

DATA PACKET

for 2011-12 planning

School Number 75

GEORGE BANNERMAN DEALEY



**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	90
8	99
ALL	189

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	30	15.9	2	13.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	14	7.4	*	*
Hispanic	102	54.0	1	6.7
White	38	20.1	12	80.0
Multiple	5	2.6	0	0.0
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	14	7.4
Economically disadvantaged	98	51.9
Limited English proficient (LEP)	2	1.1
Special education	6	3.2
Talented and Gifted (TAG)	70	37.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
7	2009	77	14	18.2	0	0.0	6	7.8	37	48.1	20	26.0	—	—
	2010	97	19	19.6	1	1.0	5	5.2	51	52.6	21	21.6	—	—
	2011	90	11	12.2	0	0.0	8	8.9	50	55.6	19	21.1	2	2.2
8	2009	65	10	15.4	0	0.0	3	4.6	38	58.5	14	21.5	—	—
	2010	84	14	16.7	0	0.0	5	6.0	42	50.0	23	27.4	—	—
	2011	99	19	19.2	0	0.0	6	6.1	52	52.5	19	19.2	3	3.0
7-8	2009	142	24	16.9	0	0.0	9	6.3	75	52.8	34	23.9	—	—
	2010	181	33	18.2	1	0.6	10	5.5	93	51.4	44	24.3	—	—
	2011	189	30	15.9	0	0.0	14	7.4	102	54.0	38	20.1	5	2.6

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	77	33	42.9	0	0.0	1	1.3	6	7.8	35	45.5	6	7.8	0.0
	2010	97	44	45.4	0	0.0	3	3.1	4	4.1	32	33.0	9	9.3	0.0
	2011	90	49	54.4	2	2.2	3	3.3	11	12.2	37	41.1	7	7.8	0.0
8	2009	65	39	60.0	0	0.0	0	0.0	8	12.3	38	58.5	1	1.5	0.0
	2010	84	37	44.0	0	0.0	1	1.2	10	11.9	35	41.7	4	4.8	0.0
	2011	99	49	49.5	0	0.0	3	3.0	3	3.0	33	33.3	3	3.0	0.0
7-8	2009	142	72	50.7	0	0.0	1	0.7	14	9.9	73	51.4	7	4.9	0.0
	2010	181	81	44.8	0	0.0	4	2.2	14	7.7	67	37.0	13	7.2	0.0
	2011	189	98	51.9	2	1.1	6	3.2	14	7.4	70	37.0	10	5.3	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	76.5	10,135.8	74.9	98.0	9,601.8	94.7	1	1.3	26.0	76	8,389	99.4	82.8
	2010	96.1	10,258.0	93.4	97.2	9,636.4	93.9	1	1.0	22.4	95	8,310	98.9	81.0
	2011	86.9	10,058.0	85.2	98.0	9,588.9	95.3	0	0.0	22.8	90	8,791	100.0	87.4
8	2009	66.8	10,551.1	65.9	98.7	9,945.8	94.3	2	3.0	28.2	65	8,477	97.3	80.3
	2010	83.5	9,995.5	81.5	97.5	9,325.9	93.3	0	0.0	15.6	84	7,894	100.0	79.0
	2011	96.1	9,906.7	94.3	98.1	9,388.4	94.8	1	1.0	17.7	98	8,465	100.0	85.4
7-8	2009	143.3	20,686.9	140.8	98.3	19,547.6	94.5	3	2.1	27.1	141	16,866	98.4	81.5
	2010	179.6	20,253.5	174.9	97.4	18,962.4	93.6	1	0.6	19.1	179	16,204	99.7	80.0
	2011	183.0	19,964.7	179.4	98.0	18,977.3	95.1	1	0.5	20.3	188	17,256	100.0	86.4

Teachers: 15

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	13.3
Hispanic	1	6.7
White	12	80.0
Multiple categories	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	8	53.3
Male	7	46.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.5	NA
2009-10	7.6	NA
2010-11	6.8	93.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	3	20.0
3	0	0.0
4	0	0.0
5	1	6.7
1-3	3	20.0
More than 3	12	80.0
1 - 5	4	26.7
6 - 10	4	26.7
11 - 20	2	13.3
More than 20	5	33.3

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	100.0	97.3	97.0	*		100.0		100.0	97.7	98.7	77.1	76
	2010	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	77.1	97
	2011	100.0	90.9	100.0	100.0	*	*	90.9		100.0	98.0	98.9	77.2	90
8	2009	100.0	100.0	100.0	100.0			100.0		100.0	100.0	100.0	91.2	66
	2010	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	88.9	84
	2011	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	88.2	99
7-8	2009	100.0	100.0	98.7	98.6	*		100.0		100.0	98.8	99.3	84.3	142
	2010	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	82.9	181
	2011	100.0	96.7	100.0	100.0	85.7	*	93.3		100.0	99.0	99.5	82.7	189

	NUMBER TESTED IN GRADES 7-8											
2009	34	25	75	72	1	0	14	0	56	86	142	18,508
2010	44	33	92	80	4	0	14	0	87	94	181	18,655
2011	38	30	102	98	7	2	15	0	89	100	189	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	0	1	1	*		0		0	1	1	2,065	76
	2010	0	0	0	0	*		*		0	0	0	2,164	97
	2011	0	1	0	0	*	*	1		0	1	1	2,173	90
8	2009	0	0	0	0			0		0	0	0	834	66
	2010	0	0	0	0	*		0		0	0	0	1,028	84
	2011	0	0	0	0	*		*		0	0	0	1,116	99
7-8	2009	0	0	1	1	*		0		0	1	1	2,899	142
	2010	0	0	0	0	*		0		0	0	0	3,192	181
	2011	0	1	0	0	1	*	1		0	1	1	3,289	189

	NUMBER TESTED IN GRADES 7-8											
2009	34	25	75	72	1	0	14	0	56	86	142	18,508
2010	44	33	92	80	4	0	14	0	87	94	181	18,655
2011	38	30	102	98	7	2	15	0	89	100	189	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	93.8	95.0	92.9	90.4
	2010	93.9	90.6	92.4	87.0
	2011	93.4	89.2	91.3	87.2
8	2009	96.7	94.8	94.2	95.2
	2010	97.7	95.0	96.7	94.6
	2011	96.2	97.3	96.0	95.3
7-8	2009	95.1	94.9	93.5	92.6
	2010	95.7	92.7	94.4	90.5
	2011	94.9	93.4	93.8	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)
7	2009	70.0	64.3	54.1	54.5	*		16.7		60.6	62.8	61.8	19.6	76
	2010	81.0	42.1	56.9	54.5	*		*		44.9	72.9	58.8	17.2	97
	2011	84.2	36.4	56.0	53.1	*	*	18.2		52.5	62.0	57.8	17.9	90
8	2009	78.6	72.7	81.6	76.9			75.0		65.2	88.4	80.3	36.6	66
	2010	87.0	85.7	80.5	80.6	*		80.0		84.2	82.6	83.3	31.9	84
	2011	78.9	78.9	78.8	77.6	*		*		71.4	88.0	79.8	31.2	99
7-8	2009	73.5	68.0	68.0	66.7	*		50.0		62.5	75.6	70.4	28.3	142
	2010	84.1	60.6	67.4	66.3	*		64.3		62.1	77.7	70.2	24.5	181
	2011	81.6	63.3	67.6	65.3	28.6	*	20.0		62.9	75.0	69.3	24.6	189

	NUMBER TESTED IN GRADES 7-8											
2009	34	25	75	72	1	0	14	0	56	86	142	18,508
2010	44	33	92	80	4	0	14	0	87	94	181	18,655
2011	38	30	102	98	7	2	15	0	89	100	189	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	85.7	100.0	97.0	*		66.7		100.0	95.3	97.4	67.2	77
	2010	100.0	100.0	98.0	97.7	*		*		98.0	100.0	99.0	68.5	97
	2011	94.7	81.8	98.0	98.0	*	*	63.6		97.5	94.0	95.6	69.7	90
8	2009	100.0	90.0	100.0	97.4			87.5		95.7	100.0	98.5	72.3	65
	2010	100.0	100.0	97.6	97.2	*		100.0		97.4	100.0	98.8	76.4	84
	2011	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	78.3	99
7-8	2009	100.0	87.5	100.0	97.2	*		78.6		98.2	97.6	97.9	69.8	142
	2010	100.0	100.0	97.8	97.5	*		92.9		97.7	100.0	98.9	72.4	181
	2011	97.4	93.3	99.0	99.0	71.4	*	73.3		98.9	97.0	97.9	74.0	189

NUMBER TESTED IN GRADES 7-8													
2009	34	24	76	72	1	0	14	0	57	85	142	18,178	
2010	44	33	92	80	4	0	14	0	87	94	181	18,634	
2011	38	30	102	98	7	2	15	0	89	100	189	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	2	0	1	*		2		0	2	2	2,966	77
	2010	0	0	1	1	*		*		1	0	1	2,975	97
	2011	1	2	1	1	*	*	4		1	3	4	2,895	90
8	2009	0	1	0	1			1		1	0	1	2,530	65
	2010	0	0	1	1	*		0		1	0	1	2,173	84
	2011	0	0	0	0	*		*		0	0	0	2,056	99
7-8	2009	0	3	0	2	*		3		1	2	3	5,496	142
	2010	0	0	2	2	*		1		2	0	2	5,148	181
	2011	1	2	1	1	2	*	4		1	3	4	4,951	189

	NUMBER TESTED IN GRADES 7-8											
2009	34	24	76	72	1	0	14	0	57	85	142	18,178
2010	44	33	92	80	4	0	14	0	87	94	181	18,634
2011	38	30	102	98	7	2	15	0	89	100	189	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	90.1	87.7	90.4	85.2	82.4	88.7
	2010	89.9	88.4	89.4	82.1	87.8	89.8
	2011	85.6	82.6	90.2	74.0	87.8	87.8
8	2009	85.2	89.2	89.7	86.2	92.5	89.7
	2010	86.0	86.4	85.5	80.0	92.0	85.1
	2011	86.0	86.0	87.2	75.2	93.1	86.3
7-8	2009	87.9	88.4	90.0	85.6	87.0	89.2
	2010	88.1	87.5	87.6	81.1	89.7	87.6
	2011	85.8	84.3	88.6	74.6	90.5	87.0

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)
7	2009	50.0	35.7	47.4	42.4	*		0.0		52.9	44.2	48.1	11.3	77
	2010	66.7	57.9	62.7	68.2	*		*		71.4	56.3	63.9	14.7	97
	2011	36.8	45.5	54.0	61.2	*	*	36.4		50.0	48.0	48.9	15.1	90
8	2009	78.6	40.0	52.6	56.4			12.5		47.8	64.3	58.5	15.4	65
	2010	52.2	28.6	46.3	41.7	*		10.0		44.7	47.8	46.4	14.1	84
	2011	42.1	52.6	44.2	49.0	*		*		51.0	44.0	47.5	15.3	99
7-8	2009	61.8	37.5	50.0	50.0	*		7.1		50.9	54.1	52.8	13.4	142
	2010	59.1	45.5	55.4	56.3	*		21.4		59.8	52.1	55.8	14.4	181
	2011	39.5	50.0	49.0	55.1	14.3	*	26.7		50.6	46.0	48.1	15.2	189

	NUMBER TESTED IN GRADES 7-8											
2009	34	24	76	72	1	0	14	0	57	85	142	18,178
2010	44	33	92	80	4	0	14	0	87	94	181	18,634
2011	38	30	102	98	7	2	15	0	89	100	189	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	77
	2010	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	90.6	97
	2011	100.0	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	89.9	89

	NUMBER TESTED IN GRADE 7											
2009	20	14	38	33	1	0	6	0	34	43	77	8,988
2010	21	19	51	44	3	0	4	0	49	48	97	9,369
2011	19	10	50	48	4	2	11	0	39	50	89	9,507

Shaded cells indicate percentages below 70 percent, the 2010-11 AELS minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2009	0	0	0	0	*		0		0	0	0	1,023	77
	2010	0	0	0	0	*		*		0	0	0	878	97
	2011	0	0	0	0	*	*	0		0	0	0	964	89

	NUMBER TESTED IN GRADE 7											
2009	20	14	38	33	1	0	6	0	34	43	77	8,988
2010	21	19	51	44	3	0	4	0	49	48	97	9,369
2011	19	10	50	48	4	2	11	0	39	50	89	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	3.0	90.3	92.3	91.2	92.5
	2010	3.2	95.7	88.8	94.0	92.4
	2011	3.0	92.9	88.1	92.4	90.4

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	75.0	57.1	71.1	63.6	*		0.0		58.8	79.1	70.1	22.3	77
	2010	90.5	78.9	78.4	77.3	*		*		73.5	91.7	82.5	26.3	97
	2011	78.9	30.0	64.0	60.4	*	*	27.3		56.4	70.0	64.0	24.8	89

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	20	14	38	33	1	0	6	0	34	43	77	8,988	
2010	21	19	51	44	3	0	4	0	49	48	97	9,369	
2011	19	10	50	48	4	2	11	0	39	50	89	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	100.0	88.3	65
	2010	100.0	100.0	100.0	100.0	*		100.0		100.0	100.0	100.0	92.1	84
	2011	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	93.4	99

	NUMBER TESTED IN GRADE 8											
2009	14	10	38	39	0	0	8	0	23	42	65	9,233
2010	24	14	42	37	1	0	10	0	38	46	84	9,084
2011	19	19	52	49	3	0	3	0	49	50	99	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	0	1,078	65
	2010	0	0	0	0	*		0		0	0	0	719	84
	2011	0	0	0	0	*		*		0	0	0	615	99

NUMBER TESTED IN GRADE 8													
2009	14	10	38	39	0	0	8	0	23	42	65	9,233	
2010	24	14	42	37	1	0	10	0	38	46	84	9,084	
2011	19	19	52	49	3	0	3	0	49	50	99	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	85.0	96.7	88.2	83.5	93.7
	2010	85.1	83.1	91.5	78.4	86.2
	2011	81.0	81.6	89.9	76.5	83.1

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)
8	2009	71.4	40.0	63.2	66.7			37.5		52.2	69.0	63.1	31.7	65
	2010	87.5	64.3	57.1	51.4	*		30.0		65.8	69.6	67.9	32.3	84
	2011	57.9	57.9	42.3	36.7	*		*		53.1	46.0	49.5	34.9	99

	NUMBER TESTED IN GRADE 8											
2009	14	10	38	39	0	0	8	0	23	42	65	9,233
2010	24	14	42	37	1	0	10	0	38	46	84	9,084
2011	19	19	52	49	3	0	3	0	49	50	99	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	90.0	100.0	97.4			87.5		95.7	100.0	98.5	59.2	65
	2010	100.0	92.9	97.6	94.6	*		80.0		100.0	95.7	97.6	64.2	84
	2011	100.0	100.0	100.0	100.0	*		*		100.0	100.0	100.0	67.6	99

NUMBER TESTED IN GRADE 8													
2009	14	10	38	39	0	0	8	0	23	42	65	9,292	
2010	24	14	42	37	1	0	10	0	38	46	84	9,112	
2011	19	19	52	49	3	0	3	0	49	50	99	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	1	0	1			1		1	0	1	3,794	65
	2010	0	1	1	2	*		2		0	2	2	3,261	84
	2011	0	0	0	0	*		*		0	0	0	3,032	99

NUMBER TESTED IN GRADE 8													
2009	14	10	38	39	0	0	8	0	23	42	65	9,292	
2010	24	14	42	37	1	0	10	0	38	46	84	9,112	
2011	19	19	52	49	3	0	3	0	49	50	99	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	90.5	88.2	87.4	93.1	83.2
	2010	91.2	91.3	86.9	87.3	85.2
	2011	90.5	91.8	85.0	86.4	87.0

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	85.7	40.0	50.0	53.8			50.0		52.2	61.9	58.5	13.3	65
	2010	87.5	50.0	64.3	59.5	*		30.0		68.4	69.6	69.0	17.0	84
	2011	78.9	68.4	57.7	59.2	*		*		65.3	64.0	64.6	18.9	99

NUMBER TESTED IN GRADES 8													
Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested
2009	14	10	38	39	0	0	8	0	23	42	65	9,292	
2010	24	14	42	37	1	0	10	0	38	46	84	9,112	
2011	19	19	52	49	3	0	3	0	49	50	99	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

Grade	Year	READING TOTAL				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	87.5	96.7	95.6	33.6	68
	2010	90.0	96.0	95.3	33.9	85
	2011	*	95.9	95.0	33.3	100

Number Tested	2009	8	60	68	9,813	
	2010	10	75	85	9,416	
	2011	3	97	100	9,423	

Grade	Year	MATHEMATICS TOTAL				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
8	2009	62.5	98.3	94.1	48.3	68
	2010	80.0	97.3	95.3	45.5	85
	2011	*	94.8	93.0	42.1	100

Number Tested	2009	8	60	68	9,737	
	2010	10	75	85	9,135	
	2011	3	97	100	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	90.9	94.9	92.5			87.5		95.8	95.5	95.6	33.6	68
	2010	100.0	92.9	92.9	91.9	*		90.0		100.0	91.3	95.3	33.9	85
	2011	100.0	89.5	94.1	93.8	*		*		93.8	96.2	95.0	33.3	100

Number Tested	2009	15	11	39	40	0	0	8	0	24	44	68	9,813
	2010	24	14	42	37	1	0	10	0	39	46	85	9,416
	2011	21	19	51	48	3	0	3	0	48	52	100	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	13	4	14	14			4		11	21	32	575	68
	2010	21	6	16	14	*		2		20	27	47	590	85
	2011	14	10	13	11	*		*		18	24	42	608	100

Number Tested	2009	15	11	39	40	0	0	8	0	24	44	68	9,813
	2010	24	14	42	37	1	0	10	0	39	46	85	9,416
	2011	21	19	51	48	3	0	3	0	48	52	100	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	93.3	81.8	97.4	95.0			62.5		91.7	95.5	94.1	48.3	68
	2010	100.0	85.7	95.2	91.9	*		80.0		94.9	95.7	95.3	45.5	85
	2011	90.5	94.7	92.2	93.8	*		*		93.8	92.3	93.0	42.1	100

Number Tested	2009	15	11	39	40	0	0	8	0	24	44	68	9,737
	2010	24	14	42	37	1	0	10	0	39	46	85	9,135
	2011	21	19	51	48	3	0	3	0	48	52	100	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	7	28	28			4		18	31	49	1,219	68
	2010	20	8	23	20	*		1		27	29	56	984	85
	2011	14	11	23	22	*		*		29	24	53	943	100

Number Tested	2009	15	11	39	40	0	0	8	0	24	44	68	9,737
	2010	24	14	42	37	1	0	10	0	39	46	85	9,135
	2011	21	19	51	48	3	0	3	0	48	52	100	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	81.8	92.3	90.0			62.5		79.2	93.2	88.2	44.6	68
	2010	79.2	78.6	73.8	73.0	*		50.0		82.1	73.9	77.6	37.3	85
	2011	81.0	73.7	76.5	72.9	*		*		81.3	71.2	76.0	34.4	100

Number Tested	2009	15	11	39	40	0	0	8	0	24	44	68	10,012
	2010	24	14	42	37	1	0	10	0	39	46	85	9,519
	2011	21	19	51	48	3	0	3	0	48	52	100	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	6	5	19	21			2		9	24	33	1,288	68
	2010	7	6	9	8	*		1		12	12	24	860	85
	2011	6	8	17	14	*		*		22	13	35	755	100

Number Tested	2009	15	11	39	40	0	0	8	0	24	44	68	10,012
	2010	24	14	42	37	1	0	10	0	39	46	85	9,519
	2011	21	19	51	48	3	0	3	0	48	52	100	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

62	80.7	88.4	87.2	87.1	100.0	100.0	80.3	95.9
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COMPUTER APPLICATIONS

59	85.6	90.4	90.8	90.9	100.0	100.0	71.0	94.6
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LANGUAGE ARTS 7 PRE-AP

89	76.5	84.3	90.2	90.9	95.5	100.0	91.1	96.9
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LANGUAGE ARTS 8 PRE-AP

97	62.8	78.1	87.5	88.6	92.8	100.0	75.7	95.1
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MATHEMATICS 7 PRE-AP

89	69.5	79.6	87.3	88.2	84.3	98.9	81.4	97.1
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MATHEMATICS 8

36	72.0	83.9	77.1	76.3	94.4	80.6	56.7	83.2
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SCIENCE 7 & SCIENCE 7 PRE-AP

89	68.1	80.8	88.3	89.1	96.6	95.5	71.0	88.8
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SCIENCE 8 & SCIENCE 8 PRE-AP

98	72.0	83.8	87.3	87.7	98.0	96.9	65.7	89.3
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SPANISH I 7

41	84.3	89.5	90.7	90.9	100.0	100.0	83.6	96.0
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SPANISH I 8

36	87.1	91.4	87.0	86.5	97.2	100.0	77.3	98.0
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SEMESTER 2

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

ALGEBRA I PRE-AP

59	84.3	89.6	84.4	83.8	100.0	98.3	85.0	96.2
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COMPUTER APPLICATIONS

31	85.4	90.3	89.5	89.4	100.0	96.8	70.6	94.1
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LANGUAGE ARTS 7 PRE-AP

89	73.7	82.5	91.1	92.1	95.5	100.0	88.1	96.1
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LANGUAGE ARTS 8 PRE-AP

97	67.6	80.2	87.7	88.5	94.8	100.0	75.6	95.0
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MATHEMATICS 7 PRE-AP

89	64.6	78.8	86.7	87.6	87.6	97.8	76.5	96.8
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MATHEMATICS 8

39	79.4	86.3	76.6	75.5	100.0	82.1	57.2	85.0
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SCIENCE 7 & SCIENCE 7 PRE-AP

89	81.3	87.5	92.0	92.5	97.8	100.0	76.4	89.0
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SCIENCE 8 & SCIENCE 8 PRE-AP

98	81.3	87.5	90.6	90.9	100.0	100.0	74.9	91.6
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SPANISH I 7

41	82.7	88.5	86.5	86.2	97.6	97.6	81.9	93.9
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SPANISH I 8

35	84.6	90.6	86.3	85.8	100.0	100.0	79.0	96.1
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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

TEXAS STUDIES 7

89	71.6	82.3	87.7	88.3	94.4	100.0	55.3	87.7
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UNITED STATES STUDIES 8

98	71.5	81.0	81.9	82.0	88.8	92.9	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

TEXAS STUDIES 7

89	75.0	85.6	87.5	87.7	97.8	100.0	63.4	87.1
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UNITED STATES STUDIES 8

97	82.6	89.3	85.6	85.2	100.0	97.9	71.7	89.7
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