

# DATA PACKET

## for 2011-12 planning

**School Number 66**

**HARRY STONE MONTESSORI**



**Dallas  
Independent  
School  
District**

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

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## **2010-11 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

## **ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- For 2010-11, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2010-11. They are counted as new if not enrolled in a district campus before the last day of the 2009-10 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2009-10 and 2010-11.

## **ATTENDANCE**

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

## **TEACHERS**

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year”. That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

**TAKS and TAKS-Modified**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics are based on both TAKS and TAKS-Accommodated results. TAKS-M statistics are based exclusively on TAKS-M results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2012, whichever is higher for the subject test.
- 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.

**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
7	68
8	61
ALL	129

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	41	31.8	8	47.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	3.1	*	*
Hispanic	72	55.8	3	17.6
White	9	7.0	5	29.4
Multiple	3	2.3	1	5.9
Other* (teachers only)	—	—	0	0.0
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	21	16.3
Economically disadvantaged	90	69.8
Limited English proficient (LEP)	4	3.1
Special education	2	1.6
Talented and Gifted (TAG)	60	46.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
7	2009	64	22	34.4	0	0.0	0	0.0	32	50.0	10	15.6	—	—
	2010	62	19	30.6	2	3.2	3	4.8	32	51.6	6	9.7	—	—
	2011	68	24	35.3	0	0.0	1	1.5	39	57.4	3	4.4	1	1.5
8	2009	54	25	46.3	0	0.0	1	1.9	26	48.1	2	3.7	—	—
	2010	70	25	35.7	0	0.0	0	0.0	35	50.0	10	14.3	—	—
	2011	61	17	27.9	0	0.0	3	4.9	33	54.1	6	9.8	2	3.3
7-8	2009	118	47	39.8	0	0.0	1	0.8	58	49.2	12	10.2	—	—
	2010	132	44	33.3	2	1.5	3	2.3	67	50.8	16	12.1	—	—
	2011	129	41	31.8	0	0.0	4	3.1	72	55.8	9	7.0	3	2.3

# 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	%	
7	2009	64	34	53.1	1	1.6	1	1.6	8	12.5	33	51.6	1	1.6	0.0
	2010	62	44	71.0	1	1.6	1	1.6	6	9.7	26	41.9	3	4.8	0.0
	2011	68	44	64.7	1	1.5	1	1.5	9	13.2	31	45.6	6	8.8	0.0
8	2009	54	30	55.6	1	1.9	2	3.7	11	20.4	24	44.4	1	1.9	0.0
	2010	70	38	54.3	2	2.9	1	1.4	10	14.3	37	52.9	3	4.3	0.0
	2011	61	46	75.4	3	4.9	1	1.6	12	19.7	29	47.5	2	3.3	0.0
7-8	2009	118	64	54.2	2	1.7	3	2.5	19	16.1	57	48.3	2	1.7	0.0
	2010	132	82	62.1	3	2.3	2	1.5	16	12.1	63	47.7	6	4.5	0.0
	2011	129	90	69.8	4	3.1	2	1.6	21	16.3	60	46.5	8	6.2	0.0

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
7	2009	64.0	10,135.8	63.7	99.5	9,601.8	94.7	0	0.0	26.0	64	8,389	100.0	82.8
	2010	61.4	10,258.0	59.7	97.1	9,636.4	93.9	1	1.6	22.4	62	8,310	100.0	81.0
	2011	66.8	10,058.0	65.3	97.8	9,588.9	95.3	0	0.0	22.8	66	8,791	98.9	87.4
8	2009	53.9	10,551.1	53.7	99.6	9,945.8	94.3	0	0.0	28.2	54	8,477	100.0	80.3
	2010	69.8	9,995.5	67.7	97.0	9,325.9	93.3	1	1.4	15.6	69	7,894	98.9	79.0
	2011	59.3	9,906.7	58.3	98.4	9,388.4	94.8	0	0.0	17.7	61	8,465	100.0	85.4
7-8	2009	118.0	20,686.9	117.4	99.5	19,547.6	94.5	0	0.0	27.1	118	16,866	100.0	81.5
	2010	131.2	20,253.5	127.4	97.1	18,962.4	93.6	2	1.5	19.1	131	16,204	99.8	80.0
	2011	126.1	19,964.7	123.7	98.1	18,977.3	95.1	0	0.0	20.3	127	17,256	100.0	86.4



Teachers: 17

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	8	47.1
Hispanic	3	17.6
White	5	29.4
Multiple categories	1	5.9
Other	0	0.0

Gender	Number	Percentage
Female	11	64.7
Male	6	35.3

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2008-09</b>	5.9	NA
<b>2009-10</b>	5.5	NA
<b>2010-11</b>	6.1	94.1

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	2	11.8
4	0	0.0
5	0	0.0
1-3	2	11.8
More than 3	15	88.2
1 - 5	2	11.8
6 - 10	2	11.8
11 - 20	5	29.4
More than 20	8	47.1

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

## 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	96.9	100.0	*	*	62.5		93.3	97.1	95.3	77.1	64
	2010	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	77.1	62
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	77.2	68
8	2009	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	91.2	53
	2010	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	88.9	70
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	88.2	61
7-8	2009	100.0	95.7	98.2	100.0	*	*	83.3		96.3	98.4	97.4	84.3	117
	2010	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.9	132
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.7	129

	NUMBER TESTED IN GRADES 7-8											
2009	12	47	57	63	2	1	18	0	54	63	117	18,508
2010	16	44	67	82	2	3	16	0	60	72	132	18,655
2011	9	41	72	90	2	4	20	0	54	75	129	19,024

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	0	2	1	0	*	*	3		2	1	3	2,065	64
	2010	0	0	0	0	*	*	0		0	0	0	2,164	62
	2011	*	0	0	0	*	*	0		0	0	0	2,173	68
8	2009	*	0	0	0	*		0		0	0	0	834	53
	2010	0	0	0	0	*	*	0		0	0	0	1,028	70
	2011	0	0	0	0	*	*	0		0	0	0	1,116	61
7-8	2009	0	2	1	0	*	*	3		2	1	3	2,899	117
	2010	0	0	0	0	*	*	0		0	0	0	3,192	132
	2011	0	0	0	0	*	*	0		0	0	0	3,289	129

	NUMBER TESTED IN GRADES 7-8											
2009	12	47	57	63	2	1	18	0	54	63	117	18,508
2010	16	44	67	82	2	3	16	0	60	72	132	18,655
2011	9	41	72	90	2	4	20	0	54	75	129	19,024

## 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
7	2009	92.1	91.9	88.1	87.5
	2010	93.3	88.2	90.6	88.1
	2011	94.5	86.3	87.8	87.7
8	2009	94.3	96.6	91.9	94.9
	2010	96.0	93.6	93.3	89.6
	2011	95.1	96.1	96.7	93.9
7-8	2009	93.1	94.0	89.8	90.9
	2010	94.7	91.1	92.0	88.9
	2011	94.8	90.9	92.0	90.6

## 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)
7	2009	70.0	40.9	37.5	35.3	*	*	12.5		46.7	41.2	43.8	19.6	64
	2010	83.3	73.7	43.8	50.0	*	*	16.7		48.3	63.6	56.5	17.2	62
	2011	*	58.3	59.0	63.6	*	*	44.4		51.9	63.4	58.8	17.9	68
8	2009	*	80.0	64.0	79.3	*		30.0		75.0	72.4	73.6	36.6	53
	2010	80.0	60.0	57.1	63.2	*	*	10.0		71.0	53.8	61.4	31.9	70
	2011	83.3	76.5	69.7	69.6	*	*	72.7		70.4	76.5	73.8	31.2	61
7-8	2009	75.0	61.7	49.1	55.6	*	*	22.2		59.3	55.6	57.3	28.3	117
	2010	81.3	65.9	50.7	56.1	*	*	12.5		60.0	58.3	59.1	24.5	132
	2011	77.8	65.9	63.9	66.7	*	*	60.0		61.1	69.3	65.9	24.6	129

	NUMBER TESTED IN GRADES 7-8											
2009	12	47	57	63	2	1	18	0	54	63	117	18,508
2010	16	44	67	82	2	3	16	0	60	72	132	18,655
2011	9	41	72	90	2	4	20	0	54	75	129	19,024

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	81.8	100.0	100.0	*	*	50.0		96.7	91.2	93.8	67.2	64
	2010	100.0	94.7	100.0	97.7	*	*	83.3		100.0	97.0	98.4	68.5	62
	2011	*	95.8	92.3	90.9	*	*	88.9		92.6	95.1	94.1	69.7	68
8	2009	*	96.0	100.0	96.6			88.9		95.8	100.0	98.1	72.3	52
	2010	100.0	80.0	100.0	97.4	*	*	60.0		96.8	89.7	92.9	76.4	70
	2011	100.0	94.1	100.0	97.8	*	*	100.0		100.0	97.1	98.4	78.3	61
7-8	2009	100.0	89.4	100.0	98.4	*	*	70.6		96.3	95.2	95.7	69.8	116
	2010	100.0	86.4	100.0	97.6	*	*	68.8		98.3	93.1	95.5	72.4	132
	2011	100.0	95.1	95.8	94.4	*	*	95.0		96.3	96.0	96.1	74.0	129

	NUMBER TESTED IN GRADES 7-8											
2009	12	47	56	63	1	1	17	0	54	62	116	18,178
2010	16	44	67	82	2	3	16	0	60	72	132	18,634
2011	9	41	72	90	2	4	20	0	54	75	129	19,053

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)
7	2009	0	4	0	0	*	*	4		1	3	4	2,966	64
	2010	0	1	0	1	*	*	1		0	1	1	2,975	62
	2011	*	1	3	4	*	*	1		2	2	4	2,895	68
8	2009	*	1	0	1			1		1	0	1	2,530	52
	2010	0	5	0	1	*	*	4		1	4	5	2,173	70
	2011	0	1	0	1	*	*	0		0	1	1	2,056	61
7-8	2009	0	5	0	1	*	*	5		2	3	5	5,496	116
	2010	0	6	0	2	*	*	5		1	5	6	5,148	132
	2011	0	2	3	5	*	*	1		2	3	5	4,951	129

	NUMBER TESTED IN GRADES 7-8											
2009	12	47	56	63	1	1	17	0	54	62	116	18,178
2010	16	44	67	82	2	3	16	0	60	72	132	18,634
2011	9	41	72	90	2	4	20	0	54	75	129	19,053

## 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
7	2009	87.3	78.9	81.3	72.2	75.0	84.9
	2010	84.7	82.7	81.3	77.1	86.6	86.0
	2011	80.0	78.4	81.9	65.0	81.5	84.6
8	2009	81.5	88.5	85.4	76.2	87.5	84.0
	2010	79.7	79.3	77.8	61.7	84.8	79.9
	2011	87.0	89.0	86.7	72.5	87.5	85.1
7-8	2009	84.7	83.2	83.1	74.0	80.6	84.5
	2010	82.0	80.9	79.4	68.9	85.7	82.8
	2011	83.3	83.4	84.2	68.5	84.3	84.8



## 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)
7	2009	70.0	22.7	18.8	17.6	*	*	0.0		30.0	26.5	28.1	11.3	64
	2010	100.0	31.6	43.8	47.7	*	*	16.7		44.8	45.5	45.2	14.7	62
	2011	*	37.5	25.6	25.0	*	*	22.2		44.4	22.0	30.9	15.1	68
8	2009	*	28.0	41.7	48.3			0.0		41.7	35.7	38.5	15.4	52
	2010	50.0	16.0	25.7	21.1	*	*	0.0		32.3	20.5	25.7	14.1	70
	2011	83.3	35.3	48.5	45.7	*	*	36.4		48.1	50.0	49.2	15.3	61
7-8	2009	75.0	25.5	28.6	31.7	*	*	0.0		35.2	30.6	32.8	13.4	116
	2010	68.8	22.7	34.3	35.4	*	*	6.3		38.3	31.9	34.8	14.4	132
	2011	66.7	36.6	36.1	35.6	*	*	30.0		46.3	34.7	39.5	15.2	129

	NUMBER TESTED IN GRADES 7-8											
2009	12	47	56	63	1	1	17	0	54	62	116	18,178
2010	16	44	67	82	2	3	16	0	60	72	132	18,634
2011	9	41	72	90	2	4	20	0	54	75	129	19,053

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	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	88.6	64
	2010	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	90.6	62
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	89.9	68

	NUMBER TESTED IN GRADE 7											
2009	10	22	32	34	1	1	8	0	30	34	64	8,988
2010	6	19	32	44	1	1	6	0	29	33	62	9,369
2011	3	24	39	44	1	1	9	0	27	41	68	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	0	0	0	*	*	0		0	0	0	1,023	64
	2010	0	0	0	0	*	*	0		0	0	0	878	62
	2011	*	0	0	0	*	*	0		0	0	0	964	68

	NUMBER TESTED IN GRADE 7											
2009	10	22	32	34	1	1	8	0	30	34	64	8,988
2010	6	19	32	44	1	1	6	0	29	33	62	9,369
2011	3	24	39	44	1	1	9	0	27	41	68	9,507

## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions <sup>1</sup>	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
7	2009	2.7	92.2	91.6	90.9	89.2
	2010	3.0	93.8	90.2	93.1	92.7
	2011	2.9	93.9	90.1	93.4	91.8

<sup>1</sup>Average 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	70.0	45.5	34.4	41.2	*	*	12.5		33.3	52.9	43.8	22.3	64
	2010	83.3	63.2	75.0	65.9	*	*	50.0		62.1	78.8	71.0	26.3	62
	2011	*	75.0	64.1	68.2	*	*	55.6		59.3	78.0	70.6	24.8	68

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	10	22	32	34	1	1	8	0	30	34	64	8,988	
2010	6	19	32	44	1	1	6	0	29	33	62	9,369	
2011	3	24	39	44	1	1	9	0	27	41	68	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	100.0	*		100.0		100.0	100.0	100.0	88.3	52
	2010	100.0	96.0	100.0	100.0	*	*	90.0		100.0	97.4	98.6	92.1	70
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	93.4	61

	NUMBER TESTED IN GRADE 8											
2009	2	25	24	28	1	0	10	0	24	28	52	9,233
2010	10	25	35	38	2	2	10	0	31	39	70	9,084
2011	6	17	33	46	1	3	11	0	27	34	61	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	0	*		0		0	0	0	1,078	52
	2010	0	1	0	0	*	*	1		0	1	1	719	70
	2011	0	0	0	0	*	*	0		0	0	0	615	61

NUMBER TESTED IN GRADE 8													
2009	2	25	24	28	1	0	10	0	24	28	52	9,233	
2010	10	25	35	38	2	2	10	0	31	39	70	9,084	
2011	6	17	33	46	1	3	11	0	27	34	61	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	76.9	85.3	88.5	76.6	92.5
	2010	70.8	82.4	87.0	72.7	83.0
	2011	72.8	83.6	83.6	73.8	82.8



## 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	*	28.0	33.3	42.9	*		20.0		41.7	25.0	32.7	31.7	52
	2010	70.0	48.0	34.3	36.8	*	*	0.0		64.5	28.2	44.3	32.3	70
	2011	50.0	41.2	33.3	39.1	*	*	18.2		33.3	41.2	37.7	34.9	61

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	2	25	24	28	1	0	10	0	24	28	52	9,233	
2010	10	25	35	38	2	2	10	0	31	39	70	9,084	
2011	6	17	33	46	1	3	11	0	27	34	61	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	*	88.0	92.0	100.0	*		70.0		91.7	89.7	90.6	59.2	53
	2010	100.0	88.0	91.4	94.7	*	*	50.0		100.0	84.6	91.4	64.2	70
	2011	100.0	88.2	93.9	87.0	*	*	90.9		88.9	91.2	90.2	67.6	61

NUMBER TESTED IN GRADE 8													
2009	2	25	25	29	1	0	10	0	24	29	53	9,292	
2010	10	25	35	38	2	2	10	0	31	39	70	9,112	
2011	6	17	33	46	1	3	11	0	27	34	61	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	*	3	2	0	*		3		2	3	5	3,794	53
	2010	0	3	3	2	*	*	5		0	6	6	3,261	70
	2011	0	2	2	6	*	*	1		3	3	6	3,032	61

	NUMBER TESTED IN GRADE 8											
2009	2	25	25	29	1	0	10	0	24	29	53	9,292
2010	10	25	35	38	2	2	10	0	31	39	70	9,112
2011	6	17	33	46	1	3	11	0	27	34	61	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	86.3	78.8	82.7	87.4	75.5
	2010	87.7	86.7	81.9	79.3	80.0
	2011	89.3	85.5	88.0	85.5	77.0

## 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	*	32.0	32.0	31.0	*		0.0		29.2	34.5	32.1	13.3	53
	2010	60.0	40.0	40.0	39.5	*	*	0.0		71.0	20.5	42.9	17.0	70
	2011	100.0	29.4	51.5	47.8	*	*	36.4		59.3	41.2	49.2	18.9	61

	NUMBER TESTED IN GRADES 8											
2009	2	25	25	29	1	0	10	0	24	29	53	9,292
2010	10	25	35	38	2	2	10	0	31	39	70	9,112
2011	6	17	33	46	1	3	11	0	27	34	61	9,368

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	45.5	88.4	79.6	33.6	54
	2010	30.0	96.7	87.3	33.9	71
	2011	83.3	89.8	88.5	33.3	61

Number Tested	2009	11	43	54	9,813	
	2010	10	61	71	9,416	
	2011	12	49	61	9,423	

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	81.8	100.0	96.3	48.3	54
	2010	50.0	95.1	88.7	45.5	71
	2011	91.7	91.8	91.8	42.1	61

Number Tested	2009	11	43	54	9,737	
	2010	10	61	71	9,135	
	2011	12	49	61	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	*	80.0	76.9	86.7	*	*	45.5		75.0	83.3	79.6	33.6	54
	2010	100.0	84.6	85.7	89.5	*	*	30.0		96.8	80.0	87.3	33.9	71
	2011	100.0	94.1	81.8	84.8	*	*	83.3		85.2	91.2	88.5	33.3	61

Number Tested	2009	2	25	26	30	2	1	11	0	24	30	54	9,813
	2010	10	26	35	38	1	2	10	0	31	40	71	9,416
	2011	6	17	33	46	1	3	12	0	27	34	61	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	*	5	3	5	*	*	0		3	6	9	575	54
	2010	9	10	11	13	*	*	0		19	11	30	590	71
	2011	5	8	9	16	*	*	3		13	11	24	608	61

Number Tested	2009	2	25	26	30	2	1	11	0	24	30	54	9,813
	2010	10	26	35	38	1	2	10	0	31	40	71	9,416
	2011	6	17	33	46	1	3	12	0	27	34	61	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	*	100.0	92.3	96.7	*	*	81.8		100.0	93.3	96.3	48.3	54
	2010	100.0	84.6	88.6	84.2	*	*	50.0		93.5	85.0	88.7	45.5	71
	2011	100.0	88.2	90.9	91.3	*	*	91.7		92.6	91.2	91.8	42.1	61

Number Tested	2009	2	25	26	30	2	1	11	0	24	30	54	9,737
	2010	10	26	35	38	1	2	10	0	31	40	71	9,135
	2011	6	17	33	46	1	3	12	0	27	34	61	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	*	9	13	13	*	*	2		12	12	24	1,219	54
	2010	8	6	11	13	*	*	1		14	11	25	984	71
	2011	6	7	11	18	*	*	2		13	12	25	943	61

Number Tested	2009	2	25	26	30	2	1	11	0	24	30	54	9,737
	2010	10	26	35	38	1	2	10	0	31	40	71	9,135
	2011	6	17	33	46	1	3	12	0	27	34	61	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	*	80.0	84.6	90.0	*	*	72.7		83.3	83.3	83.3	44.6	54
	2010	90.0	57.7	45.7	42.1	*	*	50.0		64.5	50.0	56.3	37.3	71
	2011	83.3	58.8	54.5	56.5	*	*	58.3		55.6	55.9	55.7	34.4	61

Number Tested	2009	2	25	26	30	2	1	11	0	24	30	54	10,012
	2010	10	26	35	38	1	2	10	0	31	40	71	9,519
	2011	6	17	33	46	1	3	12	0	27	34	61	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	*	2	8	7	*	*	1		4	7	11	1,288	54
	2010	6	4	4	6	*	*	2		5	9	14	860	71
	2011	2	1	3	5	*	*	0		2	4	6	755	61

Number Tested	2009	2	25	26	30	2	1	11	0	24	30	54	10,012
	2010	10	26	35	38	1	2	10	0	31	40	71	9,519
	2011	6	17	33	46	1	3	12	0	27	34	61	9,530

## 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

61	66.8	80.1	92.0	93.4	83.6	100.0	80.3	95.9
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## COMPUTER APPLICATIONS

40	73.2	82.1	90.1	90.9	92.5	100.0	71.0	94.6
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## ENGLISH I

61	81.2	87.5	91.7	92.1	96.7	100.0	75.8	86.8
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## HEALTH EDUCATION

25	80.8	88.0	87.2	87.1	100.0	100.0	77.3	96.0
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## LANGUAGE ARTS 7 PRE-AP

69	73.7	82.5	80.6	80.4	98.6	92.8	91.1	96.9
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## MATHEMATICS 7 PRE-AP

69	64.2	76.1	80.2	80.6	71.0	91.3	81.4	97.1
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## SCIENCE 7 &amp; SCIENCE 7 PRE-AP

69	76.7	86.0	79.3	78.6	100.0	85.5	71.0	88.8
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## SCIENCE 8 &amp; SCIENCE 8 PRE-AP

61	71.9	83.8	82.3	82.1	96.7	98.4	65.7	89.3
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## SPANISH FOR NATIVE SPEAKERS I

16	50.8	72.7	82.6	83.7	68.8	100.0	73.3	87.2
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## SPANISH FOR NATIVE SPEAKERS II

16	59.6	75.7	86.5	87.7	87.5	100.0	75.9	91.1
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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

61	77.7	85.2	92.2	93.0	93.4	100.0	85.0	96.2
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## COMPUTER APPLICATIONS

40	72.6	81.7	88.8	89.5	95.0	100.0	70.6	94.1
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## ENGLISH I

61	85.1	90.1	92.0	92.2	98.4	100.0	83.5	87.0
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## HEALTH EDUCATION

23	83.1	88.8	85.4	85.1	100.0	95.7	79.2	92.7
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## LANGUAGE ARTS 7 PRE-AP

66	71.4	81.0	78.7	78.4	95.5	84.8	88.1	96.1
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## MATHEMATICS 7 PRE-AP

67	56.1	73.6	77.9	78.3	59.7	97.0	76.5	96.8
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## SCIENCE 7 &amp; SCIENCE 7 PRE-AP

67	80.9	87.3	78.8	77.9	100.0	89.6	76.4	89.0
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## SCIENCE 8 &amp; SCIENCE 8 PRE-AP

61	81.6	87.7	82.7	82.2	98.4	96.7	74.9	91.6
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## SPANISH FOR NATIVE SPEAKERS I

16	54.6	72.2	83.8	85.0	56.3	100.0	70.5	87.8
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## SPANISH FOR NATIVE SPEAKERS II

16	58.5	73.5	85.4	86.8	75.0	100.0	76.4	92.5
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## SEMESTER 1

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

## SPANISH I 7

11	69.8	79.8	86.9	87.7	90.9	100.0	83.6	96.0
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## SPANISH I 8

5	*	*	*	*	*	*	77.3	98.0
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## TEXAS STUDIES 7 PRE-AP

69	56.8	71.2	85.0	86.5	49.3	98.6	74.2	96.2
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## UNITED STATES STUDIES 8 PRE-AP

61	72.1	81.4	89.3	90.2	85.2	98.4	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 7

11	58.9	72.6	86.7	88.3	36.4	100.0	81.9	93.9
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## SPANISH I 8

5	*	*	*	*	*	*	79.0	96.1
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## TEXAS STUDIES 7 PRE-AP

67	64.8	76.5	82.1	82.7	80.6	98.5	81.4	96.9
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## UNITED STATES STUDIES 8 PRE-AP

61	75.4	83.6	87.4	87.9	90.2	96.7	95.5	96.8
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