

DATA PACKET

for 2011-12 planning

School Number 389

JOHN L. PATTON JR. ACADEMIC CENTER



**Dallas
Independent
School
District**

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

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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.
- 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.

STUDENT ENROLLMENT

Grade	Enrollment
9	98
10	104
11	21
12	60
ALL	283

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	145	51.2	5	35.7
American Indian/Alaska Native	6	2.1	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	126	44.5	1	7.1
White	2	0.7	7	50.0
Multiple	1	0.4	0	0.0
Other* (teachers only)	—	—	1	7.1
Not reported (students only)	2	0.7	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	184	65.0
Economically disadvantaged	159	56.2
Limited English proficient (LEP)	28	9.9
Special education	4	1.4
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2009												—	—
	2010												—	—
	2011	98	48	49.0	2	2.0	0	0.0	47	48.0	1	1.0	0	0.0
10	2009												—	—
	2010												—	—
	2011	104	52	50.0	2	1.9	0	0.0	49	47.1	0	0.0	0	0.0
11	2009												—	—
	2010												—	—
	2011	21	12	57.1	1	4.8	0	0.0	7	33.3	0	0.0	0	0.0
12	2009												—	—
	2010												—	—
	2011	60	33	55.0	1	1.7	1	1.7	23	38.3	1	1.7	1	1.7
9-12	2009												—	—
	2010												—	—
	2011	283	145	51.2	6	2.1	1	0.4	126	44.5	2	0.7	1	0.4

Enrollment (2)
Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
9	2009														
	2010														
	2011	98	50	51.0	7	7.1	0	0.0	63	64.3	0	0.0	51	52.0	43.9
10	2009														
	2010														
	2011	104	62	59.6	12	11.5	4	3.8	69	66.3	0	0.0	38	36.5	30.8
11	2009														
	2010														
	2011	21	12	57.1	3	14.3	0	0.0	13	61.9	0	0.0	8	38.1	23.8
12	2009														
	2010														
	2011	60	35	58.3	6	10.0	0	0.0	39	65.0	0	0.0	28	46.7	10.0
9-12	2009														
	2010														
	2011	283	159	56.2	28	9.9	4	1.4	184	65.0	0	0.0	125	44.2	30.4

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		12,462.6			11,404.9	91.5			39.0		8,973		72.0
	2010		11,951.9			10,769.5	90.1			32.9		8,320		69.6
	2011	90.7	10,654.7	73.8	81.4	9,881.3	92.7	85	93.7	30.2	33	8,460	36.4	79.4
10	2009		9,294.3			8,619.9	92.7			22.4		7,250		78.0
	2010		9,504.1			8,652.0	91.0			23.8		6,991		73.6
	2011	89.7	9,678.7	78.0	87.0	9,027.4	93.3	41	45.7	21.9	53	8,048	59.1	83.2
11	2009		7,512.5			6,985.9	93.0			17.0		6,194		82.4
	2010		8,136.9			7,411.5	91.1			19.1		6,143		75.5
	2011	19.9	8,013.0	17.1	86.3	7,476.3	93.3	11	55.4	18.7	9	6,764	45.3	84.4
12	2009		7,701.9			7,148.0	92.8			14.8		6,098		79.2
	2010		7,621.1			7,023.7	92.2			17.6		6,040		79.3
	2011	55.1	7,835.5	49.8	90.3	7,299.5	93.2	25	45.3	17.6	32	6,655	58.0	84.9
9-12	2009		36,971.3			34,158.7	92.4			25.3		28,515		77.1
	2010		37,214.0			33,856.7	91.0			24.4		27,494		73.9
	2011	255.4	36,181.9	218.7	85.7	33,684.5	93.1	162	63.4	22.7	127	29,927	49.7	82.7

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	35.7
Hispanic	1	7.1
White	7	50.0
Multiple categories	0	0.0
Other	1	7.1

Gender	Number	Percentage
Female	6	42.9
Male	8	57.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09		NA
2009-10		NA
2010-11	6.2	0.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	35.7
1	0	0.0
2	0	0.0
3	0	0.0
4	1	7.1
5	0	0.0
1-3	0	0.0
More than 3	9	64.3
1 - 5	1	7.1
6 - 10	1	7.1
11 - 20	5	35.7
More than 20	2	14.3

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												83.0	0
	2010												87.3	0
	2011		45.5	58.6	60.6		42.9	51.1	*	51.4	55.2	53.7	82.8	67
10	2009												83.3	0
	2010												87.2	0
	2011		54.5	68.4	69.2	*	50.0	61.0		58.3	61.5	60.0	87.2	75
11	2009												89.8	0
	2010												91.0	0
	2011		66.7	*	77.8		*	72.7		63.6	*	66.7	92.3	12
9-11	2009												84.9	0
	2010												88.3	0
	2011		51.4	63.9	66.7	*	45.0	58.3	*	56.0	59.4	57.8	87.0	154

NUMBER TESTED IN GRADES 9-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	25,284
2010	0	0	0	0	0	0	0	0	0	0	0	0	25,712
2011	0	72	72	81	4	20	115	1	84	69	154		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												1,757	0
	2010												1,295	0
	2011		18	12	13		4	22	*	18	13	31	1,633	67
10	2009												1,383	0
	2010												1,086	0
	2011		15	12	12	*	5	23		15	15	30	1,160	75
11	2009												679	0
	2010												632	0
	2011		2	*	2		*	3		4	*	4	564	12
9-11	2009												3,819	0
	2010												3,013	0
	2011		35	26	27	*	11	48	*	37	28	65	3,357	154

NUMBER TESTED IN GRADES 9-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	25,284
2010	0	0	0	0	0	0	0	0	0	0	0	0	25,712
2011	0	72	72	81	4	20	115	1	84	69	154		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					
	2010					
	2011	79.1	63.4	58.6		
10	2009					
	2010					
	2011	74.3	62.1	54.7	1.8	70.1
11	2009					
	2010					
	2011	86.5	70.5	61.6	2.3	68.8
9-11	2009					
	2010					
	2011	77.4	63.3	57.0	1.9	69.9

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												13.3	0
	2010												16.9	0
	2011		6.1	6.9	9.1		0.0	4.4	*	0.0	17.2	7.5	20.8	67
10	2009												11.5	0
	2010												9.1	0
	2011		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	8.2	75
11	2009												22.2	0
	2010												20.9	0
	2011		0.0	*	0.0		*	0.0		0.0	*	0.0	11.8	12
9-11	2009												15.1	0
	2010												15.4	0
	2011		2.8	2.8	3.7	*	0.0	1.7	*	0.0	7.2	3.2	13.9	154

NUMBER TESTED IN GRADES 9-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	25,284
2010	0	0	0	0	0	0	0	0	0	0	0	0	25,712
2011	0	72	72	81	4	20	115	1	84	69	154		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												56.5	0
	2010												60.4	0
	2011		0.0	25.0	14.8		0.0	13.2	*	10.3	17.4	15.8	59.7	57
10	2009												55.8	0
	2010												67.8	0
	2011		12.5	18.2	17.6	*	0.0	13.0		16.7	12.9	14.7	64.3	68
11	2009												77.0	0
	2010												85.6	0
	2011		*	*	55.6		*	60.0		60.0	*	53.3	87.3	15
9-11	2009												61.7	0
	2010												69.7	0
	2011		11.1	24.2	21.4	*	5.9	18.1	*	20.3	16.1	19.3	69.1	140

NUMBER TESTED IN GRADES 9-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	24,736
2010	0	0	0	0	0	0	0	0	0	0	0	0	25,337
2011	0	54	62	70	2	17	94	1	69	56	140		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												4,403	0
	2010												3,992	0
	2011		25	18	23		6	33	*	26	19	48	3,764	57
10	2009												3,568	0
	2010												2,682	0
	2011		21	27	28	*	8	40		25	27	58	3,192	68
11	2009												1,508	0
	2010												998	0
	2011		*	*	4		*	4		4	*	7	923	15
9-11	2009												9,479	0
	2010												7,672	0
	2011		48	47	55	*	16	77	*	55	47	113	7,879	140

NUMBER TESTED IN GRADES 9-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	24,736
2010	0	0	0	0	0	0	0	0	0	0	0	0	25,337
2011	0	54	62	70	2	17	94	1	69	56	140		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										
	2010										
	2011	40.7	34.7	37.5	38.6	39.0	39.0	36.0	29.2	33.7	35.5
10	2009										
	2010										
	2011	53.8	36.2	45.9	40.0	44.4	43.5	44.7	30.9	32.6	33.3
11	2009										
	2010										
	2011	54.7	50.7	50.7	49.3	62.7	42.9	54.3	46.7	40.0	43.7
9-11	2009										
	2010										
	2011	48.6	37.1	43.0	40.4	44.2	41.6	42.2	31.9	33.9	35.3

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												15.2	0
	2010												15.9	0
	2011		0.0	0.0	0.0		0.0	0.0	*	0.0	0.0	0.0	15.4	57
10	2009												9.0	0
	2010												12.2	0
	2011		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	11.9	68
11	2009												20.6	0
	2010												18.1	0
	2011		*	*	0.0		*	0.0		0.0	*	0.0	19.4	15
9-11	2009												14.6	0
	2010												15.3	0
	2011		0.0	0.0	0.0	*	0.0	0.0	*	0.0	0.0	0.0	15.3	140

NUMBER TESTED IN GRADES 9-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	24,736
2010	0	0	0	0	0	0	0	0	0	0	0	0	25,337
2011	0	54	62	70	2	17	94	1	69	56	140		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												87.7	0
	2010												92.2	0
	2011		52.4	86.7	67.7	*	75.0	69.8		75.0	74.1	74.2	91.9	62
11	2009												96.7	0
	2010												97.7	0
	2011		*	*	100.0		*	100.0		100.0	*	100.0	98.3	14
10-11	2009												91.8	0
	2010												94.7	0
	2011		61.5	88.6	75.0	*	81.8	75.5		81.6	75.9	78.9	94.8	76

NUMBER TESTED IN GRADES 10-11												
2009	0	0	0	0	0	0	0	0	0	0	0	14,491
2010	0	0	0	0	0	0	0	0	0	0	0	15,166
2011	0	26	35	40	2	11	53	0	38	29	76	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												976	0
	2010												644	0
	2011		10	4	10	*	2	13		7	7	16	718	62
11	2009												213	0
	2010												159	0
	2011		*	*	0		*	0		0	*	0	126	14
10-11	2009												1,189	0
	2010												803	0
	2011		10	4	10	*	2	13		7	7	16	844	76

NUMBER TESTED IN GRADES 10-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	14,491
2010	0	0	0	0	0	0	0	0	0	0	0	0	15,166
2011	0	26	35	40	2	11	53	0	38	29	76		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					
	2010					
	2011	57.1	66.0	62.0	59.0	61.0
11	2009					
	2010					
	2011	48.9	64.3	71.4	66.7	72.7
10-11	2009					
	2010					
	2011	55.6	65.7	63.7	60.4	63.2

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												29.8	0
	2010												36.0	0
	2011		0.0	3.3	3.2	*	0.0	2.3		3.6	0.0	1.6	36.7	62
11	2009												39.6	0
	2010												46.1	0
	2011		*	*	22.2		*	20.0		20.0	*	14.3	51.2	14
10-11	2009												34.2	0
	2010												40.6	0
	2011		3.8	5.7	7.5	*	0.0	5.7		7.9	0.0	3.9	43.3	76

NUMBER TESTED IN GRADES 10-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	14,491
2010	0	0	0	0	0	0	0	0	0	0	0	0	15,166
2011	0	26	35	40	2	11	53	0	38	29	76		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												52.3	
	2010												65.1	0
	2011		17.4	24.1	21.9	*	0.0	18.6		25.9	13.8	17.7	65.7	62
11	2009												82.2	
	2010												87.9	0
	2011		*	*	37.5		*	44.4		44.4	*	35.7	87.7	14
10-11	2009												65.7	
	2010												75.4	0
	2011		22.2	26.5	25.0	*	10.0	23.1		30.6	16.1	21.1	75.6	76

NUMBER TESTED IN GRADES 10-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	14,589
2010	0	0	0	0	0	0	0	0	0	0	0	0	15,251
2011	0	27	34	40	2	10	52	0	36	31	76		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												3,841	
	2010												2,910	0
	2011		19	22	25	*	7	35		20	25	51	3,058	62
11	2009												1,162	
	2010												838	0
	2011		*	*	5		*	5		5	*	9	888	14
10-11	2009												5,003	
	2010												3,748	0
	2011		21	25	30	*	9	40		25	26	60	3,946	76

NUMBER TESTED IN GRADES 10-11													
2009	0	0	0		0	0	0	0	0	0	0	0	14,589
2010	0	0	0	0	0	0	0	0	0	0	0	0	15,251
2011	0	27	34	40	2	10	52	0	36	31	76		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					
	2010					
	2011	53.7	42.7	49.4	38.7	38.7
11	2009					
	2010					
	2011	51.7	50.0	48.2	44.2	46.1
10-11	2009					
	2010					
	2011	53.3	44.0	49.2	39.7	40.1

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												5.7	
	2010												10.4	0
	2011		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	11.0	62
11	2009												12.9	
	2010												10.9	0
	2011		*	*	0.0		*	0.0		0.0	*	0.0	17.3	14
10-11	2009												9.0	
	2010												10.6	0
	2011		0.0	0.0	0.0	*	0.0	0.0		0.0	0.0	0.0	13.8	76

NUMBER TESTED IN GRADES 10-11													
2009	0	0	0	0	0	0	0	0	0	0	0	0	14,589
2010	0	0	0	0	0	0	0	0	0	0	0	0	15,251
2011	0	27	34	40	2	10	52	0	36	31	76		16,157


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

PERFORMANCE IN 2011

Grade (2010-11)	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
9 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0
	Advanced	2	33.3	2	33.3	2	33.3	5	83.3	6	100.0
	Advanced High	2	33.3	2	33.3	2	33.3	1	16.7	0	0.0
10 (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	1	12.5	1	12.5
	Advanced	6	75.0	5	62.5	3	37.5	2	25.0	2	25.0
	Advanced High	2	25.0	3	37.5	5	62.5	5	62.5	5	62.5
ALL (22)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	9.1	2	9.1	2	9.1	2	9.1	2	9.1
	Advanced	11	50.0	12	54.5	9	40.9	9	40.9	10	45.5
	Advanced High	9	40.9	8	36.4	11	50.0	11	50.0	10	45.5

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>3</div> <div>0 (0.0%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	3	
	Advanced High	0	0	0	
<div>3</div> <div>1 (33.3%)</div>	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	1	
<div>11</div> <div>5 (45.5%)</div>	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	5	
	Advanced High	0	2	3	

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

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											1,317	29.2
		2009											1,212	30.5
		2010	22	27.9	16	26.9	6	30.5	0		0		4,660	35.1
	Mathematics	2008											1,317	31.8
		2009											1,212	33.3
		2010	22	31.1	16	30.9	6	31.5	0		0		4,660	38.1
	Writing	2008											1,317	29.7
		2009											1,212	30.7
		2010	22	26.0	16	24.3	6	30.8	0		0		4,660	33.6
10	Critical Reading	2008											3,675	32.5
		2009											3,914	33.1
		2010	49	30.0	29	28.2	20	32.5	0		0		9,116	35.8
	Mathematics	2008											3,675	35.8
		2009											3,914	36.3
		2010	49	31.5	29	29.5	20	34.5	0		0		9,116	39.1
	Writing	2008											3,675	33.7
		2009											3,914	33.0
		2010	49	30.1	29	27.4	20	34.0	0		0		9,116	33.8
11	Critical Reading	2008											7,366	36.1
		2009											7,767	36.5
		2010	35	30.2	19	29.9	15	30.3	0		1	*	7,869	37.6
	Mathematics	2008											7,366	39.1
		2009											7,767	40.2
		2010	35	30.5	19	30.8	15	30.1	0		1	*	7,869	41.2
	Writing	2008											7,366	37.4
		2009											7,767	37.2
		2010	35	29.8	19	30.6	15	29.2	0		1	*	7,869	36.5