

DATA PACKET

for 2011-12 planning

School Number 71

ENVIRONMENTAL SCIENCE ACADEMY



Dallas
Independent
School
District

Evaluation & Accountability
Data Analysis, Reporting, and Research Services

<https://mydata.dallasisd.org>

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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.

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	77
7	76
8	68
ALL	221

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	65	29.4	8	50.0
American Indian/Alaska Native	27	12.2	*	*
Asian/Hawaiian/Pacific Islander	3	1.4	*	*
Hispanic	108	48.9	0	0.0
White	15	6.8	7	43.8
Multiple	3	1.4	0	0.0
Other* (teachers only)	—	—	1	6.3
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	18	8.1
Economically disadvantaged	162	73.3
Limited English proficient (LEP)	10	4.5
Special education	2	0.9
Talented and Gifted (TAG)	156	70.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2009	54	19	35.2	0	0.0	1	1.9	29	53.7	5	9.3	—	—
	2010	76	22	28.9	0	0.0	1	1.3	48	63.2	5	6.6	—	—
	2011	77	24	31.2	0	0.0	1	1.3	45	58.4	7	9.1	0	0.0
7	2009	65	15	23.1	0	0.0	2	3.1	41	63.1	7	10.8	—	—
	2010	73	23	31.5	2	2.7	1	1.4	43	58.9	4	5.5	—	—
	2011	76	21	27.6	3	3.9	1	1.3	46	60.5	4	5.3	1	1.3
8	2009	69	13	18.8	1	1.4	1	1.4	51	73.9	3	4.3	—	—
	2010	66	14	21.2	0	0.0	2	3.0	44	66.7	6	9.1	—	—
	2011	68	20	29.4	24	35.3	1	1.5	17	25.0	4	5.9	2	2.9
6-8	2009	188	47	25.0	1	0.5	4	2.1	121	64.4	15	8.0	—	—
	2010	215	59	27.4	2	0.9	4	1.9	135	62.8	15	7.0	—	—
	2011	221	65	29.4	27	12.2	3	1.4	108	48.9	15	6.8	3	1.4

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
6	2009	54	35	64.8	7	13.0	0	0.0	9	16.7	17	31.5	5	9.3	0.0
	2010	76	60	78.9	5	6.6	1	1.3	8	10.5	19	25.0	2	2.6	0.0
	2011	77	55	71.4	4	5.2	1	1.3	7	9.1	53	68.8	4	5.2	0.0
7	2009	65	46	70.8	1	1.5	0	0.0	4	6.2	41	63.1	1	1.5	0.0
	2010	73	53	72.6	3	4.1	0	0.0	7	9.6	48	65.8	3	4.1	0.0
	2011	76	58	76.3	5	6.6	1	1.3	8	10.5	58	76.3	2	2.6	0.0
8	2009	69	53	76.8	0	0.0	2	2.9	7	10.1	53	76.8	1	1.4	0.0
	2010	66	49	74.2	0	0.0	1	1.5	7	10.6	39	59.1	0	0.0	0.0
	2011	68	49	72.1	1	1.5	0	0.0	3	4.4	45	66.2	0	0.0	0.0
6-8	2009	188	134	71.3	8	4.3	2	1.1	20	10.6	111	59.0	7	3.7	0.0
	2010	215	162	75.3	8	3.7	2	0.9	22	10.2	106	49.3	5	2.3	0.0
	2011	221	162	73.3	10	4.5	2	0.9	18	8.1	156	70.6	6	2.7	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
6	2009	54.6	10,588.3	53.5	97.9	10,165.3	96.0	0	0.0	19.9	54	9,131	98.9	86.2
	2010	75.5	10,602.4	73.7	97.5	10,110.8	95.4	0	0.0	18.6	74	9,083	98.0	85.7
	2011	75.2	10,126.2	73.6	97.9	9,742.1	96.2	0	0.0	17.3	76	9,074	100.0	89.6
7	2009	66.4	10,135.8	64.7	97.4	9,601.8	94.7	0	0.0	26.0	64	8,389	96.3	82.8
	2010	72.9	10,258.0	70.5	96.7	9,636.4	93.9	1	1.4	22.4	71	8,310	97.5	81.0
	2011	74.0	10,058.0	72.4	97.8	9,588.9	95.3	1	1.4	22.8	75	8,791	100.0	87.4
8	2009	69.4	10,551.1	68.4	98.5	9,945.8	94.3	0	0.0	28.2	68	8,477	98.0	80.3
	2010	65.6	9,995.5	63.3	96.4	9,325.9	93.3	0	0.0	15.6	64	7,894	97.5	79.0
	2011	65.9	9,906.7	64.3	97.7	9,388.4	94.8	0	0.0	17.7	67	8,465	100.0	85.4
6-8	2009	190.4	31,275.2	186.5	98.0	29,712.9	95.0	0	0.0	24.7	186	25,997	97.7	83.1
	2010	214.0	30,855.9	207.4	96.9	29,073.2	94.2	1	0.5	18.9	209	25,287	97.7	82.0
	2011	215.1	30,090.9	210.4	97.8	28,719.4	95.4	1	0.5	19.3	218	26,330	100.0	87.5

Teachers: 16

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	50.0
Hispanic	0	0.0
White	7	43.8
Multiple categories	0	0.0
Other	1	6.3

Gender	Number	Percentage
Female	12	75.0
Male	4	25.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.4	NA
2009-10	7.5	NA
2010-11	6.3	86.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	6.3
1	1	6.3
2	0	0.0
3	3	18.8
4	2	12.5
5	1	6.3
1-3	4	25.0
More than 3	11	68.8
1 - 5	7	43.8
6 - 10	2	12.5
11 - 20	1	6.3
More than 20	5	31.3

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2009	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	86.4	54
	2010	*	100.0	97.9	98.3	*	*	100.0		97.7	100.0	98.7	78.3	76
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	76.4	77
7	2009	100.0	100.0	100.0	100.0		*	*		100.0	100.0	100.0	77.1	65
	2010	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	77.1	73
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	77.2	76
8	2009	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	91.2	69
	2010	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	88.9	66
	2011	*	100.0	100.0	100.0		*	*		100.0	100.0	100.0	88.2	68
6-8	2009	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	85.0	188
	2010	100.0	100.0	99.3	99.4	*	100.0	100.0		99.2	100.0	99.5	81.3	215
	2011	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	80.6	221

NUMBER TESTED IN GRADES 6-8													
2009	15	47	121	134	2	8	20	0	122	66	188	28,010	
2010	15	59	135	162	2	8	22	0	127	88	215	28,435	
2011	15	65	108	163	2	11	18	0	132	89	221	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	0	0		0	0		0	0	0	1,295	54
	2010	*	0	1	1	*	*	0		1	0	1	2,123	76
	2011	0	0	0	0	*	*	0		0	0	0	2,258	77
7	2009	0	0	0	0		*	*		0	0	0	2,065	65
	2010	*	0	0	0		*	0		0	0	0	2,164	73
	2011	*	0	0	0	*	*	0		0	0	0	2,173	76
8	2009	*	0	0	0	*		0		0	0	0	834	69
	2010	0	0	0	0	*		0		0	0	0	1,028	66
	2011	*	0	0	0		*	*		0	0	0	1,116	68
6-8	2009	0	0	0	0	*	0	0		0	0	0	4,194	188
	2010	0	0	1	1	*	0	0		1	0	1	5,315	215
	2011	0	0	0	0	*	0	0		0	0	0	5,547	221

NUMBER TESTED IN GRADES 6-8													
2009	15	47	121	134	2	8	20	0	122	66	188	28,010	
2010	15	59	135	162	2	8	22	0	127	88	215	28,435	
2011	15	65	108	163	2	11	18	0	132	89	221	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	94.3	86.8	95.4	91.3
	2010	94.3	94.4	93.4	92.0
	2011	95.6	95.9	94.6	92.6
7	2009	92.7	93.7	91.2	90.2
	2010	93.8	91.1	93.3	86.0
	2011	97.3	92.8	91.8	88.7
8	2009	95.5	95.7	95.9	96.1
	2010	97.5	95.0	96.5	93.1
	2011	95.0	95.0	95.6	93.0
6-8	2009	94.2	92.4	94.1	92.7
	2010	95.1	93.5	94.3	90.3
	2011	96.0	94.6	94.0	91.4

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	*	57.9	69.0	62.9		71.4	77.8		70.0	62.5	66.7	30.2	54
	2010	*	77.3	75.0	78.0	*	*	37.5		68.2	81.3	73.7	22.1	76
	2011	85.7	87.5	75.6	76.4	*	*	71.4		81.1	75.0	79.2	26.0	77
7	2009	71.4	53.3	48.8	56.5		*	*		45.2	65.2	52.3	19.6	65
	2010	*	56.5	51.2	47.2		*	42.9		45.2	61.3	52.1	17.2	73
	2011	*	66.7	76.1	72.4	*	*	50.0		67.5	77.8	72.4	17.9	76
8	2009	*	69.2	84.3	84.9	*		85.7		82.0	84.2	82.6	36.6	69
	2010	100.0	71.4	75.0	82.0	*		85.7		70.7	84.0	75.8	31.9	66
	2011	*	75.0	82.4	70.0		*	*		71.8	65.5	69.1	31.2	68
6-8	2009	80.0	59.6	68.6	69.4	*	75.0	80.0		66.4	69.7	67.6	29.0	188
	2010	80.0	67.8	67.4	69.1	*	37.5	54.5		61.4	75.0	67.0	23.7	215
	2011	73.3	76.9	76.9	73.0	*	63.6	55.6		74.2	73.0	73.8	25.0	221

NUMBER TESTED IN GRADES 6-8													
2009	15	47	121	134	2	8	20	0	122	66	188	28,010	
2010	15	59	135	162	2	8	22	0	127	88	215	28,435	
2011	15	65	108	163	2	11	18	0	132	89	221	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	100.0	100.0		100.0	100.0		100.0	100.0	100.0	73.3	54
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	72.7	76
	2011	100.0	95.8	100.0	100.0	*	*	100.0		98.1	100.0	98.7	74.5	77
7	2009	100.0	100.0	95.1	95.7		*	*		95.2	100.0	96.9	67.2	65
	2010	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	68.5	73
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	69.7	76
8	2009	*	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	72.3	69
	2010	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	76.4	66
	2011	*	100.0	100.0	100.0		*	*		100.0	100.0	100.0	78.3	68
6-8	2009	100.0	100.0	98.3	98.5	*	100.0	100.0		98.4	100.0	98.9	71.0	188
	2010	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	72.5	215
	2011	100.0	98.5	100.0	100.0	*	100.0	100.0		99.2	100.0	99.5	74.2	221

NUMBER TESTED IN GRADES 6-8													
2009	15	47	121	134	2	8	20	0	122	66	188	27,738	
2010	15	59	135	162	2	8	22	0	127	88	215	28,433	
2011	15	65	108	163	2	11	18	0	132	89	221	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	0	0		0	0		0	0	0	2,552	54
	2010	*	0	0	0	*	*	0		0	0	0	2,673	76
	2011	0	1	0	0	*	*	0		1	0	1	2,444	77
7	2009	0	0	2	2		*	*		2	0	2	2,966	65
	2010	*	0	0	0		*	0		0	0	0	2,975	73
	2011	*	0	0	0	*	*	0		0	0	0	2,895	76
8	2009	*	0	0	0	*		0		0	0	0	2,530	69
	2010	0	0	0	0	*		0		0	0	0	2,173	66
	2011	*	0	0	0		*	*		0	0	0	2,056	68
6-8	2009	0	0	2	2	*	0	0		2	0	2	8,048	188
	2010	0	0	0	0	*	0	0		0	0	0	7,821	215
	2011	0	1	0	0	*	0	0		1	0	1	7,395	221

NUMBER TESTED IN GRADES 6-8													
2009	15	47	121	134	2	8	20	0	122	66	188	27,738	
2010	15	59	135	162	2	8	22	0	127	88	215	28,433	
2011	15	65	108	163	2	11	18	0	132	89	221	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	89.3	88.7	91.5	85.2	86.1	91.2
	2010	90.7	92.4	95.1	84.2	89.0	90.5
	2011	92.3	93.7	92.6	86.5	92.6	90.9
7	2009	85.7	85.2	81.8	74.8	79.6	85.5
	2010	87.3	81.5	84.9	72.9	84.9	91.3
	2011	88.4	84.6	85.2	75.0	87.6	86.8
8	2009	84.5	89.3	88.0	78.3	87.9	87.5
	2010	84.8	85.6	81.8	77.9	86.7	87.1
	2011	85.9	84.1	82.4	72.9	84.7	84.4
6-8	2009	86.3	87.7	86.9	79.0	84.5	87.9
	2010	87.7	86.6	87.6	78.4	86.9	89.7
	2011	89.0	87.6	86.9	78.4	88.5	87.5

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)
6	2009	*	63.2	58.6	60.0		57.1	66.7		66.7	58.3	63.0	29.0	54
	2010	*	50.0	68.8	66.1	*	*	87.5		68.2	56.3	63.2	22.4	76
	2011	85.7	58.3	75.6	74.5	*	*	57.1		71.7	70.8	71.4	24.5	77
7	2009	14.3	20.0	31.7	30.4		*	*		28.6	21.7	26.2	11.3	65
	2010	*	30.4	41.9	37.7		*	42.9		31.0	51.6	39.7	14.7	73
	2011	*	33.3	45.7	41.4	*	*	62.5		30.0	52.8	40.8	15.1	76
8	2009	*	53.8	45.1	49.1	*		0.0		44.0	52.6	46.4	15.4	69
	2010	16.7	21.4	52.3	48.0	*		28.6		39.0	48.0	42.4	14.1	66
	2011	*	45.0	23.5	32.0		*	*		30.8	44.8	36.8	15.3	68
6-8	2009	46.7	46.8	43.8	45.5	*	50.0	30.0		44.3	43.9	44.1	18.7	188
	2010	40.0	35.6	54.8	51.2	*	62.5	54.5		46.5	52.3	48.8	17.2	215
	2011	53.3	46.2	54.6	49.7	*	63.6	50.0		47.0	55.1	50.2	18.3	221

NUMBER TESTED IN GRADES 6-8													
2009	15	47	121	134	2	8	20	0	122	66	188	27,738	
2010	15	59	135	162	2	8	22	0	127	88	215	28,433	
2011	15	65	108	163	2	11	18	0	132	89	221	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	100.0	97.6	97.8		*	*		97.6	100.0	98.5	88.6	65
	2010	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	90.6	73
	2011	*	100.0	97.8	100.0	*	*	100.0		97.5	100.0	98.7	89.9	76

NUMBER TESTED IN GRADE 7													
2009	7	15	41	46	0	1	4	0	42	23	65	8,988	
2010	4	23	43	53	0	3	7	0	42	31	73	9,369	
2011	4	21	46	58	1	5	8	0	40	36	76	9,507	

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	0	1	1		*	*		1	0	1	1,023	65
	2010	*	0	0	0		*	0		0	0	0	878	73
	2011	*	0	1	0	*	*	0		1	0	1	964	76

NUMBER TESTED IN GRADE 7													
2009	7	15	41	46	0	1	4	0	42	23	65	8,988	
2010	4	23	43	53	0	3	7	0	42	31	73	9,369	
2011	4	21	46	58	1	5	8	0	40	36	76	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	2.8	91.8	90.5	90.0	89.2
	2010	2.8	94.1	84.4	92.5	90.3
	2011	3.0	93.6	88.6	93.6	90.6

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2009	42.9	53.3	61.0	63.0		*	*		52.4	60.9	55.4	22.3	65
	2010	*	65.2	51.2	54.7		*	85.7		54.8	64.5	58.9	26.3	73
	2011	*	85.7	80.4	81.0	*	*	75.0		72.5	91.7	81.6	24.8	76

NUMBER TESTED IN GRADE 7													
2009	7	15	41	46	0	1	4	0	42	23	65	8,988	
2010	4	23	43	53	0	3	7	0	42	31	73	9,369	
2011	4	21	46	58	1	5	8	0	40	36	76	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	69
	2010	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	92.1	66
	2011	*	100.0	100.0	100.0		*	*		100.0	100.0	100.0	93.4	67

NUMBER TESTED IN GRADE 8													
2009	3	13	51	53	2	0	7	0	50	19	69	9,233	
2010	6	14	44	50	1	0	7	0	41	25	66	9,084	
2011	3	20	17	50	0	1	3	0	38	29	67	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	69
	2010	0	0	0	0	*		0		0	0	0	719	66
	2011	*	0	0	0		*	*		0	0	0	615	67

NUMBER TESTED IN GRADE 8													
2009	3	13	51	53	2	0	7	0	50	19	69	9,233	
2010	6	14	44	50	1	0	7	0	41	25	66	9,084	
2011	3	20	17	50	0	1	3	0	38	29	67	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	81.2	90.8	89.7	77.3	94.6
	2010	82.8	85.9	91.8	77.0	88.4
	2011	78.9	82.1	85.6	75.5	86.8

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	*	76.9	52.9	49.1	*		28.6		62.0	36.8	55.1	31.7	69
	2010	83.3	64.3	59.1	68.0	*		57.1		63.4	64.0	63.6	32.3	66
	2011	*	55.0	52.9	48.0		*	*		52.6	48.3	50.7	34.9	67

NUMBER TESTED IN GRADE 8													
2009	3	13	51	53	2	0	7	0	50	19	69	9,233	
2010	6	14	44	50	1	0	7	0	41	25	66	9,084	
2011	3	20	17	50	0	1	3	0	38	29	67	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	100.0	100.0	*		100.0		100.0	100.0	100.0	59.2	69
	2010	100.0	100.0	93.2	96.0	*		71.4		97.6	92.0	95.5	64.2	66
	2011	*	95.0	100.0	96.0		*	*		97.4	96.6	97.0	67.6	67

NUMBER TESTED IN GRADE 8													
2009	3	13	51	53	2	0	7	0	50	19	69	9,292	
2010	6	14	44	50	1	0	7	0	41	25	66	9,112	
2011	3	20	17	50	0	1	3	0	38	29	67	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	0	0	*		0		0	0	0	3,794	69
	2010	0	0	3	2	*		2		1	2	3	3,261	66
	2011	*	1	0	2		*	*		1	1	2	3,032	67

NUMBER TESTED IN GRADE 8													
2009	3	13	51	53	2	0	7	0	50	19	69	9,292	
2010	6	14	44	50	1	0	7	0	41	25	66	9,112	
2011	3	20	17	50	0	1	3	0	38	29	67	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	89.1	90.8	92.0	94.2	85.6
	2010	89.3	90.0	84.1	76.8	84.6
	2011	87.8	85.4	81.6	78.6	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	*	76.9	72.5	75.5	*		42.9		80.0	57.9	73.9	13.3	69
	2010	83.3	57.1	54.5	60.0	*		42.9		61.0	48.0	56.1	17.0	66
	2011	*	35.0	52.9	42.0		*	*		47.4	37.9	43.3	18.9	67

NUMBER TESTED IN GRADES 8													
2009	3	13	51	53	2	0	7	0	50	19	69	9,292	
2010	6	14	44	50	1	0	7	0	41	25	66	9,112	
2011	3	20	17	50	0	1	3	0	38	29	67	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	87.5	96.8	95.7	33.6	70
	2010	85.7	91.5	90.9	33.9	66
	2011	*	87.9	87.0	33.3	69

		MATHEMATICS TOTAL				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	75.0	93.5	91.4	48.3	70
	2010	85.7	94.9	93.9	45.5	66
	2011	*	89.4	87.0	42.1	69

Number Tested	2009	8	62	70	9,813	
	2010	7	59	66	9,416	
	2011	3	66	69	9,423	

Number Tested	2009	8	62	70	9,737	
	2010	7	59	66	9,135	
	2011	3	66	69	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	*	100.0	94.2	98.1	*		87.5		94.0	100.0	95.7	33.6	70
	2010	100.0	100.0	86.4	89.8	*		85.7	*	95.1	84.0	90.9	33.9	66
	2011	*	95.0	88.2	82.0		*	*		87.5	86.2	87.0	33.3	69

Number Tested	2009	3	13	52	53	2	0	8	0	50	20	70	9,813
	2010	6	14	44	49	1	0	7	1	41	25	66	9,416
	2011	4	20	17	50	0	1	3	0	40	29	69	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	18	19	*		1		16	8	24	575	70
	2010	4	7	16	19	*		4	*	20	7	27	590	66
	2011	*	6	3	9		*	*		11	6	17	608	69

Number Tested	2009	3	13	52	53	2	0	8	0	50	20	70	9,813
	2010	6	14	44	49	1	0	7	1	41	25	66	9,416
	2011	4	20	17	50	0	1	3	0	40	29	69	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	*	84.6	92.3	92.5	*		75.0		92.0	90.0	91.4	48.3	70
	2010	100.0	100.0	90.9	91.8	*		85.7	*	95.1	92.0	93.9	45.5	66
	2011	*	80.0	82.4	90.0		*	*		82.5	93.1	87.0	42.1	69

Number Tested	2009	3	13	52	53	2	0	8	0	50	20	70	9,737
	2010	6	14	44	49	1	0	7	1	41	25	66	9,135
	2011	4	20	17	50	0	1	3	0	40	29	69	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	*	6	22	27	*		0		22	10	32	1,219	70
	2010	3	2	14	15	*		1	*	14	6	20	984	66
	2011	*	6	4	9		*	*		7	9	16	943	69

Number Tested	2009	3	13	52	53	2	0	8	0	50	20	70	9,737
	2010	6	14	44	49	1	0	7	1	41	25	66	9,135
	2011	4	20	17	50	0	1	3	0	40	29	69	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	*	69.2	55.8	64.2	*		25.0		60.0	65.0	61.4	44.6	70
	2010	50.0	50.0	40.9	40.8	*		14.3	*	43.9	44.0	43.9	37.3	66
	2011	*	55.0	52.9	54.0		*	*		52.5	62.1	56.5	34.4	69

Number Tested	2009	3	13	52	53	2	0	8	0	50	20	70	10,012
	2010	6	14	44	49	1	0	7	1	41	25	66	9,519
	2011	4	20	17	50	0	1	3	0	40	29	69	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	6	8	*		0		6	4	10	1,288	70
	2010	1	0	4	4	*		0	*	4	2	6	860	66
	2011	*	2	3	5		*	*		3	4	7	755	69


Number Tested	2009	3	13	52	53	2	0	8	0	50	20	70	10,012
	2010	6	14	44	49	1	0	7	1	41	25	66	9,519
	2011	4	20	17	50	0	1	3	0	40	29	69	9,530

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
ALL (10)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	1	10.0	3	30.0	2	20.0	2	20.0
	Advanced High	10	100.0	9	90.0	7	70.0	8	80.0	8	80.0

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
10 8 (80.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	8	

 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

1	*	*	*	*	*	*	48.6	80.9
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ALGEBRA I PRE-AP

68	61.9	77.1	79.1	79.3	76.5	94.1	80.3	95.9
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COMPUTER APPLICATIONS

76	78.1	85.4	95.4	96.6	98.7	100.0	71.0	94.6
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LANGUAGE ARTS 7

76	81.5	88.9	88.3	88.2	100.0	100.0	63.5	88.7
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LANGUAGE ARTS 8 PRE-AP

68	57.1	74.8	85.0	86.2	79.4	100.0	75.7	95.1
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MATHEMATICS 7 PRE-AP

76	69.5	79.7	89.3	90.4	84.2	100.0	81.4	97.1
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SCIENCE 7 & SCIENCE 7 PRE-AP

76	79.6	87.8	86.8	86.7	100.0	98.7	71.0	88.8
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SCIENCE 8 & SCIENCE 8 PRE-AP

68	68.1	81.6	85.4	85.8	98.5	100.0	65.7	89.3
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TEXAS STUDIES 7

76	81.5	88.5	84.7	84.2	100.0	98.7	55.3	87.7
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UNITED STATES STUDIES 8

69	78.2	85.5	83.6	83.4	92.8	98.6	54.9	86.5
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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

0								
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ALGEBRA I PRE-AP

68	67.7	78.5	79.0	79.0	80.9	94.1	85.0	96.2
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COMPUTER APPLICATIONS

0								
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LANGUAGE ARTS 7

76	86.1	90.7	86.6	86.1	100.0	96.1	78.9	89.4
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LANGUAGE ARTS 8 PRE-AP

67	61.5	76.4	81.4	82.0	80.6	94.0	75.6	95.0
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MATHEMATICS 7 PRE-AP

76	62.1	77.2	88.7	90.0	88.2	100.0	76.5	96.8
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SCIENCE 7 & SCIENCE 7 PRE-AP

76	84.2	89.5	84.9	84.4	100.0	93.4	76.4	89.0
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SCIENCE 8 & SCIENCE 8 PRE-AP

68	75.2	83.4	83.5	83.5	98.5	95.6	74.9	91.6
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TEXAS STUDIES 7

76	78.9	87.8	86.0	85.8	100.0	94.7	63.4	87.1
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UNITED STATES STUDIES 8

68	77.9	86.5	79.1	78.3	100.0	85.3	71.7	89.7
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