



# *Results of An Aligned Curriculum*



RESULTS OF AN  
ALIGNED CURRICULUM

Randolph Field I.S.D.

2010-2011

## The purpose of education at Randolph Field I.S.D. is:

To prepare individuals to be continual learners who are successful, productive, responsible citizens.

To achieve this purpose, students will access and process information, solve problems, and communicate, working as individuals and as team members, using technology to facilitate their learning.

## RESULTS OF AN ALIGNED CURRICULUM

May 2, 1996

We want students, teachers, staff, and parents who can describe:

- why students are learning,
- what students are learning (content and process),
- how the students' learning is related to prior and future learning, and
- how the students' learning is going to help them.

### STUDENTS

We want students to

- demonstrate how their current learning applies to real life and
- transfer knowledge and skills from one discipline to another.

We want students to achieve and increase in the

- scores on standardized tests such as SAT, ACT & TAKS etc.
- number of students who earn academic scholarships for post-secondary education; and
- number of students who take the Recommended High School program.

# **DEFINITIONS OF RESULTS OF AN ALIGNED CURRICULUM For 2010-2011**

Definitions of "Increase" in Data

## **SAT/ACT**

Maintain or exceed at the exemplary level (70%) the yearly % of students taking the SAT/ACT. The percentage of students taking SAT/ACT will be taken from the current AEIS report.

- Increase annually the achievement rate on SAT and ACT with achievement defined as 1110 on SAT and 24 on ACT.
- Students taking the SAT and/or the ACT will achieve the score of 1110 or 24 respectively. The percentage of students achieving at or above the criterion on SAT (1110)/ACT (24) will be taken from the AEIS report.

## **TAKS**

- Annual increases needed to achieve exemplary status will be specified in the accountability chart.
- Once exemplary status is reached, the campus will maintain the 90% meets minimum expectations.
- Commended Performance Standards in all areas will increase annually with a 1% or better increase each year for non At-Risk students and a 2% or better increase for At-Risk students.
- Commended Performance scores will continue to increase annually until a Commended Performance Standard of 90% or better is reached and then maintained.
- Each campus will monitor TAKS scores for male and female students both by grade level and by class and intervene if a discrepancy of 10% or more in passing rates for all areas tested occurs for 2 consecutive years or if any other data pattern appears to constitute an equity issue (current AEIS report used to collect the data).

## **Advanced Placement**

- The action committee will collect data on the number of students in each advanced placement course, the number of students who take the AP exam for each course,

and the score on the AP exam for each course. This data will be reported to the DWIC annually.

- The percentage of students who take AP (exams) courses will increase
- The percentage of AP exam scores of "3" or higher will increase (current AEIS report used to collect the data).

$$\frac{\% \text{ of students taking AP (exams) courses} \times \# \text{ students taking at least one exam}}{\# \text{ 10th, 11th and 12th grade students (excluding Special Education)}}$$

$$\frac{\% \text{ AP exams scores 3 or better} \times \# \text{ AP exam scores 3 or better}}{\# \text{ AP exam scores}}$$

### **End of Course Test (Algebra I)**

- The action committee will report to the DWIC all Algebra I End of Course results.
- The high school Algebra I students will achieve a 75% passing rate and the middle school will maintain 100% passing rate.
- Standards will be established for additional End of Course exams as they become available.

### **Academic Scholarships**

- On an annual basis, the action committee will report the number of scholarships, the number of students who received scholarships and the amount (\$ value) while indicating the total number of graduates for that year.

### **Recommended High School Program /Distinguished Achievement Program**

- Track annually the number of students who graduate under the Recommended High School Program and the number of students who graduate under the Distinguished Achievement Program.
- All students will graduate under the Recommended High School Program beginning with the Class of 2006 (excluding students whose parents have opted for their child to complete the Minimum Graduation Plan or students graduating under an Individual Education Plan).
- Increase the number of students, who graduate under the Distinguished Achievement Program each year.

### **Attendance Rate**

- Maintain or improve overall attendance, for all students and student groups.

- Monitor two lowest six weeks and intervene if attendance rate falls below (95%).

### **Completion Rate**

- Achieve or maintain the 100% completion rate.

### **Adequate Yearly Progress (AYP)**

- Achieve the required criteria to meet AYP each year (Criteria determined by No Child Left Behind) increasing annually until 2014 when 100% of the students are to meet the criteria.

### **Texas Primary Reading Inventory (TPRI)**

- The TPRI is used to determine students reading progress in grades kindergarten through second grade.
- The number of students achieving grade level progress (Developing) by the end of kindergarten, by the end of first grade and by the end of second grade will increase annually.

### **Progress of Prior Year TAKS Failers (Sum of Grades 4-11)**

This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year.

(1) *Percent of Failers Passing TAKS.* Of the students who failed the TAKS in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 200\_\_ (Current Year) the reported values for reading/ELA and mathematics are calculated as:

Number of matched students who failed in 200 \_ (Prior Year) but passed in 200 \_ (Current Year);

Number of matched students who failed in 200 \_ (Prior Year)

NOTE: these students—who passed the TAKS in 200\_\_ (Prior Year) were subject to the panel recommendation standard at all grade levels, including grade 11.

(2) *Average TGI Growth.* For students who failed the TAKS in the prior year, this measure shows their average growth ( or change) between the prior year and current year.

For 200 \_ (Current Year) the reported values for reading/ELA and mathematics are calculated as:

Sum of individual student TGI values for students who failed in 200 \_ (Current Year)

Total number of students with TGI values who failed in 200 \_ (Prior Year)

FOR EXAMPLE FOR 2007, students included in these measures are those who:

- Took the spring 2007 TAKS reading/ELA and/or mathematics tests in grades 4-11 (progress is not calculated for third grade test takers since that is their first TAKS test);
- Are part of the 2007 Accountability Subset;

- Can be matched to the Spring 2006 TAKS administration – anywhere in the state – to find their prior year score for reading/ELA and/or mathematics;
- Failed the 2006 TAKS administration of reading/ELA and/or mathematics (using the 2006 student-level passing standard).

### Summary of Results Met/ Not Met

Defined Results	2005	2006	2007	2008	2009	2010	2011
<b>SAT/ACT –</b>							
<b>Seniors</b> Maintain or exceed at the exemplary level (70%) the yearly % of students taking the SAT/ACT. The percentage of students taking SAT/ACT will be taken from the current AEIS report.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Increase annually the achievement rate on SAT and ACT with achievement defined as 1110 on SAT and 24 on ACT.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
50% of the students taking the SAT and/or the ACT will achieve the score of 1110 or 24 respectively. The percentage of students achieving at or above the criterion on SAT (1110)/ACT (24) will be taken from the AEIS report.	Increasing towards 50%	Increasing towards 50%	Yes	No	No	DATA NOT AVAILABLE	DATA NOT AVAILABLE
<b>TAKS</b>							
<b>Elementary School</b> Passing rate on track to be exemplary	Yes, met recognized in 2005	Yes, met recognized in 2006	No, met recognized in 2007	Yes, met exemplary in 2008	Yes, met exemplary in 2009	Yes, met exemplary in 2010	Yes, met exemplary in 2011
Monitor TAKS scores for male and female students both by grade level and by class.	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### Summary of Results Met/Not Met

Defined Results	2005	2006	2007	2008	2009	2010	2011
Commended Performance Standards in all areas will increase annually with a target goal of 50% or better	No	No	Yes, on science & writing No, on reading & math	Yes, on reading in 3 <sup>rd</sup> , math in 3 <sup>rd</sup> & 5 <sup>th</sup> and science	Yes, on reading in 3 <sup>rd</sup> & 4 <sup>th</sup> math & writing, 5 <sup>th</sup> science No in other areas	Yes in 5 <sup>th</sup> grade reading, math & science. No in other areas	Yes in 5 <sup>th</sup> grade reading & math
When Commended Performance Standard is reached, then the new standard will be 90%.	N/A	N/A	N/A	60 to 66% in science	4 <sup>th</sup> increased in math & writing No in other areas	5 <sup>th</sup> grade increased from 44 to 50% in reading, 40 to 60% in math 59 to 68% in science	Not yet reached
<b>Middle School</b> Passing rate on track to be exemplary	Yes, met recognized in 2005	Yes, met exemplary in 2006	No, met recognized in 2007	Yes, met exemplary in 2008	Yes, met exemplary in 2009	Yes, met exemplary in 2010	Yes, met exemplary in 2011
Passing rate of 90% or better maintained once achieved.	N/A	N/A	No	N/A	Yes	Yes	No-7 <sup>th</sup> grade math 87%
Monitor TAKS scores for males and females students both by grade level and by class.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Commended Performance Standards in all areas will increase annually with a target goal of 50% or better	No	No	Yes, in 6 <sup>th</sup> & 8 <sup>th</sup> grade reading No, in math 8 <sup>th</sup> grade reading, science & social studies	Yes, in 6 <sup>th</sup> & 8 <sup>th</sup> grade reading and in 6 <sup>th</sup> grade math. No, in other area	Yes, in 7 <sup>th</sup> reading 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup> math 7 <sup>th</sup> writing	Yes in 7 <sup>th</sup> grade reading & writing 8 <sup>th</sup> grade social studies	Yes in 6 <sup>th</sup> grade reading & math, 7 <sup>th</sup> grade writing, 8 <sup>th</sup> grade reading
When Commended Performance Standard is reached, then the new standard will be 90%.	N/A	N/A	N/A	52 to 69% in 6 <sup>th</sup> grade reading 58 to 66% in 8 <sup>th</sup> reading	53 to 59% in 6 <sup>th</sup> math	Yes in 7 <sup>th</sup> grade from 36 to 40% in reading & writing 8 <sup>th</sup> grade from 41 to 56% in social studies	Not yet reached

<b>Defined Results</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>High School</b> Passing rate on track to be exemplary	Yes, met recognized in 2005	No, met acceptable in 2006	No, met recognized in 2007	No, met recognized in 2008	Yes, met exemplary in 2009	Yes, met exemplary in 2010	No, met recognized in 2011
Passing rate of 90% or better maintained once achieved.	N/A	N/A	N/A	N/A	N/A	Yes	No-9 <sup>th</sup> and 10 <sup>th</sup> grade math
Monitor TAKS scores for male and female students both by grade level and by class.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Commended Performance Standards in all areas will increase annually with a target goal of 50% or better	No	No	Yes, 9 <sup>th</sup> grade reading No, in all others	Yes, in 9 <sup>th</sup> grade reading. No, in all other areas	Yes, in 10 <sup>th</sup> & 11 <sup>th</sup> grade social studies, No in all other areas	Yes in 9 <sup>th</sup> grade math. 9 <sup>th</sup> & 10 <sup>th</sup> grade read/ELA. 10 <sup>th</sup> & 11 <sup>th</sup> social studies. No in all other areas	Yes in 9 <sup>th</sup> grade reading and 11 <sup>th</sup> grade Social Studies
When Commended Performance Standard is reached, then the new standard will be 90%.	N/A	N/A	N/A	53 to 63% in 9 <sup>th</sup> reading	41 to 51% in 10 <sup>th</sup> grade social studies 36 to 54% in 11 <sup>th</sup> grade social studies	51 to 56% in 10 <sup>th</sup> grade social studies. 54 to 66% in 11 <sup>th</sup> grade social studies	Not yet reached
<b>Advanced Placement</b>							
% of students taking exam	Yes	No	No	Yes	No	DATA NOT AVAILABLE	DATA NOT AVAILABLE
% of exam scoring "3" or higher increasing	Yes	Yes	Yes	No	Yes	DATA NOT AVAILABLE	DATA NOT AVAILABLE

### Summary of Results Met/Not Met

<b>Defined Results</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>End-of-Course Test – Algebra I</b> Scores for the middle school, high school, and district reported to the Strategic Planning Committee by the Action Committee in the fall	Yes	Yes	Yes (Results uses the test aligned with TEKS. 2005 is the benchmark year.)	Yes	Yes	Yes	Yes	NA	NA
High school passing rate on track to achieve 75% passing rate	Yes	Yes	Yes	No	No	No	No	NA	NA
Middle school passing rate on track to maintain 100% passing rate	Yes	Yes	Yes	Yes	Met 100% in 2007	Met 100%	Met 100%	NA	NA
<b>Academic Scholarships</b> Scholarship data (number of scholarships, number of student recipients, \$ value, and total graduates for the year) collected and reported by the Action Committee.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	YES	Yes

**Summary of Results Met/Not Met**

<b>Defined Results</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Recommended High School Program/Distinguished Achievement Program Track annually the number of students who graduate under the Recommended High School Program and the Distinguished Achievement Program.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Attendance Rate – District</b> Overall attendance rate maintained or improved for all students and student groups	Yes	Yes	Yes	Yes	No	Yes	Yes	No (-.02)	Yes
Monitored for two six-week periods with lowest attendance provided intervention below 95%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA
<b>Attendance Rate – High School</b> Overall attendance rate maintained or improved for all students and student groups	No (-0.1)	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Monitored for two six-week periods with lowest attendance provided intervention below 95%	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NA

**Summary of Results Met/Not Met**

<b>Defined Results</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Attendance Rate – Middle School</b> Overall attendance rate maintained or improved for all students and student groups	Yes	Yes	No	Yes	No (down 0.1%)	Yes	Yes
Monitored for two six-week periods with lowest attendance provided intervention below 95%	N/A	N/A	N/A	N/A	N/A	N/A	NA
<b>Attendance Rate – Elementary School</b> Overall attendance rate maintained or improved for all students and student groups	Yes	Yes	No	No	Yes	Yes	Yes
Monitored for two six-week periods with lowest attendance provided intervention below 95%	N/A	N/A	N/A	N/A	N/A	N/A	NA
<b>Dropout Rate (District) 0%</b> dropout rate maintained	No (1 student who has now graduated)	No (1 student)	Yes	Yes	No (2 students)	No	Yes
<b>Other-Longitudinal Studies</b> Data from longitudinal studies of graduates (2005) reviewed	Yes	N/A	N/A	N/A	N/A	N/A	n/a
<b>Adequate Yearly Progress</b> Achieve the required criteria to meet AYP each year	Yes	Yes	Yes	Yes	Yes	Yes	Yes

**Summary of Results Met/Not Met**

<b>Defined Results</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>TPRI –</b> Number of students achieving grade level progress (Developing) by the end of kindergarten, by the end of first grade and by the end of second grade will increase annually.	N/A	N/A	Yes	Yes	Yes	Yes	Yes	Yes	No

*TAKS Summary*

**MS - Met the Standard**

**CPS - Commended Performance Standard**

		2005	2006	2007	2008	2009	2010	2011
<b>3rd</b>	<b>Reading</b>							
	MS	99	100	100	100	100	98	97
	CPS	57	52	46	62	58	58	52
	<b>Math</b>							
	MS	95	90	87	96	91	96	99
	CPS	26	25	30	53	47	45	43
<b>4th</b>	<b>Reading</b>							
	MS	93	85	95	91	95	96	97
	CPS	41	21	36	28	42	31	41
	<b>Math</b>							
	MS	80	82	92	96	97	97	90
	CPS	28	26	44	32	52	30	42
	<b>Writing</b>							
	MS	94	96	99	100	97	99	97
	CPS	18	20	54	36	55	50	40
<b>5th</b>	<b>Reading</b>							
	MS	99	96	99	100	100	100	100
	CPS	44	24	39	45	44	50	52
	<b>Math</b>							
	MS	99	95	98	99	96	99	100
	CPS	37	39	49	58	40	60	61
	<b>Science</b>							
	MS	71	80	96	94	96	94	95
	CPS	28	26	60	66	59	68	55

**TAKS Summary**  
**MS – Met the Standard**  
**CPS - Commended Performance Standard**

		2005	2006	2007	2008	2009	2010	2011
<b>6<sup>th</sup></b>	<b>Reading</b>							
	MS	91	90	96	99	100	98	97
	CPS	52	50	52	69	67	51	61
	<b>Math</b>							
	MS	90	83	89	93	93	91	93
CPS	31	43	47	53	56	21	51	
<b>7<sup>th</sup></b>	<b>Reading</b>							
	MS	96	91	90	92	98	95	96
	CPS	31	29	36	31	36	41	41
	<b>Math</b>							
	MS	91	97	91	92	95	93	87
	CPS	27	14	32	31	44	30	28
	<b>Writing</b>							
	<b>MS</b>	97	98	94	96	98	97	98
<b>CPS</b>	33	58	32	33	42	42	53	
<b>8<sup>th</sup></b>	<b>Reading</b>							
	MS	92	100	96	100	100	100	100
	CPS	55	56	58	66	55	57	64
	<b>Math</b>							
	MS	82	90	83	100	100	100	97
	CPS	15	20	16	39	40	38	24
	<b>Social Studies</b>							
	MS	93	94	94	96	95	98	97
	CPS	34	39	47	34	39	41	45
	<b>Science</b>							
	MS	NA	*96	93+	91	90	95	95
CPS	NA	*23	38	45	41	57	55	

## TAKS Summary

**MS – Met the Standard**

**CPS – Commended performance Standard**

		2005	2006	2007	2008	2009	2010	2011
<b>9th</b>	<b>Reading</b>							
	MS	96	100	97	98	100	99	99
	CPS	29	38	53	63	27	40	50
	<b>Math</b>							
	MS	91	82	81	85	83	77	87
	CPS	39	31	25	29	28	29	32
<b>10th</b>	<b>Language Arts</b>							
	MS	67	99	99	99	99	99	96
	CPS	6	22	19	41	21	24	18
	<b>Math</b>							
	MS	88	86	84	85	84	86	83
	CPS	12	14	30	21	20	21	16
	<b>Science</b>							
	MS	84	84	88	89	92	90	92
	CPS	14	19	23	28	31	31	36
	<b>Social Studies</b>							
	MS	94	96	100	97	100	96	100
	CPS	41	47	42	41	51	56	56

## TAKS Summary

**MS – Met Standard**

**CPS – Commended Performance Standard**

		2005	2006	2007	2008	2009	2010	2011
<b>11th</b>	<b>Language Arts</b>							
	MS	96	95	99	100	99	99	100
	CPS	15	22	43	40	44	44	30
	<b>Math</b>							
	MS	92	95	94	93	91	95	96
	CPS	21	31	28	40	37	34	25
	<b>Science</b>							
	MS	97	92	93	98	97	100	99
	CPS	12	14	31	14	34	29	42
	<b>Social Studies</b>							
	MS	100	98	100	100	100	100	100
	CPS	24	51	47	36	54	66	67

TAKS Test Performance  
All Students  
Grade 3

Rationale:

This data identifies specific areas to target with instructional strategies.

	05	06	07	08	09	10	11
TAKS Objectives							
Reading							
1. Basic Understanding	92	89	91	92	88	92	88
2. Applying Knowledge of Literary Elements	94	91	95	95	87	89	89
3. Using Strategies and Analyze	90	89	86	95	92	85	89
4. Applying Critical - Thinking Skills	88	91	85	91	92	86	87
<b><i>Met the Standard</i></b>	<b>99</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>98</b>	<b>97</b>
<b><i>Met Commended Performance Standard</i></b>	<b>57</b>	<b>52</b>	<b>46</b>	<b>62</b>	<b>58</b>	<b>58</b>	<b>52</b>
Mathematics							
1. Numbers, Operations, and Quantitative Reasoning	81	86	81	91	86	90	90
2. Patterns, Relationships, and Algebraic Reasoning	85	81	83	88	87	88	88
3. Geometry and Spatial Reasoning	88	89	89	93	92	88	91
4. Concepts and Uses of Measurement	83	82	81	86	89	89	92
5. Probability and Statistics	90	90	89	94	96	90	92
6. Mathematical Processes and Tools	79	69	74	79	79	93	80
<b><i>Met the Standard</i></b>	<b>99</b>	<b>90</b>	<b>87</b>	<b>96</b>	<b>91</b>	<b>96</b>	<b>99</b>
<b><i>Met Commended Performance Standard</i></b>	<b>26</b>	<b>25</b>	<b>30</b>	<b>53</b>	<b>47</b>	<b>45</b>	<b>43</b>

TAKS Test Performance  
All Students  
Grade 4

Rationale:

This data identifies specific areas to target with instructional strategies.

		05	06	07	08	09	10	11
TAKS Objectives								
Reading								
1.	Basic Understanding	87	85	89	87	91	88	89
2.	Applying Knowledge of Literary Elements	87	81	87	88	90	91	91
3.	Using Strategies and Analyze	90	78	87	84	85	92	88
4.	Applying Critical - Thinking Skills	86	75	79	84	90	94	84
<b>Met the Standard</b>		<b>93</b>	<b>85</b>	<b>95</b>	<b>91</b>	<b>95</b>	<b>96</b>	<b>97</b>
<b>Met Commended Performance Standard</b>		<b>41</b>	<b>21</b>	<b>36</b>	<b>28</b>	<b>42</b>	<b>31</b>	<b>41</b>
Mathematics								
1.	Numbers, Operations, and Quantitative Reasoning	85	84	91	88	91	90	90
2.	Patterns, Relationships, and Algebraic Reasoning	79	83	86	87	86	86	83
3.	Geometry & Spatial Reasoning	84	81	88	83	87	86	86
4.	Concepts & Uses of Measurement	77	73	86	88	84	80	86
5.	Probability and Statistics	77	81	79	89	90	82	82
6.	Mathematical Processes and Tools	75	77	86	85	89	83	79
<b>Met the Standard</b>		<b>80</b>	<b>82</b>	<b>92</b>	<b>96</b>	<b>97</b>	<b>97</b>	<b>90</b>
<b>Met Commended Performance Standard</b>		<b>28</b>	<b>26</b>	<b>44</b>	<b>32</b>	<b>52</b>	<b>30</b>	<b>42</b>
Writing								
1.-2.	Written Composition	Rating						
		0	1	0	0	0	0	0
		1	4	3	0	0	3	1
		2	74	68	41	56	38	37
		3	21	28	48	39	51	52
		4	0	1	11	5	8	10
3.	Appropriate Organization of Ideas	94	92	96	93	94	87	89
4.	Correct & Effective/Sentence Construction	85	86	91	89	85	90	88
5.	Standard Usage & Appropriate Word Choice	94	94	98	91	91	89	90
6.	Proofreading for Punctuation, Capitalization & Spelling	93	94	94	91	94	90	91
<b>Met the Standard</b>		<b>94</b>	<b>96</b>	<b>99</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>97</b>
<b>Met Commended Performance Standard</b>		<b>18</b>	<b>20</b>	<b>54</b>	<b>36</b>	<b>55</b>	<b>50</b>	<b>40</b>

+One Standard Error of Measurement below Panel Recommendation

TAKS Test Performance  
All Students  
Grade 5

Rationale:

This data identifies specific areas to target with instructional strategies.

	05	06	07	08	09	10	11
TAKS Objectives							
Reading							
1. Basic Understanding	88	84	87	90	87	90	91
2. Applying Knowledge of Literary Elements	89	87	93	93	90	90	88
3. Using Strategies and Analyze	86	85	88	87	89	90	92
4. Applying Critical - Thinking Skills	83	85	84	87	83	89	90
<b>Met the Standard</b>	<b>99</b>	<b>96</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Met Commended Performance Standard</b>	<b>44</b>	<b>24</b>	<b>39</b>	<b>45</b>	<b>44</b>	<b>50</b>	<b>52</b>
Mathematics							
1. Numbers, Operations, and Quantitative Reasoning	86	81	90	89	90	91	91
2. Patterns, Relationships, and Algebraic Reasoning	82	79	84	87	84	89	90
3. Geometry and Spatial Reasoning	87	88	91	92	89	91	94
4. Concepts and Uses of Measurement	80	83	82	85	82	88	87
5. Probability and Statistics	75	83	91	92	80	89	92
6. Mathematical Processes and Tools	83	82	86	89	84	86	85
<b>Met the Standard</b>	<b>99</b>	<b>95</b>	<b>99</b>	<b>99</b>	<b>96</b>		<b>100</b>
<b>Met Commended Performance Standard</b>	<b>37</b>	<b>39</b>	<b>49</b>	<b>57</b>	<b>40</b>	<b>60</b>	<b>61</b>
Science							
1. Nature of Science	91	91	92	95	93	91	90
2. Life Sciences	85	87	91	93	94	92	93
3. Physical Sciences	77	85	93	91	90	90	91
4. Earth Sciences	73	68	86	87	85	92	89
<b>Met the Standard</b>	<b>71</b>	<b>80</b>	<b>96</b>	<b>94</b>	<b>96</b>	<b>94</b>	<b>95</b>
<b>Met Commended Performance Standard</b>	<b>28</b>	<b>26</b>	<b>60</b>	<b>66</b>	<b>59</b>	<b>68</b>	<b>55</b>

TAKS Test Performance  
All Students  
Grade 6

Rationale:

This data identifies specific areas to target with instructional strategies.

	05	06	07	08	09	10	11
<b>TAKS Objectives</b>							
<b>Reading</b>							
1. Basic Understanding	87	87	88	93	94	89	90
2. Applying knowledge of Literary Elements	90	86	90	91	87	92	93
3. Using Strategies and Analyze	86	85	83	89	91	88	91
4. Applying Critical – Thinking Skills	79	86	83	90	89	89	91
<b>Met the Standard</b>	<b>91</b>	<b>96</b>	<b>96</b>	<b>99</b>	<b>100</b>	<b>98</b>	<b>97</b>
<b>Met Commended Performance Standard</b>	<b>52</b>	<b>50</b>	<b>52</b>	<b>69</b>	<b>67</b>	<b>51</b>	<b>61</b>
<b>Mathematics</b>							
1. Numbers, Operations, and Quantitative Reasoning	78	82	84	86	87	74	85
2. Patterns, Relationships, and Algebraic Reasoning	74	76	76	82	86	78	86
3. Geometry and Spatial Reasoning	88	83	90	90	89	81	90
4. Concepts and Uses of Measurement	79	73	78	81	78	72	77
5. Probability and Statistics	85	80	86	83	88	84	85
6. Mathematical Processes and Tools	83	81	81	83	87	77	82
<b>Met the Standard</b>	<b>90</b>	<b>83</b>	<b>89</b>	<b>93</b>	<b>93</b>	<b>90</b>	<b>93</b>
<b>Met the Commended Performance Standard</b>	<b>31</b>	<b>43</b>	<b>47</b>	<b>53</b>	<b>56</b>	<b>21</b>	<b>51</b>

TAKS Test Performance  
All Students  
Grade 7

Rationale:

This data identifies specific areas to target with instructional strategies.

		05	06	07	08	09	10	11
TAKS Objectives								
Reading								
5.	Basic Understanding	92	85	85	90	88	90	91
6.	Applying knowledge of Literary Elements	92	92	83	89	93	86	86
7.	Using Strategies and Analyze	90	85	86	85	88	87	85
8.	Applying Critical – Thinking Skills	81	84	82	82	89	83	83
<b>Met the Standard</b>		<b>96</b>	<b>91</b>	<b>90</b>	<b>92</b>	<b>98</b>	<b>95</b>	<b>96</b>
<b>Met Commended Performance Standard</b>		<b>31</b>	<b>29</b>	<b>36</b>	<b>31</b>	<b>36</b>	<b>41</b>	<b>41</b>
Mathematics								
7.	Numbers, Operations, and Quantitative Reasoning	84	83	84	85	88	81	81
8.	Patterns, Relationships, and Algebraic Reasoning	77	70	78	79	83	75	74
9.	Geometry and Spatial Reasoning	76	84	79	89	87	84	79
10.	Concepts and Uses of Measurement	71	72	79	74	84	71	69
11.	Probability and Statistics	80	72	79	78	83	82	77
12.	Mathematical Processes and Tools	78	84	84	82	86	83	80
<b>Met the Standard</b>		<b>91</b>	<b>97</b>	<b>91</b>	<b>92</b>	<b>95</b>	<b>93</b>	<b>87</b>
<b>Met the Commended Performance Standard</b>		<b>27</b>	<b>14</b>	<b>32</b>	<b>34</b>	<b>44</b>	<b>30</b>	<b>28</b>
Writing								
1 – 2. Written Composition	Rating							
	0	0	0	0	1	1	1	1
	1	3	2	2	2	1	1	1
	2	58	37	61	33	48	42	32
	3	35	53	32	57	47	50	47
	4	4	8	5	7	3	5	19
3.	Appropriate Organization of Ideas	91	96	92	88	90	91	91
4.	Correct & Effective/Sentence Constructions	86	89	85	84	92	84	85
5.	Standard Usage & Appropriate Word Choice	89	93	89	92	90	91	91
6.	Proofreading for Punctuation, Capitalization & Spelling	87	91	88	85	88	87	91
<b>Met the Standard</b>		<b>97</b>	<b>98</b>	<b>94</b>	<b>96</b>	<b>98</b>	<b>97</b>	<b>98</b>
<b>Met the Commended Performance Standard</b>		<b>33</b>	<b>58</b>	<b>32</b>	<b>37</b>	<b>42</b>	<b>42</b>	<b>53</b>

TAKS Test Performance  
All Students  
Grade 8

Rationale:

This data identifies specific areas to target with instructional strategies.

	05	06	07	08	09	10	11
<b>TAKS Objectives</b>							
<b>Reading</b>							
1. Basic Understanding	93	94	90	94	93	97	93
2. Applying Knowledge of Literary Elements	86	91	92	93	90	93	94
3. Using Strategies and Analyze	91	90	9	92	90	93	96
4. Applying Critical - Thinking Skills	88	92	86	91	93	91	90
<b>Met the Standard</b>	<b>92</b>	<b>100</b>	<b>96</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>100</b>
<b>Met Commended Performance Standard</b>	<b>55</b>	<b>56</b>	<b>58</b>	<b>66</b>	<b>55</b>	<b>57</b>	<b>64</b>
<b>Mathematic</b>							
1. Numbers, Operations, and Quantitative Reasoning	72	77	80	85	79	86	80
2. Patterns, Relationships, and Algebraic Reasoning	79	78	75	86	82	79	79
3. Geometry and Spatial Reasoning	76	79	74	84	82	83	83
4. Concepts and Uses of Measurement	65	61	66	68	65	75	70
5. Probability and Statistics	76	82	81	85	85	86	82
6. Mathematical Processes and Tools	70	77	75	85	8	79	78
<b>Met the Standard</b>	<b>82</b>	<b>90</b>	<b>83</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>97</b>
<b>Met Commended Performance Standard</b>	<b>15</b>	<b>20</b>	<b>16</b>	<b>39</b>	<b>40</b>	<b>38</b>	<b>24</b>
<b>Social Studies</b>							
1. Issues and Events in U.S. History	73	77	76	76	75	79	77
2. Geographic Influences on History	77	85	85	79	81	77	76
3. Economic & Social Influences on History	81	83	86	89	83	85	83
4. Political Influences on History	77	74	80	71	70	69	67
5. Critical Thinking	84	87	86	88	88	82	85
<b>Met the Standard</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>96</b>	<b>95</b>	<b>100</b>	<b>97</b>
<b>Met Commended Performance Standard</b>	<b>34</b>	<b>39</b>	<b>47</b>	<b>34</b>	<b>39</b>	<b>41</b>	<b>45</b>
<b>Science</b>							
1. Nature of Science	NA	80	80	85	82	87	87
2. Living Systems and the Environment	NA	78	81	84	82	90	87
3. Structures and Properties of Matter	NA	77	82	85	82	82	88
4. Motion, Forces and Energy	NA	77	82	84	89	88	85
5. Earth and Space Systems	NA	69	74	78	78	85	83
<b>Met the Standard</b>	<b>NA</b>	<b>96*</b>	<b>93+</b>	<b>91</b>	<b>90</b>	<b>95</b>	<b>95</b>
<b>Met Commended Performance Standard</b>	<b>NA</b>	<b>23</b>	<b>38</b>	<b>45</b>	<b>41</b>	<b>57</b>	<b>55</b>

TAKS Test Performance  
All Students  
Grade 9

Rationale:

This data identifies specific areas to target with instructional strategies

	05	06	07	08	09	10	11
<b>TAKS Objectives</b>							
<b>Reading</b>							
1. Basic Understanding	92	98	94	92	92	93	95
2. Literary Elements & Techniques	93	87	91	90	92	88	93
<i>Short Answer Rating (Literary Selection)</i>	48	55	60	53	48	49	51
3. Analysis & Evaluation	87	94	93	92	95	90	93
<i>Short Answer Rating (Expository Selection)</i>	36	42	46	41	46	49	58
<i>Short Answer Rating (Connecting Selections)</i>	37	43	45	42	47	45	49
<b><i>Met the Standard</i></b>	<b>96</b>	<b>100</b>	<b>97</b>	<b>98</b>	<b>100</b>	<b>99</b>	<b>99</b>
<b><i>Met Commended Performance Standard</i></b>	<b>29</b>	<b>38</b>	<b>53</b>	<b>63</b>	<b>27</b>	<b>40</b>	<b>50</b>
<b>Mathematics</b>							
1. Functional Relationships	79	68	73	68	75	75	78
2. Properties & Attributes of Functions	77	73	73	76	72	76	78
3. Linear Functions	81	78	79	76	80	63	69
4. Linear Equations & Inequalities	80	81	78	82	76	73	77
5. Quadratic & Other Nonlinear Functions	86	78	82	82	74	68	64
6. Geometric Relationships & Spatial Reasoning	84	79	83	76	78	68	72
7. Two-and Three- Dimensional Representations	81	81	72	76	74	79	79
8. Measurement & Similarity	68	63	64	71	69	68	70
9. Percent/Proportions/Probability/Statistics	81	75	73	77	75	69	76
10. Mathematical Processes & Tools	77	73	70	81	73	66	70
<b><i>Met the Standard</i></b>	<b>91</b>	<b>82</b>	<b>81</b>	<b>85</b>	<b>83</b>	<b>77</b>	<b>87</b>
<b><i>Met Commended Performance Standard</i></b>	<b>39</b>	<b>31</b>	<b>25</b>	<b>29</b>	<b>28</b>	<b>29</b>	<b>32</b>

TAKS Test Performance  
All Students  
Grade 10

Rationale:

This data identifies specific areas to target with instructional strategies

		05	06	07	08	09	10	11
TAKS Objectives								
English Language Arts								
1.	Basic Understanding	92	95	92	97	98	96	92
2.	Literary Elements & Techniques	92	89	89	97	93	96	92
	<i>Short Answer Rating (Literary Selection)</i>	48	54	52	54	54	49	45
3.	Analysis & Evaluation	83	94	95	96	96	91	95
	<i>Short Answer Rating (Expository Selection)</i>	45	62	56	52	57	54	45
	<i>Short Answer Rating (Connecting Selections)</i>	51	50	47	43	40	38	46
4.-5.	Written Composition-Effectiveness/ Command of Conventions							
	Rating							
	0	0	0	0	0	0	0	0
	1	33	0	1	1	1	1	4
	2	50	47	47	32	29	20	26
	3	17	49	43	49	66	71	62
	4	0	4	9	18	3	8	8
6.	Revising & Editing	94	93	95	94	94	92	92
<b>Met the Standard</b>		<b>67</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>96</b>
<b>Met Commended Performance Standard</b>		<b>9</b>	<b>22</b>	<b>19</b>	<b>41</b>	<b>21</b>	<b>24</b>	<b>18</b>
Mathematics								
1.	Functional Relationships	68	76	85	83	76	78	74
2.	Properties & Attributes of Functions	76	69	76	69	72	69	64
3.	Linear Functions	79	76	82	81	74	68	66
4.	Linear Equations & Inequalities	78	78	75	79	76	80	72
5.	Quadratic & Other Nonlinear Functions	76	73	79	74	65	71	71
6.	Geometric Relationships & Spatial Reasoning	73	73	72	64	68	73	71
7.	Two-and Three- Dimensional Representations	91	82	77	83	86	84	86
8.	Measurement & Similarity	68	73	65	67	70	71	69
9.	Percents/Proportions/Probability/Statistics	73	77	77	75	77	72	69
10.	Mathematical Processes & Tools	76	73	77	79	76	71	71
<b>Met the Standard</b>		<b>88</b>	<b>86</b>	<b>84</b>	<b>85</b>	<b>84</b>	<b>86</b>	<b>83</b>
<b>Met Commended Performance Standard</b>		<b>12</b>	<b>14</b>	<b>30</b>	<b>21</b>	<b>20</b>	<b>21</b>	<b>16</b>

### Grade 10 Continued

		05	06	07	08	09	10	11
Social Studies								
1.	Issues & Events in U.S. History	78	78	73	74	73	75	73
2.	Geographic Influences on History	88	90	92	90	90	88	90
3.	Economic & Social Influences on History	89	89	91	92	91	89	90
4.	Political Influences on History	78	76	80	77	80	75	78
5.	Critical-Thinking Skills	89	91	89	90	94	91	89
<b><i>Met the Standard</i></b>		<b>94</b>	<b>96</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>96</b>	<b>100</b>
<b><i>Met Commended Performance Standard</i></b>		<b>41</b>	<b>47</b>	<b>42</b>	<b>41</b>	<b>51</b>	<b>56</b>	<b>56</b>
Science								
1.	Nature of Science	78	79	83	83	86	84	88
2.	Organization of Living Systems	79	78	81	76	84	79	81
3.	Interdependence of Organisms & the Environment	70	74	76	73	76	80	82
4.	Structure & Properties of Matter	68	67	75	77	79	72	73
5.	Motion, Forces, & Energy	78	72	79	76	83	73	76
<b><i>Met the Standard</i></b>		<b>84</b>	<b>84</b>	<b>88</b>	<b>89</b>	<b>92</b>	<b>90</b>	<b>92</b>
<b><i>Met Commended Performance Standard</i></b>		<b>14</b>	<b>19</b>	<b>23</b>	<b>28</b>	<b>31</b>	<b>31</b>	<b>36</b>

TAKS Test Performance  
All Students  
Grade 11

Rationale:

This data identifies specific areas to target with instructional strategies.

		05	06	07	08	09	10	11
<b>TAKS OBJECTIVE</b>								
English Language Arts								
1.	Basic Understanding	93	92	92	96	94	93	95
2.	Literary Elements & Techniques	85	96	92	93	92	92	91
	Short Answer Rating (Literary Selection)	50	58	52	5	61	50	49
3.	Analysis & Evaluation	88	92	93	91	92	92	93
	Short Answer Rating (Expository Selection)	52	57	52	55	59	59	57
	Short Answer Rating (Connecting Selections)	45	57	53	45	49	43	42
4.– 5. Written Composition – Effectiveness Rating								
	Command of Conventions	0	0	0	0	0	0	0
		1	4	5	0	0	1	0
		2	69	70	22	15	14	25
		3	26	23	71	69	75	67
		4	0	2	7	16	10	6
6.	Revising & Editing	91	94	91	92	94	91	88
<b>Met the Standard</b>		<b>96</b>	<b>95</b>	<b>99</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>100</b>
<b>Met Commended Performance Standard</b>		<b>21</b>	<b>22</b>	<b>43</b>	<b>40</b>	<b>44</b>	<b>44</b>	<b>30</b>
Mathematics								
1.	Functional Relationships	80	83	83	89	85	76	81
2.	Properties & Attributes of Functions	77	82	81	81	82	73	79
3.	Linear Functions	80	74	82	80	80	76	78
4.	Linear Equations & Inequalities	82	85	82	84	84	87	86
5.	Quadratic & Other Nonlinear Functions	78	85	85	81	82	86	89
6.	Geometric Relationships & Spatial Reasoning	69	72	74	75	73	76	77
7.	Two and Three Dimension Representations	78	83	76	83	72	75	79
8.	Measurement & Similarity	72	76	80	71	75	73	71
9.	Percents/Proportions/Probability/Statistics	72	75	80	76	78	75	66
10.	Mathematical Processes & Tools	71	75	75	71	74	72	71
<b>Met the Standard</b>		<b>92</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>95</b>	<b>96</b>
<b>Met Commended Performance Standard</b>		<b>29</b>	<b>31</b>	<b>28</b>	<b>40</b>	<b>37</b>	<b>34</b>	<b>25</b>

## Grade 11 Continued

	05	06	07	08	09	10	11
Social Studies							
1. Issues & Events in U.S. History	73	78	81	76	78	80	81
2. Geographic Influences on History	89	87	89	86	87	88	86
3. Economic & Social Influences on History	84	81	83	85	89	91	89
4. Political Influences on History	81	83	81	83	88	86	83
5. Critical-Thinking Skills	91	93	90	93	91	92	93
<b><i>Met the Standard</i></b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b><i>Met Commended Performance Standard</i></b>	<b>33</b>	<b>51</b>	<b>47</b>	<b>36</b>	<b>54</b>	<b>66</b>	<b>67</b>
Science							
1. Nature of Science	76	80	74	78	83	83	86
2. Organization of Living Systems	72	77	65	69	75	75	83
3. Interdependence of Organisms & the Environment	77	77	86	85	89	84	89
3. Structure & Properties of Matter	65	67	74	72	77	79	78
4. Motion, Forces, & Energy	77	69	74	79	77	84	81
<b><i>Met the Standard</i></b>	<b>97</b>	<b>92</b>	<b>93</b>	<b>98</b>	<b>97</b>	<b>100</b>	<b>99</b>
<b><i>Met Commended Performance Standard</i></b>	<b>12</b>	<b>14</b>	<b>31</b>	<b>14</b>	<b>34</b>	<b>29</b>	<b>42</b>

**Results for Student Groups  
African American**

Grade Level	2005					2006				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	96 (23)	88 (25)	-	-	-	100 (23)	100 (22)	-	-	-
4	92 (12)	91 (11)	100 (10)	-	-	83 (24)	83 (24)	96 (25)	-	-
5	100 (22)	82 (22)	-	59 (22)	-	93 (14)	85 (11)	-	62 (13)	-
6	86 (14)	100 (12)	-	-	-	100 (22)	86 (22)	-	-	-
7	86 (22)	95 (21)	95 (22)	-	-	85 (13)	92 (13)	100 (12)	-	-
8	75 (12)	67 (12)	-	92 (12)	-	100 (23)	86 (22)	-	*92 (24)	96 (23)
9	94 (16)	67 (15)	-	-	-	100 (9)	80 (10)	-	-	-
10	67 (15)	71 (14)	-	73 (15)	87 (15)	94 (17)	53 (17)	-	61 (18)	89 (18)
11	100 (13)	85 (13)	-	92 (13)	100 (13)	90 (10)	89 (9)	-	80 (10)	90 (10)
Grade Level	2007					2008				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100 (14)	86 (14)	-	-	-	100 (23)	96 (23)	-	-	-
4	91 (22)	90 (21)	95 (20)	-	-	90 (10)	91 (11)	100 (10)	-	-
5	100 (20)	99 (21)	-	100 (21)	-	100 (20)	94 (18)	-	85 (20)	-
6	93 (15)	86 (14)	-	-	-	100 (25)	96 (25)	-	-	-
7	87 (23)	95 (22)	91 (22)	-	-	81 (16)	93 (15)	94 (16)	-	-
8	86 (14)	67 (15)	-	+86 (14)	93 (14)	100 (25)	96 (25)	-	84 (25)	88 (26)
9	95 (19)	79 (19)	-	-	-	100 (20)	81 (21)	-	-	-
10	93 (14)	73 (15)	-	67 (15)	100 (15)	95 (21)	75 (20)	-	80 (20)	90 (20)
11	100 (14)	92 (13)	-	79 (14)	100 (14)	100 (14)	79 (14)	-	100 (14)	93 (14)

**Results for Student Groups  
African American**

Grade Level	2009					2010					2011				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100 (30)	89 (28)	NA	NA	NA	95	95	NA	NA	NA	93	100	NA	NA	NA
4	90 (20)	95 (20)	95 (21)	NA	NA	100	96	100	NA	NA	100	85	100	NA	NA
5	100 (15)	88 (16)	NA	87 (15)	NA	86	86	NA	86	NA	100	100	NA	100	NA
6	100 (17)	83 (18)	NA	NA	NA	100	94	NA	NA	NA	93	79	NA	NA	NA
7	100 (18)	100 (18)	95 (19)	NA	NA	91	86	100	NA	NA	83	75	100	NA	NA
8	100 (18)	100 (17)	NA	72 (18)	89 (18)	100	81	NA	94	100	100	93	NA	93	93
9	100 (25)	74 (23)	NA	NA	NA	100	71	NA	NA	NA	100	70	NA	NA	NA
10	94 (16)	57 (14)	NA	86 (14)	100 (15)	95	86	NA	90	95	85	83	NA	92	100
11	100 (19)	85 (20)	NA	90 (20)	100 (20)	100	94	NA	100	100	100	89	NA	100	100
Grade Level	2012										2014				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3															
4															
5															
6															
7															
8															
9															
10															
11															

**Results for Student Groups  
Hispanic**

Grade Level	2005					2006					2007				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100 (12)	92 (12)	-	-	-	100 (12)	83 (12)	-	-	-	100 (18)	83 (18)	-	-	-
4	100 (14)	64 (14)	100 (14)	-	-	83 (12)	75 (12)	90 (10)	-	-	93 (15)	87 (15)	100(15)	-	-
5	100 (11)	100 (11)	-	82 (11)	-	100 (12)	92 (12)	-	69 (13)	-	92 (12)	100 (12)	-	92 (12)	-
6	89 (9)	78 (9)	-	-	-	100 (12)	75 (12)	-	-	-	100 (18)	78 (18)	-	-	-
7	100 (7)	86 (7)	100 (7)	-	-	80 (10)	100 (10)	100 (8)	-	-	88 (17)	88 (16)	88 (16)	-	-
8	100 (7)	100 (7)	-	100 (7)	100 (7)	100 (7)	86 (7)	-	*86 (7)	100 (7)	93 (15)	79 (14)	-	+93 (15)	93 (15)
9	100 (8)	100 (8)	-	-	-	100 (7)	100 (7)	-	-	-	100 (10)	90 (10)	-	-	-
10	71 (14)	100 (14)	-	87 (15)	100 (15)	100 (9)	100 (9)	-	89 (9)	100 (9)	100 (8)	75 (8)	-	88 (8)	100 (8)
11	88 (8)	88 (8)	-	88 (8)	100 (8)	93 (14)	92 (13)	-	85 (13)	100 (14)	100 (9)	100 (10)	-	100 (10)	100 (10)
Grade Level	2008					2009					2010				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100 (18)	90 (20)	-	-	-	100 (22)	82 (22)	NA	NA	NA	100	92	NA	NA	NA
4	89 (19)	100 (19)	100 (19)	-	-	88 (17)	94 (18)	95 (19)	NA	NA	95	90	100	NA	NA
5	100 (12)	100 (11)	-	91 (11)	-	100 (18)	100 (18)	NA	100 (15)	NA	94	100	NA	95	NA
6	100 (10)	80 (10)	-	-	-	100 (12)	92 (12)	NA	NA	NA	100	95	NA	NA	NA
7	100 (16)	81 (16)	100 (17)	-	-	91 (11)	100 (11)	100 (12)	NA	NA	100	92	100	NA	NA
8	100 (13)	100 (12)	-	92 (12)	100 (12)	100 (13)	100 (13)	NA	100 (10)	100 (11)	100	93	NA	100	100
9	100 (14)	100 (14)	-	-	-	100 (13)	90 (10)	NA	NA	NA	100	67	NA	NA	NA
10	100 (8)	88 (8)	-	100 (8)	100 (7)	100 (13)	77 (13)	NA	85 (13)	100 (12)	100	88	NA	94	88
11	100 (9)	100 (9)	-	100 (9)	100 (9)	100 (7)	86 (7)	NA	100 (7)	100 (7)	100	100	NA	100	100

### Results for Student Groups Hispanic

Grade Level	2011					2012					2013				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100	100	NA	NA	NA										
4	95	100	95	NA	NA										
5	100	100	NA	95	NA										
6	95	85	NA	NA	NA										
7	100	95	100	NA	NA										
8	100	100	NA	100	100										
9	91	73	NA	NA	NA										
10	100	73	NA	93	100										
11	100	95	NA	100	100										
Grade Level	2014					2015					2016				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3															
4															
5															
6															
7															
8															
9															
10															
11															

**Results for Student Groups  
White**

Grade Level	2005					2006					2007				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100 (41)	100 (41)	-	-	-	100 (41)	85 (40)	-	-	-	98 (46)	91 (45)	-	-	-
4	91 (45)	83 (46)	91 (43)	-	-	86 (35)	83 (35)	97 (34)	-	-	98 (45)	93 (44)	100 (43)	-	-
5	97 (36)	92 (36)	-	77 (35)	-	94 (47)	98 (45)	-	89 (45)	-	100 (48)	100 (47)	-	96 (47)	-
6	93 (42)	88 (43)	-	-	-	100 (35)	86 (35)	-	-	-	95 (60)	93 (59)	-	-	-
7	100 (40)	90 (39)	97 (38)	-	-	95 (39)	100 (39)	100 (37)	-	-	92 (38)	89 (38)	100 (35)	-	-
8	96 (47)	83 (47)	-	-	94 (48)	100 (38)	92 (38)	-	*100 (38)	92 (37)	100 (39)	89 (37)	-	+95 (38)	95 (37)
9	96 (50)	96 (52)	-	-	-	100 (45)	81 (47)	-	-	-	97 (33)	74 (34)	-	-	-
10	63 (38)	89 (37)	-	86 (37)	95 (38)	100 (44)	98 (42)	-	91 (44)	98 (42)	100 (44)	91 (43)	-	95 (43)	100 (43)
11	98 (47)	94 (48)	-	100 (48)	100(48)	97 (37)	97 (36)	-	97 (37)	100 (37)	98 (44)	93 (44)	-	95 (44)	100 (44)
Grade Level	2008					2009					2010				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100 (50)	98 (53)	-	-	-	100 (45)	95 (44)	NA	NA	NA	98	98	NA	NA	NA
4	93 (45)	98 (45)	100 (45)	-	-	98 (54)	98 (54)	98 (55)	NA	NA	93	100	100	NA	NA
5	100 (44)	95 (37)	-	98 (45)	-	100 (40)	100 (39)	NA	97 (36)	NA	98	100	NA	96	NA
6	98 (74)	94 (53)	-	-	-	100 (54)	96 (52)	NA	NA	NA	98	85	NA	NA	NA
7	95 (57)	95 (57)	95 (55)	-	-	98 (53)	92 (53)	98 (54)	NA	NA	96	96	95	NA	NA
8	100 (29)	100 (29)	-	97 (29)	100 (29)	98 (54)	100 (54)	NA	94 (53)	96 (54)	100	96	NA	94	100
9	95 (43)	83 (42)	-	-	-	100 (39)	88 (32)	NA	NA	NA	98	80	NA	NA	NA
10	100 (35)	91 (34)	-	91 (34)	100 (34)	100 (53)	92 (52)	NA	94 (52)	100 (51)	100	85	NA	88	97
11	100 (30)	97 (33)	-	100 (31)	100 (31)	98 (42)	95 (37)	NA	100 (37)	100 (39)	98	94	NA	100	100

**Results for Student Groups  
White**

Grade Level	2011					2012					2013				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	96	98	NA	NA	NA										
4	95	89	95	NA	NA										
5	100	100	NA	91	NA										
6	100	100	NA	NA	NA										
7	100	90	98	NA	NA										
8	100	98	NA	95	98										
9	100	91	NA	NA	NA										
10	100	89	NA	91	100										
11	100	100	NA	97	100										
Grade Level	2014					2015					2016				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3															
4															
5															
6															
7															
8															
9															
10															
11															

**TAKS Results for Special Populations  
Gifted and Talented Students**

**( ) Number of Students**

**-No Students in Group**

**N/A Not Applicable**

Grade Level	2005					2006					2007				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100(7)	100(7)	N/A	N/A	N/A	100(2)	100(2)	N/A	N/A	N/A	100(2)	100(2)	N/A	N/A	N/A
4	100(6)	100(6)	83(6)	N/A	N/A	100(7)	100(7)	100(6)	N/A	N/A	100(7)	100(7)	100(7)	N/A	N/A
5	100(9)	100(9)	N/A	100(9)	N/A	100(10)	100(9)	N/A	100(9)	N/A	100(16)	100(16)	N/A	100(16)	N/A
6	100(10)	100(10)	N/A	N/A	N/A	100(18)	100(18)	N/A	N/A	N/A	100(12)	100(12)	N/A	N/A	N/A
7	100(14)	100(14)	100(14)	N/A	N/A	100(13)	100(13)	100(12)	N/A	N/A	100(19)	100(19)	100(19)	N/A	N/A
8	100(12)	100(12)	N/A	100(12)	100(12)	100(13)	100(13)	N/A	100(13)	100(13)	100(8)	100(8)	N/A	100(8)	100(8)
9	100(13)	100(13)	N/A	N/A	N/A	100(11)	100(11)	N/A	N/A	N/A	100(9)	100(9)	N/A	N/A	N/A
10	100(9)	100(9)	N/A	100(9)	100(9)	100(14)	100(14)	N/A	100(14)	100(14)	100(7)	100(6)	N/A	100(6)	100(60)
11	100(9)	100(9)	N/A	100(9)	100(9)	100(8)	100(8)	N/A	100(8)	100(8)	100(9)	100(9)	N/A	100(9)	100(9)
Grade Level	2008					2009					2010				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100(14)	100(15)	N/A	N/A	N/A	100	100	NA	NA	NA	100	100	NA	NA	NA
4	100(3)	100(3)	100(3)	N/A	N/A	100	100	100	NA	NA	100	100	100	NA	NA
5	100(12)	100(12)	N/A	100(13)	N/A	100	100	NA	100	NA	100	100	NA	100	NA
6	100(18)	100(18)	N/A	N/A	N/A	100	100	NA	NA	NA	100	100	NA	NA	NA
7	100(15)	100(15)	100(16)	N/A	N/A	100	100	100	NA	NA	100	100	100	NA	NA
8	100(16)	100(16)	N/A	100(16)	100(16)	100	100	100	100	100	100	100	NA	100	100
9	100(11)	100(11)	N/A	N/A	N/A	100	100	NA	NA	NA	100	89	NA	NA	NA
10	100(9)	100(9)	N/A	100(9)	100(9)	100	100	NA	100	100	100	100	NA	100	100
11	100(3)	100(3)	N/A	100(3)	100(3)	100	100	NA	100	100	100	100	NA	100	100

**TAKS Results for Special Populations  
Gifted and Talented Students  
-No Students in Group**

**( ) Number of Students**

**N/A Not Applicable**

Grade Level	2011					2012					2013				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	100	100	NA	NA	NA										
4	100	100	100	NA	NA										
5	100	100	NA	100	NA										
6	100	100	NA	NA	NA										
7	100	100	100	NA	NA										
8	100	100	NA	100	100										
9	100	100	NA	NA	NA										
10	100	100	NA	100	100										
11	100	100	NA	100	100										
Grade Level	2014					2015					2016				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3															
4															
5															
6															
7															
8															
9															
10															
11															

\*Two Standard Errors of Measurement below Panel Recommendation

+One Standard Error of Measurement below Panel Recommendation

## TAKS Results for Special Populations

( ) Number of Students

- No Students in the group

N/A Not Applicable

<b>At Risk Students</b>															
	2007			2008			2009			2010			2011		
Level	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
3	96 (29)	77 (26)	NA	100 (12)	86 (14)	- -	100 (17)	76 (17)	NA	92 (13)	85 (13)	NA	88	100	NA
4	78 (9)	75 (8)	88 (8)	76 (17)	83 (18)	100 (16)	89 (9)	100 (12)	75 (12)	100 (8)	75 (8)	100(10)	93	57	85
5	82 (17)	82 (17)	NA	100 (12)	78 (9)	- -	100 (16)	88 (17)	NA	92 (12)	92 (13)	NA	88	100	NA
6	94 (32)	80 (30)	NA	92 (12)	75 (12)	- -	100 (10)	63 (8)	NA	93 (14)	93 (14)	NA	88	76	NA
7	65 (20)	72 (18)	85 (20)	82 (34)	82 (33)	94 (33)	87 (15)	79 (14)	88 (16)	80 (15)	67 (15)	94 (14)	86	76	95
8	90 (10)	56 (9)	NA	100 (21)	95 (19)	- -	100 (25)	75 (24)	NA	100 (15)	73 (115)	NA	100	84	NA
9	100 (9)	43 (7)	NA	100(15)	50 (14)	- -	100 (15)	67 (3)	NA	100 (13)	58 (12)	NA	94	75	NA
10	100(10)	56(11)	NA	100 (10)	40 (10)	- -	92 (13)	33 (13)	NA	100 (12)	50 (10)	NA	89	42	NA
11	92 (12)	100 (10)	NA	100(15)	75 (16)	- -	90 (10)	50 (8)	NA	100 (14)	86 (14)	NA	100	100	NA

### At Risk

Grade Level	2007		2008		2009		2010		2011	
	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science
5	NA	88 (17)	NA	83 (12)	NA	86 (14)	NA	86 (14)	NA	78
8	78 (9)	+78 (9)	90 (21)	70 (20)	87 (23)	67 (21)	100 (15)	80 (15)	88	82
10	100 (9)	78 (9)	80 (10)	50 (10)	100 (12)	67 (13)	83 (12)	82 (11)	100	65
11	100 (11)	73 (11)	100 (14)	93 (14)	100 (10)	88 (8)	100 (14)	100 (14)	100	92

## TAKS Results for Special Populations

### Special Education Students

Grade Level	2005			2006			2007			2008		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
3	89 (9)	78 (9)	NA	100 (11)	67 (9)	NA	100 (8)	71 (7)	NA	100 (5)	88 (8)	--
4	78 (9)	67 (9)	88 100	(5) 80	(5) (5)	100 (5)	88 (8)	67 (6)	100 (6)	50 (4)	80 (5)	100 (3)
5	100 (4)	75 (4)	NA	67 (9)	86 (7)	NA	(3)	(3)	NA	100 (5)	34 (3)	--
6	57 (7)	67 (6)	NA	86 (7)	50 (6)	NA	73 (11)	78 (9)	NA	86 (7)	57 (7)	NA
7	100 (3)	50 (2)	100 (4)	50 (2)	100 (2)	100 (2)	33 (6)	(4)	33 (6)	67 (9)	63 (9)	78 (9)
8	33 (3)	33 (3)	40 (5)	100 (1)	- (0)	NA	100 (6)	(3)	NA	100 (3)	100 (1)	--
9	40 (5)	33 (3)	NA	100 (2)	100 (2)	NA	(2)	-- --	NA	83 (6)	25 (4)	--
10	29 (7)	80 (5)	NA	100 (3)	100 (1)	NA	(2)	57 (2)	NA	100 (1)	0 (1)	--
11	100 (2)	50 (2)	NA	100 (7)	100 (5)	NA	(3)	100 (1)	NA	100 (1)	100 (2)	--

### Special Education Students

Grade Level	2005				2006			
	Social Studies		Science		Social Studies		Science	
5	NA	NA	50	(4)	NA	NA	86	(7)
8	40	(5)	NA	NA	100	(5)	*50	(2)
10	86	(7)	57	(7)	50	(2)	50	(2)
11	100	(2)	100	(2)	100	(7)	83	(6)

# TAKS Results for Special Populations

( ) Number of Students

- No Students in the Group

N/A Not Applicable

Special Education Students												
Grade Level	2009			2010			2011			2012		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
3	-	-	NA	100 (4)	75 (4)	NA	80	100	NA			
4	67 (3)	100 (5)	83 (6)	67 (3)	100 (3)	100 (3)	100	88	100			
5	100 (4)	100 (4)	NA	75 (4)	100 (4)	NA	-	-	NA			
6	100 (6)	(4)	NA	100(6)	67(6)	NA	-	-	NA			
7	50 (4)	67 (3)	75 (4)	60(5)	40(5)	80(5)	100	83	67			
8	100 (5)	75 (4)	NA	100(6)	67(6)	NA	-	-	NA			
9	100 (5)	67 (3)	NA	80(5)	25 (4)	NA	83	67	NA			
10	100 (2)	0 (2)	NA	100 (2)	(0)	NA	-	-	NA			
11	50 (2)	0 (1)	NA	67 (3)	0 (2)	NA	-	-	NA			

Special Education Students												
Grade Level	2007		2008		2009		2010		2011		2012	
	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science
3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
5	NA	(3)	NA	100 (5)	NA	67 (4)	NA	83 (6)	NA	-		
6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
8	60 (5)	80 (5)	50 (2)	0 (2)	100 (6)	60 (5)	100 (5)	80 (5)	-	-		
9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
10	(2)	(2)	0 (1)	0 (1)	100 (2)	0 (2)	50 (2)	100 (1)	-	-		
11	(2)	(2)	100 (1)	100 (1)	100 (2)	100 (1)	100 (3)	100 (2)	-	-		

## TAKS Results for Special Populations

( ) Number of Students

- No Students in the Group

N/A Not Applicable

### English Language Learners Students

Grade	2007			2008			2009			2010		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
3	-	-	NA	-	-	NA	-	-	NA	-	-	NA
4	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	NA	-	-	NA	-	-	NA	-	-	NA
6	-	-	NA	-	-	NA	-	-	NA	-	-	NA
7	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	NA	-	-	NA	-	-	NA	-	-	NA
9	-	-	NA	-	-	NA	-	-	NA	-	-	NA
10	-	-	-	-	-	NA	0 (1)	0 (1)	NA	-	-	NA
11	-	-	-	-	-	NA	-	--	NA	-	-	NA

Grade Level	2007		2008		2009		2010	
	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science
5	NA	-	NA	-	NA	-	NA	-
8	-	-	NA	NA	NA	NA	-	NA
10	-	-	-	-	NA	0 (1)	-	-
11	-	-	-	-	-	-	-	-

## TAKS Results for Special Populations

### Career/Technical Students

( ) Number of Students

- No Students in the Group

N/A Not Applicable

Grade Level	2007		2008		2009	
	Reading	Math	Reading	Math	Reading	Math
9	100(13)	100(12)	100(35)	91(33)	100(13)	90(10)
10	(3)	(3)	100(10)	89(9)	100(6)	50(6)
11	100(10)	90(10)	100(5)	80(5)	100(15)	93(14)

Grade Level	2007		2008		2009		2010			
	Social Studies	Science	Social Studies	Science	Social Studies	Science	Social Studies	Science	Reading	Math
9	NA	NA	NA	NA	NA	NA	NA	NA	100(28)	78(27)
10	(3)	(3)	100(9)	89(9)	100(6)	67(6)	78(9)	78(9)	100(9)	78(9)
11	100(10)	90(10)	100(5)	100(5)	100(14)	93(14)	100(5)	100(5)	100(5)	100(5)

Grade Level	2011			
	Reading	Math	Science	Social Studies
9	97	90	-	-
10	100	100	100	100
11	-	-	-	-

**TAKS Results for Special Populations  
Economically Disadvantaged**

( ) Number of Students

- No Students in the Group

N/A Not Applicable

Grade Level	2005			2006			2007		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
3	90 (10)	80 (10)	-	100(12)	92 (12)	-	100(11)	75 (13)	NA
4	82 (11)	55 (11)	90 (10)	63 (8)	75 (8)	88 (8)	80 (10)	89 (9)	100(9)
5	100 (11)	91 (11)	-	89 (9)	89 (9)	-	90 (10)	100(11)	NA
6	89 (9)	90 (10)	-	75 (8)	57 (7)	-	100(10)	90 (10)	NA
7	83 (6)	100 (6)	100 (5)	50 (4)	100(4)	100(2)	80 (5)	(4)	100(5)
8	57 (7)	86 (7)	-	100 (6)	83 (6)	-	(3)	(3)	NA
9	100 (12)	92 (13)	-	100 (7)	86 (7)	-	(1)	(1)	NA
10	29 (7)	33 (6)	-	89 (9)	78 (9)	-	100(7)	57 (7)	NA
11	89 (9)	56 (9)	-	63 (8)	86 (7)	-	100(5)	100(5)	NA

Grade Level	2008			2009			2010				
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Science	Social Studies
3	100(16)	100(15)	-	100 (10)	89 (9)	NA	86(7)	100(7)	NA	NA	NA
4	100(6)	100(6)	100(6)	100 (14)	93 (14)	91 (15)	86(14)	79(14)	100(15)	NA	NA
5	100(7)	80(5)	-	100 (9)	78 (9)	NA	100(5)	100(5)	NA	91	NA
6	91 (11)	82(11)	-	100 (7)	71 (7)	NA	91(11)	82(11)	NA	NA	NA
7	100(9)	100(9)	100(9)	100 (5)	100 (5)	100 (5)	86(7)	86(7)	100(7)	NA	NA
8	100(2)	100(1)	-	100 (5)	100 (6)	NA	100(5)	100(5)	NA	100(3)	100(3)
9	100(4)	100(3)	-	100 (5)	67 (3)	NA	100(6)	83(6)	NA	NA	NA
10	100(1)	100(1)	-	100 (2)	50 (2)	NA	100(7)	50(6)	NA	67(6)	86(7)
11	100(2)	100(2)		(3)	100 (2)	NA	100(3)	100(3)	NA	100(3)	100(3)

Grade Level	2011					2012					
	Reading	Math	Writing	Science	Social Studies						
3	100	100	NA	NA	NA						
4	71	100	86	NA	NA						
5	100	100	NA	67	NA						
6	86	100	NA	NA	NA						
7	100	60	100	NA	NA						
8	100	100	NA	-	-						
9	100	40	NA	NA	-						
10	-	-	-	-	-						
11	-	-	-	-	-						

TAKS, Performance for Male/Female 93 of 10% or more in passing rate for math, reading or writing occurs for 2 consecutive years or if any other data pattern appears to constitute an equity issue (**Current AEIS report used to collect the data**)

**Reading**

Grd	2006		2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
3	100	100	100	100	100	100	100	100	98	98	95	100
4	84	85	95	96	80	100	93	96	92	100	98	95
5	97	95	93	97	100	100	100	100	90	100	100	100
6	95	97	94	98	98	100	100	100	98	98	93	100
7	90	92	87	93	88	97	98	98	95	95	97	95
8	100	100	94	98	100	100	100	97	100	100	100	100
9	100	100	93	100	100	95	100	100	98	100	97	100

**English Language Arts (Includes Reading & Writing)**

Grd	2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
10	100	97	97	100	98	100	98	100	94	100
11	96	100	100	100	97	100	100	98	100	100

**Math**

Grd	2005		2006		2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
3	97	93	79	98	87	86	94	98	92	89	90	100	98	100
4	86	75	82	82	92	91	94	98	96	98	98	96	91	89
5	98	100	100	89	100	87	94	97	95	85	96	98	100	100
6	97	84	83	82	92	87	96	90	93	93	89	91	96	91
7	93	90	97	97	93	88	92	92	98	93	93	93	90	86
8	86	79	88	91	87	79	100	97	94	84	97	89	95	95
9	94	88	88	76	79	82	87	84	86	80	79	74	86	87
10	97	81	96	91	83	85	81	89	83	85	86	85	89	76
11	93	90	97	94	96	93	97	90	83	97	95	95	95	97

**Writing**

Grd	2005		2006		2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
4	97	97	92	100	100	98	100	100	98	96	100	100	96	98
7	83	100	96	100	90	98	92	100	96	100	98	97	95	100

## TAKS, Performance for Male/Female

### Meeting the Standard

- Monitor TAKS scores for male and female students both by grade level and by class. Intervene if a discrepancy of 10% or more in passing rate for math, reading or writing occurs for 2 consecutive years or if any other data pattern appears to constitute an equity issue **(Current AEIS report used to collect the data)**

### Science

Grade	2005		2006		2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5	72	69	87	72	100	92	95	93	94	97	94	96	94	96
8	NA	NA	*93	98	+ 97	93	92	89	88	94	100	91	100	89
10	91	78	85	83	97	79	84	94	93	90	91	88	96	86
11	100	93	97	88	92	93	100	96	93	100	100	100	98	100

### Social Studies

Grade	2005		2006		2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
8	100	88	88	98	97	90	92	100	96	94	100	100	98	97
10	100	89	96	96	100	100	94	100	100	100	100	91	100	100
11	100	100	100	97	100	100	100	100	100	100	100	100	100	100

Adequate Yearly Progress (AYP)

- Achieve the required criteria to meet AYP each year (Criteria, determined by No Child Left Behind, increases annually until 2014 when 100% of the students are to meet the criteria).

**Randolph Field ISD**

**Reading/Language Arts (04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	47	87	85	96	87	89	62
04	47	89	96	93	90	91	63
05	53	92	89	93	93	80	77
06	53	95	93	96	97	86	87
07	60	95	90	95	97	93	75
08	60	97	96	97	98	98	83
09	67	98	98	97	99	98	90
10	73	97	96	98	98	92	88
11	80	97	94	98	98	93	93

**Mathematics (04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	33	85	79	88	88	82	52
04	33	82	77	79	85	76	61
05	42	90	89	88	91	82	75
06	42	89	85	85	92	82	75
07	50	89	86	83	93	84	74
08	50	94	92	92	96	96	74
09	58	94	89	93	96	88	83
10	67	94	93	94	95	85	76
11	75	94	90	95	95	93	85

**Graduation Rate (70%)**

Year	Graduates	#In Class	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
02	68	72	94.4	88.2 (15/17)	100 (9/9)	95.3 (41/43)	75 (3/4)	90.9 (10/11)
03	66	68	97.1	100 (13/13)	100 (9/9)	95.2 (40/42)	100 (6/6)	100 (5/5)
04	65	67	97	93.3 (14/15)	87.5 (7/8)	100 (43/43)	85.7 (6/7)	100 (4/4)
05	62	63	98.5	100 (14/14)	100 (9/9)	97.4 (37/38)	No Students	100 (5/5)
06	74	75	98.7	100 (15/15)	87.5 (7/8)	100 (48/48)	100 (5/5)	83.3 (5/6)
07	62	63	98.4	100 (10/10)	100 (11/11)	97.4 (38/39)	100 (5/5)	85.7 (6/7)
08	77	77	100	100 (13/13)	100 (11/11)	100 (51/51)	100 (4/4)	100 (7/7)
09	63	65	96.9	92.9 (13/14)	100 (10/10)	97.4 (38/39)	100 (3/3)	66.7 (2/3)
10	70	71	98.6	100	100	97.4	100	100

### Adequate Yearly Progress

- Achieve the required criteria to meet AYP each year (Criteria, determined by No Child Left Behind, increases annually until 2014 when 100% of the students are to meet the criteria).

#### **Participation: Reading /Language Arts (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	98	97	100	98	100	100
04	100	100	100	100	100	100
05	99	98	99	100	99	100
06	100	100	100	99	98	98
07	100	98	100	100	100	98
08	100	100	100	100	100	98
09	98	96	98	99	96	97
10	100	99	100	100	100	97
11	100	100	99	100	100	100

#### **Participation: Mathematics (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	98	99	93	98	96	99
04	99	98	100	99	100	98
05	100	100	100	100	100	100
06	99	100	100	99	98	98
07	100	100	100	100	100	100
08	100	100	100	100	100	98
09	98	96	98	99	96	97
10	100	99	100	100	100	97
11	100	100	99	100	100	100

(/) number graduating/#students

### Adequate Yearly Progress (AYP)

- Achieve the required criteria to meet AYP each year (Criteria, determined by No Child Left Behind, increases annually until 2014 when 100% of the students are to meet the criteria).

#### **Randolph High School**

#### **Reading/Language Arts (10<sup>th</sup> Grade Only, 04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	47	71	76	100	65	67	30
04	47	94	86	100	94	100	86
05	53	70	71	73	66	29	44
06	53	97	94	100	98	90	86
07	60	95	86	100	96	100	63
08	60	99	95	100	100	100 (1/1)	100
09	67	98	94 (15/16)	100 (13/13)	98	67 (2/3)	100 (2/2)
10	73	99	95 (19/20)	100 (15/15)	100 (33/33)	100 (7/7)	100 (2/2)
11	80	98	92	100	100	75	75

**Mathematics (10<sup>th</sup> Grade Only, 04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	33	87	79	100	89	100	44
04	33	86	69	100	86	75	67
05	42	90	79	100	89	43	89
06	42	85	56	90	93	70	57
07	50	83	71	80	89	63	63
08	50	86	79	88	91	100 (1/1)	50 (1/2)
09	58	83	57 (8/14)	77 (10/13)	91	33 (1/3)	0 (0/2)
10	67	87	90 (18/20)	87 (13/15)	85 (28/33)	57 (4/7)	100 (2/2)
11	75	85	83	79	91	75	75

**Graduation Rate (70%)**

Year	Graduates	#In Class	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
02	68	72	94.4	88.2 (15/17)	100 (9/9)	75 (41/43)	75 (3/4)	90.9 (10/11)
03	66	68	97.1	100 (13/13)	100 (9/9)	95.2 (40/42)	100 (6/6)	100 (5/5)
04	65	67	97	93.3 (14/15)	87.5 (7/8)	100 (43/43)	85.7 (6/7)	100
05	62	63	98.4	100 (14/14)	100 (9/9)	97.4 (37/38)	No Students	100 (5/5)
06	74	75	98.7	100 (15/15)	87.5 (7/8)	100 (48/48)	100 (5/5)	83.6 (5/6)
07	62	63	98.4	100 (10/10)	100 (11/11)	97.4 (38/39)	100 (5/5)	85.7 (6/7)
08	77	77	100	100 (13/13)	100 (11/11)	100 (51/51)	100 (4/4)	100 (7/7)
09	63	65	96.9	92.9 (13/14)	100 (10/10)	97.4 (38/39)	100 (3/3)	66.7 (2/3)
10	70	71	98.6	100	100	97.4	100	100

**Participation: Reading /Language Arts (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	90	85	100	93	100	100
04	100	100	100	100	100	100
05	100	100	100	100	100	100
06	100	100	100	100	100	100
07	100	100	100	100	100	100
08	99	100	100	97	100	67 (2/3)
09	100	100	100	100	100	100
10	100	100	100	100	100	100
11	100	100	100	100	100	100

Adequate Yearly Progress (AYP)

- Achieve the required criteria to meet AYP each year (Criteria, determined by No Child Left Behind, increases annually until 2014 when 100% of the students are to meet the criteria).

**Participation: Mathematics (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	96	95	100	95	86 (6/7)	91 (10/11)
04	98	93	100	98	100	100
05	100	100	100	100	100	100
06	99	100	100	98	100	100
07	99	100	100	98	100	100
08	99	100	100	97	100	67 (2/3)
09	97	88 (14/16)	100	98	100 (3/3)	100 (2/2)
10	100	100	100	100	100	100
11	100	100	100	100	100	100

**Randolph Middle School**

**Reading/Language Arts (Grades 6-8,04 & 05 scores at Panel Recommendation),**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	47	87	81	92	89	88	59
04	47	86	84	94	86	82	44
05	53	94	85	95	86	79	77
06	53	96	96	92	98	78	88
07	60	93	87	93	95	90	67 (20/30)
08	60	97	95	98	98	96	81 (17/21)
09	67	99	100	97	99	100	89 (17/19)
10	73	98	95	100	98	91 (20/22)	90 (18/20)
11	80	97	92	98	99	100	93

**Mathematics (Grades 6-8) (04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	33	80	71	79	82	70	46
04	33	80	72	67	84	64	54
05	42	89	91	86	87	96	68
06	42	90	91	84	91	78	71
07	50	87	83	80	91	80	73 (22/30)
08	50	94	94	88	96	91	71 (15/21)
09	58	96	94	97	97	88	83 (14/16)
10	67	94	91	98	93	86 (19/22)	65 (13/20)
11	75	93	86	94	96	89	79

**Participation: Reading /Language Arts (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	100	100	100	99	100	100
04	100	100	100	100	100	100
05	100	100	100	99	96	100
06	100	100	100	100	100	100
07	100	98	100	100	100	100
08	100	100	100	100	100	100

09	97	93	97	99	95	100
10	100	98	100	100	100	95
11	100	100	100	100	100	100

**Participation: Mathematics (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	99	100	96	99	100	100
04	100	100	100	100	100	100
05	100	100	100	100	100	100
06	100	100	100	100	100	100
07	100	100	100	100	100	100
08	100	100	100	100	100	100
09	98	97	97	99	95	95
10	100	98	100	100	100	95
11	100	100	100	100	100	100

**Attendance Rate (90%)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
02	90	96.9	97.4	97.9	96.6	96.9	95.5
03	90	96.8	97.5	97	96.5	96.5	94.8
04	90	97.3	97.9	96.9	97	96.8	96
05	90	97.3	97.8	97.1	97.2	96.5	96.6
06	90	97.5	97.7	97.7	97.3	96.8	97.6
07	90	97.2	97.9	97.1	97.1	96.1	96.6
08	90	97.3	98.3	96.7	97	96.8	96.8
09	90	97.2	98	96.7	97	96.1	97.4
10	90	97.1	98.2	96.8	96.9	96.6	97.7

**Randolph Elementary**

**Reading/Language Arts (Grades 3-5, 04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	47	92	91	100	91	94	83
04	47	92	91	90	94	98	83
05	53	98	96	100	97	93	88
06	53	94	90	97	95	89	87
07	60	98	95	96	99	94	91
08	60	97	98	96	97	100	83 (19/23)
09	67	98	97	96	99	100	89 (8/9)
10	73	97	97	97	97	90 (27/30)	83 (10/12)
11	80	97	97	98	96	90	95

**Mathematics (Grades 3-5, 04 & 05 scores at Panel Recommendation)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	33	91	85	94	95	93	67
04	33	92	95	87	95	93	71
05	42	91	89	84	95	79	76
06	42	89	87	85	91	89	81
07	50	93	92	87	96	91	79
08	50	96	94	96	97	100	78 (18/23)
09	58	96	93	94	98	93	100 (10/10)
10	67	97	93	99	90 (27/30)	92 (11/12)	100 (3/3)
11	75	96	95	100	96	100	91

**Participation: Reading /Language Arts (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	99	98	100	99	100	100
04	100	100	100	100	100	100
05	99	97	97	100	100	100
06	99	100	100	98	97	97
07	100	98	100	100	100	96
08	100	100	100	100	100	100
09	99	99	98	99	97	90 (9/10)
10	100	100	100	99	100	100
11	99	100	98	99	100	100

**Participation: Mathematics (95%)**

Year	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
03	98	100	86	98	94	100
04	99	98	100	99	100	94
05	100	100	100	100	100	100
06	99	100	100	98	97	97
07	100	100	100	100	100	100
08	100	100	100	100	100	100
09	98	97	98	99	97	100
10	100	100	100	100	100	100
11	100	100	98	100	100	100

**Attendance Rate (90%)**

Year	The Standard	All Students	African American	Hispanic	White	Econ. Disadv.	S.E.
02	90	96.8	97.5	96.8	96.5	96.1	95.1
03	90	97.0	97.8	96.7	96.8	96.4	96.1
04	90	97.2	98.1	96.7	97	97.1	96.4
05	90	97.3	98.3	97	96.9	96.9	97.2
06	90	97.3	97.9	96.9	97.1	97	97.1
07	90	97.1	97.9	96.9	97.0	96.2	96.5
08	90	97.1	98.2	96.8	96.7	96.5	95.9
09	90	97.2	97.9	97	97	97.1	96.8
10	90	97.1	97.6	96.6	97.0	96.4	97.5

## ADVANCED PLACEMENT

- ◆ Collect data to report to SPC annually
  - ❖ Number of students in each AP course
  - ❖ Number of students who take AP exam for each course
  - ❖ A P exam scores
  - ❖ Percentage of students taking AP exams
  - ❖ Percentage of exam scores 3 or higher

### 2001-2002 Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
English Language and Composition (11 <sup>th</sup> )	38	38	2	8	19	9	0
English Literature and Composition (12th)	26	26	2	10	7	7	0
Mathematics Calculus AB	13	13	7	3	2	1	0
Chemistry II	8	8	4	2	2	0	0
Biology II	4	4	1	3	0	0	0
United States History	34	34	11	13	5	3	2
U.S. Government	8	8	2	4	1	1	0
U.S. Economics	5	5	2	2	1	0	0
Computer Science A	2	2	1	0	1	0	0
Spanish Language	5	5	3	0	1	1	0

### 2002-2003 Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
English Language and Composition (11 <sup>th</sup> )	33	33	5	7	13	5	3
English Literature and Composition (12th)	27	27	4	11	8	4	0
Mathematics Calculus AB	10	10	1	3	2	4	0
Chemistry II	4	4	1	1	2	0	0
Biology II	5	5	2	2	1	0	0
United States History	19	19	2	12	4	0	1
U.S. Government	11	11	2	7	2	0	0
U.S. Economics	9	9	2	4	2	1	0
Computer Science A	1	1	1	0	0	0	0
Spanish Language	5	5	4	0	0	0	1
World History	3	3	0	0	1	2	0

## ADVANCED PLACEMENT

- ◆ Collect data to report to SPC annually
  - ❖ Number of students in each AP course
  - ❖ Number of students who take AP exam for each course
  - ❖ A P exam scores
  - ❖ Percentage of students taking AP exams
  - ❖ Percentage of exam scores 3 or higher

### 2003-2004

#### Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
English Language and Composition (11 <sup>th</sup> )	28	28	0	13	10	3	2
English Literature and Composition (12 <sup>th</sup> )	17	17	0	6	6	3	2
Mathematics Calculus AB	5	5	1	0	3	1	0
Chemistry II	9	9	4	2	3	0	0
Biology II	14	14	3	6	2	3	0
United States History	16	16	3	4	6	2	1
Spanish Language	6	6	4	2	0	0	0
World History	7	7	0	0	4	1	2
Physics B	7	7	6	1	0	0	0
Totals	71	109	21	34	34	13	7

### 2004-2005

#### Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
English Language and Composition (11 <sup>th</sup> )	26	26	1	12	9	3	1
English Literature and Composition (12 <sup>th</sup> )	22	22	2	14	4	1	1
Calculus AB	18	18	11	5	0	1	1
Calculus BC	1	1	0	0	0	1	0
Chemistry II	9	9	6	1	2	0	0
Biology II	12	12	2	4	3	2	1
United States History	15	15	2	8	2	1	2
Spanish Language	7	6	0	2	3	0	1
World History	7	7	0	0	5	0	2
Physics B	7	7	7	0	0	0	0
Physics C Mech	2	2	0	0	2	0	0
Music Theory	4	4	1	3	0	0	0
Subsets:							
Aural			0	2	2	0	0
Non Aural			2	2	0	0	0
Government	10	10	1	5	4	0	0
Economics	10	10	5	3	2	0	0
Totals	150	149	35	61	38	12	9

## ADVANCED PLACEMENT

- ◆ Collect data to report to SPC annually
  - ❖ Number of students in each AP course
  - ❖ Number of students who take AP exam for each course
  - ❖ A P exam scores
  - ❖ Percentage of students taking AP exams
  - ❖ Percentage of exam scores 3 or higher

### 2005-2006 Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
1. English Language & Composition (11th)	36	36	2	14	14	6	0
2. English Literature & Composition (12th)	28	28	2	13	11	1	1
3. Government	7	7	0	4	3	0	0
4. Macroeconomics	8	8	2	3	2	1	0
5. Calculus AB	25	25	12	7	2	2	2
6. Chemistry	7	7	1	0	2	4	0
7. Biology	6	6	2	2	0	1	1
8. United States History	15	15	4	2	5	1	3
9. Spanish Language	10	10	5	3	0	2	0
10. World History	8	8	0	0	2	2	4
11. Physics	4	4	2	0	2	0	0
12. Music Theory	3	3	0	3	0	0	0
Subsets:							
Aural			0	2	1	0	0
Non Aural			1	2	0	0	0
TOTALS	157	157	33	55	44	20	11

	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>% taking AP exams</b>	32	34.1	42.2	37.8	45.7	38.3	44.6	39.4
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>		
	45.1	41.2	53.3	44.6	48.9	45.2		
	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>% scoring 3 or higher</b>	51.8	39.3	41.9	43.8	62.7	45.1	62.1	57.7
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>		
	50.9	46.3	51.4	61.1	50.8	59.0		

## ADVANCED PLACEMENT

- ◆ Collect data to report to SPC annually
  - ❖ Number of students in each AP course
  - ❖ Number of students who take AP exam for each course
  - ❖ A P exam scores
  - ❖ Percentage of students taking AP exams
  - ❖ Percentage of exam scores 3 or higher

### 2006-2007 Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
1. English Language & Composition (11th)	24	24	2	8	8	4	2
2. English Literature & Composition (12th)	27	27	0	11	11	5	0
3. Government	8	8	0	4	3	1	0
4. Macroeconomics	9	9	2	1	2	3	1
5. Calculus AB	14	14	7	4	0	1	2
6. Chemistry	6	6	1	3	3	0	0
7. Biology	11	11	6	2	0	2	1
8. United States History	14	14	1	4	4	2	3
9. Spanish Language	4	4	1	2	0	0	1
10. World History	9	9	1	2	3	0	3
TOTALS	125	125	21	41	34	18	13

### 2007-2008 Advanced Placement, AP Program

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
1. English Language & Composition (11th)	36	36	5	15	12	2	2
2. English Literature & Composition (12th)	28	28	1	14	5	7	1
3. Government	14	14	2	5	4	2	1
4. Macroeconomics	15	15	2	6	5	1	1
5. Calculus AB	13	13	2	3	4	2	2
6. Chemistry	6	6	0	1	1	1	3
7. Biology	8	8	3	1	2	0	2
8. United States History	9	9	1	2	1	2	3
9. Spanish Language	3	3	0	0	2	0	1
10. World History	9	9	0	4	2	1	2
11. Music Theory	3	3	0	1	2	0	0
12. Computer Science	15	15	11	1	1	1	1
TOTALS	159	159	27	53	41	19	19

**2008-2009**  
**Advanced Placement, AP Program**

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
1. English Language & Composition (11 <sup>th</sup> )	36	36	2	13	13	5	3
2. English Literature & Composition (12 <sup>th</sup> )	18	18	0	5	8	5	0
3. Government	15	15	7	5	0	3	0
4. Macroeconomics	14	14	6	2	3	2	1
5. Calculus AB	10	10	1	0	2	4	3
6. Chemistry	9	9	2	3	4	0	0
7. Biology	11	11	5	0	3	1	2
8. United States History	16	16	1	4	4	5	2
9. Spanish Language	6	6	1	1	1	2	1
10. World History	7	7	1	1	2	1	2
11. Music Theory	3	3	1	2	0	0	0
12. Computer Science	8	8	5	1	1	1	0
TOTALS	153	153	32	37	41	29	14
% of TOTALS			21	24	27	19	9

**2009-2010**  
**Advanced Placement, AP Program**

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
1. English Language & Composition (11 <sup>th</sup> )	47	47	2	12	18	11	4
2. English Literature & Composition (12 <sup>th</sup> )	37	37	2	17	13	3	2
3. Calculus AB	15	15	3	4	2	3	3
4. Chemistry	15	15	2	5	4	3	1
5. Biology	5	5	0	2	2	0	1
6. United States History	16	16	1	8	6	1	0
7. Spanish Language	5	5	0	0	3	1	1
8. Spanish Literature	2	2	0	0	1	1	0
9. World History	20	20	0	4	4	8	4
10. Music Theory	4	4	0	3	1	0	0
11. Computer Science	18	18	15	0	1	0	2
TOTALS	184	184	25	55	55	31	18
% of TOTALS			14	30	30	17	10

**2010-2011  
Advanced Placement, AP Program**

<i>SUBJECT</i>	# Enrolled	# Tested	# OF EACH SCORE				
			1	2	3	4	5
1. English Language & Composition (11 <sup>th</sup> )	38	38	5	10	14	8	1
2. English Literature & Composition (12 <sup>th</sup> )	49	49	3	20	16	6	4
3. Calculus AB	16	16	5	4	5	2	0
4. Chemistry	14	14	1	4	3	4	2
5. Biology	1	1	0	1	0	0	0
6. United States History	12	12	2	2	4	3	1
7. Spanish Language	12	12	4	1	5	2	0
8. Spanish Literature	1	1	0	0	1	0	0
9. World History	16	16	0	4	8	3	1
10. Macroeconomics	1	1	1	0	0	0	0
11. Music Theory	NA	NA					
12. Computer Science	NA	NA					
TOTALS	160	160	21	46	56	28	9
% of TOTALS			13	29	35	18	6

## END OF COURSE ALGEBRA I

- \* The action committee will report to the SPC the Algebra 1 End of Course scores for the district, the middle school, and the high school (each fall).

ALGEBRA 1	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*
Middle School % Passing	100	94	100	* 84.4	+ 95.8	100	100	100	Not Tested	Avg raw score 69%
High School % Passing	82	86	78.3	* 53.6	+ 62.7	67.3	69	72	Not Tested	Avg raw score 56%
District % Passing	87	88	82.8	* 61.3	+ 73.3	77.6	78	80	Not Tested	-

\*New standard that is aligned with TEKS in place beginning in 2005

+Ten Students took a paper alternative test rather than the online test. Eight of these students passed and were added to the online test results for 2006.

\*No passing standard set for 2011

## ACADEMIC SCHOLARSHIPS

- The action committee will report the number of scholarships, the number of students who received scholarships and the amount (\$ value), as well as the total number of graduates for the year.
- Data will be collected by the action committee on an annual basis and reviewed by the SPC every 3 years beginning in the fall of 2000.

Academic Scholarships	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Number of Scholarships	46	54	87	89	99	130	130	86	88	114
# of Students Receiving Scholarships	26	23	31	30	41	41	40	32	28	45
\$ of Scholarship	*	*	<b>\$673,112</b>	*	*	*	*	*		
	\$1,295,025	\$1,499,335		\$1,513,050	\$1,689,685	\$1,799,400	\$3,134,316	1,712,590.00	1,962,550	2,121,184
# of Graduates	65	69	66	64	73	62	79	61	71	70

\*

This includes military academy scholarships

## Completion Rate

- ❖ Achieve or maintain the 100% Completion rate.

Class of	% Graduated	% Received GED	% Continued HS	% Dropped Out (4year)
2000	100	0	0	0
2001	95.5	4.5	0	0
2002	94.4	1.4	4.2	0
2003	97.1	2.9	0	0
2004	100	0	0	0
2005	98.4	0	0	1.6 (1)
2006	98.7	0	1.3 (1)	0
2007	98.7	0	1.6 (1)	0
2008	100	0	0	0
2009	96.9	1.5	0	1.5
2010	98.6	0	0	1.4

## Dropout Rate by Groups

Class of	African American	Hispanic	White	Economically Disadvantaged	Male	Female
2000	0	0	0	0	0	0
2001	0	0	0	0	0	0
2002	0	0	0	0	0	0
2003	0	0	0	0	0	0
2004	0	0	0	0	0	0
2005	0	0	1	0	1	0
2006	0	0	0	0	0	0
2007	0	0	0	0	0	0
2008	0	0	0	0	0	0
2009	0	0	1	0	1	0
2010	0	0	1	0	1	0

## RECOMMENDED HIGH SCHOOL PROGRAM

- ❖ Increase annually the number of students who graduate in the Recommended High School Program (RHSP)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
# of Graduates	65	69	66	64	73	62	79	61	71	81
# in the RHSP	40	46	45	51	61	48	57	43	52	61

## DISTINGUISHED HIGH SCHOOL PROGRAM

- ❖ Increase annually the number of students who graduate in the Distinguished High School Program (DHSP)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
# of Graduates	65	69	66	64	73	62	79	61	71	81
# in the DHSP	3	3	4	3	7	2	5	4	6	12

## ATTENDANCE RATE

- Maintain or improve overall attendance grades 1-12
- Monitor two lowest six weeks and intervene if attendance rate falls below 95%.

OVERALL ATTENDANCE	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*
District	96.4	96.6	96.8	97.2	97.1	96.9	96.7	96.9	96.7	97.0
High School	96.4	96.2	96.5	97	96.6	96.7	96.1	96.2	96.1	96.4
Middle School	97.0	96.8	97.3	97.3	97.4	97.2	97.3	97.2	97.1	97.2
Elementary	96.7	96.8	97.0	97.1	97.3	97.0	96.7	97.2	97.1	97.3

LOWEST ATTENDANCE PERIOD	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*
<b>District</b>	96.2 (3 <sup>rd</sup> )	95.2 (4 <sup>th</sup> )	96.1 (3 <sup>rd</sup> )	96.3 (4 <sup>th</sup> )	96.7 (4 <sup>th</sup> )	96.0 (4 <sup>th</sup> )	96.1 (4 <sup>TH</sup> )	95.9 (6 <sup>th</sup> )	96.2 (1 <sup>st</sup> )	96.1 (4 <sup>th</sup> )
	96.2 (4 <sup>th</sup> , 6 <sup>th</sup> )	96.2 (3 <sup>rd</sup> )	96.6 (6 <sup>th</sup> )	96.5 (5 <sup>th</sup> )	96.5 (6 <sup>th</sup> )	96.4 (5 <sup>th</sup> )	96.4 (2 <sup>nd</sup> & 5 <sup>th</sup> )	95.4 (4 <sup>th</sup> )	96.6 (4 <sup>th</sup> & 5 <sup>th</sup> )	96.6 (3 <sup>rd</sup> )
High School	95.6 (4 <sup>th</sup> ,6 <sup>th</sup> )	94.9 (4 <sup>th</sup> )	95.7 (3 <sup>rd</sup> )	96.1 (4 <sup>th</sup> )	95.9 (4 <sup>th</sup> )	95.6 (6 <sup>th</sup> )	94.6 (4 <sup>th</sup> )	95 (6 <sup>th</sup> )	95.2 (6 <sup>th</sup> )	95.4 (4 <sup>th</sup> )
	96.1 (6 <sup>th</sup> )	95.8 (5 <sup>th</sup> )	96 (6 <sup>th</sup> )	96.5 (5 <sup>th</sup> )	95.7 (6 <sup>th</sup> )	95.9 (5 <sup>th</sup> )	95.8 (3 <sup>rd</sup> & 5 <sup>th</sup> )	95.4 (4 <sup>th</sup> )	95.5 (4 <sup>th</sup> )	96.0 (5 <sup>th</sup> )
Middle School	96.3 (3 <sup>rd</sup> )	95.3 (4 <sup>th</sup> )	96.8 (3 <sup>rd</sup> )	96.6 (3 <sup>rd</sup> )	96.5 (3 <sup>rd</sup> )	95.9 (4 <sup>TH</sup> )	96.6 (2 <sup>nd</sup> )	96.3 (4 <sup>th</sup> )	96.4 (6 <sup>th</sup> )	96.3 (4 <sup>th</sup> )
	96.5 (6 <sup>th</sup> )	95.8 (3 <sup>rd</sup> )	97 (5 <sup>th</sup> )	96.7 (5 <sup>th</sup> )	97.4 (5 <sup>th</sup> )	96.3 (5 <sup>TH</sup> )	96.9 (4 <sup>th</sup> & 5 <sup>th</sup> )	96.4 (6 <sup>th</sup> )	96.3 (4 <sup>th</sup> )	97.0 (3 <sup>rd</sup> )
Elementary	96.2 (3 <sup>rd</sup> )	95.4 (4 <sup>th</sup> )	96.1 (3 <sup>rd</sup> )	96 (4 <sup>th</sup> )	96.7 (3 <sup>rd</sup> )	96.1 (4 <sup>TH</sup> )	96.4 (4 <sup>th</sup> )	95.7 (4 <sup>th</sup> )	96.0 (6 <sup>th</sup> )	96.4 (4 <sup>th</sup> )
										96.5 (3 <sup>rd</sup> )
	96.3 (6 <sup>th</sup> )	96.5 (3 <sup>nd</sup> )	96.8 (4 <sup>th</sup> )	96.5 (5 <sup>th</sup> )	96.7 (6 <sup>th</sup> )	96.7 (6 <sup>TH</sup> )	96.1 (2 <sup>nd</sup> )	95.5 (6 <sup>th</sup> )	96.2 (3 <sup>rd</sup> & 4 <sup>th</sup> )	

\*Includes EE, PK, and K

ATTENDANCE RATES BY  
ETHNICITY, GENDER AND SPECIAL POPULATIONS

	District					Randolph Elementary				
	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11
African American	97.6	97.8	97.5	97.8		97.7	98.0	97.8	97.5	
Hispanic	96.5	96.5	96.8	96.3		96.5	96.5	97.0	96.4	
White	96.8	96.3	96.7	96.6		96.7	96.3	96.8	96.9	
Asian	96.6	96.8	96.4	96.4		96.4	96.5	96.4	96.5	
Male	96.9	96.8	97.0	96.9		96.9	96.6	97.1	97.0	
Female	96.8	96.6	96.8	96.6		96.8	96.8	97.0	96.8	
Special Education	96.1	95.7	96.7	97.0		96.3	95.3	97.0	96.9	
Economic Disadvantage	95.8	96.5	96.6	96.2		95.7	96.2	95.5	93.6	
At-Risk	96.6	96.2	96.5	97.0		96.2	96.1	96.6	97.0	

	Randolph Middle School					Randolph High School				
	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11
African American	97.9	98.3	98.0	98.0		97.2	97.0	96.4	96.7	
Hispanic	97.1	96.7	96.7	96.7		96.2	96.2	96.2	95.4	
White	97.1	97.0	97.0	96.9		96.5	95.6	96.1	96.0	
Asian	95.8	96.8	97.7	97.1		97.8	97.4	95.7	95.6	
Male	97.2	97.4	97.2	97.2		96.8	96.5	96.4	96.4	
Female	97.2	97.1	97.2	97.1		96.6	95.7	96.2	96.1	
Special Education	96.7	96.9	97.6	97.8		95.0	95.8	94.6	95.4	
Economic Disadvantage	96.2	97.0	96.1	97.0		96.3	97.1	96.3	95.1	
At-Risk	97.4	97.1	97.7	97.3		96.2	95.2	95.1	96.8	

## SAT/ACT

- By the year 2007, 50% of the students taking the SAT and/ or the ACT will achieve the score of 1110 or 24 respectively.
- Increase annually the achievement rate of SAT and ACT with achievement defined as 1110 on SAT and 24 on ACT.
- Maintain or exceed at the exemplary level (70%) the yearly % of seniors taking the SAT/ACT.

### American College Testing Program (ACT)

#### Randolph Field ISD

Year	# Seniors Tested	Composite	Texas Composite	National Composite
2001	28	22.5	20.3	21.0
2002	26	21.5	20.1	20.8
2003	28	23.1	20.1	20.8
2004	30	22.3	20.2	20.9
2005	23	22.7	20.2	20.9
2006	29	24.5	20.3	21.1
2007	16	23.8	20.5	21.2
2008	20	21.9	20.7	21.1
2009	20	21.5	20.8	21.1
2010	20	24.3	20.8	21.0
2011	38	25.4	20.8	21.1

### Scholastic Assessment Test (SAT)

Year	Randolph Field ISD						Texas					National				
	# of Seniors Tested	Verbal	Math	Composite	Writing *	Total *	Verbal	Math	Composite	Writing *	Total *	Verbal	Math	Composite	Writing *	Total
2004	51	526	520	1046	-	1046	493	499	992	-	-	518	508	1026	-	-
2005	53	516	528	1044		1044	493	502	995	-	-	508	520	1028	-	-
2006	62	536	554	1090	519	1609	491	506	997	487	1484	503	518	1021	497	1518
2007	56	529	543	1072	519	1591	492	507	999	482	1481	502	515	1017	494	1511
2008	64	547	554	1101	518	1619	488	505	993	480	1473	502	515	1017	494	1511
2009	44	513	522	1035	505	1540	486	506	992	475	1467	501	515	1016	493	1509
2010	43	535	540	1075	519	1594	501	516	1017	492	1509	501	516	1017	492	1509
2011	64	555	542	1097	523	1620	479	502	987	465	1446	497	514	1011	489	1500

Writing became a tested section of the SAT in 2005 and results reported beginning in 2006.

## SAT/ACT

- By the year 2007, 50% of the students taking the SAT and/ or the ACT will achieve the \* score of 1110 respectively.
- Increase annually the achievement rate of SAT and ACT with achievement defined as 1110 beginning on SAT and 24 on ACT.
- Maintain or exceed at the exemplary level (70%) the yearly % of seniors taking the SAT/ACT.

SAT-ACT 2001-2007

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
% of Seniors taking SAT/ACT	75.8	96.6	87.5	87.3	93.2	90.3	N/A	91.8	76.3	70.6

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
% of Examinees at or above criterion on SAT/ACT	38.3	37.5	44.6	38.2	43.6	49.6	46.6	46.3	26.7	45.8

## TEXAS PRIMARY READING INVENTORY (TPRI)

- The TPRI is used to determine students reading progress in grades kindergarten through second grade.
- The number of students achieving grade level progress (Developing) by the end of kindergarten, by the end of first grade and by the end of second grade will increase annually.

### KINDERGARTEN

YEAR TESTED	# TESTED	SCREENING			INVENTORY					
		Phonemic Awareness			Phonemic Awareness Rhyming			Blending Phonemes		
		Oct	Jan	May	Oct	Jan	May	Oct	Jan	May
2005	92	NA	77-D 15-SD	80-D 12-SD	NA	89-D 3-SD	89-D 3-SD	NA	73-D 19-SD	85-D 7-SD
2006	98	NA	55-D 43-SD	85-D 13-SD	NA	75-D 23-SD	95-D 3-SD	NA	49-D 49-SD	89-D 9-SD
2007	105	NA	78-D 27-SD	93-D 12-SD	NA	87-D 18-SD	104-D 1-SD	NA	72-D 33-SD	97-D 8-SD
2008	88	33-D 55-SD	58-D 30-SD	72-D 16-SD	52-D 36-SD	66-D 22-SD	78-D 10-SD	28-D 60-SD	42-D 46-SD	73-D 15-SD
2009	93	34-D 59-SD	69-D 24-SD	77-D 16-SD	42-D 51-SD	78-D 15-SD	90-D 3-SD	30-D 63-SD	59-D 34-SD	81-D 12-SD
2010	83	47-D 36-SD	78-D 5-SD	82-D 1-SD	59-D 24-SD	75-D 8-SD	81-D 2-SD	32-D 51-SD	56-D 27-SD	77-D 6-SD
2011	78	53-D 25-SD	69-D 9-SD	66-D 12-SD	54-D 24-SD	69-D 9-SD	73-D 5-SD	44-D 34-SD	61-D 17-SD	74-D 4-SD

D – Developing SD – Still Developing

## TEXAS PRIMARY READING INVENTORY (TPRI)

- The TPRI is used to determine students reading progress in grades kindergarten through second grade.
- The number of students achieving grade level progress (Developing) by the end of kindergarten, by the end of first grade and by the end of second grade will increase annually.

### FIRST GRADE

YEAR TESTED	# TESTED	READING CONCEPTS		READING ACCURACY		READING COMPREHENSION		FLUENCY	
		Aug	May	Jan	May	Jan	May	Jan	May
2005	74	38-D 36-SD	69-D 5-SD	39-I 17-INST 18-FRUS	66-I 4-INST 4-FRUS	40-D 34-SD	65-D 9-SD	53 WPM	75 WPM
2006	94	53-D 41-SD	92-D 2-SD	51-I 17-INST 26-FRUS	82-I 9-INST 3-FRUS	73-D 21-SD	82-D 12-SD	52 WPM	79 WPM
2007	93	45-D 48-SD	91-D 2-SD	39-I 20-Inst 34-Frus	76-I 14-Inst 3-Frus	64-D 29-SD	86-D 7-SD	43 WPM	69 WPM
2008	91	54-D 37-SD	86-D 5-SD	51-I 17-INST 23-FRUS	80-I 6-INST 5-FRUS	61-D 30-SD	75-D 16-SD	49 WPM	71 WPM
2009	88	53-D 35-SD	82-D 6-SD	51-I 12-Inst 25-Frus	80-I 1-Inst 7-Frus	59-D 29-SD	74-D 14-SD	54 WPM	71 WPM
2010	71	48-D 23-SD	69-D 2-SD	42-I 28-Inst 1-Frus	61-I 28-Inst 1-Frus	44-D 27-SD	55-D 16-SD	53 WPM	74 WPM
2011	83	50-D 33-SD	78-D 5-SD	57-I 20-Inst 6-Frus	72-I 9-Inst 2-Frus	70-D 13-SD	71-D 12-SD	67 WPM	79WP M

I-Independent INST-Instructional Reading FRUS-Frustration Reading WPM-Words per minute

## TEXAS PRIMARY READING INVENTORY (TPRI)

- The TPRI is used to determine students reading progress in grades kindergarten through second grade.
- The number of students achieving grade level progress (Developing) by the end of kindergarten, by the end of first grade and by the end of second grade will increase annually.

### SECOND GRADE

YEAR TESTED	# TESTED	BEGINNING SCREENING		READING ACCURACY		READING COMPREHENSION		FLUENCY	
		Sept	May	Sept	May	Sept	May	Sept	May
2005	77	70-D 7-SD		51-I 18-INST 8-FRUS	72-I 5-INST 0-FRUS	43-D 34-SD	74-D 3-SD	71 WPM	111 WPM
2006	68	58-D 10-SD	NA	34-I 22-INST 12-FRUS	60-I 8-INST 0-FRUS	38-D 30-SD	60-D 8-SD	57 WPM	100 WPM
2007	92	82-D 10-SD	N/A	47-I 39-9- Inst 6-Frus	89-I 3-Inst 0-Frus	42-D 50-SD	82-D 10-SD	56 WPM	95WPM
2008	84	70-D 14-SD	N/A	36-I 38-INST 10-FRUS	75-I 9-INST 0-FRUS	43-D 41-SD	72-D 12-SD	55 WPM	88 WPM
2009	82	73-D 9-SD	N/A	44-I 35-INST 3-FRUS	75-I 7-INST 0-FRUS	45-D 37-SD	70-D 12-SD	55 WPM	88 WPM
2010	88	14-D 74-SD	50-D 38-SD	37-I 40-Inst 11-Frus	65-I 21-Inst 2-Frus	57-D 31-SD	69-D 16-SD	55 WPM	81 WPM
2011	63	40-D 23-SD	N/A	45-I 13-Inst 5-Frus	59-I 4-Inst 0-Frus	58-D 5-SD	61-D 2-SD	73 WPM	99 WPM

I-Independent INST-Instructional Reading FRUS-Frustration Reading WPM-Words per minute