Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

45 - E. B. COMSTOCK (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	77.6	(419)	57.5	(419)			
	2011:	74.9	(442)	66.4	(443)			
	Gain:	-2.7		**8.8**				
African American	2010:	67.4	(132)	41.7	(132)			
	2011:	68.9	(135)	54.1	(135)			
	Gain:	**1.5**		**12.4**				
Hispanic	2010:	81.9	(277)	65.7	(277)			
	2011:	78.5	(298)	73.2	(299)			
	Gain:	-3.4		**7.5**				
White	2010:	87.5	(8)	50.0	(8)			
	2011:	*	(5)	*	(5)			
	Gain:	*		*				
Economically Disadvantaged	2010:	77.2	(391)	56.8	(391)			
	2011:	75.0	(412)	65.9	(413)			
	Gain:	-2.2		**9.1**				
Special Education	2010:	31.0	(29)	16.1	(31)			
	2011:	22.2	(45)	11.1	(45)			
	Gain:	-8.8		-5.0				
LEP	2010:	55.7	(70)	47.1	(70)			
	2011:	60.3	(121)	64.2	(120)			
	Gain:	**4.6**		**17.0**				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

46 - FRED F. FLORENCE (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	73.1	(387)	41.5	(386)			
	2011:	79.9	(333)	59.6	(332)			
	Gain:	**6.8**		**18.2**				
African American	2010:	62.1	(145)	22.2	(144)			
	2011:	73.8	(84)	41.0	(83)			
	Gain:	**11.7**		**18.7**				
Hispanic	2010:	79.8	(238)	52.9	(238)			
	2011:	82.1	(235)	66.4	(235)			
	Gain:	**2.3**		**13.4**				
White	2010:	*	(4)	*	(4)			
	2011:	85.7	(7)	71.4	(7)			
	Gain:	*		*				
Economically Disadvantaged	2010:	72.0	(322)	42.1	(321)			
	2011:	79.7	(286)	60.0	(285)			
	Gain:	**7.7**		**17.9**				
Special Education	2010:	27.1	(48)	4.3	(47)			
	2011:	13.8	(29)	14.3	(28)			
	Gain:	-13.3		**10.0**				
LEP	2010:	45.8	(72)	31.9	(72)			
	2011:	66.0	(97)	51.5	(97)			
	Gain:	**20.1**		**19.6**				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

48 - W. H. GASTON (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	89.0	(291)	69.4	(288)			
	2011:	87.1	(326)	58.6	(326)			
	Gain:	-1.9		-10.9				
African American	2010:	88.6	(35)	45.5	(33)			
	2011:	93.2	(44)	47.7	(44)			
	Gain:	**4.6**		**2.3**				
Hispanic	2010:	88.1	(226)	72.1	(226)			
	2011:	85.4	(261)	60.9	(261)			
	Gain:	-2.6		-11.2				
White	2010:	100.0	(22)	71.4	(21)			
	2011:	92.9	(14)	50.0	(14)			
	Gain:	-7.1		-21.4				
Economically Disadvantaged	2010:	88.9	(243)	68.9	(241)			
	2011:	87.1	(294)	59.2	(294)			
	Gain:	-1.8		-9.7				
Special Education	2010:	70.0	(10)	75.0	(8)			
	2011:	75.0	(16)	47.1	(17)			
	Gain:	**5.0**		-27.9				
LEP	2010:	78.6	(56)	73.2	(56)			
	2011:	71.1	(90)	47.3	(91)			
	Gain:	-7.5		-26.0				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

50 - ROBERT T. HILL (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	80.5	(272)	57.5	(268)			
	2011:	77.9	(231)	55.6	(232)			
	Gain:	-2.6		-1.9				
African American	2010:	66.0	(47)	47.6	(42)			
	2011:	65.2	(46)	39.1	(46)			
	Gain:	-0.7		-8.5				
Hispanic	2010:	82.4	(193)	59.3	(194)			
	2011:	79.5	(161)	59.3	(162)			
	Gain:	-2.9		0.0				
White	2010:	94.4	(18)	72.2	(18)			
	2011:	100.0	(14)	64.3	(14)			
	Gain:	**5.6**		-7.9				
Economically Disadvantaged	2010:	78.7	(221)	54.8	(217)			
	2011:	76.1	(205)	53.9	(206)			
	Gain:	-2.6		-1.0				
Special Education	2010:	42.9	(21)	17.6	(17)			
	2011:	50.0	(12)	38.5	(13)			
	Gain:	**7.1**		**20.8**				
LEP	2010:	68.1	(47)	39.6	(48)			
	2011:	55.0	(40)	43.9	(41)			
	Gain:	-13.1		**4.3**				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

52 - JOHN B. HOOD (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	84.7	(399)	66.0	(397)			
	2011:	79.3	(440)	65.9	(434)			
	Gain:	-5.4		-0.1				
African American	2010:	78.2	(87)	55.8	(86)			
	2011:	75.0	(80)	57.7	(78)			
	Gain:	-3.2		**1.9**				
Hispanic	2010:	86.2	(305)	68.5	(305)			
	2011:	80.2	(353)	67.9	(349)			
	Gain:	-6.1		-0.6				
White	2010:	100.0	(7)	83.3	(6)			
	2011:	*	(1)	*	(1)			
	Gain:	*		*				
Economically Disadvantaged	2010:	84.4	(372)	65.7	(370)			
	2011:	79.2	(424)	65.6	(418)			
	Gain:	-5.2		-0.1				
Special Education	2010:	58.3	(12)	50.0	(10)			
	2011:	54.5	(22)	23.5	(17)			
	Gain:	-3.8		-26.5				
LEP	2010:	68.9	(74)	52.7	(74)			
	2011:	62.6	(107)	49.1	(106)			
	Gain:	-6.3		-3.6				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

53 - J. L. LONG (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	81.3	(332)	66.0	(332)			
	2011:	81.2	(314)	68.3	(315)			
	Gain:	-0.1		**2.3**				
African American	2010:	81.0	(21)	66.7	(21)			
	2011:	88.0	(25)	61.5	(26)			
	Gain:	**7.0**		-5.1				
Hispanic	2010:	78.1	(256)	61.7	(256)			
	2011:	76.5	(221)	62.9	(221)			
	Gain:	-1.7		**1.2**				
White	2010:	96.0	(50)	84.0	(50)			
	2011:	96.6	(59)	93.2	(59)			
	Gain:	**0.6**		**9.2**				
Economically Disadvantaged	2010:	78.5	(247)	61.9	(247)			
	2011:	74.9	(211)	63.4	(213)			
	Gain:	-3.7		**1.4**				
Special Education	2010:	40.0	(20)	26.3	(19)			
	2011:	42.1	(19)	25.0	(20)			
	Gain:	**2.1**		-1.3				
LEP	2010:	58.8	(68)	41.2	(68)			
	2011:	56.7	(67)	48.5	(68)			
	Gain:	-2.1		**7.4**				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

60 - BOUDE STOREY (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	80.8	(266)	49.4	(265)			
	2011:	66.9	(251)	43.2	(250)			
	Gain:	-13.9		-6.2				
African American	2010:	81.7	(131)	39.7	(131)			
	2011:	68.2	(154)	35.1	(154)			
	Gain:	-13.5		-4.6				
Hispanic	2010:	80.5	(133)	59.8	(132)			
	2011:	65.6	(96)	56.8	(95)			
	Gain:	-14.8		-3.0				
White	2010:	*	(1)	*	(1)			
	2011:							
	Gain:							
Economically Disadvantaged	2010:	80.8	(245)	49.2	(244)			
	2011:	67.1	(222)	44.3	(221)			
	Gain:	-13.7		-4.8				
Special Education	2010:	40.0	(10)	0.0	(10)			
	2011:	14.3	(14)	7.7	(13)			
	Gain:	-25.7		**7.7**				
LEP	2010:	54.3	(35)	41.2	(34)			
	2011:	44.1	(34)	45.5	(33)			
	Gain:	-10.2		**4.3**				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

61 - MAYNARD JACKSON (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	81.0	(105)	66.0	(103)			
	2011:	70.5	(95)	64.5	(93)			
	Gain:	-10.4		-1.5				
African American	2010:	78.8	(80)	60.3	(78)			
	2011:	67.5	(77)	58.7	(75)			
	Gain:	-11.2		-1.6				
Hispanic	2010:	88.0	(25)	84.0	(25)			
	2011:	80.0	(15)	86.7	(15)			
	Gain:	-8.0		**2.7**				
White	2010:							
	2011:	*	(2)	*	(2)			
	Gain:							
Economically Disadvantaged	2010:	80.8	(99)	66.0	(97)			
	2011:	70.0	(90)	67.0	(88)			
	Gain:	-10.8		**1.1**				
Special Education	2010:	37.5	(8)	33.3	(6)			
	2011:	50.0	(12)	50.0	(10)			
	Gain:	**12.5**		**16.7**				
LEP	2010:	81.8	(11)	72.7	(11)			
	2011:	66.7	(6)	100.0	(6)			
	Gain:	-15.2		**27.3**				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

66 - HARRY STONE MONTESSORI (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	98.6	(70)	85.7	(70)			
	2011:	100.0	(61)	96.7	(61)			
	Gain:	1.4		11.0				
African American	2010:	100.0	(25)	72.0	(25)			
	2011:	100.0	(17)	94.1	(17)			
	Gain:	0.0		22.1				
Hispanic	2010:	97.1	(35)	94.3	(35)			
	2011:	100.0	(33)	97.0	(33)			
	Gain:	2.9		2.7				
White	2010:	100.0	(10)	90.0	(10)			
	2011:	100.0	(6)	100.0	(6)			
	Gain:	0.0		10.0				
Economically Disadvantaged	2010:	97.4	(38)	84.2	(38)			
	2011:	100.0	(46)	95.7	(46)			
	Gain:	2.6		11.4				
Special Education	2010:	*	(1)	*	(1)			
	2011:	*	(1)	*	(1)			
	Gain:	*		*				
LEP	2010:	*	(2)	*	(2)			
	2011:	*	(3)	*	(3)			
	Gain:	*		*				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

69 - SEAGOVILLE MIDDLE SCHOOL (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	81.6	(354)	63.6	(354)			
	2011:	79.7	(344)	60.5	(344)			
	Gain:	-2.0		-3.1				
African American	2010:	78.7	(89)	60.7	(89)			
	2011:	81.3	(80)	56.3	(80)			
	Gain:	**2.6**		-4.4				
Hispanic	2010:	84.1	(182)	64.3	(182)			
	2011:	79.5	(195)	60.0	(195)			
	Gain:	-4.6		-4.3				
White	2010:	79.0	(81)	64.2	(81)			
	2011:	77.9	(68)	66.2	(68)			
	Gain:	-1.1		**2.0**				
Economically Disadvantaged	2010:	80.9	(299)	63.4	(298)			
	2011:	79.0	(295)	59.0	(295)			
	Gain:	-2.0		-4.4				
Special Education	2010:	50.0	(30)	41.4	(29)			
	2011:	46.9	(32)	28.1	(32)			
	Gain:	-3.1		-13.3				
LEP	2010:	69.4	(49)	46.9	(49)			
	2011:	64.1	(64)	43.8	(64)			
	Gain:	-5.3		-3.2				

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Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

72 - SARAH ZUMWALT (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	82.7	(127)	78.9	(123)			
	2011:	80.0	(160)	74.4	(160)			
	Gain:	-2.7		-4.5				
African American	2010:	81.8	(88)	75.3	(85)			
	2011:	82.2	(107)	70.1	(107)			
	Gain:	**0.4**		-5.2				
Hispanic	2010:	84.2	(38)	86.5	(37)			
	2011:	79.6	(49)	85.7	(49)			
	Gain:	-4.6		-0.8				
White	2010:	*	(1)	*	(1)			
	2011:							
	Gain:							
Economically Disadvantaged	2010:	82.5	(120)	78.4	(116)			
	2011:	79.2	(149)	73.8	(149)			
	Gain:	-3.3		-4.6				
Special Education	2010:	*	(4)	*	(1)			
	2011:	27.3	(11)	25.0	(12)			
	Gain:	*		*				
LEP	2010:	62.5	(8)	50.0	(8)			
	2011:	61.1	(18)	63.2	(19)			
	Gain:	-1.4		**13.2**				

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Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

76 - HAROLD W. LANG SR. (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	81.1	(413)	66.5	(409)			
	2011:	76.6	(397)	63.5	(397)			
	Gain:	-4.5		-3.0				
African American	2010:	78.0	(191)	60.9	(184)			
	2011:	74.0	(181)	56.4	(181)			
	Gain:	-4.0		-4.5				
Hispanic	2010:	83.2	(197)	72.2	(198)			
	2011:	78.2	(206)	68.9	(206)			
	Gain:	-5.1		-3.3				
White	2010:	85.7	(7)	42.9	(7)			
	2011:	*	(4)	*	(4)			
	Gain:	*		*				
Economically Disadvantaged	2010:	80.3	(345)	65.8	(339)			
	2011:	76.2	(332)	63.0	(332)			
	Gain:	-4.1		-2.8				
Special Education	2010:	17.9	(28)	43.5	(23)			
	2011:	36.4	(22)	26.1	(23)			
	Gain:	**18.5**		-17.4				
LEP	2010:	55.0	(40)	57.5	(40)			
	2011:	60.8	(79)	50.0	(78)			
	Gain:	**5.8**		-7.5				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

83 - SAM TASBY (EAST)

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	80.6	(170)	76.3	(169)			
	2011:	74.5	(204)	69.3	(202)			
	Gain:	-6.1		-7.0				
African American	2010:	83.9	(31)	74.2	(31)			
	2011:	75.0	(40)	66.7	(39)			
	Gain:	-8.9		-7.5				
Hispanic	2010:	81.7	(131)	78.0	(132)			
	2011:	75.7	(148)	68.9	(148)			
	Gain:	-6.0		-9.1				
White	2010:	*	(4)	*	(2)			
	2011:	50.0	(10)	77.8	(9)			
	Gain:	*		*				
Economically Disadvantaged	2010:	79.7	(158)	75.8	(157)			
	2011:	75.5	(196)	70.1	(194)			
	Gain:	-4.2		-5.7				
Special Education	2010:	62.5	(8)	87.5	(8)			
	2011:	25.0	(16)	21.4	(14)			
	Gain:	-37.5		-66.1				
LEP	2010:	69.2	(65)	71.2	(66)			
	2011:	60.0	(85)	58.8	(85)			
	Gain:	-9.2		-12.4				

(N) = students tested. *Statistics not reported for groups with fewer than six members.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.

Preliminary 2011 TAKS Results: TAKS | TAKS (Accommodated)

STUDENT POPULATION: All Students Tested
STATISTIC: Percentage (%) Met Standard
ADMINISTRATION: Early April | Grades 5, 8 | Reading, Mathematics
LANGUAGE: Combined English and Spanish

PERCENTAGE MET STANDARD 4/21/11

EAST LC**

Grade 8		Reading[1]		Mathematics[2]		Writing	Science	Social Studies
All	2010:	81.2	(3,605)	61.9	(3,583)			
	2011:	78.3	(3,598)	62.9	(3,589)			
	Gain:	-2.9		**1.0**				
African American	2010:	76.0	(1,102)	51.2	(1,081)			
	2011:	74.7	(1,070)	53.4	(1,065)			
	Gain:	-1.4		**2.2**				
Hispanic	2010:	83.1	(2,236)	66.2	(2,237)			
	2011:	79.5	(2,271)	66.5	(2,268)			
	Gain:	-3.6		**0.3**				
White	2010:	88.3	(213)	70.8	(209)			
	2011:	86.3	(190)	74.6	(189)			
	Gain:	-1.9		**3.8**				
Economically Disadvantaged	2010:	80.4	(3,100)	61.0	(3,076)			
	2011:	77.6	(3,162)	62.4	(3,154)			
	Gain:	-2.8		**1.4**				
Special Education	2010:	38.4	(229)	28.1	(210)			
	2011:	36.3	(251)	24.1	(245)			
	Gain:	-2.2		-4.0				
LEP	2010:	62.6	(597)	50.7	(598)			
	2011:	61.8	(811)	52.5	(811)			
	Gain:	-0.9		**1.9**				

(N) = students tested. *Statistics not reported for groups with fewer than six members. **Based on 2010-11 learning community assignments.

Notes: Includes results for ALL STUDENTS tested at the campus with the first administration of the TAKS or TAKS (Acc) in either year. IMPORTANT: STATISTICS ARE NOT BASED ON ESTIMATES OF ACCCOUNTABILITY SUBSETS. Students may be counted twice if ID numbers were incorrectly reported and they were administered both English and Spanish tests. Gains calculated from percentages before rounding. Prior-year statistics reported here may differ from last year's reports if data corrections were made in the interim. [1]Scores for READING from the FIRST ADMINISTRATION. [2]Scores for MATHEMATICS from the FIRST ADMINISTRATION.