

Student Group Percent

Student group percentages are shown to help explain which student groups meet the minimum size criteria for the indicator. These percents are rounded to whole numbers.

| Performance Results | 2005 | | Pct Met Std | Stu Grp % |
|---------------------|----------------|---------------|-------------|-----------|
| | Number Met Std | Number Taking | | |
| Social Studies | | | | |
| X All Students | 28 | 50 | 56% | 100% |
| X African Amer | 25 | 44 | 57% | 88% |
| Hispanic | 2 | 4 | 50% | 8% |
| White | 1 | 1 | 100% | 2% |
| X Econ Disadv | 27 | 49 | 55% | 98% |

At this campus note that while the number of African American and Economically Disadvantaged students is fewer than 50, their student group percent is much higher than the minimum size criteria of 10%. For that reason these two groups are analyzed for this subject.

Required Improvement

Campuses and districts may achieve a higher rating using *Required Improvement*. In 2005, it can be applied to three of the base indicators – TAKS, Completion, and Annual Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable* or to raise a rating from *Academically Acceptable* to *Recognized*. All calculations for Required Improvement will be done automatically by TEA and shown on the final data tables.

| Performance Results | 2005 | | | | 2004 | | | Required Improvement | | | |
|---------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|--------|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI |
| Mathematics | | | | | | | | | | | |
| X All Students | 34 | 112 | 30% | 100% | 23 | 92 | 25% | yes | 5 | | |
| X African Amer | 28 | 93 | 30% | 83% | 21 | 80 | 26% | yes | 4 | | |
| Hispanic | 4 | 12 | 33% | 11% | 2 | 8 | 25% | | 8 | | |
| White | 2 | 6 | 33% | 5% | 0 | 4 | 0% | | 33 | | |
| X Econ Disadv | 33 | 111 | 30% | 99% | 12 | 48 | 25% | yes | 5 | | |
| Science | | | | | | | | | | | |
| X All Students | 44 | 191 | 23% | 100% | 11 | 54 | 20% | yes | 3 | | |
| X African Amer | 40 | 172 | 23% | 91% | 10 | 48 | 21% | yes | 2 | | |
| Hispanic | 1 | 5 | 0% | 2% | 1 | 5 | 20% | yes | -20 | | |
| White | 2 | 7 | 0% | 5% | 0 | 1 | 0% | | 0 | | |
| X Econ Disadv | 43 | 201 | 21% | 98% | 6 | 28 | 21% | yes | 0 | | |

At this campus, all performance is at the *Academically Acceptable* standard or above for all measures except TAKS mathematics and science.

To see if the rating can be raised by applying Required Improvement, first check to see if each measure meets the minimum size for the prior year (at least 10 test takers).

This campus meets the minimum size for Required Improvement.

| 2004 | | Required Improvement | | | | |
|----------------|---------------|----------------------|--------------|---------|----|--------|
| Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI |
| 23 | 92 | 25% | yes | 5 | 5 | yes |
| 21 | 80 | 26% | yes | 4 | 5 | no |
| 2 | 8 | 25% | yes | 8 | | |
| 0 | 4 | 0% | | 33 | | |
| 12 | 48 | 25% | yes | 5 | 5 | yes |
| 11 | 54 | 20% | yes | 3 | 3 | yes |
| 10 | 48 | 21% | yes | 2 | 2 | yes |
| 1 | 5 | 20% | | -20 | | |
| 0 | 1 | 0% | | 0 | | |
| 0 | 1 | 0% | | 0 | | |
| 6 | 28 | 21% | yes | 0 | 2 | no |

Next, determine the Required Improvement: The formula is *the standard for 2005 minus the campus's performance in 2004, divided by 2*.

Finally, for each measure, see if the actual change is greater than or equal to the Required Improvement. A negative number indicates performance has declined (except in the case of dropout rate, where it means improvement).

This campus met Required Improvement for all but two measures.