

Campus Data Packet

for 2010-11 planning

Information in this packet is based on data from the 2009-10 school year.



KATHLYN JOY GILLIAM
COLLEGIATE ACADEMY

School Number 85

2.... Contents..... Table of Contents

STUDENTS AND STAFF

6.... Summary..... Summary of Student and Teacher Statistics
 8.... Enrollment (2)..... Enrollment Statistics by Select Student Group
 10.... Teachers..... Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

11.... TAKS Read (1)..... TAKS Reading/ELA: Percentage Meeting Standard
 13.... TAKS Read (3)..... TAKS Reading/ELA: Performance by Objective
 15.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
 18.... TAKS Math (3)..... TAKS Mathematics: % by Objective
 20.... TAKS Soc.Studies (1).... TAKS Social Studies: % Meeting Standard
 22.... TAKS Soc.Studies (3).... TAKS Social Studies: Performance by Objective
 24.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard
 26.... TAKS Science (3)..... TAKS Science: Performance by Objective

MEASURES OF ENGLISH PROFICIENCY

28.... TELPAS..... TX English Language Proficiency Assessment System

COLLEGE READINESS

29.... PSAT..... Mean Standard Scores for Juniors

LOCAL ACCESSIONMENT

31.... ACP..... Assessment of Course Performance

3.... Notes..... Notes and Data Descriptions for Individual Reports

7.... Enrollment (1)..... Enrollment Statistics by Ethnicity

9.... Attendance..... Student Attendance Statistics

12.... TAKS Read (2)..... TAKS Reading/ELA: Number Not Meeting Standard

14.... TAKS Read (4)..... TAKS Reading/ELA: Percentage Commended

16.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard

19.... TAKS Math (4)..... TAKS Mathematics: % Commended

21.... TAKS Soc.Studies (2).... TAKS Social Studies: # Not Meeting Standard

23.... TAKS Soc.Studies (4).... TAKS Social Studies: % Commended

25.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard

27.... TAKS Science (4)..... TAKS Science: Percentage Commended

30.... AP..... Advanced Placement Exams

2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- 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.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2009-10. They are counted as new if they were not enrolled in a district campus before the last day of the 2008-09 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 2008-09 and 2009-10.

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.

TAKS

- 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 include both TAKS and TAKS-Accommodated 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 2011, whichever is higher for the subject test.

TELPAS

- Students are counted as having tested if anyone 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 2009 to 2010, the TEA did not report the 2009 composite rating.
- If a student is rated as advanced high in 2010, the TEA does not differentiate between the advanced and advanced high levels from 2009.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Statistics based on student-reported school location, ethnicity, and graduation year.
- 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.
- PSAT scores range from 20 to 80. PSAT is administered once in the fall of each year. The district tests all grade 10 students. Other students sit for the PSAT voluntarily.
- AP scores range from 1 to 5; a minimum of 3 is needed to pass.

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. Any statistic involving course marks uses only those of at least 50, because district policy requires a student earn at least a 50 to receive course credit.
- 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
9	92
10	82
ALL	174

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	115	66.1	3	42.9
American Indian	0	0.0	*	*
Asian	1	0.6	*	*
Hispanic	57	32.8	1	14.3
White	1	0.6	2	28.6
Other	**	**	1	14.3

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percentage
Economically disadvantaged students	148	85.1
Limited English proficient students	12	6.9
Special education students	2	1.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
9	2008											
	2009	97	66	68.0	0	0.0	0	0.0	30	30.9	1	1.0
	2010	92	62	67.4	0	0.0	1	1.1	28	30.4	1	1.1
10	2008											
	2009											
	2010	82	53	64.6	0	0.0	0	0.0	29	35.4	0	0.0
ALL	2008											
	2009	97	66	68.0	0	0.0	0	0.0	30	30.9	1	1.0
	2010	174	115	66.1	0	0.0	1	0.6	57	32.8	1	0.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
9	2008												
	2009	97	72	74.2	6	6.2	2	2.1	13	13.4	11	11.3	0.0
	2010	92	76	82.6	6	6.5	0	0.0	16	17.4	9	9.8	1.1
10	2008												
	2009												
	2010	82	72	87.8	6	7.3	2	2.4	14	17.1	0	0.0	0.0
9-12	2008												
	2009	97	72	74.2	6	6.2	2	2.1	13	13.4	11	11.3	0.0
	2010	174	148	85.1	12	6.9	2	1.1	30	17.2	9	5.2	0.6
ALL	2008												
	2009	97	72	74.2	6	6.2	2	2.1	13	13.4	11	11.3	0.0
	2010	174	148	85.1	12	6.9	2	1.1	30	17.2	9	5.2	0.6

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	2008		13,257.6			12,144.3	91.6			42.3		9,564		72.1
	2009	99.0	12,462.6	96.4	97.4	11,404.9	91.5	1	1.0	39.0	95	8,973	96.0	72.0
	2010	94.4	11,951.9	89.5	94.8	10,769.5	90.1	6	6.4	32.9	80	8,320	84.8	69.6
10	2008		9,234.1			8,598.6	93.1			24.7		7,275		78.8
	2009		9,294.3			8,619.9	92.7			22.4		7,250		78.0
	2010	82.0	9,504.1	76.6	93.4	8,652.0	91.0	7	8.5	23.8	65	6,991	79.3	73.6
9-12	2008		37,497.7			34,709.9	92.6			27.3		28,988		77.3
	2009	99.0	36,971.3	96.4	97.4	34,158.7	92.4	1	1.0	25.3	95	28,515	96.0	77.1
	2010	176.4	37,214.0	166.1	94.2	33,856.7	91.0	13	7.4	24.4	145	27,494	82.2	73.9

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	3	42.9
Hispanic	1	14.3
White	2	28.6
Other	1	14.3

Gender	Number	Percentage
Female	3	42.9
Male	4	57.1

TOTAL	7
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AVERAGE NUMBER OF ABSENCES

2008	
2009	5.2
2010	8.8

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	2008												76.0	0
	2009	*	97.0	100.0	98.6	*	100.0	98.0		97.7	98.1	97.9	83.0	97
	2010	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.3	93
10	2008												80.0	0
	2009												82.5	0
	2010		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.2	82
9-11	2008												79.9	0
	2009	*	97.0	100.0	98.6	*	100.0	98.0		97.7	98.1	97.9	84.6	97
	2010	*	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.3	175

NUMBER TESTED IN GRADES 9-11													
2008	0	0	0	0	0	0	0	0	0	0	0	0	25,864
2009	1	66	30	72	2	6	49	0	44	53	97	25,383	
2010	1	116	57	147	2	12	79	0	82	93	175	25,712	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

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	2008												2,667	0
	2009	*	2	0	1	*	0	1		1	1	2	1,757	97
	2010	*	0	0	0		0	0		0	0	0	1,295	93
10	2008												1,649	0
	2009												1,466	0
	2010		0	0	0	*	0	0		0	0	0	1,086	82
9-11	2008												5,186	0
	2009	*	2	0	1	*	0	1		1	1	2	3,902	97
	2010	*	0	0	0	*	0	0		0	0	0	3,013	175

NUMBER TESTED IN GRADES 9-11													
2008	0	0	0	0	0	0	0	0	0	0	0	0	25,864
2009	1	66	30	72	2	6	49	0	44	53	97	25,383	
2010	1	116	57	147	2	12	79	0	82	93	175	25,712	

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	2008					
	2009	95.1	80.1	76.5		
	2010	91.4	79.6	80.6		
10	2008					
	2009					
	2010	98.0	83.8	74.1	2.8	89.9
9-11	2008					
	2009	95.1	80.1	76.5		
	2010	94.5	81.6	77.5	2.8	89.9

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	2008												19.9	0
	2009	*	25.8	16.7	19.4	*	0.0	12.2		18.2	26.4	22.7	13.3	97
	2010	*	42.9	42.9	44.7		33.3	33.3		34.1	51.0	43.0	16.9	93
10	2008												10.1	0
	2009												11.3	0
	2010		28.3	17.2	21.1	*	0.0	12.5		18.4	29.5	24.4	9.1	82
9-11	2008												15.1	0
	2009	*	25.8	16.7	19.4	*	0.0	12.2		18.2	26.4	22.7	15.0	97
	2010	*	36.2	29.8	33.3	*	16.7	22.8		26.8	40.9	34.3	15.4	175

NUMBER TESTED IN GRADES 9-11													
2008	0	0	0	0	0	0	0	0	0	0	0	0	25,864
2009	1	66	30	72	2	6	49	0	44	53	97	25,383	
2010	1	116	57	147	2	12	79	0	82	93	175	25,712	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

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	2008												44.8	0
	2009	*	86.4	86.7	84.7	*	83.3	75.5		95.5	79.2	86.6	56.5	97
	2010	*	87.1	100.0	92.0		100.0	81.6		93.2	89.6	91.3	60.4	92
10	2008												50.8	0
	2009												55.4	0
	2010		90.6	96.6	94.4	*	83.3	87.5		94.7	90.9	92.7	67.8	82
9-11	2008												54.3	0
	2009	*	86.4	86.7	84.7	*	83.3	75.5		95.5	79.2	86.6	61.5	97
	2010	*	88.7	98.2	93.2	*	91.7	84.6		93.9	90.2	92.0	69.7	174

NUMBER TESTED IN GRADES 9-11													
2008	0	0	0	0	0	0	0	0	0	0	0	0	25,229
2009	1	66	30	72	2	6	49	0	44	53	97	24,829	
2010	1	115	57	146	2	12	78	0	82	92	174	25,337	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) mathematics target of 67% are shaded.

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	2008												5,964	0
	2009	*	9	4	11	*	1	12		2	11	13	4,403	97
	2010	*	8	0	6		0	7		3	5	8	3,992	92
10	2008												3,982	0
	2009												3,643	0
	2010		5	1	4	*	1	5		2	4	6	2,682	82
9-11	2008												11,520	0
	2009	*	9	4	11	*	1	12		2	11	13	9,554	97
	2010	*	13	1	10	*	1	12		5	9	14	7,672	174

NUMBER TESTED IN GRADES 9-11													
2008	0	0	0	0	0	0	0	0	0	0	0	0	25,229
2009	1	66	30	72	2	6	49	0	44	53	97	24,829	
2010	1	115	57	146	2	12	78	0	82	92	174	25,337	

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)
ALL	2008												—	0
	2009	*	9	4	11	*	1	12		2	11	13	—	97
	2010	*	13	1	10	*	1	12		5	9	14	—	174

NUMBER TESTED IN ALL GRADES													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	1	66	30	72	2	6	49	0	44	53	97	—	
2010	1	115	57	146	2	12	78	0	82	92	174	—	

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	2008										
	2009	68.0	81.4	82.7	72.8	82.2	79.1	74.2	75.1	72.8	71.9
	2010	78.7	85.0	82.0	79.3	90.8	84.0	75.3	71.6	63.5	67.3
10	2008										
	2009										
	2010	87.6	70.5	81.7	82.9	84.1	86.1	79.5	78.2	76.8	72.0
ALL	2008										
	2009	68.0	81.4	82.7	72.8	82.2	79.1	74.2	75.1	72.8	71.9
	2010	82.9	78.2	81.8	81.0	87.6	85.0	77.3	74.7	69.8	69.5

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)
9	2008												10.2	0
	2009	*	24.2	30.0	19.4	*	0.0	4.1		27.3	24.5	25.8	15.2	97
	2010	*	40.3	50.0	44.0		33.3	31.6		45.5	41.7	43.5	15.9	92
10	2008												9.5	0
	2009												9.0	0
	2010		24.5	37.9	29.6	*	0.0	12.5		31.6	27.3	29.3	12.2	82
9-11	2008												11.6	0
	2009	*	24.2	30.0	19.4	*	0.0	4.1		27.3	24.5	25.8	14.6	97
	2010	*	33.0	43.9	37.0	*	16.7	21.8		39.0	34.8	36.8	15.3	174

NUMBER TESTED IN GRADES 9-11													
2008	0	0	0	0	0	0	0	0	0	0	0	0	25,229
2009	1	66	30	72	2	6	49	0	44	53	97	24,829	
2010	1	115	57	146	2	12	78	0	82	92	174	25,337	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

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	2008												86.2	0
	2009												87.7	0
	2010		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	92.2	80
10-11	2008												90.4	0
	2009												91.8	0
	2010		100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	94.7	80

NUMBER TESTED IN GRADES 10-11														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	14,376
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	14,491
2010	0	51	29	69	1	6	40	0	37	43	80	80	15,166	

Shaded cells indicate percentages below 70 percent, the 2011 A EIS social studies 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	2008												1,102	0
	2009												976	0
	2010		0	0	0	*	0	0		0	0	0	644	80
10-11	2008												1,373	0
	2009												1,189	0
	2010		0	0	0	*	0	0		0	0	0	803	80

NUMBER TESTED IN GRADES 10-11														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	14,376
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	14,491
2010	0	51	29	69	1	6	40	0	37	43	80	80	15,166	

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	2008					
	2009					
	2010	79.6	87.0	89.6	77.3	87.2
10-11	2008					
	2009					
	2010	79.6	87.0	89.6	77.3	87.2

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)
10	2008												22.7	0
	2009												29.8	0
	2010		47.1	51.7	50.7	*	50.0	30.0		59.5	39.5	48.8	36.0	80
10-11	2008												25.4	0
	2009												34.2	0
	2010		47.1	51.7	50.7	*	50.0	30.0		59.5	39.5	48.8	40.6	80

NUMBER TESTED IN GRADES 10-11														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	14,376
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	14,491
2010	0	51	29	69	1	6	40	0	37	43	80	80	15,166	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

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	2008												50.2	
	2009												51.8	0
	2010		86.3	93.1	88.4	*	66.7	80.0		97.3	81.4	88.8	65.1	80
10-11	2008												61.7	
	2009												65.4	0
	2010		86.3	93.1	88.4	*	66.7	80.0		97.3	81.4	88.8	75.4	80

NUMBER TESTED IN GRADES 10-11														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	14,400
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	14,681
2010	0	51	29	69	1	6	40	0	37	43	80	80	15,251	

Shaded cells indicate percentages below 55 percent, the 2011 AEIS science 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	2008												4,021	
	2009												3,924	0
	2010		7	2	8	*	2	8		1	8	9	2,910	80
10-11	2008												5,520	
	2009												5,086	0
	2010		7	2	8	*	2	8		1	8	9	3,748	80

NUMBER TESTED IN GRADES 10-11													
2008	0	0	0		0	0	0	0	0	0	0	0	14,400
2009	0	0	0	0	0	0	0	0	0	0	0	0	14,681
2010	0	51	29	69	1	6	40	0	37	43	80	15,251	

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	2008					
	2009					
	2010	82.1	75.1	79.1	77.7	65.6
10-11	2008					
	2009					
	2010	82.1	75.1	79.1	77.7	65.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
10	2008												6.4	
	2009												5.7	0
	2010		11.8	24.1	17.4	*	0.0	2.5		24.3	9.3	16.3	10.4	80
10-11	2008												6.6	
	2009												8.9	0
	2010		11.8	24.1	17.4	*	0.0	2.5		24.3	9.3	16.3	10.6	80

NUMBER TESTED IN GRADES 10-11														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	14,400
2009	0	0	0	0	0	0	0	0	0	0	0	0	0	14,681
2010	0	51	29	69	1	6	40	0	37	43	80	80	15,251	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
9 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0
	Advanced	1	16.7	1	16.7	2	33.3	0	0.0	0	0.0
	Advanced High	4	66.7	4	66.7	4	66.7	6	100.0	6	100.0
10 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0
	Advanced	3	50.0	3	50.0	4	66.7	0	0.0	0	0.0
	Advanced High	2	33.3	2	33.3	2	33.3	6	100.0	6	100.0
ALL (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	16.7	2	16.7	0	0.0	0	0.0	0	0.0
	Advanced	4	33.3	4	33.3	6	50.0	0	0.0	0	0.0
	Advanced High	6	50.0	6	50.0	6	50.0	12	100.0	12	100.0

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
6 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	6	
5 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	5	
11 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	11	

 Indicates students who progressed at least one level from 2009 to 2010.

Grade	Subtest	Year	All			African American		Hispanic		White		Other		District	
			N Tested	Mean	%Tested	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
9	Critical Reading	2007												4,627	32.7
		2008												3,834	34.0
		2009	93	36.7	101.1	65	37.1	26	35.7	1	*	1	*	3,487	35.4
	Mathematics	2007												4,627	35.1
		2008												3,834	37.9
		2009	93	39.9	101.1	65	39.7	26	40.6	1	*	1	*	3,487	38.2
	Writing	2007												4,627	33.1
		2008												3,834	35.2
		2009	93	37.7	101.1	65	38.0	26	37.0	1	*	1	*	3,487	35.6
10	Critical Reading	2007												7,454	34.6
		2008												7,786	34.4
		2009	79	38.0	96.3	50	38.3	29	37.5	0		0		8,088	35.7
	Mathematics	2007												7,454	37.0
		2008												7,786	38.3
		2009	79	44.1	96.3	50	43.3	29	45.4	0		0		8,088	39.0
	Writing	2007												7,454	34.9
		2008												7,786	35.8
		2009	79	38.5	96.3	50	39.0	29	37.7	0		0		8,088	35.6

School				District			
Exams Taken	Mean Grade	# Exam Passed	% Exam Passed	Exams Taken	Mean Grade	# Exam Passed	% Exam Passed

School				District			
Exams Taken	Mean Grade	# Exam Passed	% Exam Passed	Exams Taken	Mean Grade	# Exam Passed	% Exam Passed

Biology

20	1.1	1	5.0	474	1.5	76	16.0
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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

ALGEBRA I (tested with 2010)

63	76.0	85.6	79.2	88.5	90.5	85.7	47.7	79.9
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ALGEBRA II (tested with 2010)

25	77.3	84.8	78.0	87.1	84.0	88.0	60.1	82.4
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BIOLOGY PRE-AP (tested with 2010)

90	49.2	69.5	74.5	85.4	48.9	84.4	64.4	89.8
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CHEMISTRY PRE-AP (tested with 2010)

83	43.6	64.0	79.2	92.8	22.9	100.0	62.1	88.5
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ENGLISH I PRE-AP (tested with 2010)

89	59.2	75.0	78.8	90.1	80.9	93.3	81.2	88.7
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ENGLISH II PRE-AP (tested with 2010)

83	50.2	73.3	78.2	89.6	73.5	90.4	82.0	90.0
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GEOMETRY PRE-AP (tested with 2010)

85	57.8	71.8	74.5	85.0	52.9	81.2	72.1	90.3
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MATHEMATICAL MODELS W/APPLICATIONS (tested with 2010)

83	60.5	78.8	76.6	86.4	83.1	80.7	57.8	86.1
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READING I (tested with 2010)

89	84.4	89.6	86.2	97.0	100.0	98.9	70.6	88.9
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SPANISH I (tested with 2010)

88	61.9	78.5	86.7	99.9	71.6	100.0	78.9	90.3
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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 (tested with 2010)

63	82.5	88.3	81.4	80.2	93.7	93.7	63.7	79.0
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ALGEBRA II (tested with 2010)

26	68.3	83.3	74.8	73.3	92.3	80.8	59.7	86.9
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BIOLOGY PRE-AP (tested with 2010)

93	52.5	69.7	79.7	81.5	48.4	95.7	64.0	88.4
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CHEMISTRY PRE-AP (tested with 2010)

81	42.7	67.5	75.7	77.1	34.6	91.4	53.1	91.0
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ENGLISH I PRE-AP (tested with 2010)

91	55.0	72.4	81.1	82.6	61.5	95.6	74.3	89.1
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ENGLISH II PRE-AP (tested with 2010)

82	49.1	72.8	77.6	78.4	64.6	85.4	68.2	90.1
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GEOMETRY PRE-AP (tested with 2010)

84	58.7	72.5	82.3	84.0	57.1	98.8	76.1	92.4
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MATHEMATICAL MODELS W/APPLICATIONS (tested with 2010)

82	80.0	86.7	76.8	75.0	93.9	82.9	58.8	85.8
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READING I (tested with 2010)

91	86.1	90.7	89.5	89.3	100.0	98.9	77.0	89.9
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SPANISH I (tested with 2010)

90	58.3	75.0	87.4	89.6	51.1	100.0	70.9	87.2
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SEMESTER 1

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

SPANISH II (tested with 2010)

58	45.1	66.4	80.5	94.1	29.3	94.8	72.4	88.5
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WORLD GEOGRAPHY PRE-AP (tested with 2010)

93	64.8	76.5	78.9	89.9	80.6	92.5	81.8	91.9
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WORLD HISTORY PRE-AP (tested with 2010)

80	59.3	73.5	82.2	94.9	62.5	100.0	72.4	95.3
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SEMESTER 2

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

SPANISH II (tested with 2010)

58	59.3	72.9	83.2	85.0	62.1	98.3	70.1	87.4
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WORLD GEOGRAPHY PRE-AP (tested with 2010)

94	67.8	78.6	77.1	76.9	84.0	76.6	86.5	89.0
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WORLD HISTORY PRE-AP (tested with 2010)

79	64.3	77.7	83.2	84.2	78.5	98.7	85.4	96.2
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