256	242	499	25,892	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
9	2009	81.0	68.9	63.5		
	2010	78.4	61.7	62.6		
	2011	83.1	68.1	65.6		
10	2009	87.3	66.7	66.4	2.1	79.9
	2010	89.1	73.2	63.0	2.4	76.9
	2011	80.9	70.8	62.4	2.0	73.9
11	2009	84.5	66.5	64.3	2.2	81.9
	2010	78.9	66.0	63.1	2.1	76.2
	2011	90.7	71.9	67.7	2.5	76.6
9-11	2009	83.9	67.7	64.6	2.1	80.6
	2010	82.0	66.4	62.9	2.3	76.6
	2011	84.4	70.0	65.1	2.2	75.1

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
9	2009		2.5	2.6	3.0	0.0	0.0	1.9	*	0.9	4.4	2.4	13.3	205
	2010		7.7	0.0	6.4	2.9	0.0	4.0		3.6	8.8	5.9	16.9	202
	2011	*	13.4	19.1	13.8	0.0	0.0	10.8		8.3	20.4	14.6	20.8	199
10	2009	*	3.1	10.0	3.4	9.1	0.0	1.7		1.2	7.0	3.9	11.5	152
	2010		2.7	0.0	2.4	0.0	0.0	1.7		1.2	3.1	2.0	9.1	148
	2011		1.6	7.3	2.8	0.0	0.0	0.8		2.3	3.8	3.0	8.2	166
11	2009		2.6	9.5	5.2	*	0.0	2.9		2.0	6.3	4.1	22.2	97
	2010	*	7.3	6.3	6.5	0.0	0.0	4.2	*	1.8	12.1	7.1	20.9	113
	2011		1.0	3.2	0.9	0.0	0.0	1.0		2.7	0.0	1.5	11.8	134
9-11	2009	*	2.7	6.3	3.6	2.4	0.0	2.0	*	1.2	5.7	3.3	15.1	454
	2010	*	6.1	1.0	5.1	1.5	0.0	3.3	*	2.4	8.0	5.0	15.4	463
	2011	*	6.2	10.9	6.9	0.0	0.0	4.7		4.7	9.9	7.2	13.9	499

NUMBER TESTED IN GRADES 9-11													
2009	1	366	80	362	42	28	343	1	245	209	454	25,284	
2010	1	363	98	391	66	44	363	1	250	213	463	25,712	
2011	2	373	119	449	75	46	362	0	256	242	499	25,892	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
9	2009	*	35.9	60.0	40.7	0.0	38.5	37.2	*	35.4	47.7	40.7	56.5	199
	2010		40.9	50.0	43.1	0.0	30.0	35.9		40.4	46.2	43.0	60.4	200
	2011	*	42.0	67.4	49.2	2.4	35.7	41.1		45.3	50.5	48.0	59.7	198
10	2009	*	37.0	61.1	38.8	11.1	42.9	29.7		42.1	37.5	39.6	55.8	149
	2010		60.7	65.7	62.4	18.8	57.1	58.6		61.9	61.9	61.9	67.8	147
	2011		49.6	52.2	45.9	0.0	42.1	43.9		45.1	54.2	49.4	64.3	174
11	2009		77.2	85.0	80.0	0.0	*	73.2		69.4	88.0	78.8	77.0	99
	2010	*	75.0	87.5	78.0	23.1	80.0	73.0	*	76.9	76.8	77.1	85.6	109
	2011		85.0	87.5	85.3	23.5	73.3	82.5		84.9	85.2	85.1	87.3	134
9-11	2009	*	45.4	66.7	48.4	2.6	48.0	42.4	*	44.5	53.8	48.8	61.7	447
	2010	*	55.9	61.9	57.4	9.5	50.0	52.5	*	55.5	59.0	57.2	69.7	456
	2011	*	56.0	66.9	57.4	6.0	50.0	53.7		56.4	60.3	58.3	69.1	506

NUMBER TESTED IN GRADES 9-11													
2009	2	359	78	353	38	25	330	1	238	208	447	24,736	
2010	1	358	97	390	63	44	358	1	245	210	456	25,337	
2011	1	373	124	453	83	48	367	0	259	247	506	25,527	

Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
9	2009	*	98	16	96	23	8	93	*	73	45	118	4,403	199
	2010		91	23	99	34	14	98		65	49	114	3,992	200
	2011	*	87	15	96	40	9	83		52	51	103	3,764	198
10	2009	*	80	7	71	8	4	78		44	45	90	3,568	149
	2010		44	12	47	13	6	48		32	24	56	2,682	147
	2011		62	22	80	25	11	69		50	38	88	3,192	174
11	2009		18	3	15	6	*	19		15	6	21	1,508	99
	2010	*	23	2	20	10	2	24	*	12	13	25	998	109
	2011		15	4	17	13	4	18		11	9	20	923	134
9-11	2009	*	196	26	182	37	13	190	*	132	96	229	9,479	447
	2010	*	158	37	166	57	22	170	*	109	86	195	7,672	456
	2011	*	164	41	193	78	24	170		113	98	211	7,879	506

NUMBER TESTED IN GRADES 9-11													
2009	2	359	78	353	38	25	330	1	238	208	447	24,736	
2010	1	358	97	390	63	44	358	1	245	210	456	25,337	
2011	1	373	124	453	83	48	367	0	259	247	506	25,527	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
9	2009	55.4	60.9	57.9	53.0	62.9	61.6	55.4	48.6	46.8	48.7
	2010	55.3	55.5	50.4	48.2	61.3	50.9	49.1	42.2	46.5	46.9
	2011	58.3	55.8	53.0	56.0	61.0	58.1	54.2	44.5	50.8	48.0
10	2009	66.3	55.0	56.6	57.2	55.2	55.2	60.5	36.5	44.3	50.4
	2010	72.2	57.3	63.8	65.4	61.2	60.4	60.5	50.3	54.6	54.7
	2011	62.5	53.0	56.1	58.0	54.9	58.9	56.8	46.7	50.6	47.8
11	2009	75.6	66.9	69.5	77.2	72.9	61.5	67.4	64.6	68.3	64.5
	2010	72.1	72.5	63.9	72.1	77.8	58.6	58.3	51.0	59.3	52.4
	2011	77.5	78.7	72.1	68.2	82.2	61.7	70.4	58.5	56.7	61.9
9-11	2009	63.5	60.3	60.0	59.7	62.6	59.4	59.8	48.1	50.7	52.8
	2010	64.8	60.1	57.9	59.5	65.2	55.8	55.0	46.9	52.1	50.7
	2011	64.8	60.9	59.1	59.9	64.5	59.3	59.4	49.0	52.3	51.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
9	2009	*	5.2	10.0	6.2	0.0	7.7	5.4	*	4.4	8.1	6.0	15.2	199
	2010		3.9	4.3	4.6	0.0	0.0	1.3		4.6	3.3	4.0	15.9	200
	2011	*	6.0	17.4	9.0	0.0	7.1	4.3		5.3	11.7	8.6	15.4	198
10	2009	*	0.0	11.1	1.7	11.1	0.0	0.0		0.0	2.8	1.3	9.0	149
	2010		0.0	5.7	1.6	0.0	7.1	1.7		2.4	0.0	1.4	12.2	147
	2011		0.8	4.3	1.4	0.0	0.0	0.8		2.2	1.2	1.7	11.9	174
11	2009		6.3	30.0	12.0	0.0	*	4.2		10.2	12.0	11.1	20.6	99
	2010	*	1.1	12.5	3.3	0.0	0.0	1.1	*	1.9	3.6	2.8	18.1	109
	2011		4.0	3.1	3.4	0.0	0.0	0.0		4.1	3.3	3.7	19.4	134
9-11	2009	*	3.6	15.4	5.9	2.6	8.0	3.3	*	4.2	7.2	5.6	14.6	447
	2010	*	2.0	6.2	3.3	0.0	2.3	1.4	*	3.3	2.4	2.9	15.3	456
	2011	*	3.8	8.9	5.1	0.0	2.1	1.9		3.9	6.1	4.9	15.3	506

NUMBER TESTED IN GRADES 9-11													
2009	2	359	78	353	38	25	330	1	238	208	447	24,736	
2010	1	358	97	390	63	44	358	1	245	210	456	25,337	
2011	1	373	124	453	83	48	367	0	259	247	506	25,527	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009	*	81.7	94.1	82.6	25.0	85.7	79.8		84.5	80.9	82.9	87.7	140
	2010		84.1	97.0	87.3	57.1	100.0	84.5		86.1	88.5	87.1	92.2	140
	2011		79.5	90.7	82.6	15.4	85.0	79.5		73.3	91.3	81.8	91.9	170
11	2009		94.9	90.0	94.7	*	*	92.9		87.5	100.0	93.9	96.7	98
	2010	*	94.7	100.0	96.8	64.3	100.0	94.5	*	92.5	98.2	95.5	97.7	111
	2011		98.0	100.0	99.1	94.4	100.0	98.1		97.3	100.0	98.5	98.3	135
10-11	2009	*	86.9	91.9	87.6	23.1	83.3	85.1		85.7	89.0	87.4	91.8	238
	2010	*	89.1	98.0	91.5	60.7	100.0	89.1	*	88.6	93.2	90.8	94.7	251
	2011		87.9	94.7	90.0	47.7	91.4	88.1		84.1	95.0	89.2	94.8	305

NUMBER TESTED IN GRADES 10-11												
2009	1	198	37	185	13	12	174	0	119	118	238	14,491
2010	1	201	49	211	28	23	201	1	132	118	251	15,166
2011	0	223	75	260	44	35	226	0	164	141	305	16,081

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009	*	22	1	19	6	1	21		11	13	24	976	140
	2010		17	1	15	6	0	17		11	7	18	644	140
	2011		25	4	25	22	3	25		24	7	31	718	170
11	2009		4	2	4	*	*	5		6	0	6	213	98
	2010	*	5	0	3	5	0	5	*	4	1	5	159	111
	2011		2	0	1	1	0	2		2	0	2	126	135
10-11	2009	*	26	3	23	10	2	26		17	13	30	1,189	238
	2010	*	22	1	18	11	0	22	*	15	8	23	803	251
	2011		27	4	26	23	3	27		26	7	33	844	305

NUMBER TESTED IN GRADES 10-11													
2009	1	198	37	185	13	12	174	0	119	118	238	14,491	
2010	1	201	49	211	28	23	201	1	132	118	251	15,166	
2011	0	223	75	260	44	35	226	0	164	141	305	16,081	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Issues and Events in U.S. History	Geographic Influences on History	Economic and Social Influences on History	Political Influences on History	Critical-Thinking Skills
10	2009	71.3	74.3	80.6	65.8	75.2
	2010	67.0	71.8	76.1	63.6	69.3
	2011	68.0	70.4	75.5	66.3	69.1
11	2009	73.6	83.4	82.7	81.6	83.2
	2010	76.0	74.7	81.3	82.8	84.0
	2011	78.5	80.9	83.9	84.7	86.3
10-11	2009	72.3	78.1	81.5	72.3	78.5
	2010	71.0	73.1	78.4	72.1	75.8
	2011	72.6	75.1	79.2	74.5	76.7

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009	*	13.3	29.4	15.6	12.5	0.0	6.7		16.9	14.7	15.7	29.8	140
	2010		6.5	27.3	10.2	0.0	15.4	7.3		13.9	8.2	11.4	36.0	140
	2011		30.3	23.3	27.8	0.0	5.0	19.7		28.9	26.3	27.6	36.7	170
11	2009		28.2	50.0	28.9	*	*	22.9		31.3	34.0	32.7	39.6	98
	2010	*	56.4	56.3	54.8	7.1	40.0	50.5	*	50.9	61.4	56.8	46.1	111
	2011		55.4	53.1	52.6	5.6	60.0	49.0		51.4	57.4	54.1	51.2	135
10-11	2009	*	19.2	40.5	21.1	7.7	8.3	13.2		22.7	22.9	22.7	34.2	238
	2010	*	29.9	36.7	29.9	3.6	26.1	26.9	*	28.8	33.9	31.5	40.6	251
	2011		41.7	36.0	38.8	2.3	28.6	33.2		39.0	39.7	39.3	43.3	305

NUMBER TESTED IN GRADES 10-11													
2009	1	198	37	185	13	12	174	0	119	118	238	14,491	
2010	1	201	49	211	28	23	201	1	132	118	251	15,166	
2011	0	223	75	260	44	35	226	0	164	141	305	16,081	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009	*	43.8	70.6	43.1	11.1	57.1	38.7		50.0	43.5	46.5	52.3	142
	2010		50.9	51.4	52.0	13.3	35.7	46.5		57.3	42.9	51.0	65.1	145
	2011		50.4	63.0	51.4	0.0	57.9	48.8		51.6	55.4	53.4	65.7	174
11	2009		90.8	90.0	92.0	0.0	*	88.2		83.0	98.0	90.6	82.2	96
	2010	*	81.7	87.5	83.7	23.1	80.0	81.1	*	76.9	87.7	82.7	87.9	110
	2011		89.0	84.4	87.1	29.4	73.3	85.4		84.9	90.2	87.3	87.7	134
10-11	2009	*	61.9	81.1	63.0	6.7	66.7	58.0		63.0	66.1	64.3	65.7	238
	2010	*	65.0	62.7	65.6	17.9	54.2	61.8	*	64.9	64.2	64.7	75.4	255
	2011		67.7	71.8	67.0	11.9	64.7	65.5		66.5	70.1	68.2	75.6	308

NUMBER TESTED IN GRADES 10-11													
2009	1	197	37	184	15	12	174	0	119	118	238	14,589	
2010	1	203	51	215	28	24	204	1	134	120	255	15,251	
2011	0	223	78	264	42	34	226	0	164	144	308	16,157	

Shaded cells indicate percentages below 60 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009	*	68	5	62	8	3	65		36	39	76	3,841	142
	2010		54	17	59	13	9	61		35	36	71	2,910	145
	2011		61	17	72	25	8	63		44	37	81	3,058	174
11	2009		7	2	6	6	*	8		8	1	9	1,162	96
	2010	*	17	2	15	10	2	17	*	12	7	19	838	110
	2011		11	5	15	12	4	15		11	6	17	888	134
10-11	2009	*	75	7	68	14	4	73		44	40	85	5,003	238
	2010	*	71	19	74	23	11	78	*	47	43	90	3,748	255
	2011		72	22	87	37	12	78		55	43	98	3,946	308

NUMBER TESTED IN GRADES 10-11													
2009	1	197	37	184	15	12	174	0	119	118	238	14,589	
2010	1	203	51	215	28	24	204	1	134	120	255	15,251	
2011	0	223	78	264	42	34	226	0	164	144	308	16,157	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Organization of Living Systems	Interdependence of Organisms and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy
10	2009	64.1	61.0	57.5	47.6	62.9
	2010	67.8	58.6	60.9	44.6	47.5
	2011	65.4	55.9	62.9	51.3	46.2
11	2009	73.0	70.8	79.0	74.0	70.3
	2010	66.9	63.8	73.0	61.9	62.5
	2011	71.4	73.9	78.1	72.1	65.5
10-11	2009	67.7	65.0	66.2	58.2	65.8
	2010	67.4	60.8	66.1	52.0	54.0
	2011	68.0	63.7	69.5	60.4	54.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009	*	0.8	11.8	2.8	11.1	0.0	0.0		1.4	2.9	2.1	5.7	142
	2010		0.0	2.9	0.8	0.0	0.0	0.0		1.2	0.0	0.7	10.4	145
	2011		0.8	4.3	2.0	0.0	0.0	0.0		3.3	0.0	1.7	11.0	174
11	2009		18.4	20.0	16.0	0.0	*	13.2		14.9	22.4	18.8	12.9	96
	2010	*	2.2	6.3	2.2	0.0	0.0	0.0	*	0.0	5.3	2.7	10.9	110
	2011		6.0	6.3	6.0	0.0	0.0	1.9		9.6	1.6	6.0	17.3	134
10-11	2009	*	7.6	16.2	8.2	6.7	0.0	5.2		6.7	11.0	8.8	9.0	238
	2010	*	1.0	3.9	1.4	0.0	0.0	0.0	*	0.7	2.5	1.6	10.6	255
	2011		3.1	5.1	3.8	0.0	0.0	0.9		6.1	0.7	3.6	13.8	308

NUMBER TESTED IN GRADES 10-11													
2009	1	197	37	184	15	12	174	0	119	118	238	14,589	
2010	1	203	51	215	28	24	204	1	134	120	255	15,251	
2011	0	223	78	264	42	34	226	0	164	144	308	16,157	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009		55.6	*	28.6	50.0		42.9		50.0	*	50.0	67.3	10
	2010		*		*	*		*		*	*	*	69.6	4
	2011		*		*	*		*		*	*	*	61.0	5
9-11	2009		55.6	*	28.6	50.0		42.9		50.0	*	50.0	67.3	10
	2010		28.6	*	37.5	37.5	*	50.0		*	*	37.5	64.0	8
	2011		81.8	*	78.6	78.6	*	76.9		70.0	*	78.6	58.0	14

NUMBER TESTED IN GRADES 9-11													
2009	0	9	1	7	10	0	7	0	8	2	10	444	
2010	0	7	1	8	8	1	6	0	4	4	8	1,094	
2011	0	11	3	14	14	3	13	0	10	4	14	746	

Shaded cells indicate percentages below 70 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009		4	*	5	5		4		4	*	5	145	10
	2010		*		*	*		*		*	*	*	104	4
	2011		*		*	*		*		*	*	*	97	5
9-11	2009		4	*	5	5		4		4	*	5	145	10
	2010		5	*	5	5	*	3		*	*	5	394	8
	2011		2	*	3	3	*	3		3	*	3	313	14

NUMBER TESTED IN GRADES 9-11													
2009	0	9	1	7	10	0	7	0	8	2	10	444	
2010	0	7	1	8	8	1	6	0	4	4	8	1,094	
2011	0	11	3	14	14	3	13	0	10	4	14	746	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
10	2009	74.3	57.1	46.3	1.2	*
	2010	*	*	*	*	*
	2011	*	*	*	*	*
9-11	2009	74.3	57.1	46.3	1.2	42.9
	2010	57.1	47.7	61.4	0.8	42.9
	2011	77.2	72.2	77.5	1.6	58.0

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009		0.0	*	0.0	0.0		0.0		0.0	*	0.0	14.4	10
	2010		*		*	*		*		*	*	*	14.9	4
	2011		*		*	*		*		*	*	*	8.4	5
9-11	2009		0.0	*	0.0	0.0		0.0		0.0	*	0.0	14.4	10
	2010		0.0	*	12.5	12.5	*	16.7		*	*	12.5	16.2	8
	2011		18.2	*	21.4	21.4	*	15.4		20.0	*	21.4	10.5	14

NUMBER TESTED IN GRADES 9-11													
2009	0	9	1	7	10	0	7	0	8	2	10	444	
2010	0	7	1	8	8	1	6	0	4	4	8	1,094	
2011	0	11	3	14	14	3	13	0	10	4	14	746	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009		33.3	*	28.6	30.0		28.6		25.0	*	30.0	41.5	10
	2010		*		*	*		*		*	*	*	58.3	4
	2011		*		*	*		*		*	*	*	47.8	2
9-11	2009		33.3	*	28.6	30.0		28.6		25.0	*	30.0	41.5	10
	2010		28.6	*	37.5	37.5	*	50.0		*	*	37.5	49.2	8
	2011		*	*	16.7	16.7	*	16.7		*	*	16.7	42.7	6

NUMBER TESTED IN GRADES 9-11													
2009	0	9	1	7	10	0	7	0	8	2	10	460	
2010	0	7	1	8	8	1	6	0	4	4	8	1,166	
2011	0	5	1	6	6	1	6	0	3	3	6	797	

Shaded cells indicate percentages below 65 percent, the 2010-11 AEIS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009		6	*	5	7		5		6	*	7	269	10
	2010		*		*	*		*		*	*	*	161	4
	2011		*		*	*		*		*	*	*	142	2
9-11	2009		6	*	5	7		5		6	*	7	269	10
	2010		5	*	5	5	*	3		*	*	5	592	8
	2011		*	*	5	5	*	5		*	*	5	457	6

NUMBER TESTED IN GRADES 9-11													
2009	0	9	1	7	10	0	7	0	8	2	10	460	
2010	0	7	1	8	8	1	6	0	4	4	8	1,166	
2011	0	5	1	6	6	1	6	0	3	3	6	797	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
10	2009	35.0	30.0	42.5	37.5	25.0	47.5	55.0	35.0	27.5	50.0
	2010	*	*	*	*	*	*	*	*	*	*
	2011	*	*	*	*	*	*	*	*	*	*
9-11	2009	35.0	30.0	42.5	37.5	25.0	47.5	55.0	35.0	27.5	50.0
	2010	43.8	43.8	40.6	34.4	50.0	52.1	41.7	40.4	46.9	43.2
	2011	42.5	50.0	41.7	50.0	50.0	26.4	47.2	31.7	50.0	32.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2009		0.0	*	0.0	0.0		0.0		0.0	*	0.0	2.8	10
	2010		*		*	*		*		*	*	*	2.3	4
	2011		*		*	*		*		*	*	*	3.7	2
9-11	2009		0.0	*	0.0	0.0		0.0		0.0	*	0.0	2.8	10
	2010		0.0	*	0.0	0.0	*	0.0		*	*	0.0	1.7	8
	2011		*	*	0.0	0.0	*	0.0		*	*	0.0	2.5	6

NUMBER TESTED IN GRADES 9-11													
2009	0	9	1	7	10	0	7	0	8	2	10	460	
2010	0	7	1	8	8	1	6	0	4	4	8	1,166	
2011	0	5	1	6	6	1	6	0	3	3	6	797	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2010		Level 2 in 2010		Level 3 in 2010		Levels 1-3 in 2010	
	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011	Number Tested Both Years	Percentage Improved in 2011
10	1	0.0	0	-	0	-	1	0.0
11	0	-	1	0.0	0	-	1	0.0
ALL	1	0.0	1	0.0	0	-	2	0.0

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
9 (16)	Beginning	1	6.3	1	6.3	2	13.3	3	18.8	2	13.3
	Intermediate	2	12.5	4	25.0	5	33.3	2	12.5	2	13.3
	Advanced	7	43.8	9	56.3	4	26.7	6	37.5	6	40.0
	Advanced High	6	37.5	2	12.5	4	26.7	5	31.3	5	33.3
10 (25)	Beginning	2	8.0	3	12.0	2	8.7	2	8.3	2	8.7
	Intermediate	1	4.0	1	4.0	3	13.0	2	8.3	2	8.7
	Advanced	2	8.0	9	36.0	15	65.2	5	20.8	6	26.1
	Advanced High	20	80.0	12	48.0	3	13.0	15	62.5	13	56.5
11 (16)	Beginning	0	0.0	1	6.3	0	0.0	0	0.0	0	0.0
	Intermediate	1	6.3	2	12.5	6	37.5	1	6.7	1	6.7
	Advanced	1	6.3	9	56.3	3	18.8	3	20.0	4	26.7
	Advanced High	14	87.5	4	25.0	7	43.8	11	73.3	10	66.7
12 (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	0	0.0	5	62.5	1	20.0	3	42.9	2	40.0
	Advanced High	8	100.0	3	37.5	4	80.0	4	57.1	3	60.0
ALL (65)	Beginning	3	4.6	5	7.7	4	6.8	5	8.1	4	6.9
	Intermediate	4	6.2	7	10.8	14	23.7	5	8.1	5	8.6
	Advanced	10	15.4	32	49.2	23	39.0	17	27.4	18	31.0
	Advanced High	48	73.8	21	32.3	18	30.5	35	56.5	31	53.4

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
13 6 (46.2%)	Beginning	1			
	Intermediate	1	1		
	Advanced	0	1	5	
	Advanced High	0	0	4	
18 9 (50.0%)	Beginning	2			
	Intermediate	0	2		
	Advanced	0	0	5	
	Advanced High	0	0	9	
15 12 (80.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	2	
	Advanced High	0	0	10	
4 3 (75.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	3	
50 30 (60.0%)	Beginning	3			
	Intermediate	1	4		
	Advanced	0	3	13	
	Advanced High	0	0	26	

■ Indicates students who progressed at least one level from 2010 to 2011.

Test	Subtest	Year	All Students			African American		Hispanic		White		Other		District		
			N	Mean	Percent Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	Percent Tested
SAT	Critical Reading	2008-09	75	364	49.0	62	359	12	387	1	*			3,660	421	48.7
		2009-10	67	368	53.2	48	346	19	422					3,916	417	51.1
		2010-11	59	352	47.2	51	346	7	379	1	*			4,225	417	52.8
	Mathematics	2008-09	75	393	49.0	62	386	12	422	1	*			3,660	442	48.7
		2009-10	67	389	53.2	48	369	19	440					3,916	441	51.1
		2010-11	59	368	47.2	51	364	7	390	1	*			4,225	446	52.8
	Writing	2008-09	75	362	49.0	62	359	12	373	1	*			3,660	417	48.7
		2009-10	67	367	53.2	48	354	19	401					3,916	411	51.1
		2010-11	59	346	47.2	51	345	7	360	1	*			4,225	410	52.8
ACT	English	2008-09	10	13.3	6.5	9	13.4	1	*					1,754	15.8	23.4
		2009-10	29	12.2	23.0	24	11.5	5	*					2,146	15.2	28.0
		2010-11	50	11.4	40.0	44	11.4	5	*	1	*			2,843	15.3	35.5
	Mathematics	2008-09	10	16.2	6.5	9	15.8	1	*					1,754	18.0	23.4
		2009-10	29	16.7	23.0	24	16.0	5	*					2,146	18.1	28.0
		2010-11	50	15.0	40.0	44	14.8	5	*	1	*			2,843	18.4	35.5
	Reading	2008-09	10	15.9	6.5	9	15.8	1	*					1,754	16.8	23.4
		2009-10	29	15.5	23.0	24	14.5	5	*					2,146	16.7	28.0
		2010-11	50	12.9	40.0	44	13.0	5	*	1	*			2,843	16.8	35.5
	Science	2008-09	10	17.0	6.5	9	16.8	1	*					1,754	17.4	23.4
		2009-10	29	17.3	23.0	24	16.6	5	*					2,146	17.9	28.0
		2010-11	50	14.8	40.0	44	14.8	5	*	1	*			2,843	17.6	35.5
Composite	2008-09	10	15.6	6.5	9	15.4	1	*					1,754	17.1	23.4	
	2009-10	29	15.7	23.0	24	14.8	5	*					2,146	17.1	28.0	
	2010-11	50	13.3	40.0	44	13.2	5	*	1	*			2,843	17.1	35.5	

Grade	Subtest	Year	All		African American		Hispanic		White		Other		District	
			N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
9	Critical Reading	2008	58	25.6	47	25.7	11	25.3	0		0		1,317	29.2
		2009	44	29.8	38	28.9	6	35.5	0		0		1,212	30.5
		2010	86	31.5	65	30.6	20	33.8	1	*	0		4,660	35.1
	Mathematics	2008	58	28.3	47	28.0	11	29.6	0		0		1,317	31.8
		2009	44	33.5	38	33.4	6	34.7	0		0		1,212	33.3
		2010	86	34.4	65	33.1	20	38.5	1	*	0		4,660	38.1
	Writing	2008	58	25.1	47	26.4	11	19.8	0		0		1,317	29.7
		2009	44	30.9	38	31.0	6	30.2	0		0		1,212	30.7
		2010	86	30.8	65	31.0	20	29.6	1	*	0		4,660	33.6
10	Critical Reading	2008	96	28.1	76	27.2	20	31.5	0		0		3,675	32.5
		2009	56	29.8	49	29.1	7	34.4	0		0		3,914	33.1
		2010	161	31.5	116	30.8	45	33.4	0		0		9,116	35.8
	Mathematics	2008	96	31.8	76	30.9	20	35.5	0		0		3,675	35.8
		2009	56	32.5	49	32.0	7	35.9	0		0		3,914	36.3
		2010	161	33.3	116	32.7	45	34.8	0		0		9,116	39.1
	Writing	2008	96	29.3	76	28.4	20	32.7	0		0		3,675	33.7
		2009	56	29.4	49	28.7	7	34.1	0		0		3,914	33.0
		2010	161	30.1	116	29.0	45	32.9	0		0		9,116	33.8
11	Critical Reading	2008	138	31.8	111	31.0	27	35.2	0		0		7,366	36.1
		2009	128	31.3	110	31.2	17	31.7	1	*	0		7,767	36.5
		2010	140	33.4	101	32.5	38	35.7	0		1	*	7,869	37.6
	Mathematics	2008	138	35.2	111	33.9	27	40.8	0		0		7,366	39.1
		2009	128	35.6	110	35.6	17	35.1	1	*	0		7,767	40.2
		2010	140	37.2	101	36.4	38	39.3	0		1	*	7,869	41.2
	Writing	2008	138	32.2	111	31.3	27	36.0	0		0		7,366	37.4
		2009	128	32.1	110	32.1	17	31.6	1	*	0		7,767	37.2
		2010	140	32.9	101	32.1	38	34.8	0		1	*	7,869	36.5

Exams Taken		Mean Score		% Passed		# Passed
School	Dist	School	Dist	School	Dist	School

Calculus AB

2	957	*	2.1	*	33.3	*
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Environmental Science

16	759	1.0	1.8	0.0	21.6	0
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World History

33	830	1.0	1.7	0.0	18.6	0
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Exams Taken		Mean Score		% Passed		# Passed
School	Dist	School	Dist	School	Dist	School

English Language & Composition

37	2,593	1.1	1.8	0.0	18.1	0
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Spanish Language

37	1,035	2.9	3.0	56.8	63.5	21
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Exams Taken		Mean Score		% Passed		# Passed
School	Dist	School	Dist	School	Dist	School

English Literature & Composition

33	2,195	1.1	1.8	0.0	17.2	0
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Spanish Literature

10	276	1.5	1.9	10.0	31.5	1
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SEMESTER 1

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

ALGEBRA I

134	51.3	70.8	78.0	79.3	56.7	84.3	48.6	80.9
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ALGEBRA II

104	60.2	75.1	73.2	72.8	78.8	86.5	58.3	84.4
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ALGEBRA II PRE-AP

28	49.5	71.4	80.4	82.0	67.9	100.0	75.4	91.4
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BIOLOGY

89	39.3	66.9	75.8	77.3	31.5	91.0	58.0	82.9
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BIOLOGY PRE-AP

71	38.6	66.5	75.6	77.1	28.2	93.0	55.6	89.2
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CHEMISTRY

30	42.4	69.7	72.6	73.1	46.7	66.7	54.9	81.8
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CHEMISTRY PRE-AP

36	37.4	67.6	69.8	70.2	30.6	50.0	59.9	90.1
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ECONOMICS

27	68.0	78.7	74.3	73.5	100.0	88.9	67.8	95.6
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ENGLISH I

73	65.8	77.2	79.5	79.9	78.1	93.2	75.8	86.8
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ENGLISH I PRE-AP

74	51.6	69.8	78.6	80.2	59.5	95.9	77.3	89.9
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SEMESTER 2

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

ALGEBRA I

130	61.9	76.2	78.2	78.6	74.6	88.5	64.3	81.2
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ALGEBRA II

91	58.9	75.3	76.7	76.9	89.0	86.8	60.2	84.7
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ALGEBRA II PRE-AP

26	56.6	71.1	78.6	79.9	61.5	96.2	70.2	91.9
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BIOLOGY

86	43.9	66.4	78.0	80.1	37.2	94.2	63.4	82.5
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BIOLOGY PRE-AP

68	46.6	65.9	78.9	81.1	27.9	92.6	65.0	89.9
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CHEMISTRY

29	37.3	70.6	71.4	71.6	55.2	72.4	60.5	84.6
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CHEMISTRY PRE-AP

35	33.8	64.6	69.7	70.6	2.9	48.6	50.7	88.4
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ECONOMICS

0								
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ENGLISH I

74	70.2	80.1	83.7	84.3	87.8	95.9	83.5	87.0
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ENGLISH I PRE-AP

70	51.6	70.4	81.3	83.2	57.1	97.1	75.8	92.7
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SEMESTER 1

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

ENGLISH II

84	61.4	74.3	74.1	74.1	67.9	72.6	75.4	83.4
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ENGLISH II PRE-AP

57	50.9	73.7	77.4	78.1	82.5	80.7	80.3	87.1
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ENGLISH III

96	77.3	84.9	74.5	72.6	85.4	89.6	74.7	87.5
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ENGLISH IV

47	64.2	76.1	75.0	74.8	78.7	97.9	79.6	92.7
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GEOMETRY

123	55.4	71.6	74.6	75.2	57.7	90.2	61.8	83.0
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GEOMETRY PRE-AP

25	42.7	67.5	78.9	80.9	56.0	100.0	62.2	89.6
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GOVERNMENT

15	75.6	85.9	84.6	84.4	100.0	100.0	64.7	95.6
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HEALTH I

60	58.7	72.5	85.1	87.3	65.0	100.0	68.9	96.0
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INTEGRATED PHYSICS & CHEMISTRY

87	51.9	69.3	77.9	79.4	50.6	85.1	47.2	84.6
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MATHEMATICAL MODELS W/APPLICATIONS

68	45.2	65.1	73.9	75.5	32.4	92.6	58.2	86.2
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SEMESTER 2

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

ENGLISH II

75	60.3	73.6	78.5	79.3	68.0	88.0	74.6	83.9
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ENGLISH II PRE-AP

57	47.4	71.8	81.2	82.8	63.2	96.5	71.1	90.1
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ENGLISH III

85	75.9	84.0	78.1	77.1	90.6	91.8	74.4	87.2
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ENGLISH IV

0								
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GEOMETRY

100	49.4	67.7	75.0	76.2	46.0	85.0	54.2	81.1
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GEOMETRY PRE-AP

32	41.3	66.7	84.9	88.1	34.4	100.0	68.8	89.3
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GOVERNMENT

0								
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HEALTH I

53	60.2	75.1	82.4	83.7	69.8	100.0	73.8	94.6
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INTEGRATED PHYSICS & CHEMISTRY

80	58.6	75.6	79.0	79.5	86.3	92.5	63.0	85.0
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MATHEMATICAL MODELS W/APPLICATIONS

71	39.9	67.8	75.4	76.8	28.2	91.5	53.6	85.5
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SEMESTER 1

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

PHYSICS

157	47.7	72.5	77.5	78.4	75.8	94.3	49.2	85.2
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PHYSICS PRE-AP

20	39.2	69.1	77.5	79.0	40.0	100.0	57.1	92.1
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PRE-CALCULUS

63	48.9	72.1	76.1	76.8	73.0	88.9	61.1	85.5
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PRE-CALCULUS PRE-AP

34	42.2	61.5	78.0	80.9	32.4	97.1	47.2	90.6
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READING I

76	68.9	79.3	86.1	87.4	86.8	98.7	78.8	91.3
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SPANISH I

87	52.1	72.9	75.1	75.5	51.7	79.3	77.3	90.5
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SPANISH II

154	57.5	71.6	79.4	80.8	47.4	89.6	72.2	90.1
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U.S. HISTORY

143	59.2	73.4	82.2	83.7	72.0	93.7	69.4	91.7
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WORLD GEOGRAPHY

77	61.2	74.1	82.5	84.0	68.8	100.0	65.4	87.5
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WORLD GEOGRAPHY PRE-AP

54	63.2	75.5	87.7	89.8	75.9	100.0	84.2	92.6
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SEMESTER 2

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

PHYSICS

79	49.5	74.3	78.9	79.7	79.7	96.2	56.6	88.4
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PHYSICS PRE-AP

17	40.5	68.1	77.6	79.3	35.3	94.1	68.1	93.0
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PRE-CALCULUS

2	*	*	*	*	*	*	46.5	85.7
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PRE-CALCULUS PRE-AP

9	31.9	62.2	78.7	81.6	11.1	100.0	59.7	90.8
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READING I

69	66.2	77.5	83.2	84.2	79.7	100.0	75.1	89.8
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SPANISH I

77	43.5	66.7	77.4	79.3	26.0	92.2	70.8	87.2
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SPANISH II

93	54.8	69.9	78.1	79.5	50.5	87.1	72.4	92.1
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U.S. HISTORY

112	55.2	71.4	86.2	88.8	55.4	97.3	73.7	92.7
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WORLD GEOGRAPHY

73	65.3	76.9	86.5	88.2	74.0	100.0	77.1	87.4
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WORLD GEOGRAPHY PRE-AP

71	68.5	79.0	86.6	88.0	90.1	98.6	90.1	92.6
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SEMESTER 1

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

WORLD HISTORY

97	57.0	72.6	80.8	82.3	61.9	94.8	59.9	89.7
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WORLD HISTORY PRE-AP

19	55.3	70.2	84.2	86.7	57.9	100.0	67.9	94.1
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SEMESTER 2

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

WORLD HISTORY

83	60.0	73.4	84.3	86.2	68.7	96.4	71.7	91.6
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WORLD HISTORY PRE-AP

19	58.8	73.7	85.4	87.5	89.5	100.0	84.0	96.7
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