

DATA PACKET

for 2011-12 planning



Dallas
Independent
School
District

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

<https://mydata.dallasisd.org>

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GREINER & GREINER ACADEMY

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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	594
ALL	1,668

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	156	9.4	38	32.8
American Indian/Alaska Native	13	0.8	*	*
Asian/Hawaiian/Pacific Islander	1	0.1	*	*
Hispanic	1,451	87.0	16	13.8
White	42	2.5	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	654	39.2
Economically disadvantaged	1,425	85.4
Limited English proficient (LEP)	309	18.5
Special education	98	5.9
Talented and Gifted (TAG)	401	24.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2009	416	40	9.6	4	1.0	2	0.5	358	86.1	12	2.9	—	—
	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	581	57	9.8	2	0.3	1	0.2	509	87.6	12	2.1	—	—
	2010	599	50	8.3	2	0.3	3	0.5	531	88.6	13	2.2	—	—
	2011	600	62	10.3	8	1.3	1	0.2	513	85.5	13	2.2	3	0.5
8	2009	488	31	6.4	1	0.2	3	0.6	434	88.9	19	3.9	—	—
	2010	596	59	9.9	4	0.7	1	0.2	520	87.2	12	2.0	—	—
	2011	594	52	8.8	4	0.7	0	0.0	520	87.5	18	3.0	0	0.0
6-8	2009	1,485	128	8.6	7	0.5	6	0.4	1,301	87.6	43	2.9	—	—
	2010	1,665	169	10.2	6	0.4	7	0.4	1,449	87.0	34	2.0	—	—
	2011	1,668	156	9.4	13	0.8	1	0.1	1,451	87.0	42	2.5	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	416	358	86.1	101	24.3	27	6.5	182	43.8	0	0.0	21	5.0	0.7
	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	581	485	83.5	110	18.9	42	7.2	283	48.7	120	20.7	25	4.3	1.0
	2010	599	521	87.0	148	24.7	44	7.3	273	45.6	169	28.2	23	3.8	1.3
	2011	600	511	85.2	115	19.2	27	4.5	248	41.3	133	22.2	23	3.8	0.7
8	2009	488	396	81.1	74	15.2	39	8.0	248	50.8	91	18.6	10	2.0	1.0
	2010	596	503	84.4	106	17.8	35	5.9	296	49.7	133	22.3	25	4.2	0.2
	2011	594	494	83.2	102	17.2	40	6.7	232	39.1	148	24.9	25	4.2	0.5
6-8	2009	1,485	1,239	83.4	285	19.2	108	7.3	713	48.0	211	14.2	56	3.8	0.9
	2010	1,665	1,434	86.1	364	21.9	104	6.2	768	46.1	401	24.1	80	4.8	0.6
	2011	1,668	1,425	85.4	309	18.5	98	5.9	654	39.2	401	24.0	70	4.2	0.7

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	413.0	10,588.3	398.1	96.4	10,165.3	96.0	49	11.9	19.9	373	9,131	90.3	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	580.5	10,135.8	560.4	96.5	9,601.8	94.7	62	10.7	26.0	537	8,389	92.5	82.8
	2010	595.3	10,258.0	562.8	94.5	9,636.4	93.9	48	8.1	22.4	525	8,310	88.2	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	493.8	10,551.1	472.3	95.7	9,945.8	94.3	50	10.1	28.2	436	8,477	88.3	80.3
	2010	592.7	9,995.5	558.7	94.3	9,325.9	93.3	12	2.0	15.6	524	7,894	88.4	79.0
	2011	579.1	9,906.7	558.8	96.5	9,388.4	94.8	14	2.4	17.7	545	8,465	94.1	85.4
6-8	2009	1,487.3	31,275.2	1,430.8	96.2	29,712.9	95.0	161	10.8	24.7	1,346	25,997	90.5	83.1
	2010	1,653.8	30,855.9	1,565.5	94.7	29,073.2	94.2	92	5.6	18.9	1,467	25,287	88.7	82.0
	2011	1,627.7	30,090.9	1,576.1	96.8	28,719.4	95.4	88	5.4	19.3	1,565	26,330	96.1	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	100.0	97.4	92.9	92.6	50.0	80.9	85.0		89.9	96.3	93.4	86.4	393
	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	91.1	88.6	89.2	28.6	78.0	79.9		84.8	93.1	89.1	77.1	552
	2010	92.3	92.0	85.9	85.7	35.3	69.9	71.7		83.0	90.0	86.7	77.1	586
	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	96.4	96.9	80.8	86.0	94.0		95.3	98.3	96.8	91.2	474
	2010	100.0	96.6	96.4	96.3	60.0	90.2	92.8		95.9	97.1	96.5	88.9	575
	2011	88.9	100.0	94.5	94.4	66.7	81.9	87.9		92.5	96.8	94.8	88.2	580
6-8	2009	100.0	95.2	92.4	92.7	52.9	81.0	86.3		89.8	95.7	92.9	85.0	1,419
	2010	93.9	95.8	89.5	89.6	48.1	76.7	80.9		88.0	92.2	90.3	81.3	1,618
	2011	95.0	97.4	89.6	90.4	53.2	77.9	79.4		88.1	92.6	90.6	80.6	1,635

NUMBER TESTED IN GRADES 6-8													
2009	43	126	1,237	1,176	68	237	655	0	674	742	1,419	28,010	
2010	33	168	1,403	1,394	77	326	717	0	741	877	1,618	28,435	
2011	40	153	1,422	1,398	79	299	641	0	740	895	1,635	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	0	1	24	25	7	17	25		18	8	26	1,295	393
	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	5	55	49	20	20	51		40	20	60	2,065	552
	2010	1	4	73	73	22	40	73		47	31	78	2,164	586
	2011	0	2	52	43	8	23	48		28	26	54	2,173	586
8	2009	0	0	15	12	5	8	14		11	4	15	834	474
	2010	0	2	18	18	10	9	20		11	9	20	1,028	575
	2011	2	0	28	27	11	17	27		20	10	30	1,116	580
6-8	2009	0	6	94	86	32	45	90		69	32	101	4,194	1,419
	2010	2	7	148	145	40	76	137		89	68	157	5,315	1,618
	2011	2	4	148	134	37	66	132		88	66	154	5,547	1,635

NUMBER TESTED IN GRADES 6-8													
2009	43	126	1,237	1,176	68	237	655	0	674	742	1,419	28,010	
2010	33	168	1,403	1,394	77	326	717	0	741	877	1,618	28,435	
2011	40	153	1,422	1,398	79	299	641	0	740	895	1,635	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	86.7	82.3	84.5	85.0
	2010	82.6	86.7	80.0	81.8
	2011	83.7	85.6	83.3	83.6
7	2009	86.8	88.0	83.9	83.3
	2010	84.1	79.5	81.9	77.8
	2011	86.8	81.1	83.2	79.6
8	2009	90.9	89.9	90.0	90.2
	2010	93.0	87.8	91.2	87.0
	2011	90.3	89.5	89.8	86.9
6-8	2009	88.1	87.0	86.1	86.1
	2010	86.9	84.5	84.7	82.2
	2011	87.1	85.4	85.6	83.4

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)
6	2009	75.0	59.0	42.0	41.7	7.1	21.3	20.4		42.7	46.5	44.8	30.2	393
	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	58.3	50.0	32.8	34.1	0.0	17.6	14.2		30.7	39.2	35.1	19.6	552
	2010	53.8	46.0	25.1	25.7	2.9	9.0	9.7		21.7	33.2	27.8	17.2	586
	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	63.2	54.8	52.4	50.6	15.4	22.8	29.5		46.1	59.8	53.0	36.6	474
	2010	66.7	60.3	44.8	45.6	8.0	23.9	23.1		41.0	52.4	47.1	31.9	575
	2011	83.3	64.0	42.4	44.7	6.1	17.0	17.9		38.1	52.6	45.9	31.2	580
6-8	2009	65.1	54.0	42.0	41.7	7.4	20.3	21.2		39.2	48.0	43.8	29.0	1,419
	2010	63.6	49.4	33.8	34.4	6.5	15.6	16.5		31.4	40.5	36.3	23.7	1,618
	2011	75.0	55.6	36.2	38.1	6.3	16.4	14.8		33.9	43.8	39.3	25.0	1,635

NUMBER TESTED IN GRADES 6-8													
2009	43	126	1,237	1,176	68	237	655	0	674	742	1,419	28,010	
2010	33	168	1,403	1,394	77	326	717	0	741	877	1,618	28,435	
2011	40	153	1,422	1,398	79	299	641	0	740	895	1,635	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	91.7	89.7	90.5	89.6	73.3	79.8	81.4		91.0	90.2	90.6	73.3	392
	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	90.9	86.7	87.4	40.7	80.2	76.8		85.6	89.2	87.5	67.2	551
	2010	100.0	84.0	88.8	87.6	60.6	82.6	77.4		88.1	89.3	88.7	68.5	586
	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	94.4	93.5	90.9	90.6	72.0	77.6	82.7		90.9	91.5	91.3	72.3	470
	2010	100.0	94.8	90.4	91.3	56.0	91.2	83.4		88.8	93.2	91.1	76.4	575
	2011	100.0	94.0	91.3	91.6	84.8	79.8	81.2		91.4	92.3	91.9	78.3	580
6-8	2009	95.2	91.2	89.1	89.1	59.7	79.4	80.1		88.8	90.3	89.6	71.0	1,413
	2010	97.0	92.3	87.9	88.2	61.8	82.4	79.3		87.3	89.7	88.6	72.5	1,618
	2011	100.0	94.7	88.4	89.1	71.6	79.9	76.4		87.3	91.1	89.4	74.2	1,637

NUMBER TESTED IN GRADES 6-8													
2009	42	125	1,234	1,171	67	238	652	0	671	739	1,413	27,738	
2010	33	168	1,403	1,393	76	324	716	0	742	876	1,618	28,433	
2011	40	152	1,425	1,399	81	299	644	0	743	894	1,637	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	1	4	32	35	4	18	31		16	21	37	2,552	392
	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	5	64	57	16	18	59		38	31	69	2,966	551
	2010	0	8	58	63	13	23	58		33	33	66	2,975	586
	2011	0	3	58	51	7	23	58		35	26	61	2,895	587
8	2009	1	2	38	36	7	13	40		21	20	41	2,530	470
	2010	0	3	48	42	11	8	46		30	21	51	2,173	575
	2011	0	3	44	41	5	19	42		23	24	47	2,056	580
6-8	2009	2	11	134	128	27	49	130		75	72	147	8,048	1,413
	2010	1	13	170	165	29	57	148		94	90	184	7,821	1,618
	2011	0	8	166	152	23	60	152		94	80	174	7,395	1,637

NUMBER TESTED IN GRADES 6-8													
2009	42	125	1,234	1,171	67	238	652	0	671	739	1,413	27,738	
2010	33	168	1,403	1,393	76	324	716	0	742	876	1,618	28,433	
2011	40	152	1,425	1,399	81	299	644	0	743	894	1,637	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	82.9	85.4	86.3	81.8	83.1	85.1
	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	80.9	75.5	81.6	79.9	70.6	81.6
	2010	78.9	76.3	82.1	71.3	79.6	78.2
	2011	81.3	77.8	85.0	72.0	79.8	80.1
8	2009	77.8	82.1	82.2	73.1	81.1	76.2
	2010	79.5	77.9	80.3	66.2	80.9	75.7
	2011	82.1	81.9	84.5	73.1	86.0	77.6
6-8	2009	80.4	80.4	83.1	78.2	77.5	80.8
	2010	78.8	77.8	81.3	69.8	80.5	77.2
	2011	81.1	80.1	83.8	73.5	83.3	79.4

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)
6	2009	58.3	53.8	48.2	48.4	0.0	27.0	24.0		46.9	50.7	49.0	29.0	392
	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	66.7	20.0	28.9	29.1	0.0	14.3	12.2		28.5	29.2	28.9	11.3	551
	2010	46.2	38.0	34.0	33.8	0.0	20.5	14.4		33.2	36.2	34.8	14.7	586
	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	27.8	25.8	30.9	29.1	16.0	13.8	12.6		30.3	30.9	30.4	15.4	470
	2010	50.0	17.2	28.8	28.5	4.0	20.9	13.7		28.0	28.0	28.0	14.1	575
	2011	50.0	44.0	36.7	37.4	12.1	17.0	15.2		36.2	39.4	37.9	15.3	580
6-8	2009	47.6	32.0	34.8	34.6	6.0	18.9	15.3		34.0	36.0	35.0	18.7	1,413
	2010	48.5	32.7	30.8	30.8	5.3	21.3	15.1		30.5	32.3	31.5	17.2	1,618
	2011	50.0	40.1	35.9	36.9	14.8	23.7	19.1		35.0	38.6	37.0	18.3	1,637

NUMBER TESTED IN GRADES 6-8													
2009	42	125	1,234	1,171	67	238	652	0	671	739	1,413	27,738	
2010	33	168	1,403	1,393	76	324	716	0	742	876	1,618	28,433	
2011	40	152	1,425	1,399	81	299	644	0	743	894	1,637	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	90.9	94.8	94.5	56.0	83.3	89.2		91.9	96.9	94.5	88.6	549
	2010	100.0	96.0	94.6	94.9	64.7	86.5	88.7		91.3	98.1	94.9	90.6	585
	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	12	55	479	454	25	90	251	0	260	289	549	8,988	
2010	13	50	516	507	34	133	257	0	276	309	585	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	5	25	25	11	15	27		21	9	30	1,023	549
	2010	0	2	28	26	12	18	29		24	6	30	878	585
	2011	1	0	12	11	2	8	12		8	5	13	964	585

NUMBER TESTED IN GRADE 7													
2009	12	55	479	454	25	90	251	0	260	289	549	8,988	
2010	13	50	516	507	34	133	257	0	276	309	585	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	2.6	85.0	85.3	86.4	86.9
	2010	2.6	82.8	76.5	85.4	86.5
	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	58.3	54.5	37.2	37.0	4.0	17.8	19.1		30.8	47.1	39.3	22.3	549
	2010	69.2	50.0	40.5	40.8	2.9	18.8	20.6		32.2	50.8	42.1	26.3	585
	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	12	55	479	454	25	90	251	0	260	289	549	8,988	
2010	13	50	516	507	34	133	257	0	276	309	585	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	97.3	97.4	88.0	89.5	95.2		96.1	99.2	97.6	88.3	468
	2010	100.0	98.2	99.2	99.0	87.5	97.8	98.1		99.6	98.7	99.1	92.1	568
	2011	100.0	100.0	99.2	99.2	97.0	97.8	98.2		99.2	99.7	99.3	93.4	580

NUMBER TESTED IN GRADE 8													
2009	18	31	415	380	25	57	229	0	230	236	468	9,233	
2010	12	55	496	479	24	91	269	0	265	303	568	9,084	
2011	18	51	506	483	33	90	223	0	266	313	580	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	468
	2010	0	1	4	5	3	2	5		1	4	5	719	568
	2011	0	0	4	4	1	2	4		2	1	4	615	580

NUMBER TESTED IN GRADE 8													
2009	18	31	415	380	25	57	229	0	230	236	468	9,233	
2010	12	55	496	479	24	91	269	0	265	303	568	9,084	
2011	18	51	506	483	33	90	223	0	266	313	580	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	87.0	87.2	82.9	84.3	86.6
	2010	83.2	81.8	85.0	82.2	82.9
	2011	86.9	86.1	87.5	85.5	84.4

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	77.8	83.9	57.6	57.9	28.0	35.1	36.7		60.4	59.3	60.0	31.7	468
	2010	75.0	83.6	57.7	59.9	25.0	39.6	40.5		59.2	62.0	60.7	32.3	568
	2011	88.9	76.5	70.2	70.4	30.3	40.0	46.6		69.5	73.5	71.6	34.9	580

NUMBER TESTED IN GRADE 8													
2009	18	31	415	380	25	57	229	0	230	236	468	9,233	
2010	12	55	496	479	24	91	269	0	265	303	568	9,084	
2011	18	51	506	483	33	90	223	0	266	313	580	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	80.6	81.1	80.9	61.5	50.8	67.4		85.8	78.0	81.9	59.2	470
	2010	100.0	91.1	79.2	79.6	43.5	66.3	64.1		83.5	78.9	81.0	64.2	569
	2011	94.4	94.1	84.6	84.7	64.7	65.6	69.1		86.5	85.3	85.7	67.6	581

NUMBER TESTED IN GRADE 8													
2009	18	31	417	382	26	59	230	0	232	236	470	9,292	
2010	12	56	496	480	23	92	270	0	266	303	569	9,112	
2011	18	51	507	483	34	90	223	0	267	313	581	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	6	79	73	10	29	75		33	52	85	3,794	470
	2010	0	5	103	98	13	31	97		44	64	108	3,261	569
	2011	1	3	78	74	12	31	69		36	46	83	3,032	581

NUMBER TESTED IN GRADE 8													
2009	18	31	417	382	26	59	230	0	232	236	470	9,292	
2010	12	56	496	480	23	92	270	0	266	303	569	9,112	
2011	18	51	507	483	34	90	223	0	267	313	581	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	80.8	78.0	75.9	81.2	68.8
	2010	78.8	80.5	76.7	75.4	74.1
	2011	82.0	82.5	80.9	78.5	77.5

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)
8	2009	66.7	35.5	23.5	23.3	11.5	11.9	8.7		28.0	24.2	26.0	13.3	470
	2010	66.7	26.8	28.4	29.0	0.0	14.1	10.7		31.2	27.1	29.0	17.0	569
	2011	66.7	52.9	36.7	37.5	5.9	11.1	11.7		40.1	38.7	39.2	18.9	581

NUMBER TESTED IN GRADES 8													
2009	18	31	417	382	26	59	230	0	232	236	470	9,292	
2010	12	56	496	480	23	92	270	0	266	303	569	9,112	
2011	18	51	507	483	34	90	223	0	267	313	581	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	22.0	75.9	49.0	33.6	473
	2010	22.5	70.8	46.9	33.9	576
	2011	13.8	68.7	47.1	33.3	573

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	38.8	86.1	62.2	48.3	479
	2010	36.7	76.3	56.8	45.5	572
	2011	35.8	77.7	61.2	42.1	572

Number Tested	2009	236	237	473	9,813	
	2010	285	291	576	9,416	
	2011	225	348	573	9,423	

Number Tested	2009	242	237	479	9,737	
	2010	281	291	572	9,135	
	2011	226	346	572	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	77.3	68.6	46.1	46.3	8.6	8.5	22.0		48.5	49.6	49.0	33.6	473
	2010	83.3	74.1	42.4	45.4	0.0	23.0	22.5	*	43.7	49.7	46.9	33.9	576
	2011	75.0	69.2	43.7	44.8	2.6	12.1	13.8		43.3	50.3	47.1	33.3	573

Number Tested	2009	22	35	412	380	35	59	236	0	229	244	473	9,813
	2010	12	58	502	480	34	100	285	3	270	306	576	9,416
	2011	16	52	499	475	38	91	225	0	268	304	573	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	7	3	23	18	1	1	6		17	16	33	575	473
	2010	4	9	31	33	0	1	6	*	16	29	45	590	576
	2011	8	5	22	22	0	1	3		17	20	37	608	573

Number Tested	2009	22	35	412	380	35	59	236	0	229	244	473	9,813
	2010	12	58	502	480	34	100	285	3	270	306	576	9,416
	2011	16	52	499	475	38	91	225	0	268	304	573	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	85.0	68.6	60.7	60.1	22.9	43.3	38.8		59.1	65.2	62.2	48.3	479
	2010	75.0	66.1	55.1	57.7	12.1	41.4	36.7	*	59.4	54.5	56.8	45.5	572
	2011	73.3	68.6	59.8	59.3	13.5	30.1	35.8		59.9	62.2	61.2	42.1	572

Number Tested	2009	20	35	420	388	35	67	242	0	235	244	479	9,737
	2010	12	59	497	478	33	99	281	3	271	301	572	9,135
	2011	15	51	500	472	37	93	226	0	267	304	572	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	3	3	62	53	1	4	11		40	28	68	1,219	479
	2010	4	6	50	48	0	4	6	*	34	26	60	984	572
	2011	7	11	81	79	0	1	3		45	56	101	943	572

Number Tested	2009	20	35	420	388	35	67	242	0	235	244	479	9,737
	2010	12	59	497	478	33	99	281	3	271	301	572	9,135
	2011	15	51	500	472	37	93	226	0	267	304	572	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	45.0	54.3	49.8	48.2	25.7	37.3	35.5		47.2	52.0	49.7	44.6	479
	2010	50.0	47.5	42.9	44.1	8.8	38.6	30.3	*	45.2	41.8	43.4	37.3	576
	2011	62.5	54.9	45.0	45.3	13.2	26.3	23.6		40.9	51.1	46.4	34.4	577

Number Tested	2009	20	35	420	388	35	67	242	0	235	244	479	10,012
	2010	12	59	501	481	34	101	284	3	272	304	576	9,519
	2011	16	51	504	477	38	95	229	0	269	307	577	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	3	3	36	31	2	5	12		22	20	42	1,288	479
	2010	2	4	28	27	0	3	6	*	14	20	34	860	576
	2011	2	8	65	65	0	3	9		24	53	77	755	577

Number Tested	2009	20	35	420	388	35	67	242	0	235	244	479	10,012
	2010	12	59	501	481	34	101	284	3	272	304	576	9,519
	2011	16	51	504	477	38	95	229	0	269	307	577	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 (113)	Beginning	0	0.0	1	0.9	2	1.8	1	0.9	1	0.9
	Intermediate	19	16.8	13	11.5	21	18.8	7	6.3	7	6.3
	Advanced	32	28.3	29	25.7	42	37.5	23	20.5	25	22.5
	Advanced High	62	54.9	70	61.9	47	42.0	81	72.3	78	70.3
ALL (348)	Beginning	3	0.9	4	1.1	6	1.8	2	0.6	1	0.3
	Intermediate	34	9.8	32	9.2	51	14.9	17	5.0	18	5.3
	Advanced	98	28.2	104	29.9	125	36.5	61	17.9	69	20.5
	Advanced High	213	61.2	208	59.8	160	46.8	261	76.5	249	73.9

**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	
97 74 (76.3%)	Beginning	1			
	Intermediate	1	4		
	Advanced	1	3	18	
	Advanced High	0	2	67	
293 237 (80.9%)	Beginning	1			
	Intermediate	2	11		
	Advanced	1	16	44	
	Advanced High	0	7	211	

■ 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

261	72.2	83.3	83.5	83.5	94.6	97.7	80.3	95.9
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COMPUTER APPLICATIONS

267	69.3	79.5	86.5	87.3	84.3	93.3	71.0	94.6
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HEALTH EDUCATION

29	67.4	79.6	97.2	99.2	96.6	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

308	66.0	77.3	76.1	76.0	84.4	85.4	72.2	86.0
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LANGUAGE ARTS 8 PRE-AP

258	58.3	75.5	82.2	83.0	86.4	95.7	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

309	61.5	77.8	80.8	81.1	85.8	95.8	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

263	79.5	86.3	83.9	83.6	95.8	97.3	85.0	96.2
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COMPUTER APPLICATIONS

223	70.6	80.4	84.0	84.3	87.4	91.9	70.6	94.1
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HEALTH EDUCATION

38	71.3	80.9	98.1	100.0	89.5	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

314	62.2	77.8	76.5	76.3	85.0	86.6	75.3	86.9
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LANGUAGE ARTS 8 PRE-AP

256	63.2	77.5	82.0	82.5	91.4	93.8	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

306	68.3	78.9	80.6	80.8	83.7	91.2	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

310	67.9	79.0	84.5	85.2	91.3	98.4	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

157	60.5	75.3	80.9	81.6	73.2	93.0	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

580	61.8	78.0	81.6	82.1	80.7	91.6	65.7	89.3
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SPANISH I 7

12	64.3	76.2	85.4	86.4	75.0	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

303	78.6	85.7	86.5	86.6	97.0	97.7	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

155	68.1	78.7	81.7	82.1	83.9	91.0	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

581	72.7	81.8	82.1	82.1	89.5	92.6	74.9	91.6
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SPANISH I 7

19	63.0	75.3	78.6	79.0	68.4	84.2	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

13	55.7	70.5	81.8	83.1	46.2	92.3	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

337	73.2	82.2	81.5	81.4	84.3	92.9	54.9	86.5
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UNITED STATES STUDIES 8 PRE-AP

239	83.1	88.8	86.7	86.5	99.2	97.9	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

21	67.1	79.9	81.3	81.4	71.4	81.0	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

338	72.9	83.4	80.4	80.1	85.8	87.9	71.7	89.7
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UNITED STATES STUDIES 8 PRE-AP

242	86.7	91.1	87.0	86.5	99.2	95.5	95.5	96.8
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