

DATA PACKET

for 2011-12 planning

School Number 90

MIDDLE COLLEGE



**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.

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.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT “Percent Tested” is computed with “Number Tested” as numerator and, as denominator, the Grade 12 “Enrollment” reported on Enrollment (1) and Enrollment (2) reports. For PSAT the denominator for “Percent Tested” is from the appropriate grade/year on the Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the school year at the time of publication.
- SAT scores range from 200 to 800. SAT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- ACT scores range from 0 to 36. ACT administrations are offered throughout the school year. If a student has results from multiple administrations, only the latest is used.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. The district tests all grade 10 students. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score on record; the PSAT score may be from a prior school year.

STUDENT ENROLLMENT

Grade	Enrollment
9	57
10	60
11	48
12	40
ALL	205

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	44	21.5	4	28.6
American Indian/Alaska Native	1	0.5	*	*
Asian/Hawaiian/Pacific Islander	5	2.4	*	*
Hispanic	146	71.2	1	7.1
White	9	4.4	8	57.1
Multiple	0	0.0	1	7.1
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	50	24.4
Economically disadvantaged	95	46.3
Limited English proficient (LEP)	8	3.9
Special education	2	1.0
Talented and Gifted (TAG)	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2009	44	10	22.7	0	0.0	1	2.3	30	68.2	3	6.8	—	—
	2010	57	11	19.3	0	0.0	2	3.5	40	70.2	4	7.0	—	—
	2011	57	12	21.1	0	0.0	1	1.8	41	71.9	3	5.3	0	0.0
10	2009	41	13	31.7	0	0.0	2	4.9	24	58.5	2	4.9	—	—
	2010	46	8	17.4	0	0.0	1	2.2	34	73.9	3	6.5	—	—
	2011	60	12	20.0	0	0.0	2	3.3	45	75.0	1	1.7	0	0.0
11	2009	48	14	29.2	0	0.0	4	8.3	30	62.5	0	0.0	—	—
	2010	39	15	38.5	0	0.0	2	5.1	20	51.3	2	5.1	—	—
	2011	48	8	16.7	0	0.0	1	2.1	36	75.0	3	6.3	0	0.0
12	2009	46	12	26.1	0	0.0	0	0.0	33	71.7	1	2.2	—	—
	2010	42	10	23.8	0	0.0	4	9.5	28	66.7	0	0.0	—	—
	2011	40	12	30.0	1	2.5	1	2.5	24	60.0	2	5.0	0	0.0
9-12	2009	179	49	27.4	0	0.0	7	3.9	117	65.4	6	3.4	—	—
	2010	184	44	23.9	0	0.0	9	4.9	122	66.3	9	4.9	—	—
	2011	205	44	21.5	1	0.5	5	2.4	146	71.2	9	4.4	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	
9	2009	44	10	22.7	5	11.4	1	2.3	9	20.5	0	0.0	10	22.7	0.0
	2010	57	24	42.1	2	3.5	0	0.0	16	28.1	0	0.0	14	24.6	0.0
	2011	57	26	45.6	3	5.3	0	0.0	21	36.8	0	0.0	12	21.1	0.0
10	2009	41	11	26.8	2	4.9	3	7.3	9	22.0	0	0.0	5	12.2	0.0
	2010	46	16	34.8	1	2.2	1	2.2	6	13.0	0	0.0	1	2.2	0.0
	2011	60	31	51.7	2	3.3	0	0.0	15	25.0	0	0.0	2	3.3	0.0
11	2009	48	7	14.6	1	2.1	0	0.0	15	31.3	0	0.0	2	4.2	0.0
	2010	39	10	25.6	2	5.1	2	5.1	8	20.5	0	0.0	2	5.1	0.0
	2011	48	22	45.8	1	2.1	1	2.1	8	16.7	0	0.0	2	4.2	0.0
12	2009	46	11	23.9	3	6.5	1	2.2	13	28.3	0	0.0	0	0.0	0.0
	2010	42	6	14.3	1	2.4	0	0.0	3	7.1	0	0.0	0	0.0	0.0
	2011	40	16	40.0	2	5.0	1	2.5	6	15.0	0	0.0	0	0.0	0.0
9-12	2009	179	39	21.8	11	6.1	5	2.8	46	25.7	0	0.0	17	9.5	0.0
	2010	184	56	30.4	6	3.3	3	1.6	33	17.9	0	0.0	17	9.2	0.0
	2011	205	95	46.3	8	3.9	2	1.0	50	24.4	0	0.0	16	7.8	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
9	2009	44.7	12,462.6	44.3	99.1	11,404.9	91.5	1	2.2	39.0	44	8,973	98.4	72.0
	2010	56.7	11,951.9	55.6	98.1	10,769.5	90.1	0	0.0	32.9	57	8,320	100.0	69.6
	2011	56.3	10,654.7	55.7	98.9	9,881.3	92.7	0	0.0	30.2	59	8,460	100.0	79.4
10	2009	41.7	9,294.3	41.1	98.5	8,619.9	92.7	1	2.4	22.4	41	7,250	98.2	78.0
	2010	45.7	9,504.1	44.4	97.2	8,652.0	91.0	0	0.0	23.8	46	6,991	100.0	73.6
	2011	59.2	9,678.7	58.4	98.5	9,027.4	93.3	0	0.0	21.9	60	8,048	100.0	83.2
11	2009	47.0	7,512.5	46.0	97.8	6,985.9	93.0	1	2.1	17.0	48	6,194	100.0	82.4
	2010	39.9	8,136.9	38.3	95.9	7,411.5	91.1	1	2.5	19.1	37	6,143	92.6	75.5
	2011	46.6	8,013.0	45.6	97.8	7,476.3	93.3	0	0.0	18.7	48	6,764	100.0	84.4
12	2009	47.9	7,701.9	46.8	97.8	7,148.0	92.8	0	0.0	14.8	45	6,098	93.9	79.2
	2010	41.5	7,621.1	39.5	95.3	7,023.7	92.2	0	0.0	17.6	39	6,040	94.0	79.3
	2011	39.0	7,835.5	38.0	97.4	7,299.5	93.2	0	0.0	17.6	40	6,655	100.0	84.9
9-12	2009	181.4	36,971.3	178.3	98.3	34,158.7	92.4	3	1.7	25.3	178	28,515	98.1	77.1
	2010	183.8	37,214.0	177.9	96.8	33,856.7	91.0	1	0.5	24.4	179	27,494	97.4	73.9
	2011	201.2	36,181.9	197.7	98.2	33,684.5	93.1	0	0.0	22.7	207	29,927	100.0	82.7

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	28.6
Hispanic	1	7.1
White	8	57.1
Multiple categories	1	7.1
Other	0	0.0

Gender	Number	Percentage
Female	9	64.3
Male	5	35.7

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2008-09	6.0	NA
2009-10	6.2	NA
2010-11	8.3	100.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	7.1
2	0	0.0
3	1	7.1
4	0	0.0
5	1	7.1
1-3	2	14.3
More than 3	12	85.7
1 - 5	3	21.4
6 - 10	3	21.4
11 - 20	2	14.3
More than 20	6	42.9

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)
9	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	83.0	44
	2010	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	87.3	57
	2011	*	100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	82.8	59
10	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	83.3	40
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.2	46
	2011		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	87.2	60
11	2009		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	89.8	48
	2010	*	100.0	95.0	100.0	*	*	100.0		93.8	100.0	97.4	91.0	39
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	92.3	49
9-11	2009	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	84.9	132
	2010	100.0	100.0	98.9	100.0	*	*	100.0		98.5	100.0	99.3	88.3	142
	2011	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.0	168

NUMBER TESTED IN GRADES 9-11													
2009	5	37	83	24	3	8	32	0	53	79	132	25,284	
2010	9	34	94	50	3	5	30	0	65	77	142	25,712	
2011	7	32	124	77	1	6	47	0	83	85	168	25,892	

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)
9	2009	*	0	0	0	*	*	0		0	0	0	1,757	44
	2010	*	0	0	0		*	0		0	0	0	1,295	57
	2011	*	0	0	0		*	0		0	0	0	1,633	59
10	2009	*	0	0	0	*	*	0		0	0	0	1,383	40
	2010	*	0	0	0	*	*	0		0	0	0	1,086	46
	2011		0	0	0		*	0		0	0	0	1,160	60
11	2009		0	0	0		*	0		0	0	0	679	48
	2010	*	0	1	0	*	*	0		1	0	1	632	39
	2011	*	0	0	0	*	*	0		0	0	0	564	49
9-11	2009	*	0	0	0	*	0	0		0	0	0	3,819	132
	2010	0	0	1	0	*	*	0		1	0	1	3,013	142
	2011	0	0	0	0	*	0	0		0	0	0	3,357	168

NUMBER TESTED IN GRADES 9-11													
2009	5	37	83	24	3	8	32	0	53	79	132	25,284	
2010	9	34	94	50	3	5	30	0	65	77	142	25,712	
2011	7	32	124	77	1	6	47	0	83	85	168	25,892	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Basic Understanding	Literary Elements and Techniques	Analysis and Evaluation	Written Composition: Effectiveness / Command of Conventions ¹	Revising and Editing
9	2009	96.2	84.7	81.7		
	2010	92.8	82.5	81.2		
	2011	93.2	81.9	79.1		
10	2009	97.5	83.4	82.2	2.9	91.4
	2010	98.4	83.6	78.4	3.2	93.0
	2011	96.9	83.3	77.9	3.1	93.1
11	2009	90.4	78.0	79.6	2.9	94.2
	2010	90.1	83.4	77.1	2.7	90.6
	2011	97.2	79.0	80.0	2.9	86.1
9-11	2009	94.5	81.9	81.1	2.9	92.9
	2010	93.8	83.1	79.1	3.0	91.9
	2011	95.7	81.6	78.9	3.0	90.0

¹Average rating on w ritten 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)
9	2009	*	60.0	46.7	50.0	*	*	33.3		50.0	50.0	50.0	13.3	44
	2010	*	45.5	50.0	41.7		*	43.8		46.2	54.8	50.9	16.9	57
	2011	*	58.3	28.6	33.3		*	14.3		44.8	26.7	35.6	20.8	59
10	2009	*	7.7	34.8	22.2	*	*	25.0		40.0	16.0	25.0	11.5	40
	2010	*	12.5	50.0	31.3	*	*	16.7		34.8	47.8	41.3	9.1	46
	2011		16.7	31.1	22.6		*	12.5		21.4	37.5	30.0	8.2	60
11	2009		21.4	43.3	14.3		*	13.3		44.4	33.3	37.5	22.2	48
	2010	*	33.3	45.0	40.0	*	*	25.0		37.5	39.1	38.5	20.9	39
	2011	*	37.5	29.7	22.7	*	*	20.0		26.9	39.1	32.7	11.8	49
9-11	2009	*	27.0	42.2	29.2	*	12.5	21.9		45.3	32.9	37.9	15.1	132
	2010	33.3	32.4	48.9	38.0	*	*	33.3		40.0	48.1	44.4	15.4	142
	2011	42.9	37.5	29.8	26.0	*	0.0	14.9		31.3	34.1	32.7	13.9	168

NUMBER TESTED IN GRADES 9-11													
2009	5	37	83	24	3	8	32	0	53	79	132	25,284	
2010	9	34	94	50	3	5	30	0	65	77	142	25,712	
2011	7	32	124	77	1	6	47	0	83	85	168	25,892	

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)
9	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	56.5	44
	2010	*	81.8	97.5	100.0		*	87.5		92.3	96.8	94.7	60.4	57
	2011	*	91.7	83.3	83.3		*	76.2		89.7	80.0	84.7	59.7	59
10	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	55.8	40
	2010	*	100.0	97.1	93.8	*	*	83.3		95.7	100.0	97.8	67.8	46
	2011		100.0	95.7	96.8		*	87.5		100.0	93.8	96.7	64.3	60
11	2009		92.9	96.6	85.7		*	86.7		100.0	93.1	95.7	77.0	47
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	85.6	39
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.3	48
9-11	2009	*	97.3	98.8	95.8	*	100.0	93.8		100.0	97.4	98.5	61.7	131
	2010	100.0	94.1	97.9	98.0	*	*	90.0		95.4	98.7	97.2	69.7	142
	2011	85.7	96.9	92.7	93.5	*	83.3	84.8		96.4	90.5	93.4	69.1	167

NUMBER TESTED IN GRADES 9-11													
2009	5	37	82	24	3	8	32	0	53	78	131	24,736	
2010	9	34	94	50	3	5	30	0	65	77	142	25,337	
2011	7	32	124	77	1	6	46	0	83	84	167	25,527	

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)
9	2009	*	0	0	0	*	*	0		0	0	0	4,403	44
	2010	*	2	1	0		*	2		2	1	3	3,992	57
	2011	*	1	7	4		*	5		3	6	9	3,764	59
10	2009	*	0	0	0	*	*	0		0	0	0	3,568	40
	2010	*	0	1	1	*	*	1		1	0	1	2,682	46
	2011		0	2	1		*	2		0	2	2	3,192	60
11	2009		1	1	1		*	2		0	2	2	1,508	47
	2010	*	0	0	0	*	*	0		0	0	0	998	39
	2011	*	0	0	0	*	*	0		0	0	0	923	48
9-11	2009	*	1	1	1	*	0	2		0	2	2	9,479	131
	2010	0	2	2	1	*	*	3		3	1	4	7,672	142
	2011	1	1	9	5	*	1	7		3	8	11	7,879	167

NUMBER TESTED IN GRADES 9-11													
2009	5	37	82	24	3	8	32	0	53	78	131	24,736	
2010	9	34	94	50	3	5	30	0	65	77	142	25,337	
2011	7	32	124	77	1	6	46	0	83	84	167	25,527	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE									
		Functional Relationships	Properties and Attributes of Functions	Linear Functions	Linear Equations and Inequalities	Quadratic and Other Nonlinear Functions	Geometric Relationships and Spatial Reasoning	Two- and Three-Dimensional Representations	Measurement and Similarity	Percents, Proportions, Probability, and Statistics	Mathematical Processes and Tools
9	2009	80.5	88.2	87.3	78.2	90.9	89.2	84.7	81.4	79.1	78.5
	2010	80.0	83.5	80.4	77.9	79.4	79.4	84.6	77.8	75.4	71.7
	2011	80.7	72.2	76.6	77.3	71.6	72.5	73.7	73.2	71.2	67.0
10	2009	86.5	80.0	76.0	86.0	73.5	85.5	84.5	75.0	81.5	78.9
	2010	77.8	71.3	82.6	84.3	82.2	84.3	86.1	73.9	67.4	77.1
	2011	84.0	78.0	86.0	90.0	88.3	82.7	84.0	79.5	71.3	74.8
11	2009	86.4	82.6	84.3	86.0	93.6	79.0	82.1	78.1	81.7	77.1
	2010	84.1	92.3	87.7	94.9	91.8	80.2	78.8	86.1	80.0	76.4
	2011	94.2	90.8	82.5	87.1	95.0	82.4	88.1	85.1	76.7	82.2
9-11	2009	84.4	83.7	82.7	83.4	86.6	84.4	83.7	78.3	80.8	78.1
	2010	80.4	82.0	83.1	84.6	83.7	81.2	83.5	78.8	74.1	74.7
	2011	85.7	79.6	81.7	84.7	84.3	79.0	81.5	78.9	72.8	74.2

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)
9	2009	*	30.0	50.0	75.0	*	*	22.2		60.0	37.5	47.7	15.2	44
	2010	*	18.2	40.0	37.5		*	25.0		46.2	35.5	40.4	15.9	57
	2011	*	33.3	23.8	29.2		*	19.0		24.1	26.7	25.4	15.4	59
10	2009	*	23.1	13.0	22.2	*	*	12.5		13.3	20.0	17.5	9.0	40
	2010	*	0.0	20.6	25.0	*	*	0.0		34.8	8.7	21.7	12.2	46
	2011		16.7	34.8	35.5		*	18.8		39.3	28.1	33.3	11.9	60
11	2009		14.3	41.4	42.9		*	20.0		38.9	34.5	36.2	20.6	47
	2010	*	46.7	65.0	60.0	*	*	25.0		56.3	60.9	59.0	18.1	39
	2011	*	12.5	44.4	31.8	*	*	33.3		53.8	27.3	41.7	19.4	48
9-11	2009	*	21.6	36.6	45.8	*	25.0	18.8		39.6	30.8	34.4	14.6	131
	2010	77.8	26.5	38.3	38.0	*	*	20.0		44.6	35.1	39.4	15.3	142
	2011	57.1	21.9	33.9	32.5	*	16.7	21.7		38.6	27.4	32.9	15.3	167

NUMBER TESTED IN GRADES 9-11													
2009	5	37	82	24	3	8	32	0	53	78	131	24,736	
2010	9	34	94	50	3	5	30	0	65	77	142	25,337	
2011	7	32	124	77	1	6	46	0	83	84	167	25,527	

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)
10	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.7	40
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	92.2	46
	2011		100.0	97.8	96.8		*	93.8		100.0	96.9	98.3	91.9	60
11	2009		100.0	100.0	100.0		*	100.0		100.0	100.0	100.0	96.7	48
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	97.7	39
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	98.3	48
10-11	2009	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	91.8	88
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	94.7	85
	2011	*	100.0	98.8	98.1	*	*	96.0		100.0	98.1	99.1	94.8	108

NUMBER TESTED IN GRADES 10-11													
2009	2	27	53	16	2	3	23	0	33	55	88	14,491	
2010	5	23	54	26	3	3	14	0	39	46	85	15,166	
2011	3	20	82	53	1	3	25	0	54	54	108	16,081	

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)
10	2009	*	0	0	0	*	*	0		0	0	0	976	40
	2010	*	0	0	0	*	*	0		0	0	0	644	46
	2011		0	1	1		*	1		0	1	1	718	60
11	2009		0	0	0		*	0		0	0	0	213	48
	2010	*	0	0	0	*	*	0		0	0	0	159	39
	2011	*	0	0	0	*	*	0		0	0	0	126	48
10-11	2009	*	0	0	0	*	*	0		0	0	0	1,189	88
	2010	*	0	0	0	*	*	0		0	0	0	803	85
	2011	*	0	1	1	*	*	1		0	1	1	844	108

NUMBER TESTED IN GRADES 10-11													
2009	2	27	53	16	2	3	23	0	33	55	88	14,491	
2010	5	23	54	26	3	3	14	0	39	46	85	15,166	
2011	3	20	82	53	1	3	25	0	54	54	108	16,081	

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
10	2009	88.6	89.0	89.3	86.5	90.8
	2010	87.9	93.1	94.1	89.9	89.9
	2011	88.6	87.9	92.6	88.9	90.6
11	2009	79.0	88.4	91.8	91.0	91.3
	2010	82.1	91.2	89.5	91.7	91.8
	2011	87.3	91.7	92.5	93.1	92.6
10-11	2009	83.4	88.7	90.7	88.9	91.1
	2010	85.2	92.2	92.0	90.7	90.8
	2011	88.0	89.6	92.6	90.7	91.5

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)
10	2009	*	69.2	65.2	77.8	*	*	37.5		73.3	60.0	65.0	29.8	40
	2010	*	75.0	73.5	62.5	*	*	33.3		82.6	69.6	76.1	36.0	46
	2011		75.0	80.4	83.9		*	62.5		82.1	78.1	80.0	36.7	60
11	2009		71.4	56.7	57.1		*	13.3		83.3	53.3	64.6	39.6	48
	2010	*	80.0	75.0	90.0	*	*	50.0		81.3	78.3	79.5	46.1	39
	2011	*	87.5	88.9	86.4	*	*	88.9		92.3	86.4	89.6	51.2	48
10-11	2009	*	70.4	60.4	68.8	*	*	21.7		78.8	56.4	64.8	34.2	88
	2010	*	78.3	74.1	73.1	*	*	42.9		82.1	73.9	77.6	40.6	85
	2011	*	80.0	84.1	84.9	*	*	72.0		87.0	81.5	84.3	43.3	108

NUMBER TESTED IN GRADES 10-11													
2009	2	27	53	16	2	3	23	0	33	55	88	14,491	
2010	5	23	54	26	3	3	14	0	39	46	85	15,166	
2011	3	20	82	53	1	3	25	0	54	54	108	16,081	

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)
10	2009	*	83.3	95.5	88.9	*	*	71.4		100.0	87.5	92.1	52.3	38
	2010	*	100.0	94.1	100.0	*	*	83.3		100.0	91.3	95.7	65.1	46
	2011		100.0	89.1	90.3		*	75.0		92.9	90.6	91.7	65.7	60
11	2009		100.0	93.3	100.0		*	86.7		100.0	93.3	95.8	82.2	48
	2010	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.9	39
	2011	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	87.7	48
10-11	2009	*	92.3	94.2	93.8	*	*	81.8		100.0	90.7	94.2	65.7	86
	2010	*	100.0	96.3	100.0	*	*	92.9		100.0	95.7	97.6	75.4	85
	2011	*	100.0	93.9	94.3	*	*	84.0		96.3	94.4	95.4	75.6	108

NUMBER TESTED IN GRADES 10-11													
2009	2	26	52	16	1	2	22	0	32	54	86	14,589	
2010	5	23	54	26	3	3	14	0	39	46	85	15,251	
2011	3	20	82	53	1	3	25	0	54	54	108	16,157	

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)
10	2009	*	2	1	1	*	*	2		0	3	3	3,841	38
	2010	*	0	2	0	*	*	1		0	2	2	2,910	46
	2011		0	5	3		*	4		2	3	5	3,058	60
11	2009		0	2	0		*	2		0	2	2	1,162	48
	2010	*	0	0	0	*	*	0		0	0	0	838	39
	2011	*	0	0	0	*	*	0		0	0	0	888	48
10-11	2009	*	2	3	1	*	*	4		0	5	5	5,003	86
	2010	*	0	2	0	*	*	1		0	2	2	3,748	85
	2011	*	0	5	3	*	*	4		2	3	5	3,946	108

NUMBER TESTED IN GRADES 10-11													
2009	2	26	52	16	1	2	22	0	32	54	86	14,589	
2010	5	23	54	26	3	3	14	0	39	46	85	15,251	
2011	3	20	82	53	1	3	25	0	54	54	108	16,157	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Nature of Science	Organization of Living Systems	Interdependence of Organisms and the Environment	Structures and Properties of Matter	Motion, Forces, and Energy
10	2009	81.6	74.9	78.7	69.1	80.9
	2010	86.1	75.1	78.5	74.5	72.6
	2011	83.8	75.2	73.9	75.4	68.3
11	2009	76.6	72.7	79.2	74.8	74.8
	2010	76.3	73.1	80.8	79.5	79.0
	2011	80.0	81.3	89.1	83.3	76.3
10-11	2009	78.8	73.6	79.0	72.3	77.5
	2010	81.6	74.2	79.5	76.8	75.5
	2011	82.1	77.9	80.7	78.9	71.9

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)
10	2009	*	0.0	18.2	11.1	*	*	0.0		21.4	4.2	10.5	5.7	38
	2010	*	12.5	20.6	18.8	*	*	0.0		30.4	13.0	21.7	10.4	46
	2011		25.0	23.9	25.8		*	12.5		35.7	18.8	26.7	11.0	60
11	2009		35.7	6.7	42.9		*	6.7		27.8	16.7	20.8	12.9	48
	2010	*	13.3	15.0	10.0	*	*	0.0		12.5	13.0	12.8	10.9	39
	2011	*	12.5	27.8	18.2	*	*	22.2		42.3	13.6	29.2	17.3	48
10-11	2009	*	19.2	11.5	25.0	*	*	4.5		25.0	11.1	16.3	9.0	86
	2010	*	13.0	18.5	15.4	*	*	0.0		23.1	13.0	17.6	10.6	85
	2011	*	20.0	25.6	22.6	*	*	16.0		38.9	16.7	27.8	13.8	108

NUMBER TESTED IN GRADES 10-11													
2009	2	26	52	16	1	2	22	0	32	54	86	14,589	
2010	5	23	54	26	3	3	14	0	39	46	85	15,251	
2011	3	20	82	53	1	3	25	0	54	54	108	16,157	


Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2010-11.

PERFORMANCE IN 2011

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2011 Level	N	%	N	%	N	%	N	%	N	%
ALL (8)	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	12.5	2	25.0	1	12.5	1	12.5
	Advanced High	8	100.0	7	87.5	6	75.0	7	87.5	7	87.5

**PROGRESSION FROM
2010 TO 2011**

Number Rated Both Years N (%) Progressed	2011 Level	2010 Level			
		Beg	Int	Adv	Adv High
7 6 (85.7%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	6	

 Indicates students who progressed at least one level from 2010 to 2011.

Test	Subtest	Year	All Students			African American		Hispanic		White		Other		District		
			N	Mean	Percent Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	Percent Tested
SAT	Critical Reading	2008-09	42	413	91.3	12	433	29	402	1	*			3,660	421	48.7
		2009-10	32	445	76.2	7	461	21	417			4	*	3,916	417	51.1
		2010-11	27	452	67.5	10	468	15	442			2	*	4,225	417	52.8
	Mathematics	2008-09	42	440	91.3	12	448	29	438	1	*			3,660	442	48.7
		2009-10	32	484	76.2	7	474	21	473			4	*	3,916	441	51.1
		2010-11	27	490	67.5	10	484	15	489			2	*	4,225	446	52.8
	Writing	2008-09	42	420	91.3	12	429	29	416	1	*			3,660	417	48.7
		2009-10	32	445	76.2	7	451	21	426			4	*	3,916	411	51.1
		2010-11	27	454	67.5	10	472	15	443			2	*	4,225	410	52.8
ACT	English	2008-09	12	15.5	26.1	5	*	7	15.6					1,754	15.8	23.4
		2009-10	10	17.4	23.8	1	*	7	15.4			2	*	2,146	15.2	28.0
		2010-11	27	17.3	67.5	9	19.9	15	15.5	1	*	2	*	2,843	15.3	35.5
	Mathematics	2008-09	12	16.8	26.1	5	*	7	16.9					1,754	18.0	23.4
		2009-10	10	19.8	23.8	1	*	7	18.9			2	*	2,146	18.1	28.0
		2010-11	27	21.3	67.5	9	21.9	15	20.4	1	*	2	*	2,843	18.4	35.5
	Reading	2008-09	12	16.4	26.1	5	*	7	17.6					1,754	16.8	23.4
		2009-10	10	20.9	23.8	1	*	7	18.6			2	*	2,146	16.7	28.0
		2010-11	27	20.6	67.5	9	23.8	15	18.5	1	*	2	*	2,843	16.8	35.5
	Science	2008-09	12	16.8	26.1	5	*	7	17.3					1,754	17.4	23.4
		2009-10	10	20.0	23.8	1	*	7	18.9			2	*	2,146	17.9	28.0
		2010-11	27	20.1	67.5	9	21.3	15	19.4	1	*	2	*	2,843	17.6	35.5
Composite	2008-09	12	16.4	26.1	5	*	7	16.9					1,754	17.1	23.4	
	2009-10	10	19.6	23.8	1	*	7	18.0			2	*	2,146	17.1	28.0	
	2010-11	27	19.9	67.5	9	21.9	15	18.5	1	*	2	*	2,843	17.1	35.5	

Grade	Subtest	Year	All		African American		Hispanic		White		Other		District	
			N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
9	Critical Reading	2008	1	32.0	0		1	*	0		0		1,317	29.2
		2009											1,212	30.5
		2010	22	34.9	5	*	13	33.2	4	*	0		4,660	35.1
	Mathematics	2008	1	33.0	0		1	*	0		0		1,317	31.8
		2009											1,212	33.3
		2010	22	37.0	5	*	13	34.9	4	*	0		4,660	38.1
	Writing	2008	1	32.0	0		1	*	0		0		1,317	29.7
		2009											1,212	30.7
		2010	22	34.0	5	*	13	33.4	4	*	0		4,660	33.6
10	Critical Reading	2008	2	25.0	0		1	*	1	*	0		3,675	32.5
		2009	1	33.0	0		1	*	0		0		3,914	33.1
		2010	58	41.8	12	41.3	40	41.2	4	*	2	*	9,116	35.8
	Mathematics	2008	2	31.0	0		1	*	1	*	0		3,675	35.8
		2009	1	50.0	0		1	*	0		0		3,914	36.3
		2010	58	45.2	12	42.0	40	45.3	4	*	2	*	9,116	39.1
	Writing	2008	2	35.5	0		1	*	1	*	0		3,675	33.7
		2009	1	43.0	0		1	*	0		0		3,914	33.0
		2010	58	40.5	12	40.4	40	39.8	4	*	2	*	9,116	33.8
11	Critical Reading	2008	48	45.0	14	45.4	30	43.4	0		4	*	7,366	36.1
		2009	42	44.1	15	46.5	23	42.6	2	*	2	*	7,767	36.5
		2010	50	46.3	9	41.8	37	47.3	3	*	1	*	7,869	37.6
	Mathematics	2008	48	46.3	14	46.9	30	44.9	0		4	*	7,366	39.1
		2009	42	46.8	15	46.0	23	47.4	2	*	2	*	7,767	40.2
		2010	50	49.4	9	44.2	37	50.4	3	*	1	*	7,869	41.2
	Writing	2008	48	44.6	14	45.4	30	43.2	0		4	*	7,366	37.4
		2009	42	43.6	15	44.3	23	43.0	2	*	2	*	7,767	37.2
		2010	50	43.4	9	41.8	37	43.8	3	*	1	*	7,869	36.5