

DATA PACKET

for 2011-12 planning

School Number 49

W. E. GREINER



**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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

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.
- SCHOOLS WITH MAGNET PROGRAMS: Teacher statistics include all teachers at the campus, including those that teach in magnet, academy, or vanguard programs.

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.
- READING and MATHEMATICS statistics for SSI grades (3, 5, 8) in any year are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Mathematics Total results used for data packets are combinations of the Mathematics Concepts, Problems, and Computation subtest results. For schools who did not administer Mathematics Concepts or Mathematics Problems to their students, Mathematics Computation statistics are provided separately.

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.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

STUDENT ENROLLMENT

Grade	Enrollment
6	474
7	600
8	499
ALL	1,573

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	138	8.8	38	32.8
American Indian/Alaska Native	12	0.8	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	1,381	87.8	16	13.8
White	36	2.3	54	46.6
Multiple	5	0.3	1	0.9
Other* (teachers only)	—	—	7	6.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	646	41.1
Economically disadvantaged	1,357	86.3
Limited English proficient (LEP)	308	19.6
Special education	98	6.2
Talented and Gifted (TAG)	341	21.7

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2009	307	16	5.2	3	1.0	0	0.0	283	92.2	5	1.6	—	—
	2010	470	60	12.8	0	0.0	3	0.6	398	84.7	9	1.9	—	—
	2011	474	42	8.9	1	0.2	0	0.0	418	88.2	11	2.3	2	0.4
7	2009	434	15	3.5	2	0.5	0	0.0	410	94.5	7	1.6	—	—
	2010	499	29	5.8	2	0.4	1	0.2	460	92.2	7	1.4	—	—
	2011	600	62	10.3	8	1.3	1	0.2	513	85.5	13	2.2	3	0.5
8	2009	353	14	4.0	1	0.3	1	0.3	329	93.2	8	2.3	—	—
	2010	453	17	3.8	4	0.9	0	0.0	425	93.8	7	1.5	—	—
	2011	499	34	6.8	3	0.6	0	0.0	450	90.2	12	2.4	0	0.0
6-8	2009	1,094	45	4.1	6	0.5	1	0.1	1,022	93.4	20	1.8	—	—
	2010	1,422	106	7.5	6	0.4	4	0.3	1,283	90.2	23	1.6	—	—
	2011	1,573	138	8.8	12	0.8	1	0.1	1,381	87.8	36	2.3	5	0.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
6	2009	307	275	89.6	97	31.6	27	8.8	170	55.4	0	0.0	20	6.5	1.0
	2010	470	410	87.2	110	23.4	25	5.3	199	42.3	99	21.1	32	6.8	0.2
	2011	474	420	88.6	92	19.4	31	6.5	174	36.7	120	25.3	22	4.6	1.1
7	2009	434	372	85.7	105	24.2	41	9.4	263	60.6	58	13.4	25	5.8	1.4
	2010	499	447	89.6	144	28.9	44	8.8	263	52.7	102	20.4	23	4.6	1.6
	2011	600	511	85.2	115	19.2	27	4.5	248	41.3	133	22.2	23	3.8	0.7
8	2009	353	292	82.7	72	20.4	38	10.8	223	63.2	38	10.8	10	2.8	1.4
	2010	453	388	85.7	101	22.3	34	7.5	266	58.7	63	13.9	25	5.5	0.2
	2011	499	426	85.4	101	20.2	40	8.0	224	44.9	88	17.6	25	5.0	0.6
6-8	2009	1,094	939	85.8	274	25.0	106	9.7	656	60.0	96	8.8	55	5.0	1.3
	2010	1,422	1,245	87.6	355	25.0	103	7.2	728	51.2	264	18.6	80	5.6	0.7
	2011	1,573	1,357	86.3	308	19.6	98	6.2	646	41.1	341	21.7	70	4.5	0.8

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
6	2009	304.1	10,588.3	292.0	96.0	10,165.3	96.0	49	16.1	19.9	264	9,131	86.8	86.2
	2010	465.9	10,602.4	444.0	95.3	10,110.8	95.4	32	6.9	18.6	418	9,083	89.7	85.7
	2011	466.4	10,126.2	453.0	97.1	9,742.1	96.2	32	6.9	17.3	457	9,074	98.0	89.6
7	2009	434.4	10,135.8	418.3	96.3	9,601.8	94.7	61	14.0	26.0	394	8,389	90.7	82.8
	2010	496.0	10,258.0	467.5	94.3	9,636.4	93.9	48	9.7	22.4	428	8,310	86.3	81.0
	2011	582.1	10,058.0	564.3	96.9	9,588.9	95.3	42	7.2	22.8	563	8,791	96.7	87.4
8	2009	359.2	10,551.1	341.2	95.0	9,945.8	94.3	50	13.9	28.2	305	8,477	84.9	80.3
	2010	450.5	9,995.5	422.2	93.7	9,325.9	93.3	12	2.7	15.6	386	7,894	85.7	79.0
	2011	486.5	9,906.7	468.7	96.3	9,388.4	94.8	14	2.9	17.7	452	8,465	92.9	85.4
6-8	2009	1,097.7	31,275.2	1,051.4	95.8	29,712.9	95.0	160	14.6	24.7	963	25,997	87.7	83.1
	2010	1,412.3	30,855.9	1,333.7	94.4	29,073.2	94.2	92	6.5	18.9	1,232	25,287	87.2	82.0
	2011	1,535.0	30,090.9	1,486.0	96.8	28,719.4	95.4	88	5.7	19.3	1,472	26,330	95.9	87.5

Teachers: 116

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	38	32.8
Hispanic	16	13.8
White	54	46.6
Multiple categories	1	0.9
Other	7	6.0

Gender	Number	Percentage
Female	79	68.1
Male	37	31.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.3	NA
2009-10	9.1	NA
2010-11	8.0	84.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	5	4.3
1	11	9.5
2	6	5.2
3	16	13.8
4	10	8.6
5	8	6.9
1-3	33	28.4
More than 3	78	67.2
1 - 5	51	44.0
6 - 10	18	15.5
11 - 20	21	18.1
More than 20	21	18.1

NOTE: Statistics include all teachers at campus, including magnet program.

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)
6	2009	*	93.3	90.8	90.1	50.0	80.0	83.9		86.7	94.6	90.8	86.4	284
	2010	87.5	98.3	85.2	86.5	55.6	73.3	75.8		84.3	89.2	87.1	78.3	457
	2011	100.0	95.2	83.5	84.5	35.7	72.3	67.4		81.5	88.1	85.1	76.4	469
7	2009	100.0	78.6	86.1	86.3	25.9	77.9	78.5		81.8	90.8	86.2	77.1	405
	2010	85.7	86.2	83.6	83.3	35.3	69.0	70.6		80.3	87.4	84.0	77.1	486
	2011	100.0	96.7	89.6	91.4	55.6	79.3	80.2		89.1	92.1	90.8	77.2	586
8	2009	100.0	100.0	95.6	96.1	80.0	87.3	93.8		94.0	98.0	95.9	91.2	339
	2010	100.0	87.5	95.6	95.1	58.3	89.7	91.9		94.9	95.8	95.4	88.9	432
	2011	83.3	100.0	93.6	93.5	66.7	81.7	87.4		91.4	96.0	93.8	88.2	485
6-8	2009	100.0	90.7	90.5	90.5	51.5	81.0	85.3		87.3	94.2	90.7	85.0	1,028
	2010	90.9	93.3	88.0	88.0	47.4	76.0	79.8		86.3	90.6	88.6	81.3	1,375
	2011	94.1	97.0	89.1	89.9	53.2	77.9	79.1		87.5	92.1	90.0	80.6	1,540

NUMBER TESTED IN GRADES 6-8													
2009	20	43	958	878	66	226	597	0	527	498	1,028	28,010	
2010	22	105	1,237	1,205	76	317	678	0	652	723	1,375	28,435	
2011	34	135	1,352	1,330	79	298	633	0	704	836	1,540	28,584	

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)
6	2009	*	1	24	25	7	17	25		18	8	26	1,295	284
	2010	1	1	57	54	8	27	44		31	28	59	2,123	457
	2011	0	2	68	64	18	26	57		40	30	70	2,258	469
7	2009	0	3	53	47	20	19	50		38	18	56	2,065	405
	2010	1	4	73	73	22	40	73		47	31	78	2,164	486
	2011	0	2	52	43	8	23	48		28	26	54	2,173	586
8	2009	0	0	14	11	5	7	13		11	3	14	834	339
	2010	0	2	18	18	10	9	20		11	9	20	1,028	432
	2011	2	0	28	27	11	17	27		20	10	30	1,116	485
6-8	2009	0	4	91	83	32	43	88		67	29	96	4,194	1,028
	2010	2	7	148	145	40	76	137		89	68	157	5,315	1,375
	2011	2	4	148	134	37	66	132		88	66	154	5,547	1,540

NUMBER TESTED IN GRADES 6-8													
2009	20	43	958	878	66	226	597	0	527	498	1,028	28,010	
2010	22	105	1,237	1,205	76	317	678	0	652	723	1,375	28,435	
2011	34	135	1,352	1,330	79	298	633	0	704	836	1,540	28,584	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
6	2009	84.3	79.3	82.0	82.6
	2010	82.6	86.7	80.0	81.8
	2011	83.7	85.6	83.3	83.6
7	2009	84.4	86.0	81.4	81.2
	2010	82.0	77.1	80.0	75.7
	2011	86.8	81.1	83.2	79.6
8	2009	89.4	88.4	88.5	88.4
	2010	91.7	86.4	89.9	85.5
	2011	89.3	88.1	88.7	85.5
6-8	2009	86.0	84.9	83.9	83.9
	2010	85.2	83.2	83.1	80.8
	2011	86.6	84.7	84.9	82.7

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)
6	2009	*	46.7	34.1	33.6	7.1	17.6	17.4		34.8	36.2	35.6	30.2	284
	2010	75.0	41.7	31.1	32.1	11.1	16.8	15.9		32.0	35.0	33.7	22.1	457
	2011	90.9	50.0	37.0	37.3	3.6	19.1	15.4		31.0	46.6	39.4	26.0	469
7	2009	28.6	28.6	27.0	27.0	0.0	18.6	13.3		24.9	29.1	26.9	19.6	405
	2010	28.6	27.6	21.1	20.9	2.9	8.5	9.3		18.0	25.1	21.6	17.2	486
	2011	45.5	52.5	29.3	32.5	11.1	13.5	11.5		32.0	33.3	32.8	17.9	586
8	2009	62.5	35.7	44.8	42.3	16.0	21.8	27.8		38.8	51.6	44.5	36.6	339
	2010	57.1	50.0	39.3	39.5	4.2	24.1	21.8		37.5	43.1	40.3	31.9	432
	2011	75.0	50.0	37.5	39.2	6.1	16.1	17.7		33.6	45.1	39.6	31.2	485
6-8	2009	55.0	37.2	34.8	33.8	7.6	19.0	19.4		32.3	38.2	35.1	29.0	1,028
	2010	54.5	39.0	30.2	30.3	5.3	15.5	15.6		28.7	34.0	31.5	23.7	1,375
	2011	70.6	51.1	34.3	36.1	6.3	16.1	14.7		32.2	40.9	36.9	25.0	1,540

NUMBER TESTED IN GRADES 6-8													
2009	20	43	958	878	66	226	597	0	527	498	1,028	28,010	
2010	22	105	1,237	1,205	76	317	678	0	652	723	1,375	28,435	
2011	34	135	1,352	1,330	79	298	633	0	704	836	1,540	28,584	

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)
6	2009	*	73.3	87.8	86.2	73.3	78.8	80.0		88.1	86.0	87.0	73.3	284
	2010	87.5	96.7	83.4	85.0	72.2	74.3	75.8		84.3	86.2	85.3	72.7	457
	2011	100.0	95.2	84.5	85.5	60.7	80.9	70.5		83.4	88.1	86.0	74.5	470
7	2009	100.0	71.4	83.5	83.7	38.5	79.1	74.7		81.8	85.2	83.5	67.2	405
	2010	100.0	72.4	87.0	85.5	60.6	82.0	76.5		86.3	86.6	86.4	68.5	486
	2011	100.0	95.0	88.5	89.8	65.0	79.3	76.3		86.4	92.1	89.6	69.7	587
8	2009	85.7	85.7	88.5	87.8	75.0	78.6	81.6		89.0	87.3	88.4	72.3	335
	2010	100.0	81.3	88.4	88.9	54.2	90.7	81.5		86.1	90.7	88.4	76.4	432
	2011	100.0	90.6	89.9	90.2	84.8	79.6	80.5		90.1	90.5	90.3	78.3	485
6-8	2009	89.5	76.7	86.3	85.7	60.0	78.9	78.5		85.9	86.1	86.0	71.0	1,024
	2010	95.5	87.6	86.3	86.4	61.3	81.9	78.1		85.6	87.7	86.7	72.5	1,375
	2011	100.0	94.0	87.7	88.6	71.6	79.9	76.1		86.7	90.4	88.7	74.2	1,542

NUMBER TESTED IN GRADES 6-8													
2009	19	43	956	875	65	227	594	0	525	496	1,024	27,738	
2010	22	105	1,237	1,204	75	315	677	0	653	722	1,375	28,433	
2011	34	134	1,355	1,331	81	298	636	0	707	835	1,542	28,637	

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)
6	2009	*	4	32	35	4	18	31		16	21	37	2,552	284
	2010	1	2	64	60	5	26	44		31	36	67	2,673	457
	2011	0	2	64	60	11	18	52		36	30	66	2,444	470
7	2009	0	4	63	56	16	18	59		38	29	67	2,966	405
	2010	0	8	58	63	13	23	58		33	33	66	2,975	486
	2011	0	3	58	51	7	23	58		35	26	61	2,895	587
8	2009	1	2	36	34	6	12	38		20	19	39	2,530	335
	2010	0	3	47	41	11	8	46		30	20	50	2,173	432
	2011	0	3	44	41	5	19	42		23	24	47	2,056	485
6-8	2009	2	10	131	125	26	48	128		74	69	143	8,048	1,024
	2010	1	13	169	164	29	57	148		94	89	183	7,821	1,375
	2011	0	8	166	152	23	60	152		94	80	174	7,395	1,542

NUMBER TESTED IN GRADES 6-8													
2009	19	43	956	875	65	227	594	0	525	496	1,024	27,738	
2010	22	105	1,237	1,204	75	315	677	0	653	722	1,375	28,433	
2011	34	134	1,355	1,331	81	298	636	0	707	835	1,542	28,637	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
6	2009	79.6	82.3	83.4	80.1	80.3	82.0
	2010	77.7	79.5	81.3	72.6	81.2	77.8
	2011	79.5	80.8	81.4	76.0	84.5	80.5
7	2009	78.7	72.3	80.0	76.9	68.0	79.4
	2010	76.3	73.8	80.4	68.1	77.7	76.1
	2011	81.3	77.8	85.0	72.0	79.8	80.1
8	2009	74.7	78.8	80.0	69.1	78.6	72.6
	2010	77.2	75.4	78.0	64.0	78.4	73.1
	2011	80.0	80.0	82.6	70.9	84.7	75.1
6-8	2009	77.6	77.2	80.9	75.2	74.9	77.9
	2010	77.0	76.2	80.0	68.3	79.1	75.7
	2011	80.4	79.4	83.1	72.8	82.8	78.7

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)
6	2009	*	20.0	40.8	39.1	0.0	24.7	22.6		38.8	39.3	39.1	29.0	284
	2010	50.0	43.3	29.0	29.8	16.7	22.8	18.1		29.9	32.7	31.5	22.4	457
	2011	63.6	35.7	34.3	35.3	17.9	26.6	21.6		32.7	36.8	34.9	24.5	470
7	2009	42.9	28.6	24.3	24.4	0.0	15.1	12.0		24.9	24.5	24.7	11.3	405
	2010	14.3	27.6	29.6	29.4	0.0	18.8	13.4		29.2	29.3	29.2	14.7	486
	2011	36.4	40.0	36.5	37.7	15.0	27.0	20.8		35.7	39.2	37.6	15.1	587
8	2009	14.3	14.3	24.4	23.0	16.7	14.3	12.6		24.2	23.3	23.6	15.4	335
	2010	14.3	12.5	24.4	23.8	0.0	22.1	12.9		23.1	24.1	23.6	14.1	432
	2011	33.3	31.3	31.1	31.8	12.1	16.1	14.4		31.0	31.6	31.3	15.3	485
6-8	2009	26.3	20.9	28.9	28.2	6.2	18.5	15.0		28.2	28.6	28.3	18.7	1,024
	2010	27.3	34.3	27.7	27.8	4.0	21.0	14.5		27.4	28.9	28.2	17.2	1,375
	2011	44.1	36.6	34.1	35.1	14.8	23.5	18.9		33.2	36.2	34.8	18.3	1,542

NUMBER TESTED IN GRADES 6-8													
2009	19	43	956	875	65	227	594	0	525	496	1,024	27,738	
2010	22	105	1,237	1,204	75	315	677	0	653	722	1,375	28,433	
2011	34	134	1,355	1,331	81	298	636	0	707	835	1,542	28,637	

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)
7	2009	100.0	78.6	93.4	93.0	54.2	82.4	88.3		89.8	96.4	93.1	88.6	403
	2010	100.0	93.1	93.7	94.0	64.7	86.0	88.3		90.0	97.6	93.8	90.6	487
	2011	90.9	100.0	97.6	97.8	88.9	92.7	95.1		96.9	98.5	97.8	89.9	585

NUMBER TESTED IN GRADE 7													
2009	7	14	380	344	24	85	230	0	206	197	403	8,988	
2010	7	29	447	435	34	129	247	0	240	247	487	9,369	
2011	11	61	501	499	18	109	243	0	254	331	585	9,507	

Shaded cells indicate percentages below 70 percent, the 2010-11 AELS 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)
7	2009	0	3	25	24	11	15	27		21	7	28	1,023	403
	2010	0	2	28	26	12	18	29		24	6	30	878	487
	2011	1	0	12	11	2	8	12		8	5	13	964	585

NUMBER TESTED IN GRADE 7													
2009	7	14	380	344	24	85	230	0	206	197	403	8,988	
2010	7	29	447	435	34	129	247	0	240	247	487	9,369	
2011	11	61	501	499	18	109	243	0	254	331	585	9,507	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
7	2009	2.5	82.5	82.7	85.0	85.3
	2010	2.5	80.2	73.5	83.6	85.1
	2011	2.6	85.4	78.4	87.5	89.0

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)
7	2009	42.9	21.4	31.6	30.5	0.0	15.3	17.8		25.2	37.6	31.3	22.3	403
	2010	42.9	41.4	34.0	34.0	2.9	16.3	18.6		25.4	43.3	34.5	26.3	487
	2011	36.4	59.0	40.3	42.3	11.1	18.3	17.7		32.7	51.1	43.1	24.8	585

NUMBER TESTED IN GRADE 7													
2009	7	14	380	344	24	85	230	0	206	197	403	8,988	
2010	7	29	447	435	34	129	247	0	240	247	487	9,369	
2011	11	61	501	499	18	109	243	0	254	331	585	9,507	

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)
8	2009	100.0	100.0	96.5	96.4	87.5	89.1	94.6		95.0	98.7	96.7	88.3	333
	2010	100.0	93.3	99.0	98.6	87.0	97.7	97.9		99.5	98.1	98.8	92.1	428
	2011	100.0	100.0	99.1	99.0	97.0	97.8	98.1		99.1	99.6	99.2	93.4	485

NUMBER TESTED IN GRADE 8													
2009	7	14	310	276	24	55	204	0	181	150	333	9,233	
2010	7	15	402	367	23	86	243	0	214	214	428	9,084	
2011	12	33	436	415	33	89	215	0	230	254	485	9,324	

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)
8	2009	0	0	11	10	3	6	11		9	2	11	1,078	333
	2010	0	1	4	5	3	2	5		1	4	5	719	428
	2011	0	0	4	4	1	2	4		2	1	4	615	485

NUMBER TESTED IN GRADE 8													
2009	7	14	310	276	24	55	204	0	181	150	333	9,233	
2010	7	15	402	367	23	86	243	0	214	214	428	9,084	
2011	12	33	436	415	33	89	215	0	230	254	485	9,324	

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
8	2009	84.9	84.4	81.1	82.1	84.9
	2010	81.1	80.7	82.9	80.7	81.0
	2011	85.5	85.3	86.3	84.3	82.9

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)
8	2009	71.4	71.4	51.9	51.1	29.2	34.5	34.8		54.7	50.7	53.2	31.7	333
	2010	57.1	80.0	52.2	53.7	21.7	38.4	37.9		54.7	52.3	53.5	32.3	428
	2011	83.3	75.8	66.7	67.2	30.3	39.3	45.1		66.5	69.7	68.0	34.9	485

NUMBER TESTED IN GRADE 8													
2009	7	14	310	276	24	55	204	0	181	150	333	9,233	
2010	7	15	402	367	23	86	243	0	214	214	428	9,084	
2011	12	33	436	415	33	89	215	0	230	254	485	9,324	

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)
8	2009	100.0	64.3	76.9	76.6	60.0	50.9	65.4		82.0	70.7	77.0	59.2	335
	2010	100.0	80.0	75.6	75.1	40.9	64.4	61.6		80.5	72.2	76.3	64.2	427
	2011	91.7	90.9	82.2	82.2	64.7	65.2	67.9		84.4	81.9	82.9	67.6	486

NUMBER TESTED IN GRADE 8													
2009	7	14	312	278	25	57	205	0	183	150	335	9,292	
2010	7	15	401	366	22	87	242	0	215	212	427	9,112	
2011	12	33	437	415	34	89	215	0	231	254	486	9,368	

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)
8	2009	0	5	72	65	10	28	71		33	44	77	3,794	335
	2010	0	3	98	91	13	31	93		42	59	101	3,261	427
	2011	1	3	78	74	12	31	69		36	46	83	3,032	486

NUMBER TESTED IN GRADE 8													
2009	7	14	312	278	25	57	205	0	183	150	335	9,292	
2010	7	15	401	366	22	87	242	0	215	212	427	9,112	
2011	12	33	437	415	34	89	215	0	231	254	486	9,368	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Living Systems and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy	Earth and Space Systems
8	2009	78.4	75.0	72.8	79.0	65.6
	2010	77.2	78.8	73.9	73.0	71.7
	2011	80.2	80.5	78.9	76.1	75.4

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)
8	2009	57.1	28.6	17.3	17.6	12.0	10.5	8.3		21.3	15.3	18.5	13.3	335
	2010	42.9	26.7	23.7	24.3	0.0	14.9	10.3		27.9	19.8	23.9	17.0	427
	2011	50.0	45.5	30.9	31.3	5.9	10.1	10.2		34.6	30.7	32.5	18.9	486

NUMBER TESTED IN GRADES 8													
2009	7	14	312	278	25	57	205	0	183	150	335	9,292	
2010	7	15	401	366	22	87	242	0	215	212	427	9,112	
2011	12	33	437	415	34	89	215	0	231	254	486	9,368	

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)
6	2009			75.0	70.0	75.0	50.0	72.7		62.5	*	75.0	70.9	12
	2010	*		71.4	50.0	62.5	*	62.5		*	*	62.5	72.7	8
	2011			*	*	*	*	*		*	*	*	75.1	3
7	2009		*	40.0	41.7	37.5	28.6	40.0	*	*	36.4	37.5	72.6	16
	2010		*	30.0	20.0	27.3	16.7	27.3		27.3		27.3	66.6	11
	2011	*		62.5	62.5	70.0	*	66.7		85.7	*	70.0	68.7	10
8	2009	*		53.3	37.5	50.0	63.6	50.0		45.5	*	50.0	77.8	16
	2010		*	60.0	71.4	54.5	*	50.0	*	*	71.4	54.5	78.3	11
	2011		*	75.0	66.7	66.7	*	66.7		66.7		66.7	85.2	9
6-8	2009	*	*	54.8	50.0	52.3	50.0	52.4	*	50.0	55.0	52.3	73.8	44
	2010	*	*	51.9	43.5	46.7	46.2	44.8	*	40.0	60.0	46.7	72.6	30
	2011	*	*	68.4	65.0	68.2	55.6	66.7		76.5	*	68.2	76.0	22

NUMBER TESTED IN GRADES 6-8													
2009	1	1	42	30	44	24	42	1	24	20	44	1,932	
2010	1	2	27	23	30	13	29	1	20	10	30	1,492	
2011	2	1	19	20	22	9	21	0	17	5	22	1,293	

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)
6	2009			3	3	3	3	3		3	*	3	182	12
	2010	*		2	3	3	*	3		*	*	3	143	8
	2011			*	*	*	*	*		*	*	*	126	3
7	2009		*	9	7	10	5	9	*	*	7	10	181	16
	2010		*	7	8	8	5	8		8		8	160	11
	2011	*		3	3	3	*	3		1	*	3	128	10
8	2009	*		7	5	8	4	8		6	*	8	143	16
	2010		*	4	2	5	*	5	*	*	2	5	106	11
	2011		*	2	3	3	*	3		3		3	56	9
6-8	2009	*	*	19	15	21	12	20	*	12	9	21	506	44
	2010	*	*	13	13	16	7	16	*	12	4	16	409	30
	2011	*	*	6	7	7	4	7		4	*	7	310	22

NUMBER TESTED IN GRADES 6-8													
2009	1	1	42	30	44	24	42	1	24	20	44	1,932	
2010	1	2	27	23	30	13	29	1	20	10	30	1,492	
2011	2	1	19	20	22	9	21	0	17	5	22	1,293	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
6	2009	60.6	63.9	59.7	60.6
	2010	56.8	43.8	43.8	53.4
	2011	*	*	*	*
7	2009	50.6	51.6	53.1	40.6
	2010	44.5	40.9	36.4	39.4
	2011	54.0	47.5	52.5	47.5
8	2009	56.9	53.9	57.8	49.5
	2010	40.9	47.7	48.9	55.3
	2011	63.3	59.7	56.9	52.8
6-8	2009	55.6	55.8	56.6	49.3
	2010	46.5	44.2	42.9	49.0
	2011	57.1	52.8	54.0	51.0

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)
6	2009			0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	7.5	12
	2010	*		0.0	0.0	0.0	*	0.0		*	*	0.0	11.8	8
	2011			*	*	*	*	*		*	*	*	9.3	3
7	2009		*	0.0	0.0	0.0	0.0	0.0	*	*	0.0	0.0	8.9	16
	2010		*	0.0	0.0	0.0	0.0	0.0		0.0		0.0	9.8	11
	2011	*		0.0	0.0	0.0	*	0.0		0.0	*	0.0	8.3	10
8	2009	*		6.7	0.0	6.3	9.1	6.3		9.1	*	6.3	7.1	16
	2010		*	0.0	0.0	0.0	*	0.0	*	*	0.0	0.0	8.6	11
	2011		*	12.5	11.1	11.1	*	11.1		11.1		11.1	14.8	9
6-8	2009	*	*	2.4	0.0	2.3	4.2	2.4	*	4.2	0.0	2.3	7.9	44
	2010	*	*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	10.1	30
	2011	*	*	5.3	5.0	4.5	0.0	4.8		5.9	*	4.5	10.6	22

NUMBER TESTED IN GRADES 6-8													
2009	1	1	42	30	44	24	42	1	24	20	44	1,932	
2010	1	2	27	23	30	13	29	1	20	10	30	1,492	
2011	2	1	19	20	22	9	21	0	17	5	22	1,293	

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)
6	2009			55.6	66.7	60.0	*	60.0		50.0	*	60.0	64.0	10
	2010	*		57.1	33.3	50.0	*	50.0		*	*	50.0	60.0	8
	2011			*	*	*	*	*		*	*	*	61.6	3
7	2009		*	43.8	46.2	41.2	42.9	43.8	*	50.0	*	41.2	62.0	17
	2010		*	30.0	20.0	27.3	33.3	27.3		27.3		27.3	59.5	11
	2011	*		66.7	57.1	50.0	*	57.1		*	*	50.0	60.2	8
8	2009	*		60.0	37.5	56.3	60.0	56.3		54.5	60.0	56.3	67.1	16
	2010		*	20.0	28.6	18.2	*	20.0	*	*	28.6	18.2	63.0	11
	2011		*	25.0	22.2	22.2	*	22.2		22.2		22.2	74.8	9
6-8	2009	*	*	52.5	50.0	51.2	50.0	52.4	*	52.0	50.0	51.2	64.4	43
	2010	*	*	33.3	26.1	30.0	38.5	31.0	*	30.0	30.0	30.0	60.8	30
	2011	*	*	47.1	42.1	40.0	55.6	42.1		40.0	*	40.0	65.2	20

NUMBER TESTED IN GRADES 6-8													
2009	1	1	40	30	43	22	42	1	25	18	43	1,860	
2010	1	2	27	23	30	13	29	1	20	10	30	1,522	
2011	2	1	17	19	20	9	19	0	15	5	20	1,289	

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)
6	2009			4	3	4	*	4		4	*	4	205	10
	2010	*		3	4	4	*	4		*	*	4	203	8
	2011			*	*	*	*	*		*	*	*	187	3
7	2009		*	9	7	10	4	9	*	3	7	10	248	17
	2010		*	7	8	8	4	8		8		8	200	11
	2011	*		2	3	4	*	3		*	*	4	160	8
8	2009	*		6	5	7	4	7		5	*	7	210	16
	2010		*	8	5	9	*	8	*	*	5	9	193	11
	2011		*	6	7	7	*	7		7		7	101	9
6-8	2009	*	*	19	15	21	11	20	*	12	9	21	663	43
	2010	*	*	18	17	21	8	20	*	14	7	21	596	30
	2011	*	*	9	11	12	4	11		9	*	12	448	20

NUMBER TESTED IN GRADES 6-8													
2009	1	1	40	30	43	22	42	1	25	18	43	1,860	
2010	1	2	27	23	30	13	29	1	20	10	30	1,522	
2011	2	1	17	19	20	9	19	0	15	5	20	1,289	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
6	2009	53.8	54.3	58.3	52.5	66.0	52.9
	2010	51.6	58.9	60.4	68.8	40.0	53.6
	2011	*	*	*	*	*	*
7	2009	39.7	38.2	38.2	47.1	39.2	48.0
	2010	45.5	47.7	33.3	40.9	28.8	39.4
	2011	48.4	40.6	39.6	40.6	52.1	47.9
8	2009	42.2	50.8	51.0	39.1	40.6	43.8
	2010	46.6	37.5	45.5	18.2	37.9	27.3
	2011	33.3	27.8	40.7	44.4	48.1	29.2
6-8	2009	43.9	46.6	47.7	45.3	46.0	47.6
	2010	47.5	47.0	45.0	40.0	35.1	38.7
	2011	42.5	37.3	40.8	41.3	52.5	36.6

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)
6	2009			22.2	22.2	20.0	*	20.0		0.0	*	20.0	8.4	10
	2010	*		0.0	0.0	0.0	*	0.0		*	*	0.0	10.5	8
	2011			*	*	*	*	*		*	*	*	12.1	3
7	2009		*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	8.0	17
	2010		*	0.0	0.0	0.0	0.0	0.0		0.0		0.0	5.3	11
	2011	*		0.0	0.0	0.0	*	0.0		*	*	0.0	9.5	8
8	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	5.8	16
	2010		*	0.0	0.0	0.0	*	0.0	*	*	0.0	0.0	3.5	11
	2011		*	0.0	0.0	0.0	*	0.0		0.0		0.0	6.0	9
6-8	2009	*	*	5.0	6.7	4.7	4.5	4.8	*	0.0	11.1	4.7	7.4	43
	2010	*	*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	6.4	30
	2011	*	*	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	9.4	20

NUMBER TESTED IN GRADES 6-8													
2009	1	1	40	30	43	22	42	1	25	18	43	1,860	
2010	1	2	27	23	30	13	29	1	20	10	30	1,522	
2011	2	1	17	19	20	9	19	0	15	5	20	1,289	

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)
7	2009		*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	0.0	18
	2010		*	30.0	20.0	27.3	33.3	27.3		27.3		27.3	65.2	11
	2011	*		60.0	60.0	66.7	*	63.6		62.5	*	66.7	57.9	12

NUMBER TESTED IN GRADE 7													
2009	0	1	17	14	18	8	17	1	8	10	18	691	
2010	0	1	10	10	11	6	11	0	11	0	11	517	
2011	2	0	10	10	12	5	11	0	8	4	12	401	

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)
7	2009		*	17	14	18	8	17	*	8	10	18	691	18
	2010		*	7	8	8	4	8		8		8	180	11
	2011	*		4	4	4	*	4		3	*	4	169	12

NUMBER TESTED IN GRADE 7													
2009	0	1	17	14	18	8	17	1	8	10	18	691	
2010	0	1	10	10	11	6	11	0	11	0	11	517	
2011	2	0	10	10	12	5	11	0	8	4	12	401	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
7	2009	1.4	66.7	38.9	62.2	51.7
	2010	1.0	54.5	33.0	40.9	35.5
	2011	1.3	45.8	47.9	49.2	56.7

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)
7	2009		*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	0.0	18
	2010		*	0.0	0.0	0.0	0.0	0.0		0.0		0.0	3.1	11
	2011	*		0.0	0.0	0.0	*	0.0		0.0	*	0.0	3.0	12

NUMBER TESTED IN GRADE 7													
2009	0	1	17	14	18	8	17	1	8	10	18	691	
2010	0	1	10	10	11	6	11	0	11	0	11	517	
2011	2	0	10	10	12	5	11	0	8	4	12	401	

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)
8	2009	*		0.0	*	0.0	0.0	0.0		0.0	*	0.0	0.0	12
	2010		*	50.0	66.7	44.4	*	44.4	*	*	66.7	44.4	62.0	9
	2011		*	62.5	55.6	55.6	*	55.6		55.6		55.6	62.1	9

NUMBER TESTED IN GRADE 8													
2009	1	0	11	5	12	8	12	0	9	3	12	618	
2010	0	1	8	6	9	4	9	1	3	6	9	492	
2011	0	1	8	9	9	5	9	0	9	0	9	356	

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)
8	2009	*		11	*	12	8	12		9	*	12	618	12
	2010		*	4	2	5	*	5	*	*	2	5	187	9
	2011		*	3	4	4	*	4		4		4	135	9

NUMBER TESTED IN GRADE 8													
2009	1	0	11	5	12	8	12	0	9	3	12	618	
2010	0	1	8	6	9	4	9	1	3	6	9	492	
2011	0	1	8	9	9	5	9	0	9	0	9	356	

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
8	2009	47.5	48.3	46.4	47.5	50.0
	2010	63.3	62.2	41.3	61.1	50.0
	2011	56.7	73.3	61.9	60.0	50.0

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)
8	2009	*		0.0	*	0.0	0.0	0.0		0.0	*	0.0	0.0	12
	2010		*	12.5	16.7	11.1	*	11.1	*	*	16.7	11.1	4.9	9
	2011		*	0.0	0.0	0.0	*	0.0		0.0		0.0	9.0	9

NUMBER TESTED IN GRADE 8													
2009	1	0	11	5	12	8	12	0	9	3	12	618	
2010	0	1	8	6	9	4	9	1	3	6	9	492	
2011	0	1	8	9	9	5	9	0	9	0	9	356	

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)
8	2009	*		23.1	0.0	21.4	33.3	21.4		20.0	*	21.4	40.1	14
	2010		*	11.1	16.7	10.0	*	10.0	*	*	14.3	10.0	49.6	10
	2011		*	28.6	25.0	25.0	*	25.0		25.0		25.0	55.6	8

NUMBER TESTED IN GRADE 8													
2009	1	0	13	6	14	9	14	0	10	4	14	631	
2010	0	1	9	6	10	4	10	1	3	7	10	502	
2011	0	1	7	8	8	4	8	0	8	0	8	369	

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)
8	2009	*		10	6	11	6	11		8	*	11	378	14
	2010		*	8	5	9	*	9	*	*	6	9	253	10
	2011		*	5	6	6	*	6		6		6	164	8

NUMBER TESTED IN GRADE 8													
2009	1	0	13	6	14	9	14	0	10	4	14	631	
2010	0	1	9	6	10	4	10	1	3	7	10	502	
2011	0	1	7	8	8	4	8	0	8	0	8	369	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Living Systems and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy	Earth and Space Systems
8	2009	47.4	50.0	48.6	48.6	49.2
	2010	42.7	43.0	52.0	44.0	30.0
	2011	37.5	60.0	37.5	52.5	50.0

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)
8	2009	*		0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	2.1	14
	2010		*	0.0	0.0	0.0	*	0.0	*	*	0.0	0.0	2.2	10
	2011		*	0.0	0.0	0.0	*	0.0		0.0		0.0	5.1	8

NUMBER TESTED IN GRADE 8													
2009	1	0	13	6	14	9	14	0	10	4	14	631	
2010	0	1	9	6	10	4	10	1	3	7	10	502	
2011	0	1	7	8	8	4	8	0	8	0	8	369	

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

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	19.8	70.1	38.6	33.6	339
	2010	19.5	67.6	39.2	33.9	436
	2011	12.9	61.3	39.3	33.3	478

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	37.6	82.7	54.2	48.3	345
	2010	34.6	76.0	51.7	45.5	433
	2011	34.4	74.2	56.1	42.1	478

Number Tested	2009	212	127	339	9,813	
	2010	257	179	436	9,416	
	2011	217	261	478	9,423	

Number Tested	2009	218	127	345	9,737	
	2010	254	179	433	9,135	
	2011	218	260	478	9,262	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2009	63.6	55.6	37.0	36.5	8.8	7.0	19.8		40.0	37.1	38.6	33.6	339
	2010	71.4	50.0	37.7	38.6	0.0	22.1	19.5	*	38.4	40.1	39.2	33.9	436
	2011	60.0	55.9	37.3	38.1	2.6	12.2	12.9		37.1	41.2	39.3	33.3	478

Number Tested	2009	11	18	308	277	34	57	212	0	180	159	339	9,813
	2010	7	18	408	368	33	95	257	3	219	217	436	9,416
	2011	10	34	429	407	38	90	217	0	232	245	478	9,423

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2009	3	1	9	7	1	1	6		9	4	13	575	339
	2010	2	1	20	18	0	1	4	*	13	10	23	590	436
	2011	3	3	16	15	0	1	2		13	10	23	608	478

Number Tested	2009	11	18	308	277	34	57	212	0	180	159	339	9,813
	2010	7	18	408	368	33	95	257	3	219	217	436	9,416
	2011	10	34	429	407	38	90	217	0	232	245	478	9,423

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2009	66.7	66.7	53.5	53.0	23.5	43.1	37.6		52.7	56.0	54.2	48.3	345
	2010	57.1	52.6	51.5	53.4	9.4	41.5	34.6	*	55.9	47.4	51.7	45.5	433
	2011	55.6	57.6	55.7	54.3	13.5	29.3	34.4		55.8	56.1	56.1	42.1	478

Number Tested	2009	9	18	316	285	34	65	218	0	186	159	345	9,737
	2010	7	19	404	367	32	94	254	3	220	213	433	9,135
	2011	9	33	431	405	37	92	218	0	231	246	478	9,262

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2009	1	0	35	30	1	3	9		26	10	36	1,219	345
	2010	1	1	33	30	0	4	6	*	22	13	35	984	433
	2011	2	2	54	50	0	1	2		26	33	59	943	478

Number Tested	2009	9	18	316	285	34	65	218	0	186	159	345	9,737
	2010	7	19	404	367	32	94	254	3	220	213	433	9,135
	2011	9	33	431	405	37	92	218	0	231	246	478	9,262

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2009	44.4	38.9	43.7	42.8	26.5	38.5	35.3		43.0	44.0	43.5	44.6	345
	2010	42.9	36.8	39.5	40.5	9.1	39.6	30.0	*	42.5	36.1	39.4	37.3	437
	2011	40.0	45.5	40.2	40.2	13.2	25.5	22.6		36.9	43.8	40.6	34.4	483

Number Tested	2009	9	18	316	285	34	65	218	0	186	159	345	10,012
	2010	7	19	408	370	33	96	257	3	221	216	437	9,519
	2011	10	33	435	410	38	94	221	0	233	249	483	9,530

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2009	1	0	21	17	2	5	10		14	8	22	1,288	345
	2010	0	0	19	17	0	3	5	*	10	9	19	860	437
	2011	1	2	48	44	0	3	8		16	36	52	755	483

Number Tested	2009	9	18	316	285	34	65	218	0	186	159	345	10,012
	2010	7	19	408	370	33	96	257	3	221	216	437	9,519
	2011	10	33	435	410	38	94	221	0	233	249	483	9,530

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
6	1	100.0	1	100.0	0	-	2	100.0
7	3	0.0	6	16.7	0	-	9	11.1
8	2	0.0	2	50.0	0	-	4	25.0
ALL	6	16.7	9	33.3	0	-	15	26.7

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
6 (108)	Beginning	2	1.9	3	2.8	2	1.9	1	1.0	0	0.0
	Intermediate	13	12.0	14	13.0	20	19.2	4	3.9	5	5.0
	Advanced	36	33.3	40	37.0	36	34.6	13	12.6	17	16.8
	Advanced High	57	52.8	51	47.2	46	44.2	85	82.5	79	78.2
7 (127)	Beginning	1	0.8	0	0.0	2	1.6	0	0.0	0	0.0
	Intermediate	2	1.6	5	3.9	10	7.9	6	4.8	6	4.8
	Advanced	30	23.6	35	27.6	47	37.3	25	19.8	27	21.6
	Advanced High	94	74.0	87	68.5	67	53.2	95	75.4	92	73.6
8 (111)	Beginning	0	0.0	1	0.9	2	1.8	1	0.9	1	0.9
	Intermediate	19	17.1	13	11.7	21	19.1	7	6.4	7	6.4
	Advanced	32	28.8	29	26.1	42	38.2	23	20.9	25	22.9
	Advanced High	60	54.1	68	61.3	45	40.9	79	71.8	76	69.7
ALL (346)	Beginning	3	0.9	4	1.2	6	1.8	2	0.6	1	0.3
	Intermediate	34	9.8	32	9.2	51	15.0	17	5.0	18	5.4
	Advanced	98	28.3	104	30.1	125	36.8	61	18.0	69	20.6
	Advanced High	211	61.0	206	59.5	158	46.5	259	76.4	247	73.7

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
90 78 (86.7%)	Beginning	0			
	Intermediate	0	3		
	Advanced	0	8	9	
	Advanced High	0	3	67	
106 85 (80.2%)	Beginning	0			
	Intermediate	1	4		
	Advanced	0	5	17	
	Advanced High	0	2	77	
95 72 (75.8%)	Beginning	1			
	Intermediate	1	4		
	Advanced	1	3	18	
	Advanced High	0	2	65	
291 235 (80.8%)	Beginning	1			
	Intermediate	2	11		
	Advanced	1	16	44	
	Advanced High	0	7	209	

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

SEMESTER 1

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

ALGEBRA I PRE-AP

185	71.2	82.7	82.8	82.8	94.1	97.3	80.3	95.9
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COMPUTER APPLICATIONS

266	69.2	79.5	86.5	87.3	84.2	93.2	71.0	94.6
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HEALTH EDUCATION

28	67.0	79.4	97.2	99.2	96.4	100.0	77.3	96.0
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LANGUAGE ARTS 7

338	61.3	76.8	78.9	79.1	80.8	89.6	63.5	88.7
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LANGUAGE ARTS 7 PRE-AP

242	72.9	82.0	86.5	87.0	97.9	97.5	91.1	96.9
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LANGUAGE ARTS 8

297	65.6	77.1	75.9	75.7	83.8	84.8	72.2	86.0
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LANGUAGE ARTS 8 PRE-AP

174	57.2	74.8	81.4	82.1	85.6	94.3	75.7	95.1
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MATHEMATICS 7

322	69.1	80.7	80.1	80.0	84.2	89.1	54.0	85.1
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MATHEMATICS 7 PRE-AP

263	70.8	80.6	88.8	89.7	87.1	99.6	81.4	97.1
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MATHEMATICS 8

290	60.9	77.4	80.6	80.9	84.8	95.5	56.7	83.2
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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

ALGEBRA I PRE-AP

187	79.0	86.0	83.5	83.2	95.2	98.4	85.0	96.2
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COMPUTER APPLICATIONS

221	70.4	80.3	83.9	84.3	87.3	91.9	70.6	94.1
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HEALTH EDUCATION

35	69.8	79.9	97.9	100.0	88.6	100.0	79.2	92.7
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LANGUAGE ARTS 7

336	70.3	80.2	77.7	77.5	86.9	83.3	78.9	89.4
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LANGUAGE ARTS 7 PRE-AP

245	72.5	81.6	84.0	84.2	95.9	95.9	88.1	96.1
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LANGUAGE ARTS 8

303	61.9	77.6	76.2	76.0	84.5	86.1	75.3	86.9
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LANGUAGE ARTS 8 PRE-AP

172	62.0	76.8	81.2	81.7	89.0	91.9	75.6	95.0
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MATHEMATICS 7

318	69.6	81.0	79.6	79.4	89.6	91.8	61.9	86.0
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MATHEMATICS 7 PRE-AP

258	70.3	82.2	87.9	88.6	92.2	99.6	76.5	96.8
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MATHEMATICS 8

288	67.8	78.5	80.4	80.6	82.6	91.0	57.2	85.0
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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

MS BEGINNING LA FOR ESL

2	*	*	*	*	*	*	63.9	97.7
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MS INTERMEDIATE LA FOR ESL

3	*	*	*	*	*	*	60.8	97.3
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MS INTERMEDIATE READING FOR ESL

6	67.5	80.1	83.0	83.3	100.0	100.0	55.7	96.9
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READING 7

312	74.6	83.1	85.3	85.5	93.3	98.7	80.4	94.2
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READING 8

264	66.8	78.4	83.7	84.3	90.2	98.1	77.2	93.9
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READING MASTERY 7

189	66.2	78.4	79.8	79.9	84.1	88.4	69.0	89.6
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READING MASTERY 8

152	59.8	74.9	80.8	81.5	72.4	92.8	72.3	87.1
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SCIENCE 7 & SCIENCE 7 PRE-AP

591	63.7	78.2	80.8	81.1	84.6	94.1	71.0	88.8
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SCIENCE 8 & SCIENCE 8 PRE-AP

485	59.5	76.6	80.3	80.7	77.3	89.9	65.7	89.3
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SPANISH I 7

10	62.8	75.2	84.7	85.8	70.0	100.0	83.6	96.0
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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

MS BEGINNING LA FOR ESL

2	*	*	*	*	*	*	58.4	97.5
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MS INTERMEDIATE LA FOR ESL

5	*	*	*	*	*	*	62.2	98.4
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MS INTERMEDIATE READING FOR ESL

5	*	*	*	*	*	*	63.4	97.3
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READING 7

309	76.3	84.2	85.0	85.1	92.2	98.1	79.6	95.1
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READING 8

259	77.9	85.3	85.9	86.0	96.5	97.3	90.3	94.9
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READING MASTERY 7

185	69.3	80.0	79.6	79.6	84.9	91.4	71.4	90.7
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READING MASTERY 8

151	67.6	78.4	81.7	82.1	83.4	90.7	80.4	89.3
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SCIENCE 7 & SCIENCE 7 PRE-AP

588	71.4	81.0	82.0	82.1	86.4	95.4	76.4	89.0
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SCIENCE 8 & SCIENCE 8 PRE-AP

487	71.1	80.7	80.8	80.8	87.5	91.2	74.9	91.6
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SPANISH I 7

17	63.1	75.4	77.9	78.2	64.7	82.4	81.9	93.9
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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

SPANISH I 8

10	53.0	68.6	80.5	81.8	40.0	90.0	77.3	98.0
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TEXAS STUDIES 7

331	59.8	74.8	80.5	81.1	70.7	93.1	55.3	87.7
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TEXAS STUDIES 7 PRE-AP

262	64.7	76.5	86.6	87.8	76.0	100.0	74.2	96.2
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UNITED STATES STUDIES 8

317	72.7	81.8	81.3	81.2	83.3	93.1	54.9	86.5
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UNITED STATES STUDIES 8 PRE-AP

164	82.7	88.5	85.5	85.2	98.8	97.0	90.4	96.6
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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

SPANISH I 8

17	67.5	80.1	80.1	80.1	64.7	76.5	79.0	96.1
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TEXAS STUDIES 7

299	58.1	75.8	81.2	81.7	71.2	90.3	63.4	87.1
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TEXAS STUDIES 7 PRE-AP

285	67.1	78.0	87.6	88.7	81.1	98.2	81.4	96.9
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UNITED STATES STUDIES 8

319	72.3	83.0	80.1	79.8	85.0	87.5	71.7	89.7
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UNITED STATES STUDIES 8 PRE-AP

167	86.0	90.6	85.9	85.4	98.8	94.6	95.5	96.8
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