

DATA PACKET

for 2011-12 planning



Dallas
Independent
School
District

Evaluation & Accountability
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SPENCE & SPENCE 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	385
7	383
8	344
ALL	1,112

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	217	19.5	24	28.9
American Indian/Alaska Native	6	0.5	*	*
Asian/Hawaiian/Pacific Islander	30	2.7	*	*
Hispanic	821	73.8	15	18.1
White	33	3.0	35	42.2
Multiple	5	0.4	6	7.2
Other* (teachers only)	—	—	3	3.6
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	590	53.1
Economically disadvantaged	995	89.5
Limited English proficient (LEP)	290	26.1
Special education	86	7.7
Talented and Gifted (TAG)	280	25.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2009	359	66	18.4	1	0.3	12	3.3	266	74.1	14	3.9	—	—
	2010	368	67	18.2	2	0.5	11	3.0	276	75.0	12	3.3	—	—
	2011	385	79	20.5	3	0.8	9	2.3	281	73.0	10	2.6	3	0.8
7	2009	321	57	17.8	3	0.9	14	4.4	239	74.5	8	2.5	—	—
	2010	370	68	18.4	1	0.3	11	3.0	275	74.3	15	4.1	—	—
	2011	383	69	18.0	2	0.5	12	3.1	289	75.5	9	2.3	2	0.5
8	2009	379	74	19.5	1	0.3	14	3.7	287	75.7	3	0.8	—	—
	2010	327	60	18.3	2	0.6	11	3.4	248	75.8	6	1.8	—	—
	2011	344	69	20.1	1	0.3	9	2.6	251	73.0	14	4.1	0	0.0
6-8	2009	1,059	197	18.6	5	0.5	40	3.8	792	74.8	25	2.4	—	—
	2010	1,065	195	18.3	5	0.5	33	3.1	799	75.0	33	3.1	—	—
	2011	1,112	217	19.5	6	0.5	30	2.7	821	73.8	33	3.0	5	0.4

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
6	2009	359	322	89.7	104	29.0	26	7.2	174	48.5	103	28.7	21	5.8	0.8
	2010	368	339	92.1	112	30.4	29	7.9	172	46.7	94	25.5	24	6.5	0.8
	2011	385	345	89.6	110	28.6	29	7.5	196	50.9	101	26.2	24	6.2	0.8
7	2009	321	280	87.2	69	21.5	23	7.2	155	48.3	105	32.7	20	6.2	1.9
	2010	370	335	90.5	111	30.0	24	6.5	184	49.7	105	28.4	19	5.1	0.5
	2011	383	345	90.1	100	26.1	33	8.6	220	57.4	83	21.7	31	8.1	2.6
8	2009	379	346	91.3	80	21.1	27	7.1	195	51.5	107	28.2	25	6.6	1.1
	2010	327	282	86.2	72	22.0	29	8.9	170	52.0	99	30.3	18	5.5	1.8
	2011	344	305	88.7	80	23.3	24	7.0	174	50.6	96	27.9	18	5.2	0.6
6-8	2009	1,059	948	89.5	253	23.9	76	7.2	524	49.5	315	29.7	66	6.2	1.2
	2010	1,065	956	89.8	295	27.7	82	7.7	526	49.4	298	28.0	61	5.7	1.0
	2011	1,112	995	89.5	290	26.1	86	7.7	590	53.1	280	25.2	73	6.6	1.3

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	359.0	10,588.3	344.0	95.8	10,165.3	96.0	53	14.8	19.9	310	9,131	86.4	86.2
	2010	370.1	10,602.4	352.7	95.3	10,110.8	95.4	49	13.2	18.6	314	9,083	84.8	85.7
	2011	371.4	10,126.2	359.6	96.8	9,742.1	96.2	44	11.8	17.3	353	9,074	95.0	89.6
7	2009	328.2	10,135.8	312.5	95.2	9,601.8	94.7	47	14.3	26.0	292	8,389	89.0	82.8
	2010	367.2	10,258.0	347.2	94.5	9,636.4	93.9	41	11.2	22.4	318	8,310	86.6	81.0
	2011	369.5	10,058.0	354.1	95.9	9,588.9	95.3	68	18.4	22.8	332	8,791	89.9	87.4
8	2009	378.6	10,551.1	360.4	95.2	9,945.8	94.3	61	16.1	28.2	328	8,477	86.6	80.3
	2010	323.8	9,995.5	303.7	93.8	9,325.9	93.3	18	5.6	15.6	261	7,894	80.6	79.0
	2011	334.0	9,906.7	318.7	95.4	9,388.4	94.8	28	8.4	17.7	307	8,465	91.9	85.4
6-8	2009	1,065.8	31,275.2	1,016.9	95.4	29,712.9	95.0	161	15.1	24.7	930	25,997	87.3	83.1
	2010	1,061.1	30,855.9	1,003.5	94.6	29,073.2	94.2	108	10.2	18.9	893	25,287	84.2	82.0
	2011	1,074.8	30,090.9	1,032.4	96.1	28,719.4	95.4	140	13.0	19.3	992	26,330	92.3	87.5

Teachers: 83

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	24	28.9
Hispanic	15	18.1
White	35	42.2
Multiple categories	6	7.2
Other	3	3.6

Gender	Number	Percentage
Female	54	65.1
Male	29	34.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	7.4	NA
2009-10	7.4	NA
2010-11	8.7	89.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	2.4
1	2	2.4
2	5	6.0
3	9	10.8
4	5	6.0
5	3	3.6
1-3	16	19.3
More than 3	65	78.3
1 - 5	24	28.9
6 - 10	19	22.9
11 - 20	21	25.3
More than 20	17	20.5

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	82.0	86.6	84.8	35.7	74.7	72.2	*	82.6	89.9	86.2	86.4	326
	2010	100.0	70.3	77.9	75.8	29.2	61.8	62.8	*	71.8	83.1	77.4	78.3	359
	2011	87.5	73.3	76.4	74.7	20.0	61.6	60.7		73.4	79.3	76.2	76.4	369
7	2009	100.0	69.8	77.3	73.6	15.0	49.1	55.5	*	70.1	83.0	76.4	77.1	301
	2010	100.0	77.3	74.3	74.2	19.0	49.5	55.1		71.0	81.6	76.1	77.1	360
	2011	100.0	71.7	78.9	77.8	33.3	64.1	67.3		79.9	76.4	78.2	77.2	362
8	2009	*	97.1	91.9	93.1	50.0	81.4	87.0	*	96.2	90.2	93.3	91.2	356
	2010	100.0	78.3	88.3	84.7	28.6	68.3	76.2	*	80.9	92.0	86.6	88.9	320
	2011	92.3	84.6	92.8	90.6	35.7	81.3	84.0	*	89.0	93.3	91.1	88.2	338
6-8	2009	100.0	84.1	85.7	84.5	28.6	69.2	72.9	*	83.7	87.9	85.8	85.0	983
	2010	100.0	75.3	79.8	77.9	26.0	58.6	64.5	*	74.2	85.4	79.8	81.3	1,039
	2011	93.3	76.5	82.4	80.7	30.0	68.0	70.3	*	80.6	82.7	81.6	80.6	1,069

	NUMBER TESTED IN GRADES 6-8											
2009	25	182	733	870	42	195	458	4	504	479	983	28,010
2010	32	190	779	932	73	278	516	2	524	515	1,039	28,435
2011	30	200	801	955	50	284	566	1	541	527	1,069	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	11	32	44	9	20	40	*	29	16	45	1,295	326
	2010	0	19	60	80	17	42	64	*	51	30	81	2,123	359
	2011	1	20	64	84	12	43	72		49	38	88	2,258	369
7	2009	0	16	51	69	17	29	61	*	46	25	71	2,065	301
	2010	0	15	69	84	17	53	79		54	32	86	2,164	360
	2011	0	17	59	72	14	33	68		37	42	79	2,173	362
8	2009	*	2	22	22	4	11	23	*	7	17	24	834	356
	2010	0	13	28	42	20	20	40	*	30	13	43	1,028	320
	2011	1	10	18	28	9	15	28	*	19	11	30	1,116	338
6-8	2009	0	29	105	135	30	60	124	*	82	58	140	4,194	983
	2010	0	47	157	206	54	115	183	*	135	75	210	5,315	1,039
	2011	2	47	141	184	35	91	168	*	105	91	197	5,547	1,069

NUMBER TESTED IN GRADES 6-8													
2009	25	182	733	870	42	195	458	4	504	479	983	28,010	
2010	32	190	779	932	73	278	516	2	524	515	1,039	28,435	
2011	30	200	801	955	50	284	566	1	541	527	1,069	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	82.4	74.4	79.3	82.2
	2010	79.4	81.2	73.4	77.3
	2011	80.6	80.9	76.3	80.2
7	2009	81.3	83.8	78.0	76.2
	2010	79.2	72.7	75.7	72.7
	2011	83.4	74.8	74.7	74.4
8	2009	88.9	87.8	86.2	88.2
	2010	87.6	83.5	83.3	81.7
	2011	87.6	85.8	86.1	83.7
6-8	2009	84.4	82.1	81.4	82.5
	2010	81.8	78.9	77.3	77.1
	2011	83.8	80.4	78.9	79.3

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2009	78.6	37.7	29.8	28.4	7.1	5.1	6.9	*	40.1	25.8	33.1	30.2	326
	2010	50.0	25.0	19.6	19.6	4.2	8.2	7.6	*	22.7	20.8	21.7	22.1	359
	2011	50.0	29.3	30.3	27.7	6.7	12.5	8.7		31.5	29.3	30.4	26.0	369
7	2009	57.1	30.2	19.6	19.2	5.0	3.5	5.8	*	20.8	26.5	23.6	19.6	301
	2010	71.4	30.3	20.5	19.3	0.0	2.9	3.4		24.2	23.6	23.9	17.2	360
	2011	77.8	25.0	22.5	22.2	4.8	9.8	12.5		25.0	23.6	24.3	17.9	362
8	2009	*	42.6	46.7	43.8	12.5	11.9	20.3	*	45.4	48.0	46.6	36.6	356
	2010	50.0	38.3	32.5	30.5	10.7	11.1	18.5	*	34.4	36.2	35.3	31.9	320
	2011	69.2	36.9	40.4	36.6	0.0	6.3	17.7	*	41.0	39.4	40.2	31.2	338
6-8	2009	72.0	37.4	32.9	31.3	7.1	6.7	11.8	*	36.1	34.0	35.1	29.0	983
	2010	59.4	31.1	23.9	22.7	5.5	6.8	9.7	*	26.7	26.6	26.7	23.7	1,039
	2011	66.7	30.5	30.7	28.6	4.0	9.9	12.9	*	32.3	30.6	31.4	25.0	1,069

NUMBER TESTED IN GRADES 6-8													
2009	25	182	733	870	42	195	458	4	504	479	983	28,010	
2010	32	190	779	932	73	278	516	2	524	515	1,039	28,435	
2011	30	200	801	955	50	284	566	1	541	527	1,069	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	100.0	62.9	72.9	70.9	37.5	60.0	49.3	*	72.4	73.6	72.9	73.3	329
	2010	100.0	54.8	69.7	65.8	12.5	56.1	53.4	*	72.0	63.7	67.9	72.7	361
	2011	87.5	64.5	72.1	70.1	26.7	61.8	52.2		76.5	66.8	71.5	74.5	368
7	2009	100.0	76.9	69.7	70.0	13.6	50.0	48.9	*	68.8	75.8	72.3	67.2	303
	2010	78.6	61.5	65.0	62.1	4.5	43.2	40.9		66.0	63.3	64.7	68.5	365
	2011	100.0	47.5	70.8	66.9	9.5	62.1	54.2		74.3	61.5	67.8	69.7	367
8	2009	*	64.2	77.3	73.9	16.7	46.7	55.1	*	80.0	70.2	75.4	72.3	358
	2010	100.0	65.0	72.8	70.4	11.1	41.9	50.9	*	73.7	71.2	72.4	76.4	319
	2011	91.7	67.7	79.0	74.8	25.0	62.2	60.2	*	77.0	77.0	77.0	78.3	339
6-8	2009	100.0	67.4	73.5	71.7	22.0	53.0	51.4	*	74.1	73.1	73.6	71.0	990
	2010	90.6	60.4	69.0	65.8	9.6	48.1	48.3	*	70.3	65.9	68.1	72.5	1,045
	2011	93.1	60.4	73.8	70.4	19.2	62.0	55.4	*	75.9	68.2	72.0	74.2	1,074

	NUMBER TESTED IN GRADES 6-8											
2009	25	181	741	877	50	200	463	4	514	476	990	27,738
2010	32	187	787	937	73	287	522	2	526	519	1,045	28,433
2011	29	202	805	961	52	287	570	1	544	528	1,074	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	0	23	65	85	10	32	75	*	47	42	89	2,552	329
	2010	0	28	83	114	21	50	81	*	51	65	116	2,673	361
	2011	1	27	75	99	11	42	87		43	61	105	2,444	368
7	2009	0	12	69	79	19	30	71	*	48	36	84	2,966	303
	2010	3	25	96	125	21	63	107		64	65	129	2,975	365
	2011	0	32	83	109	19	36	97		48	69	118	2,895	367
8	2009	*	24	62	84	10	32	79	*	38	50	88	2,530	358
	2010	0	21	65	81	24	36	82	*	41	47	88	2,173	319
	2011	1	21	53	76	12	31	70	*	40	38	78	2,056	339
6-8	2009	0	59	196	248	39	94	225	*	133	128	261	8,048	990
	2010	3	74	244	320	66	149	270	*	156	177	333	7,821	1,045
	2011	2	80	211	284	42	109	254	*	131	168	301	7,395	1,074

NUMBER TESTED IN GRADES 6-8													
2009	25	181	741	877	50	200	463	4	514	476	990	27,738	
2010	32	187	787	937	73	287	522	2	526	519	1,045	28,433	
2011	29	202	805	961	52	287	570	1	544	528	1,074	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	72.7	71.9	78.6	72.3	77.8	75.8
	2010	64.4	69.2	73.5	64.9	74.3	70.4
	2011	68.9	71.3	75.6	67.6	76.9	72.4
7	2009	72.8	67.3	67.6	62.3	62.8	71.5
	2010	65.6	63.2	66.6	53.9	65.4	69.8
	2011	65.1	65.9	69.9	51.7	66.6	70.5
8	2009	70.1	72.4	75.7	57.3	74.8	73.7
	2010	64.2	65.2	65.5	47.8	69.3	66.8
	2011	70.1	70.5	71.4	57.9	73.3	70.1
6-8	2009	71.8	70.7	74.2	63.8	72.1	73.7
	2010	64.8	65.9	68.6	55.8	69.7	69.1
	2011	68.0	69.2	72.3	59.1	72.3	71.0

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	71.4	24.2	35.4	31.8	0.0	17.5	11.5	*	35.3	32.7	34.0	29.0	329
	2010	58.3	12.9	16.4	16.2	4.2	7.9	5.2	*	20.9	15.1	18.0	22.4	361
	2011	37.5	21.1	22.3	20.8	0.0	7.3	5.5		29.0	16.8	22.8	24.5	368
7	2009	28.6	15.4	7.5	8.4	0.0	1.7	2.2	*	8.4	12.8	10.6	11.3	303
	2010	57.1	15.4	17.5	15.2	0.0	1.8	1.1		20.7	15.8	18.4	14.7	365
	2011	44.4	9.8	16.2	15.2	4.8	7.4	5.2		18.2	14.5	16.3	15.1	367
8	2009	*	16.4	24.2	22.4	0.0	3.3	2.8	*	25.8	20.8	23.5	15.4	358
	2010	16.7	8.3	8.4	6.6	0.0	3.2	1.8	*	10.3	9.2	9.7	14.1	319
	2011	66.7	23.1	22.6	20.3	0.0	1.2	5.7	*	27.6	20.0	23.9	15.3	339
6-8	2009	52.0	18.8	22.7	21.3	0.0	8.5	5.4	*	23.7	22.3	23.0	18.7	990
	2010	50.0	12.3	14.4	13.0	1.4	4.5	2.7	*	17.7	13.5	15.6	17.2	1,045
	2011	51.7	18.3	20.2	18.7	1.9	5.6	5.4	*	24.8	17.0	20.9	18.3	1,074

NUMBER TESTED IN GRADES 6-8													
2009	25	181	741	877	50	200	463	4	514	476	990	27,738	
2010	32	187	787	937	73	287	522	2	526	519	1,045	28,433	
2011	29	202	805	961	52	287	570	1	544	528	1,074	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	94.5	88.2	88.8	52.9	75.9	84.4	*	82.4	98.0	89.9	88.6	307
	2010	100.0	79.1	85.9	84.1	38.9	71.0	74.6		76.5	94.7	85.3	90.6	354
	2011	100.0	81.7	89.8	88.8	50.0	77.3	80.8		84.0	93.8	88.8	89.9	357

NUMBER TESTED IN GRADE 7													
2009	7	55	228	267	17	58	141	1	159	148	307	8,988	
2010	13	67	262	321	18	100	173	0	183	171	354	9,369	
2011	9	60	275	321	22	88	203	0	181	176	357	9,507	

Shaded cells indicate percentages below 70 percent, the 2010-11 AIES 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	27	30	8	14	22	*	28	3	31	1,023	307
	2010	0	14	37	51	11	29	44		43	9	52	878	354
	2011	0	11	28	36	11	20	39		29	11	40	964	357

NUMBER TESTED IN GRADE 7													
2009	7	55	228	267	17	58	141	1	159	148	307	8,988	
2010	13	67	262	321	18	100	173	0	183	171	354	9,369	
2011	9	60	275	321	22	88	203	0	181	176	357	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	2.4	77.9	78.2	82.5	82.1
	2010	2.4	76.5	68.5	78.5	78.0
	2011	2.4	77.5	69.2	79.7	81.0

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	71.4	34.5	23.7	24.0	0.0	3.4	4.3	*	18.9	38.5	28.3	22.3	307
	2010	92.3	31.3	29.4	27.4	0.0	6.0	7.5		30.1	33.9	31.9	26.3	354
	2011	88.9	26.7	26.2	26.2	9.1	9.1	14.3		28.2	29.0	28.6	24.8	357

NUMBER TESTED IN GRADE 7													
2009	7	55	228	267	17	58	141	1	159	148	307	8,988	
2010	13	67	262	321	18	100	173	0	183	171	354	9,369	
2011	9	60	275	321	22	88	203	0	181	176	357	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	*	86.8	87.7	87.1	27.3	71.2	78.5	*	89.2	86.2	87.8	88.3	352
	2010	100.0	78.3	87.0	84.2	60.7	75.8	76.7	*	84.6	87.0	85.8	92.1	318
	2011	91.7	82.8	92.2	89.7	44.4	86.8	85.3		89.5	92.5	90.6	93.4	331

NUMBER TESTED IN GRADE 8												
2009	3	68	269	318	11	59	172	2	185	167	352	9,233
2010	6	60	238	272	28	62	163	1	156	162	318	9,084
2011	12	64	245	292	18	76	170	0	171	159	331	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	*	9	33	41	8	17	37	*	20	23	43	1,078	352
	2010	0	13	31	43	11	15	38	*	24	21	45	719	318
	2011	1	11	19	30	10	10	25		18	12	31	615	331

NUMBER TESTED IN GRADE 8													
2009	3	68	269	318	11	59	172	2	185	167	352	9,233	
2010	6	60	238	272	28	62	163	1	156	162	318	9,084	
2011	12	64	245	292	18	76	170	0	171	159	331	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	73.5	77.8	77.6	70.4	82.1
	2010	66.7	71.4	70.8	63.4	71.8
	2011	70.8	73.3	77.3	65.4	74.8

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	*	26.5	36.1	31.8	0.0	10.2	11.6	*	38.9	31.7	35.5	31.7	352
	2010	83.3	35.0	26.9	25.7	0.0	6.5	7.4	*	37.2	25.3	31.1	32.3	318
	2011	83.3	31.3	33.9	30.5	0.0	10.5	11.8		40.9	28.3	34.7	34.9	331

NUMBER TESTED IN GRADE 8													
2009	3	68	269	318	11	59	172	2	185	167	352	9,233	
2010	6	60	238	272	28	62	163	1	156	162	318	9,084	
2011	12	64	245	292	18	76	170	0	171	159	331	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	*	53.0	65.9	62.7	0.0	23.7	37.6	*	68.9	59.4	64.4	59.2	348
	2010	83.3	58.3	60.1	57.8	17.9	31.9	40.4	*	64.2	58.4	61.3	64.2	328
	2011	92.3	59.4	72.2	67.7	23.5	49.4	51.7		76.4	65.2	70.8	67.6	339

NUMBER TESTED IN GRADE 8													
2009	3	66	267	314	11	59	170	2	183	165	348	9,292	
2010	6	60	248	282	28	72	171	1	162	166	328	9,112	
2011	13	64	252	300	17	81	176	0	174	164	339	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	*	31	91	117	11	45	106	*	57	67	124	3,794	348
	2010	1	25	99	119	23	49	102	*	58	69	127	3,261	328
	2011	1	26	70	97	13	41	85		41	57	99	3,032	339

NUMBER TESTED IN GRADE 8													
2009	3	66	267	314	11	59	170	2	183	165	348	9,292	
2010	6	60	248	282	28	72	171	1	162	166	328	9,112	
2011	13	64	252	300	17	81	176	0	174	164	339	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	72.8	72.1	63.8	76.7	65.1
	2010	72.4	69.8	64.8	64.5	65.2
	2011	74.5	76.2	70.4	70.2	70.0

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	*	13.6	18.0	14.3	0.0	3.4	2.9	*	22.4	12.7	17.8	13.3	348
	2010	83.3	18.3	14.1	12.8	3.6	2.8	2.9	*	21.6	13.9	17.7	17.0	328
	2011	76.9	17.2	25.8	21.7	0.0	2.5	6.8		31.6	19.5	25.7	18.9	339

NUMBER TESTED IN GRADES 8													
2009	3	66	267	314	11	59	170	2	183	165	348	9,292	
2010	6	60	248	282	28	72	171	1	162	166	328	9,112	
2011	13	64	252	300	17	81	176	0	174	164	339	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	72.7	72.7	66.7	72.7		66.7	*	72.7	70.9	11
	2010		*	*	*	*		*		*		*	72.7	4
	2011	*	*	88.9	71.4	71.4	*	71.4		62.5	83.3	71.4	75.1	14
7	2009		*	*	66.7	66.7	*	66.7		*	*	66.7	72.6	6
	2010	*		*	*	*	*	*		*		*	66.6	3
	2011		*	*	60.0	60.0	*	66.7		*	*	60.0	68.7	10
8	2009		100.0	63.6	78.9	78.9	63.6	77.8		84.6	66.7	78.9	77.8	19
	2010		*	*	*	*	*	*		*		*	78.3	3
	2011	*	*	*	88.9	90.0	*	87.5		90.0		90.0	85.2	10
6-8	2009		81.8	70.8	75.0	75.0	68.2	74.3		73.1	80.0	75.0	73.8	36
	2010	*	*	0.0	22.2	20.0	*	*		20.0		20.0	72.6	10
	2011	*	76.9	72.2	72.7	73.5	55.6	74.2		73.9	72.7	73.5	76.0	34

	NUMBER TESTED IN GRADES 6-8											
2009	0	11	24	36	36	22	35	0	26	10	36	1,932
2010	1	3	6	9	10	3	5	0	10	0	10	1,492
2011	2	13	18	33	34	9	31	0	23	11	34	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		*	2	3	3	2	3		3	*	3	182	11
	2010		*	*	*	*		*		*		*	143	4
	2011	*	*	1	4	4	*	4		3	1	4	126	14
7	2009		*	*	2	2	*	2		*	*	2	181	6
	2010	*		*	*	*	*	*		*		*	160	3
	2011		*	*	4	4	*	3		*	*	4	128	10
8	2009		0	4	4	4	4	4		2	2	4	143	19
	2010		*	*	*	*	*	*		*		*	106	3
	2011	*	*	*	1	1	*	1		1		1	56	10
6-8	2009		2	7	9	9	7	9		7	2	9	506	36
	2010	*	*	6	7	8	*	*		8		8	409	10
	2011	*	3	5	9	9	4	8		6	3	9	310	34

	NUMBER TESTED IN GRADES 6-8											
2009	0	11	24	36	36	22	35	0	26	10	36	1,932
2010	1	3	6	9	10	3	5	0	10	0	10	1,492
2011	2	13	18	33	34	9	31	0	23	11	34	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	61.2	57.6	48.5	62.0
	2010	*	*	*	*
	2011	53.9	57.1	51.2	60.4
7	2009	66.7	75.0	62.5	58.3
	2010	*	*	*	*
	2011	52.0	46.3	48.8	65.8
8	2009	73.2	71.1	71.7	61.8
	2010	*	*	*	*
	2011	70.0	71.3	72.5	64.2
6-8	2009	68.4	67.6	63.1	61.3
	2010	43.5	48.8	39.6	43.3
	2011	58.1	58.1	56.7	63.1

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2009		*	0.0	9.1	9.1	0.0	9.1		0.0	*	9.1	7.5	11
	2010		*	*	*	*		*		*		*	11.8	4
	2011	*	*	11.1	7.1	7.1	*	7.1		0.0	16.7	7.1	9.3	14
7	2009		*	*	0.0	0.0	*	0.0		*	*	0.0	8.9	6
	2010	*		*	*	*	*	*		*		*	9.8	3
	2011		*	*	0.0	0.0	*	0.0		*	*	0.0	8.3	10
8	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.1	19
	2010		*	*	*	*	*	*		*		*	8.6	3
	2011	*	*	*	0.0	0.0	*	0.0		0.0		0.0	14.8	10
6-8	2009		9.1	0.0	2.8	2.8	0.0	2.9		0.0	10.0	2.8	7.9	36
	2010	*	*	0.0	0.0	0.0	*	*		0.0		0.0	10.1	10
	2011	*	0.0	5.6	3.0	2.9	0.0	3.2		0.0	9.1	2.9	10.6	34

	NUMBER TESTED IN GRADES 6-8											
2009	0	11	24	36	36	22	35	0	26	10	36	1,932
2010	1	3	6	9	10	3	5	0	10	0	10	1,492
2011	2	13	18	33	34	9	31	0	23	11	34	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		*	66.7	66.7	66.7	*	62.5		66.7	*	66.7	64.0	9
	2010		*	*	*	*		*		*		*	60.0	5
	2011	*	*	50.0	57.1	57.1	*	57.1		62.5	50.0	57.1	61.6	14
7	2009		*	*	*	*	*	*		*	*	*	62.0	5
	2010	*			*	*				*		*	59.5	1
	2011		*	*	50.0	50.0	*	55.6		*	50.0	50.0	60.2	10
8	2009		42.9	62.5	56.3	56.3	62.5	64.3		54.5	*	56.3	67.1	16
	2010		*	*	*	*	*	*		*		*	63.0	3
	2011	*	*	*	83.3	75.0	*	*		75.0		75.0	74.8	8
6-8	2009		50.0	64.7	60.0	60.0	62.5	63.0		57.1	*	60.0	64.4	30
	2010	*	*	*	37.5	33.3	*	*		33.3		33.3	60.8	9
	2011	*	90.0	41.2	60.0	59.4	40.0	57.1		65.0	50.0	59.4	65.2	32

	NUMBER TESTED IN GRADES 6-8											
2009	0	12	17	30	30	16	27	0	21	9	30	1,860
2010	1	4	4	8	9	2	5	0	9	0	9	1,522
2011	3	10	17	30	32	10	28	0	20	12	32	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		*	2	3	3	*	3		2	*	3	205	9
	2010		*	*	*	*		*		*		*	203	5
	2011	*	*	5	6	6	*	6		3	3	6	187	14
7	2009		*	*	*	*	*	*		*	*	*	248	5
	2010	*			*	*				*		*	200	1
	2011		*	*	5	5	*	4		*	3	5	160	10
8	2009		4	3	7	7	3	5		5	*	7	210	16
	2010		*	*	*	*	*	*		*		*	193	3
	2011	*	*	*	1	2	*	*		2		2	101	8
6-8	2009		6	6	12	12	6	10		9	3	12	663	30
	2010	*	*	*	5	6	*	*		6		6	596	9
	2011	*	1	10	12	13	6	12		7	6	13	448	32

	NUMBER TESTED IN GRADES 6-8											
2009	0	12	17	30	30	16	27	0	21	9	30	1,860
2010	1	4	4	8	9	2	5	0	9	0	9	1,522
2011	3	10	17	30	32	10	28	0	20	12	32	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	47.2	39.7	59.3	50.0	71.1	41.3
	2010	*	*	*	*	*	*
	2011	41.1	62.2	66.7	51.8	54.3	46.9
7	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
	2011	50.0	43.8	40.0	42.5	35.0	41.7
8	2009	40.6	60.2	46.9	48.4	51.0	47.7
	2010	*	*	*	*	*	*
	2011	56.3	37.5	41.7	34.4	62.5	54.7
6-8	2009	41.7	51.9	50.6	50.0	54.1	47.2
	2010	41.7	48.4	38.9	41.7	44.4	35.1
	2011	47.7	50.3	52.1	44.5	50.3	47.2

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2009		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	8.4	9
	2010		*	*	*	*		*		*		*	10.5	5
	2011	*	*	0.0	0.0	0.0	*	0.0		0.0	0.0	0.0	12.1	14
7	2009		*	*	*	*	*	*		*	*	*	8.0	5
	2010	*			*	*				*		*	5.3	1
	2011		*	*	0.0	0.0	*	0.0		*	0.0	0.0	9.5	10
8	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	*	0.0	5.8	16
	2010		*	*	*	*	*	*		*		*	3.5	3
	2011	*	*	*	0.0	0.0	*	*		0.0		0.0	6.0	8
6-8	2009		0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	7.4	30
	2010	*	*	*	0.0	0.0	*	*		0.0		0.0	6.4	9
	2011	*	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0	9.4	32

	NUMBER TESTED IN GRADES 6-8											
2009	0	12	17	30	30	16	27	0	21	9	30	1,860
2010	1	4	4	8	9	2	5	0	9	0	9	1,522
2011	3	10	17	30	32	10	28	0	20	12	32	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	10
	2010	*		*	50.0	50.0	*	*		50.0		50.0	65.2	6
	2011		*	*	37.5	37.5	*	42.9		*	*	37.5	57.9	8

	NUMBER TESTED IN GRADE 7											
2009	0	3	7	10	10	6	10	0	6	4	10	691
2010	1	0	5	6	6	5	5	0	6	0	6	517
2011	0	2	5	8	8	4	7	0	4	4	8	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		*	7	10	10	6	10		6	*	10	691	10
	2010	*		*	3	3	*	*		3		3	180	6
	2011		*	*	5	5	*	4		*	*	5	169	8

NUMBER TESTED IN GRADE 7													
2009	0	3	7	10	10	6	10	0	6	4	10	691	
2010	1	0	5	6	6	5	5	0	6	0	6	517	
2011	0	2	5	8	8	4	7	0	4	4	8	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	67.5	55.0	69.0	63.0
	2010	1.7	41.7	43.8	51.7	40.0
	2011	1.4	46.9	53.1	51.3	43.8

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	10
	2010	*		*	0.0	0.0	*	*		0.0		0.0	3.1	6
	2011		*	*	0.0	0.0	*	0.0		*	*	0.0	3.0	8

NUMBER TESTED IN GRADE 7													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	0	3	7	10	10	6	10	0	6	4	10	691	
2010	1	0	5	6	6	5	5	0	6	0	6	517	
2011	0	2	5	8	8	4	7	0	4	4	8	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		50.0	37.5	46.7	46.7	37.5	50.0		50.0	*	46.7	40.1	15
	2010		*	*	*	*	*	*		*		*	49.6	3
	2011	*	*	*	83.3	83.3	*	*		83.3		83.3	55.6	6

	NUMBER TESTED IN GRADE 8											
2009	0	6	8	15	15	8	14	0	10	5	15	631
2010	0	1	2	3	3	1	2	0	3	0	3	502
2011	1	2	3	6	6	1	5	0	6	0	6	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		3	5	8	8	5	7		5	*	8	378	15
	2010		*	*	*	*	*	*		*		*	253	3
	2011	*	*	*	1	1	*	*		1		1	164	6

	NUMBER TESTED IN GRADE 8											
2009	0	6	8	15	15	8	14	0	10	5	15	631
2010	0	1	2	3	3	1	2	0	3	0	3	502
2011	1	2	3	6	6	1	5	0	6	0	6	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	63.0	52.7	57.3	45.3	51.9
	2010	*	*	*	*	*
	2011	48.5	71.7	63.3	80.0	63.0

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	*	0.0	2.1	15
	2010		*	*	*	*	*	*		*		*	2.2	3
	2011	*	*	*	0.0	0.0	*	*		0.0		0.0	5.1	6

NUMBER TESTED IN GRADE 8													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	0	6	8	15	15	8	14	0	10	5	15	631	
2010	0	1	2	3	3	1	2	0	3	0	3	502	
2011	1	2	3	6	6	1	5	0	6	0	6	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

Grade	Year	READING TOTAL				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	14.5	83.1	47.3	33.6	370
	2010	19.1	74.6	45.1	33.9	304
	2011	15.8	75.3	43.9	33.3	335

Number Tested	2009	193	177	370	9,813	
	2010	162	142	304	9,416	
	2011	177	158	335	9,423	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	28.1	92.0	58.7	48.3	368
	2010	32.7	84.4	56.8	45.5	303
	2011	24.6	80.9	51.5	42.1	328

Number Tested	2009	192	176	368	9,737	
	2010	162	141	303	9,135	
	2011	171	157	328	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	*	38.2	48.0	44.3	11.5	6.0	14.5	*	50.5	43.7	47.3	33.6	370
	2010	83.3	49.1	41.7	39.5	4.5	10.9	19.1	*	43.0	47.1	45.1	33.9	304
	2011	85.7	39.3	42.2	37.9	5.3	4.9	15.8		48.8	38.8	43.9	33.3	335

Number Tested	2009	4	76	275	325	26	67	193	2	196	174	370	9,813
	2010	6	55	230	256	22	64	162	1	151	153	304	9,416
	2011	14	61	249	290	19	82	177	0	170	165	335	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	*	12	30	32	0	0	1	*	29	19	48	575	370
	2010	3	11	20	20	0	0	4	*	24	15	39	590	304
	2011	9	12	32	36	0	0	5		37	16	53	608	335

Number Tested	2009	4	76	275	325	26	67	193	2	196	174	370	9,813
	2010	6	55	230	256	22	64	162	1	151	153	304	9,416
	2011	14	61	249	290	19	82	177	0	170	165	335	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	*	45.3	60.9	57.4	11.5	23.5	28.1	*	61.2	55.8	58.7	48.3	368
	2010	85.7	49.1	56.1	54.2	0.0	30.2	32.7	*	58.8	54.8	56.8	45.5	303
	2011	76.9	41.7	52.5	49.1	11.8	29.1	24.6		55.8	47.2	51.5	42.1	328

Number Tested	2009	4	75	274	324	26	68	192	2	196	172	368	9,737
	2010	7	53	230	253	21	63	162	1	148	155	303	9,135
	2011	13	60	244	283	17	79	171	0	165	163	328	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	*	11	64	67	0	1	3	*	54	28	82	1,219	368
	2010	3	9	31	33	0	2	7	*	29	20	49	984	303
	2011	8	10	51	53	0	1	4		45	25	70	943	328

Number Tested	2009	4	75	274	324	26	68	192	2	196	172	368	9,737
	2010	7	53	230	253	21	63	162	1	148	155	303	9,135
	2011	13	60	244	283	17	79	171	0	165	163	328	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	*	36.0	55.4	50.3	15.4	35.6	32.5	*	54.3	49.1	51.9	44.6	374
	2010	42.9	39.6	42.7	42.7	14.3	28.1	27.4	*	44.0	43.2	43.6	37.3	305
	2011	61.5	35.5	40.2	38.3	17.6	21.3	20.0		40.2	40.5	40.4	34.4	332

Number Tested	2009	4	75	280	328	26	73	197	2	199	175	374	10,012
	2010	7	53	232	255	21	64	164	1	150	155	305	9,519
	2011	13	62	246	287	17	80	175	0	169	163	332	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	*	10	45	48	1	4	9	*	37	24	61	1,288	374
	2010	1	7	28	34	1	8	16	*	16	27	43	860	305
	2011	5	9	26	30	0	2	3		25	16	41	755	332

Number Tested	2009	4	75	280	328	26	73	197	2	199	175	374	10,012
	2010	7	53	232	255	21	64	164	1	150	155	305	9,519
	2011	13	62	246	287	17	80	175	0	169	163	332	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	5	20.0	8	50.0	0	-	13	38.5
7	9	44.4	11	54.5	0	-	20	50.0
8	6	50.0	7	57.1	0	-	13	53.8
ALL	20	40.0	26	53.8	0	-	46	47.8

PERFORMANCE IN 2011

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2011 Level	N	%	N	%	N	%	N	%	N	%
6 (115)	Beginning	4	3.5	3	2.6	3	2.7	2	1.7	1	0.9
	Intermediate	4	3.5	7	6.1	13	11.5	8	7.0	9	8.0
	Advanced	50	43.9	58	50.9	55	48.7	42	36.5	43	38.1
	Advanced High	56	49.1	46	40.4	42	37.2	63	54.8	60	53.1
7 (101)	Beginning	5	5.0	4	4.0	9	9.0	6	6.0	5	5.1
	Intermediate	19	19.0	21	21.0	23	23.0	11	11.0	11	11.1
	Advanced	26	26.0	27	27.0	31	31.0	28	28.0	34	34.3
	Advanced High	50	50.0	48	48.0	37	37.0	55	55.0	49	49.5
8 (85)	Beginning	7	8.3	8	9.5	8	9.5	4	4.8	3	3.7
	Intermediate	6	7.1	5	6.0	6	7.1	12	14.5	13	16.0
	Advanced	19	22.6	20	23.8	34	40.5	20	24.1	21	25.9
	Advanced High	52	61.9	51	60.7	36	42.9	47	56.6	44	54.3
ALL (301)	Beginning	16	5.4	15	5.0	20	6.7	12	4.0	9	3.1
	Intermediate	29	9.7	33	11.1	42	14.1	31	10.4	33	11.3
	Advanced	95	31.9	105	35.2	120	40.4	90	30.2	98	33.4
	Advanced High	158	53.0	145	48.7	115	38.7	165	55.4	153	52.2

PROGRESSION FROM
2010 TO 2011

Number Rated Both Years		2010 Level			
N (%) Progressed	2011 Level	Beg	Int	Adv	Adv High
<div>109</div> <div>62 (56.9%)</div>	Beginning	1			
	Intermediate	0	9		
	Advanced	1	3	37	
	Advanced High	0	0	58	
<div>92</div> <div>60 (65.2%)</div>	Beginning	3			
	Intermediate	0	9		
	Advanced	1	11	20	
	Advanced High	0	0	48	
<div>74</div> <div>48 (64.9%)</div>	Beginning	2			
	Intermediate	0	11		
	Advanced	0	8	13	
	Advanced High	0	1	39	
<div>275</div> <div>170 (61.8%)</div>	Beginning	6			
	Intermediate	0	29		
	Advanced	2	22	70	
	Advanced High	0	1	145	

 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

124	73.8	84.3	85.1	85.2	89.5	97.6	80.3	95.9
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COMPUTER APPLICATIONS

140	60.2	73.4	80.4	81.2	64.3	87.1	71.0	94.6
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FRENCH I

20	63.7	80.2	88.0	88.8	85.0	100.0	65.5	85.5
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FRENCH II

45	53.0	75.7	87.9	89.2	80.0	100.0	67.3	88.6
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HEALTH EDUCATION

114	63.6	77.3	80.9	81.3	78.1	93.0	77.3	96.0
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LANGUAGE ARTS 7

221	53.1	71.8	75.4	75.8	61.1	81.4	63.5	88.7
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LANGUAGE ARTS 7 PRE-AP

126	71.8	81.2	83.8	84.1	90.5	100.0	91.1	96.9
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LANGUAGE ARTS 8

218	64.1	76.1	81.4	82.0	78.4	90.8	72.2	86.0
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LANGUAGE ARTS 8 PRE-AP

93	64.9	79.4	84.6	85.2	96.8	95.7	75.7	95.1
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MATHEMATICS 7

231	50.6	69.1	73.5	74.0	50.6	75.3	54.0	85.1
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SEMESTER 2

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

ALGEBRA I PRE-AP

126	75.2	83.5	84.2	84.3	88.9	96.0	85.0	96.2
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COMPUTER APPLICATIONS

117	61.6	74.4	84.1	85.2	67.5	89.7	70.6	94.1
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FRENCH I

21	53.7	76.8	88.0	89.2	85.7	95.2	60.3	80.3
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FRENCH II

45	49.1	72.8	87.5	89.1	62.2	100.0	60.5	86.4
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HEALTH EDUCATION

101	68.4	79.0	79.2	79.2	84.2	77.2	79.2	92.7
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LANGUAGE ARTS 7

176	65.6	77.1	76.6	76.5	80.7	86.9	78.9	89.4
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LANGUAGE ARTS 7 PRE-AP

107	72.2	81.5	83.7	83.9	91.6	95.3	88.1	96.1
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LANGUAGE ARTS 8

210	58.7	75.7	82.3	83.0	77.6	93.3	75.3	86.9
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LANGUAGE ARTS 8 PRE-AP

79	73.0	83.4	85.0	85.2	98.7	98.7	75.6	95.0
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MATHEMATICS 7

219	54.4	71.5	72.1	72.1	59.8	67.6	61.9	86.0
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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

MATHEMATICS 7 PRE-AP

125	68.2	78.8	82.8	83.2	80.0	93.6	81.4	97.1
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MATHEMATICS 8

188	49.4	70.8	75.2	75.6	55.3	82.4	56.7	83.2
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MS ADV READING-WRITING FOR ESL

6	53.0	69.3	85.2	86.9	66.7	100.0	59.9	89.0
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MS ADVANCED LA FOR ESL

6	54.2	69.4	86.3	88.2	50.0	100.0	57.8	86.7
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MS BEGINNING LA FOR ESL

4	*	*	*	*	*	*	63.9	97.7
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MS INTERMEDIATE LA FOR ESL

5	*	*	*	*	*	*	60.8	97.3
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MS INTERMEDIATE READING FOR ESL

5	*	*	*	*	*	*	55.7	96.9
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READING 7

228	65.8	77.2	78.5	78.6	79.4	89.9	80.4	94.2
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READING MASTERY 7

48	53.2	70.1	74.1	74.6	60.4	72.9	69.0	89.6
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READING MASTERY 8

77	59.3	74.6	80.6	81.2	71.4	90.9	72.3	87.1
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SEMESTER 2

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

MATHEMATICS 7 PRE-AP

101	60.9	76.5	83.2	84.0	74.3	92.1	76.5	96.8
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MATHEMATICS 8

187	51.2	67.5	70.5	70.8	42.8	71.7	57.2	85.0
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MS ADV READING-WRITING FOR ESL

7	50.5	70.3	85.4	87.1	42.9	100.0	60.4	87.9
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MS ADVANCED LA FOR ESL

7	58.9	72.6	86.3	87.8	57.1	100.0	68.8	88.1
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MS BEGINNING LA FOR ESL

7	55.0	71.3	90.0	92.1	57.1	100.0	58.4	97.5
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MS INTERMEDIATE LA FOR ESL

4	*	*	*	*	*	*	62.2	98.4
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MS INTERMEDIATE READING FOR ESL

4	*	*	*	*	*	*	63.4	97.3
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READING 7

224	65.9	77.2	80.3	80.6	75.4	88.8	79.6	95.1
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READING MASTERY 7

46	51.7	68.5	71.7	72.1	54.3	67.4	71.4	90.7
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READING MASTERY 8

88	67.5	78.4	78.5	78.5	81.8	85.2	80.4	89.3
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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

SCIENCE 7 & SCIENCE 7 PRE-AP

347	57.6	74.6	76.8	77.1	67.4	81.8	71.0	88.8
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SCIENCE 8 & SCIENCE 8 PRE-AP

322	59.6	76.7	80.9	81.3	73.0	93.5	65.7	89.3
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SPANISH I

29	70.9	83.5	88.3	88.8	89.7	100.0	77.3	90.5
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SPANISH II

23	68.3	78.9	89.2	90.4	78.3	100.0	72.2	90.1
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TEXAS STUDIES 7

242	51.3	69.6	78.1	79.1	50.8	90.9	55.3	87.7
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TEXAS STUDIES 7 PRE-AP

103	74.3	82.9	85.0	85.2	85.4	99.0	74.2	96.2
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UNITED STATES STUDIES 8

167	50.8	67.2	77.8	79.0	35.3	80.8	54.9	86.5
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UNITED STATES STUDIES 8 PRE-AP

154	77.4	84.9	86.5	86.6	89.6	96.8	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

SCIENCE 7 & SCIENCE 7 PRE-AP

338	67.2	78.2	75.7	75.4	82.2	73.4	76.4	89.0
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SCIENCE 8 & SCIENCE 8 PRE-AP

314	66.1	77.4	82.2	82.7	78.3	93.9	74.9	91.6
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SPANISH I

29	66.4	80.2	89.1	90.0	82.8	100.0	70.8	87.2
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SPANISH II

24	67.2	78.1	88.4	89.5	75.0	100.0	72.4	92.1
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TEXAS STUDIES 7

242	51.1	71.8	75.4	75.8	54.5	77.3	63.4	87.1
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TEXAS STUDIES 7 PRE-AP

103	75.1	83.4	82.2	82.0	87.4	97.1	81.4	96.9
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UNITED STATES STUDIES 8

158	51.5	70.3	81.2	82.4	46.2	92.4	71.7	89.7
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UNITED STATES STUDIES 8 PRE-AP

156	82.5	88.3	90.1	90.3	96.8	99.4	95.5	96.8
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