CREATE

PACE 2009

Performance Analysis for Colleges of Education

Angelo State University

Center for Research, Evaluation and Advancement of Teacher Education

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PACE 2009

Performance Analysis for Colleges of Education

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Center for Research, Evaluation and Advancement of Teacher Education

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PERFOMANCE ANALYSIS SYSTEM FOR COLLEGES OF EDUCATION (PACE)

Purpose and Objectives of PACE

As a consortium of universities devoted to on-going analysis and continuous quality improvement of university-based teacher preparation, the Center for Research, Evaluation and Advancement of Teacher Education (CREATE) seeks to develop planning and information systems that can assist universities in professional analysis of their teacher preparation initiatives, particularly as these practices relate to long-term teacher influence and effect.

The preparation of effective teachers for Texas public schools is of paramount importance in assuring sound economic footing and an enhanced quality of life for all Texans. To this end, university-based teacher preparation is of great public significance in the state, worthy of careful attention, and an important subject of continuous quality improvement.

PACE is offered in support of the teacher preparation programs associated with the CREATE consortium. PACE presents a useful reporting system for universities and their Colleges of Education centered on public schools. Reports are intended to be used as a planning and resource tool that can assist teacher education leaders in assessing needs, targeting refinements in their preparation programs, and evaluating organizational effects over time.

PACE reports are intended to address the following objectives:

1. Present a system which describes and charts a Proximal Zone of Professional Impact (PZPI) for each CREATE institution, within which to consider long-term program interventions and measure effectiveness of university teacher preparation programs.
2. Provide a school-centered tool that can assist in the continuous quality improvement of university-based teacher preparation programs.
3. Provide information that will enable university and school leaders to track long-term trends related to public schools in their immediate area.
4. Provide information that will enable university and school leaders to track long-term trends related to teacher supply in relation to regional demand.
5. Furnish a structured format that will enable university and public school leaders to engage in systematic analysis of achievement and staffing patterns in their immediate vicinity.

As an information system, the PACE reports are a work in progress and subject to continuous quality improvement. For Year 3, the core reports have been retained but refined. New reports have been added in response to requests by constituents for additional information. While these reports offer a "core" data set that can assist all consortium members in establishing a school-centered planning focus, PACE data must be augmented with local program information in order to thoroughly answer critical evaluation questions about each institution's teacher preparation programs. In this regard, PACE is offered as a common data platform that will hopefully encourage expanded "mining" efforts related to local university information systems in order to inform improved teacher preparation practices at the campus and regional level.

It is also important to note that PACE reports are derived from Texas state data sources. Large files of this size and scope are always subject to variability and standard degree of error. To this end, it is imperative that PACE users verify and authenticate these reported institutional data prior to final analysis and interpretation. In efforts to refine the data, CREATE staff stand ready to assist in clarifying questions or issues regarding data quality. Further details on the procedures to follow to contact CREATE regarding data errors, questions, and further data requests can be found on the last page of this report.

CREATE Assumptions About the Professional Influence and Impact of Colleges of Education

The PACE system is based upon key assumptions that are central to CREATE's mission and program of work. CREATE assumes the following with regard to the professional influence and impact of Colleges of Education.

A. Colleges of Education are an integral component of a system of public education and, as such, have a professional obligation to contribute to the continuous quality improvement of public school teaching and student learning.

B. Colleges of Education can and do influence continuous quality improvement of public school teaching and student learning through their core functions of:
    - teacher preparation
    - research and development
    - service to the profession

C. To optimize professional influence, Colleges of Education leaders must regularly assess the status of public school teaching and student learning, and based upon identified needs, work with their public school partners to develop and implement program interventions that support measured improvement over time.

D. The College of Education's long-term effects on public school teaching and student learning can best be assessed through:
    - on-going analysis of the College's teacher production, placement and retention trends
    - faculty and graduate student research and development activities
    - faculty and staff service to the local profession as implemented in a Proximal Zone of Professional Impact (PZPI)

E. Faculty involvement in planning, implementing and/or assessing educational interventions in the PZPI should be actively encouraged within every College of Education and faculty participation should be awarded paramount weight in the university's tenure and promotion criteria.

The Proximal Zone of Professional Impact (PZPI): A Contextual Framework for Assessing Long-Term Influence and Impact of Colleges of Education

To facilitate consistent long-term assessment of institutional impact, and afford comparative analysis, CREATE has established a Proximal Zone of Professional Impact (PZPI) for CREATE institutions. The Proximal Zone of Professional Impact is comprised of the university and all school districts and campuses within a seventy-five mile radius. This proximal zone describes a "P-16" professional community in the immediate vicinity of each university, and provides each College of Education a professional laboratory setting in which to collaboratively design and implement program improvements over time and to gauge their long-term success.

While this Proximal Zone of Professional Impact does not convey the complete impact scenario of the university's teacher preparation programs, it does provide a common and consistent setting in which the university may measure program effects over time.

From CREATE's perspective, the PZPI offers the following advantages:

A. It presents a useful frame of reference for Colleges of Education to utilize in assessing teaching and learning trends over time in the particular geographic area nearest their institution.

B. It provides Colleges of Education a field laboratory for research and development activities related to planned instructional interventions.

C. It establishes parameters of a professional community that are consistently defined across the CREATE consortium, enabling long-term program benchmarking and institutional comparisons.

D. It provides geographic boundaries that correlate to the university's primary admission centers.

E. It affords a structure for long-term regional networking and professional partnerships among public and higher education institutions in the zone.

Data Sets Used in the PACE Report

The data used to compile the PACE reports are based on the following data sets, listed in alphabetical order:

Academic Excellence Indicator System (AEIS). This data is available from the TEA website and includes data on students, staff, finances, accountability ratings, test scores, and non-test score information related to student achievement and drop outs. The data is available for every public school in Texas since 1993. Newly created schools are not included in the system until at least one year after they have opened.

Independent Colleges and Universities of Texas (ICUT). This data set provides institutional level data on a variety of variables for private universities including information on enrollment and degree awards.

Integrated Postsecondary Education Data System (IPEDS). This data set, used only for private institutions, comes from data collected by The National Center for Education Statistics (NCES) on key variables from every institution of higher education that participates in the federal student financial aid programs. Data can be downloaded through the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter).

Proximal Zone of Professional Impact (PZPI). This data set contains a list of the K-12 public schools and districts within a 75-mile radius of each teacher preparation program associated with CREATE and was produced by CREATE.

Teacher Certification Data Set. This data set, provided by TEA, includes each Texas teaching certificate obtained by a qualified applicant as well as the date the individual received the teaching certificate. The data matches individuals to the program recommending certification and is available from FY 1994 through the current year. These data do not distinguish between middle and high school certificates, but do differentiate elementary and secondary certificates. The data include the race/ethnicity, gender, and age of each individual. Finally, the Teacher Certification Data Set is a dynamic data set in that changes are made on a **daily** basis. Thus, any analysis based on a Teacher Certification Data Set purchased in one month will likely differ somewhat from an analysis based on a data set purchased in another month.

Teacher Assignment Data Set. This data set, provided by TEA, includes the specific course and subject area assignments by percentage of full-time equivalent (FTE) for every teacher of record in every Texas public school. The data matches each teacher to the district and school or schools in which he or she teaches. The data set is available from the mid-1980s to the current year. The Teacher Assignment Data Set for each academic year is made available in March of that academic year.

Texas Higher Education Accountability System. This data is used to track performance on critical measures that exemplify higher education institutions' missions. An interactive website (http://www.txhighereddata.org/Interactive/Accountability/) provides information related to four success goals of the Texas Higher Education Closing the Gaps plans within Texas: student participation, student success, excellence, and research. Mathematics, biological sciences, and physical science degree awards were downloaded from the THECB Prep Online site (http://www.txhighereddata.org/Interactive/PREP_New/).

How to Use and Apply The PACE Report

PACE is intended as a tool to assist universities, their Colleges of Education, and their leadership teams in analyzing teaching and learning trends within their institutions and within the public schools of the surrounding area. PACE offers a structure to monitor and gauge long-term professional improvement. The data included in this report are important, therefore, only to the degree that each university chooses to address them in a systematic and continuous manner, and organize mechanisms within their own institutions to apply these analyses for the on-going refinement of their own teacher preparation program, as well as other educational programs. Based on this intended use, we recommend the following actions associated with the PACE reports:

1. Organize and empower a teacher preparation leadership team which includes both university and public school partners (a standing work committee) to analyze and interpret these data as well as recommend organizational improvements based on the needs identified.
2. Verify and validate the state data sets to be certain that they are relatively consistent with comparable data reported by your university. Extend and augment these data with university data bases and programmatic information available only at your institution.
3. Develop an institutional report which identifies regional teaching and learning needs. Disseminate this report extensively within and outside the institution.
4. Plan, implement and evaluate program improvements intended to address regional teaching and learning needs. Encourage experimental research and development projects based on these planned interventions.
5. Build regional collaboratives based on the needs identified and the organizational interventions pursued.

How CREATE Can Assist

CREATE will continue to refine the PACE reports and data sets for annual distribution. However, **for member institutions that seriously pursue the recommended steps above**, CREATE will make every effort to deliver additional support and technical assistance to university/school leadership teams by:

1. Developing customized reports for active university teams.
2. Consulting with leadership teams regarding analysis and interpretation of data.
3. Facilitating meetings and other local events that employ these data in a systematic manner for program improvement.
4. Evaluating university-based initiatives to design and implement program improvements.

I. Educational Trends in My University's Proximal Zone of Professional Impact

A. DESCRIPTIVE REPORTS ON THE CHARACTERISTICS OF PUBLIC SCHOOLS IN THE PROXIMAL ZONE OF PROFESSIONAL IMPACT

SECTION A:
Descriptive Reports on the Characteristics of Public Schools in the Proximal Zone of Professional Impact

Section A consists of descriptive reports regarding the characteristics of public and charter schools located within a 75-mile radius of the target university. The data sources and definitions used to generate the various reports are discussed below. The source data for each report can be found in the lower right-hand corner of each document.

A. 1: Summary of Public School Enrollment in the Proximal Zone of Professional Impact (PZPI).

This report provides a summary of enrollment within the PZPI by various subpopulations of students. The data include the number and percent by school level for race/ethnicity, economically disadvantaged, special education, bilingual, and LEP students. Percentages of students in special categories will NOT add up to 100% because different denominators are used to calculate level percentages. The definitions of the subpopulations are described below:

> ***Economically Disadvantaged*:** Economically disadvantaged students are those coded as eligible for free or reduced price lunch or eligible for other public assistance. See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2005, Oct. 2004; and TEA Student Assessment Division).*
>
> ***Limited English Proficient (LEP)**:* These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. For more information see *Campus Group* and *TAKS/SDAA II/TAKS-I Participation* *(Source: PEIMS, Oct. 2005).*
>
> ***Special Education**:* This refers to the population served by programs for students with disabilities. *(Source: PEIMS, Oct. 2005, Oct. 2004, and TEA Student Assessment Division).*

A.2: Public School Enrollment by District in the Proximal Zone of Professional Impact.

This report shows the first page of a supplemental document (See Attachment 1 for a full inventory) giving an alphabetical listing of all districts and charter schools in the target university's PZPI. These data provide the number of schools by school level for each district (elementary, middle, high, and elementary/ secondary). **A**ggregated student enrollment data for each district within the PZPI by school level for selected student subpopulations are shown as well.

A.3: Public School Listing in the Zone of Professional Impact.

This report is the first page of a supplemental document (See Attachment 2 for a full inventory) listing all public schools (including charter schools) by district within the university's PZPI. The listing includes the district name, campus code and name, school type (elementary, middle, high, and elementary/secondary) and size of school. The campus accountability rating has also been provided using the following system:

A=Academically Acceptable
L= Academically Unacceptable

R=Recognized
E= Exemplary
1=Not Rated
2=Not Rated
X=Not Rated

Requirements for each rating system can be found in the 2007 Accountability Manual on the TEA website.

Summary of Public School Enrollment in Proximal Zone of Professional Impact

2007 - 2008

Angelo State University

District Types in the PZPI	N	%
Traditional Districts	41	100.0
Charter Schools	0	0.0
Total	41	100.0

Level	Number of Schools	Number of Students										
		African American		Hispanic		White		Asian		Native American		Total
		N	%	N	%	N	%	N	%	N	%	
ELEM	69	804	4.3	7,823	41.9	9,829	52.6	171	0.9	50	0.3	18,677
MS	26	289	4.1	2,851	40.5	3,820	54.3	59	0.8	14	0.2	7,033
HS	56	461	4.0	4,438	38.3	6,557	56.6	97	0.8	35	0.3	11,588
EL/SEC	15	35	1.5	648	28.6	1,559	68.7	17	0.7	9	0.4	2,268
Total	**166**	**1,589**	**4.0**	**15,760**	**39.8**	**21,765**	**55.0**	**344**	**0.9**	**108**	**0.3**	**39,566**

Level	Number of Schools	Students in Special Categories							
		Eco Disadvantaged		Special Education		Bilingual		LEP	
		N	%	N	%	N	%	N	%
ELEM	69	10,364	55.5	1,865	10.0	1,200	6.4	1,225	6.6
MS	26	3,260	46.4	995	14.1	194	2.8	201	2.9
HS	56	4,402	38.0	1,510	13.0	297	2.6	326	2.8
EL/SEC	15	1,028	45.3	318	14.0	39	1.7	40	1.8
Total	**166**	**19,054**	**48.2**	**4,688**	**11.8**	**1,730**	**4.4**	**1,792**	**4.5**

School Listings in the Proximal Zone of Professional Impact

2008

Angelo State University

SAMPLE DOCUMENT: To view the Total School Enrollment by District for Your Proximal Zone of Professional Impact Refer to Attachment 2

District Name	Campus Code	Campus Name	School Type	School Size	Accountability Rating
BALLINGER ISD	200901001	BALLINGER H S	HS	298	A
BALLINGER ISD	200901003	FAIRVIEW ACCELERATED	HS	7	1
BALLINGER ISD	200901041	BALLINGER J H	MS	198	R
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	EL	480	R
BANGS ISD	25901001	BANGS H S	HS	330	A
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	MS	339	A
BANGS ISD	25901101	J B STEPHENS EL	EL	438	R
BANGS ISD	25901160	EARLY SPECIAL PROGRAM	MULTI	20	X
BLACKWELL CISD	177903001	BLACKWELL SCHOOL	MULTI	157	A
BRADY ISD	160901001	BRADY H S	HS	386	A
BRADY ISD	160901101	BRADY EL	EL	494	R
BRADY ISD	160901103	NORTH WARD PRI	EL	173	X
BRADY ISD	160901041	BRADY MIDDLE SCHOOL	MULTI	276	A
BRONTE ISD	41901001	BRONTE H S	HS	155	A
BRONTE ISD	41901003	FAIRVIEW ACCELERATED	HS	3	1
BRONTE ISD	41901005	FAIRVIEW DAEP	HS	2	X
BRONTE ISD	41901101	BRONTE EL	EL	185	R
CHRISTOVAL ISD	226901195	FAIRVIEW SPECIAL PROGRAMS	HS	2	X
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	EL	177	E
CHRISTOVAL ISD	226901102	VERIBEST PPCD	EL	1	X
CHRISTOVAL ISD	226901001	CHRISTOVAL H S	MULTI	199	R
COLEMAN ISD	42901001	COLEMAN H S	HS	315	A
COLEMAN ISD	42901041	COLEMAN J H	MS	198	R
COLEMAN ISD	42901102	COLEMAN EL	EL	475	A
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	HS	255	A
COLORADO ISD	168901003	WALLACE ACCELERATED H S	HS	26	1
COLORADO ISD	168901041	COLORADO MIDDLE	MS	209	A

Public School Enrollment by District in the Proximal Zone of Professional Impact

2007 - 2008

Angelo State University

SAMPLE DOCUMENT: To view the Total School Listing for Your Proximal Zone of Professional Impact Refer to Attachment 1

District Name	School Level	EL	MS	HS	El/Sec	Total	Afro-Amer	His-panic	White	Asian	Native Amer	Total	Eco Dis	Spec Educ	Bilingual	LEP	At-Risk
BALLINGER ISD	ELEM	1	0	0	0	1	11	210	258	0	1	480	292	33	17	17	174
	HS	0	0	2	0	2	11	111	180	2	1	305	127	43	6	7	127
	MS	0	1	0	0	1	4	77	116	0	1	198	95	25	2	2	78
	Total	1	1	2	0	4	26	398	554	2	3	983	514	101	25	26	379
BANGS ISD	EL/SEC	0	0	0	1	1	1	3	16	0	0	20	15	20	0	0	4
	ELEM	1	0	0	0	1	29	64	342	0	3	438	259	32	13	14	146
	HS	0	0	1	0	1	27	49	249	0	5	330	120	47	3	3	137
	MS	0	1	0	0	1	12	59	268	0	0	339	164	52	4	4	133
	Total	1	1	1	1	4	69	175	875	0	8	1,127	558	151	20	21	420
BLACKWELL CISD	EL/SEC	0	0	0	1	1	0	24	133	0	0	157	76	23	6	6	50
	Total	0	0	0	1	1	0	24	133	0	0	157	76	23	6	6	50
BRADY ISD	EL/SEC	0	0	0	1	1	5	116	154	0	1	276	149	55	3	3	123
	ELEM	2	0	0	0	2	25	318	318	5	1	667	468	81	25	27	249
	HS	0	0	1	0	1	14	148	219	3	2	386	168	71	3	5	184
	Total	2	0	1	1	4	44	582	691	8	4	1,329	785	207	31	35	556
BRONTE ISD	ELEM	1	0	0	0	1	0	53	132	0	0	185	91	19	11	11	78
	HS	0	0	3	0	3	0	36	124	0	0	160	64	29	9	9	64
	Total	1	0	3	0	4	0	89	256	0	0	345	155	48	20	20	142
CHRISTOVAL ISD	EL/SEC	0	0	0	1	1	1	48	146	2	2	199	50	18	2	2	64
	ELEM	2	0	0	0	2	8	30	138	0	2	178	52	16	4	4	49
	HS	0	0	1	0	1	0	0	1	1	0	2	1	2	0	0	1
	Total	2	0	1	1	4	9	78	285	3	4	379	103	36	6	6	114
COLEMAN ISD	ELEM	1	0	0	0	1	21	105	343	3	3	475	335	45	22	22	169
	HS	0	0	1	0	1	8	85	218	3	1	315	140	31	7	7	174
	MS	0	1	0	0	1	5	47	145	1	0	198	102	24	3	3	60
	Total	1	1	1	0	3	34	237	706	7	4	988	577	100	32	32	403
COLORADO ISD	ELEM	2	0	0	0	2	59	259	223	4	4	549	362	43	27	34	340
	HS	0	0	2	0	2	15	148	116	2	0	281	139	46	6	6	149
	MS	0	1	0	0	1	8	113	86	2	0	209	119	27	4	6	82
	Total	2	1	2	0	5	82	520	425	8	4	1,039	620	116	37	46	571

B. EDUCATIONAL TREND REPORTS ON PUBLIC SCHOOLS IN THE PROXIMAL ZONE OF PROFESSIONAL IMPACT

SECTION B:
Educational Trend Reports on Public Schools in the Proximal Zone of Professional Impact

Section B describes the trends within the PZPI for student enrollment and student achievement from 2005 to 2008. All of the data in this section come from the AEIS data files.

B.1: Student Enrollment Trends in the Proximal Zone of Professional Impact.
This two-page analysis describes the trends in student enrollment within the PZPI from 2005 to 2008. The data are presented by school level and includes information by student racial/ethnic categories as well as other student subpopulations. The analysis provides the change in the number of students within the PZPI and the percentage change in student enrollment over the same time period. Data are depicted graphically by ethnicity and by students in special categories.

B.2: Student Achievement Trends in the Proximal Zone of Professional Impact.
B.2.a: and B.2.b: Percentage Passing Mathematics TAKS and Percentage Passing English Language Arts/Reading TAKS. These analyses provide trend data on the percentage of students passing the Mathematics and English Language Arts/ Reading Texas Assessment of Knowledge and Skills (TAKS) at all grade levels from 2005 to 2008. The pass rates on TAKS for schools within the PZPI are compared to schools that are not in the PZPI. Within each school group, the percent of students passing the exam each year are provided, as well as the change in pass rates over time. The analyses supply information by student racial/ethnic subpopulations and for economically disadvantaged students.

B.2.c: Variability of TAKS Achievement Rates by Ethnicity. Figures 1 through 6 provide information about the percentage of subpopulations of students at each school level passing ALL TAKS for Mathematics and English Language Arts/Reading from 2005 to 2008. English Language Arts/Reading has been shortened to Reading in this set of reports. Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

B.2.d and B.2.e: 30 Highest and Lowest Achieving Schools in Mathematics and Reading by Level. This section includes a list of the 30 highest- and lowest-performing schools in the PZPI on the TAKS Mathematics and TAKS English Language Arts/Reading examinations, by level (high school, middle school, elementary school). English Language Arts/Reading has been shortened to Reading in this set of reports. Please note that the AEIS data base incorporates intermediate schools into the elementary school listings.

The first six reports show results for mathematics. The tables list the district and campus names, the respective campus code, the campus enrollment, the percentage of all students passing the Mathematics TAKS at the campus, the percentage of all students passing the Reading TAKS at the campus, the percentage of economically disadvantaged students enrolled at the campus, and the percentage of minority students (African American, Hispanic, or Native American) enrolled at the campus.

The rankings for the highest performing schools on Mathematics TAKS show the highest ranking school first and then show scores in descending order. The rankings for the lowest performing schools on Mathematics TAKS show the lowest performing school first and then show scores in ascending order.

The last six analyses show results for English Language Arts/Reading TAKS. The tables list the district and campus names, the respective campus code, the campus enrollment, the percentage of all students passing the Reading TAKS at the campus, the percentage of all students passing the Mathematics TAKS at the campus, the percentage of student enrollment who are economically disadvantaged and the percentage of economically disadvantaged students enrolled at the campus, and the percentage of minority students (African American, Hispanic, or Native American) enrolled at the campus.

The highest performing schools for Reading are listed first and then ranked in descending order. The rankings for lowest performing schools for Reading list the lowest performing school first and then show rankings in ascending order.

Student Enrollment Trends in Proximal Zone of Professional Impact

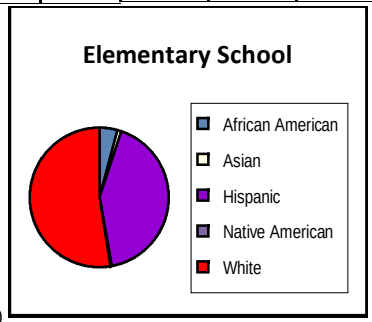
Fiscal Year 2005-2008

Angelo State University

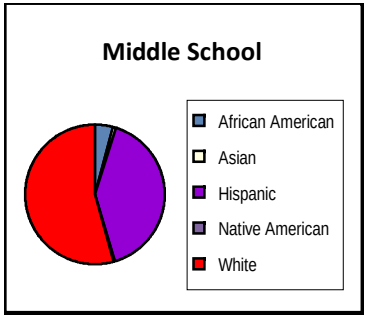
Headcount - Fall of Fiscal Year	Elementary				Middle				High School				Both Elem/Second				Total					
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	Net Change	Pct Change
All	18,926	19,163	19,134	18,677	6,866	6,553	6,392	7,033	12,039	11,995	11,889	11,588	2,233	2,267	2,277	2,268	40,064	39,978	39,692	39,566	-498	-1.2
African	805	857	848	804	299	274	260	289	557	537	549	461	55	50	34	35	1,716	1,718	1,691	1,589	-127	-7.4
Hispanic	7,632	7,816	7,914	7,823	2,520	2,645	2,560	2,851	4,673	4,465	4,491	4,438	619	648	658	648	15,444	15,574	15,623	15,760	316	2.0
White	10,291	10,272	10,143	9,829	3,975	3,575	3,519	3,820	6,712	6,879	6,723	6,557	1,541	1,545	1,560	1,559	22,519	22,271	21,945	21,765	-754	-3.3
Asian	148	163	175	171	50	39	34	59	70	82	94	97	13	16	15	17	281	300	318	344	63	22.4
Native	50	55	54	50	22	20	19	14	27	32	32	35	5	8	10	9	104	115	115	108	4	3.8
Economically	10,516	10,781	10,806	10,364	3,080	3,247	3,046	3,260	5,213	4,777	4,645	4,402	1,095	1,148	1,089	1,028	19,904	19,953	19,586	19,054	-850	-4.3
Special	2,592	2,451	2,170	1,865	943	979	948	995	1,725	1,627	1,624	1,510	364	342	358	318	5,624	5,399	5,100	4,688	-936	-16.6
Bilingual	1,268	1,146	1,144	1,200	184	214	186	194	270	250	287	297	43	35	35	39	1,765	1,645	1,652	1,730	-35	-2.0
LEP	1,216	1,179	1,177	1,225	193	229	200	201	313	280	316	326	44	35	35	40	1,766	1,723	1,728	1,792	26	1.5

Ethnic Comparisons by Level 2008

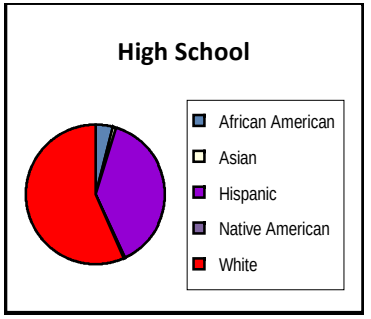
Ethnicity	Elementary School	%
Native American	50	0.3
Asian	171	0.9
White	9,829	52.6
Hispanic	7,823	41.9
African American	804	4.3
All	18,677	100.0



Middle School	%
14	0.2
59	0.8
3,820	54.3
2,851	40.5
289	4.1
7,033	100.0

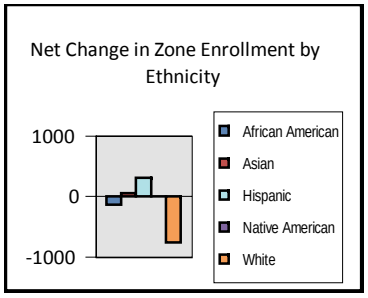


High School	%
35	0.3
97	0.8
6,557	56.6
4,438	38.3
461	4.0
11,588	100.0

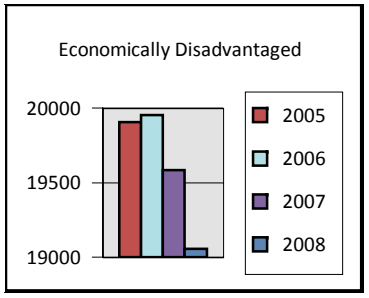


Other Trends and Distributions

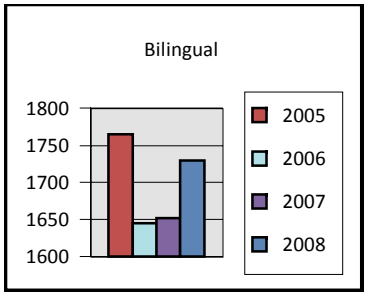
Ethnicity	Net Change 2005-2008
Native American	4
Asian	63
White	-754
Hispanic	316
African American	-127
All	-498



Eco. Disadvantaged	
Year	Amount
2005	19,904
2006	19,953
2007	19,586
2008	19,054
3-Yr. Change	-4



Bilingual	
Year	Amount
2005	1,765
2006	1,645
2007	1,652
2008	1,730
3-Yr. Change	-2



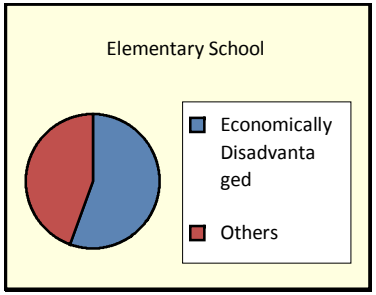
Student Enrollment Trends in Proximal Zone of Professional Impact (Continued)

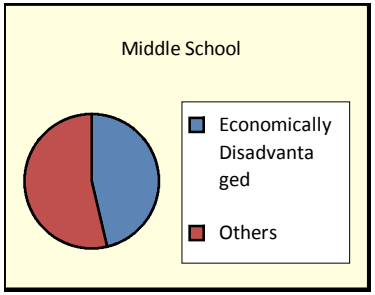
2008

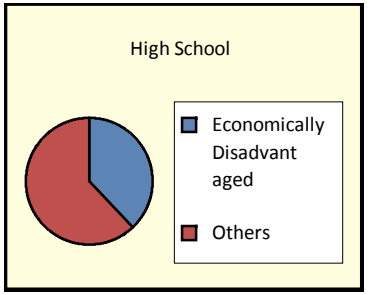
Angelo State University

Economically Disadvantaged

	Elementary School	%	Middle School	%	High School	%
Econ. Disadv.	10,364	55.5	3,260	46.4	4,402	38.0
Others	8,313	44.5	3,773	53.6	7,186	62.0
Total	18,677	100.0	7,033	100.0	11,588	100.0

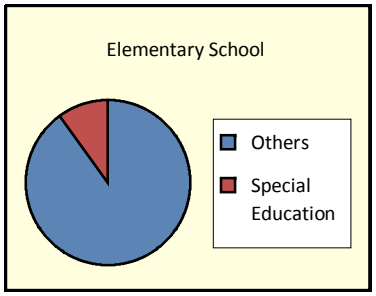


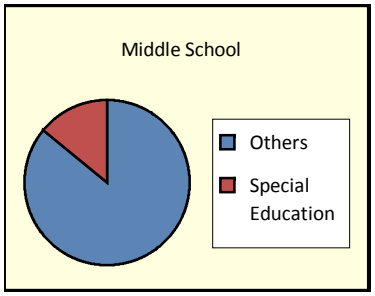


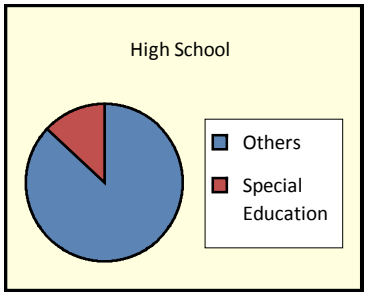


Special Education

	Elementary School	%	Middle School	%	High School	%
Others	16,812	90.0	6,038	85.9	10,078	87.0
Special Education	1,865	10.0	995	14.1	1,510	13.0
Total	18,677	100.0	7,033	100.0	11,588	100.0







Student Achievement in the Proximal Zone of Professional Impact

Percentage Passing Mathematics TAKS

2005 - 2008

Angelo State University

School Level	All Students					African American Students					Hispanic Students				
	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change
Districts in University's PZPI															
Elem	87.0	89.6	89.1	90.2	3.2	76.4	84.9	83.1	86.4	10.0	80.6	84.7	83.8	85.6	5.0
Middle	70.4	74.3	77.5	83.4	13.0	55.6	56.6	59.5	69.6	14.0	59.3	64.0	66.0	74.6	15.3
High	65.1	70.7	73.8	74.8	9.7	37.7	43.1	49.7	60.9	23.2	51.9	59.3	65.5	62.8	10.9
El/Sec	67.4	72.3	76.5	78.3	10.9	40.0	51.4	80.0	-	-	53.6	59.9	68.0	70.4	16.8
Total	76.5	80.4	81.9	83.8	7.3	58.8	65.4	67.4	74.8	16.0	67.4	72.8	75.0	76.5	9.1
Other School Districts in State															
Elem	82.6	84.7	85.5	87.1	4.5	71.7	75.3	76.3	78.4	6.7	78.1	80.8	82.4	84.6	6.5
Middle	66.7	73.4	76.5	83.3	16.6	51.1	59.1	63.9	72.8	21.7	57.2	65.8	70.3	78.6	21.4
High	61.7	64.5	67.6	69.1	7.4	43.5	47.0	51.3	54.0	10.5	49.6	53.9	57.7	60.2	10.6
El/Sec	58.4	65.2	66.7	71.2	12.8	38.9	48.2	50.1	55.4	16.5	50.8	60.0	62.3	67.3	16.5
Total	73.0	76.4	78.4	81.1	8.1	58.5	63.2	66.0	69.8	11.3	66.5	70.9	73.6	77.1	10.6

School Level	White Students					Asian Students					Native American Students				
	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change
Districts in University's PZPI															
Elem	92.6	93.4	93.3	94.1	1.5	91.4	95.1	100.0	100.0	8.6	-	-	100.0	-	-
Middle	77.7	82.9	86.6	90.2	12.5	92.9	100.0	100.0	95.9	3.0	-	-	40.0	83.0	-
High	76.5	79.6	81.9	83.5	7.0	88.1	83.6	93.7	93.8	5.7	-	-	40.0	-	-
El/Sec	72.4	77.0	80.0	81.6	9.2	-	-	-	-	-	-	-	-	-	-
Total	83.8	86.2	87.8	89.3	5.5	90.7	91.7	97.1	96.5	5.8			58.8	83.0	
Other School Districts in State															
Elem	91.7	92.7	92.9	93.5	1.8	95.3	96.2	96.5	97.1	1.8	82.6	80.7	83.5	86.1	3.5
Middle	80.3	85.2	87.1	91.8	11.5	89.1	92.3	93.5	96.2	7.1	71.1	78.5	80.8	87.0	15.9
High	76.9	79.0	81.6	82.4	5.5	85.7	87.5	89.2	90.7	5.0	67.6	72.7	72.3	75.1	7.5
El/Sec	72.2	76.9	78.1	81.0	8.8	87.9	93.2	94.6	92.8	4.9	63.3	60.9	59.5	67.6	4.3
Total	84.2	86.5	87.8	89.5	0.0	91.1	92.7	93.7	95.1	4.0	71.3	75.2	75.8	79.9	8.6

School Level	Economically Disadvantaged Students									
	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change
	Districts in University's PZPI					**Other School Districts in State**				
Elem	81.4	85.1	84.3	85.9	4.5	76.4	79.3	80.7	82.7	6.3
Middle	57.6	64.1	66.0	74.0	16.4	55.0	63.7	68.1	76.4	21.4
High	50.2	57.0	61.2	63.2	13.0	47.1	51.2	55.1	57.5	10.4
El/Sec	56.5	66.5	70.3	70.8	14.3	52.0	58.9	60.5	65.8	13.8
Total	68.2	73.8	75.1	77.8	9.6	65.1	69.5	72.1	75.5	10.4

Student Achievement in the Proximal Zone of Professional Impact
Percentage Passing English Language Arts/Reading TAKS
2005 - 2008
Angelo State University

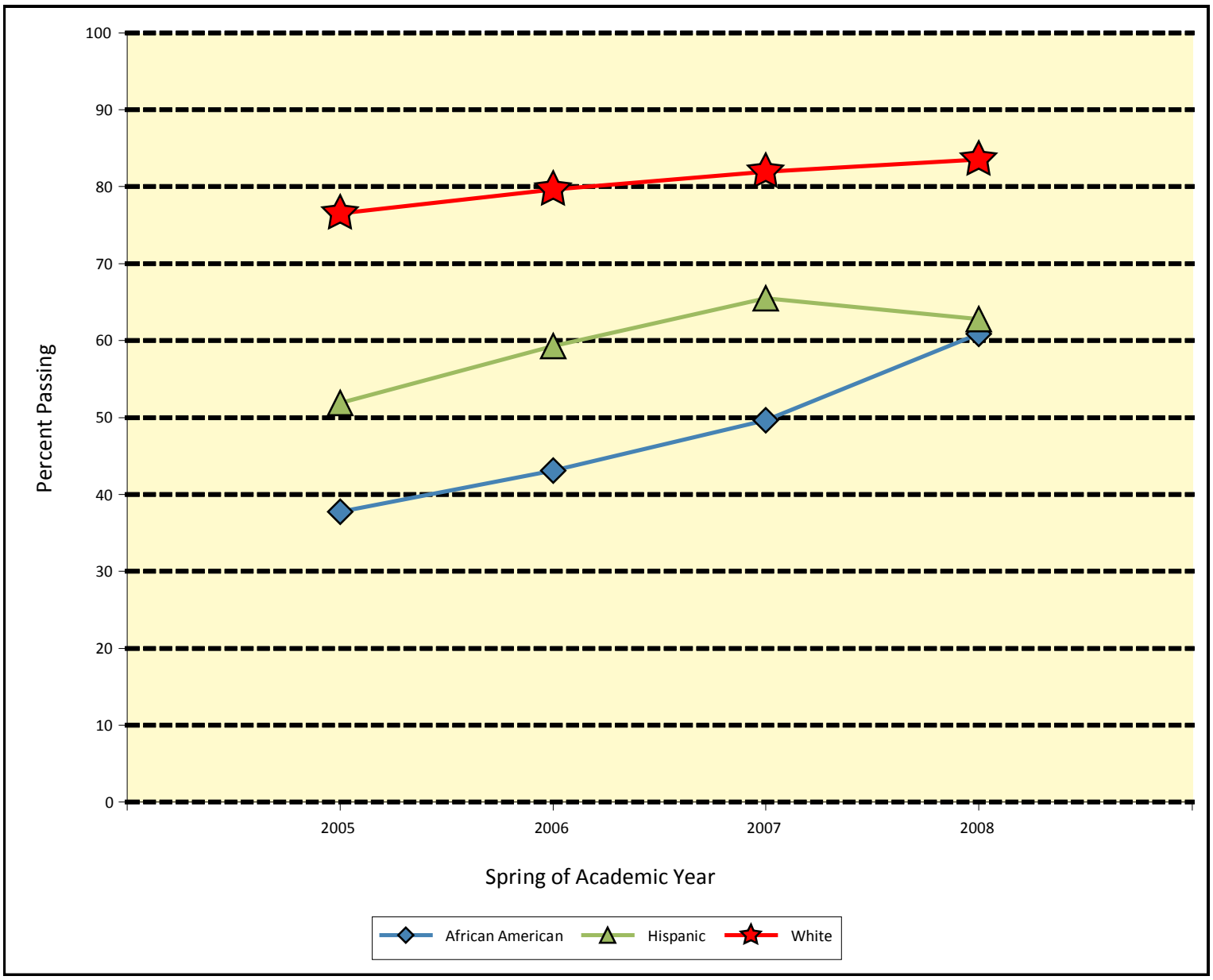
School Level	All Students					African American Students					Hispanic Students				
	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change
Districts in University's PZPI															
Elem	90.5	92.9	92.5	93.2	2.7	83.7	89.7	92.8	89.5	5.8	85.5	88.7	88.1	89.6	4.1
Middle	87.0	85.3	89.9	94.5	7.5	76.5	75.6	81.3	91.7	15.2	79.9	77.7	84.2	91.7	11.8
High	79.3	89.2	89.6	91.8	12.5	69.0	77.6	69.7	90.2	21.2	71.7	84.6	84.8	86.1	14.4
El/Sec	84.0	90.2	92.2	93.2	9.2	60.0	90.3	100.0	-	-	78.6	85.2	85.8	89.8	11.2
Total	86.2	90.4	91.2	93.0	6.8	76.8	83.1	82.8	90.2	13.4	80.1	85.5	86.4	89.0	8.9
Other School Districts in State															
Elem	86.5	89.0	89.4	90.6	4.1	80.4	84.2	84.7	86.0	5.6	82.1	85.1	86.0	87.6	5.5
Middle	83.2	84.7	88.7	92.5	9.3	77.2	78.6	84.0	89.8	12.6	75.8	78.2	84.1	89.3	13.5
High	78.7	87.1	87.0	88.7	10.0	71.4	82.6	82.2	84.4	13.0	71.1	81.1	81.2	83.9	12.8
El/Sec	77.0	83.4	84.2	87.1	10.1	65.2	74.9	74.3	78.6	13.4	70.7	78.7	79.8	84.4	13.7
Total	83.5	87.5	88.5	90.4	6.9	76.9	82.3	83.6	86.2	9.3	78.0	82.7	84.4	87.0	9.0

School Level	White Students					Asian Students					Native American Students				
	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change
Districts in University's PZPI															
Elem	94.4	96.1	95.8	96.1	1.7	92.0	100.0	100.0	100.0	8.0	-	-	100.0	-	-
Middle	91.9	91.2	94.3	96.6	4.7	100.0	100.0	100.0	100.0	0.0	-	-	100.0	100.0	-
High	85.3	92.8	94.0	95.4	10.1	91.3	95.9	98.4	97.6	6.3	-	-	80.0	100.0	-
El/Sec	86.5	91.9	94.3	94.6	8.1	-	-	-	-	-	-	-	-	-	-
Total	90.7	94.0	94.9	95.9	5.2	94.0	98.4	99.3	99.1	5.1			93.8	100.0	
Other School Districts in State															
Elem	94.0	95.8	95.7	96.4	2.4	95.0	95.4	96.1	97.0	2.0	86.3	88.1	90.5	91.6	5.3
Middle	92.4	93.2	95.1	96.9	4.5	93.3	94.1	96.1	97.5	4.2	87.9	88.6	92.9	95.3	7.4
High	87.4	94.0	94.2	95.1	7.7	87.9	93.5	93.2	94.6	6.7	83.0	91.3	92.2	92.0	9.0
El/Sec	86.8	91.4	92.3	93.5	6.7	92.3	95.8	97.0	94.8	2.5	84.9	89.2	86.8	90.6	5.7
Total	91.5	94.6	95.1	96.0	4.5	92.5	94.6	95.2	96.4	3.9	85.0	90.0	91.8	92.8	7.8

School Level	Economically Disadvantaged Students									
	2005	2006	2007	2008	Change	2005	2006	2007	2008	Change
	Districts in University's PZPI					**Other School Districts in State**				
Elem	86.3	89.7	89.0	89.7	3.4	81.3	84.6	85.3	86.7	5.4
Middle	78.5	77.2	83.3	90.8	12.3	75.0	77.4	83.2	88.5	13.5
High	70.2	82.4	81.4	85.8	15.6	69.7	80.4	80.2	82.8	13.1
El/Sec	78.2	86.6	88.2	89.8	11.6	72.4	78.9	79.9	83.2	10.8
Total	80.5	85.7	86.2	89.0	8.5	77.3	82.1	83.6	86.2	8.9

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2008
High School Mathematics[1]
Angelo State University

Figure 1:

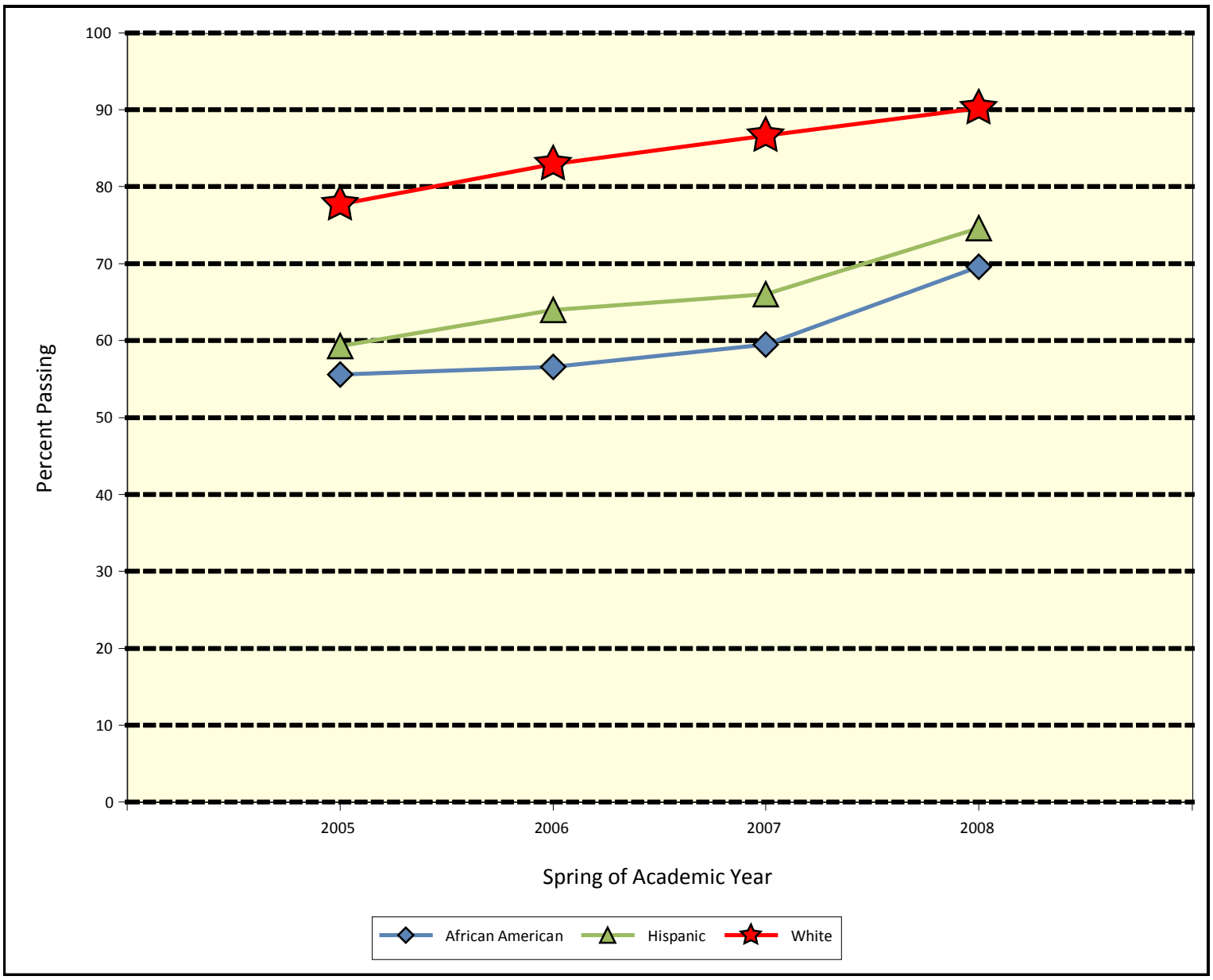


	2005	2006	2007	2008	3-Yr Change
African American	37.7	43.1	49.7	60.9	23.2
Hispanic	51.9	59.3	65.5	62.8	10.9
White	76.5	79.6	81.9	83.5	7.0

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2008
Middle School Mathematics[1]
Angelo State University

Figure 2:

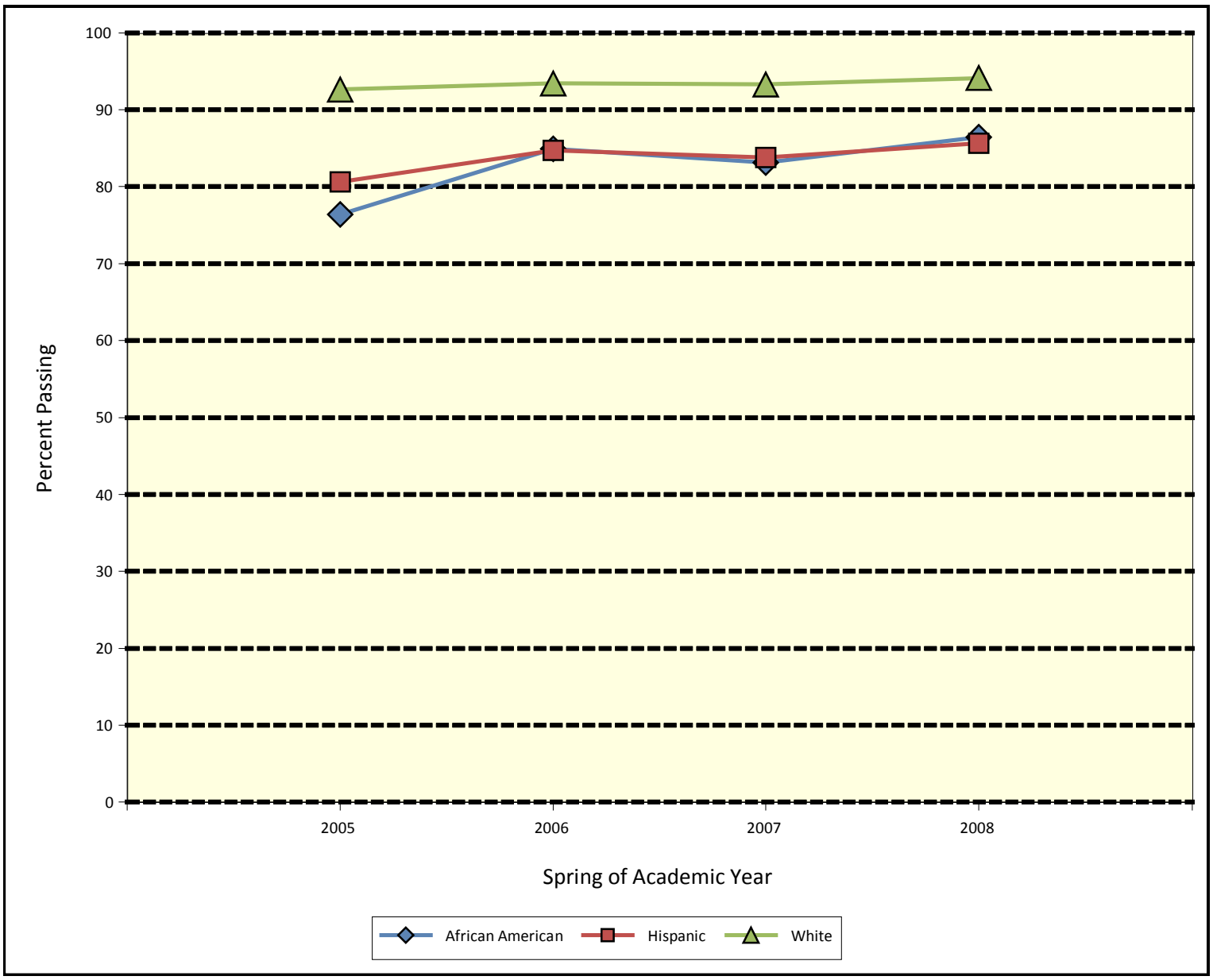


	2005	2006	2007	2008	3-Year Change
African American	55.6	56.6	59.5	69.6	14.0
Hispanic	59.3	64.0	66.0	74.6	15.3
White	77.7	82.9	86.6	90.2	12.5

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2008
Elementary School Mathematics[1]
Angelo State University

Figure 3:

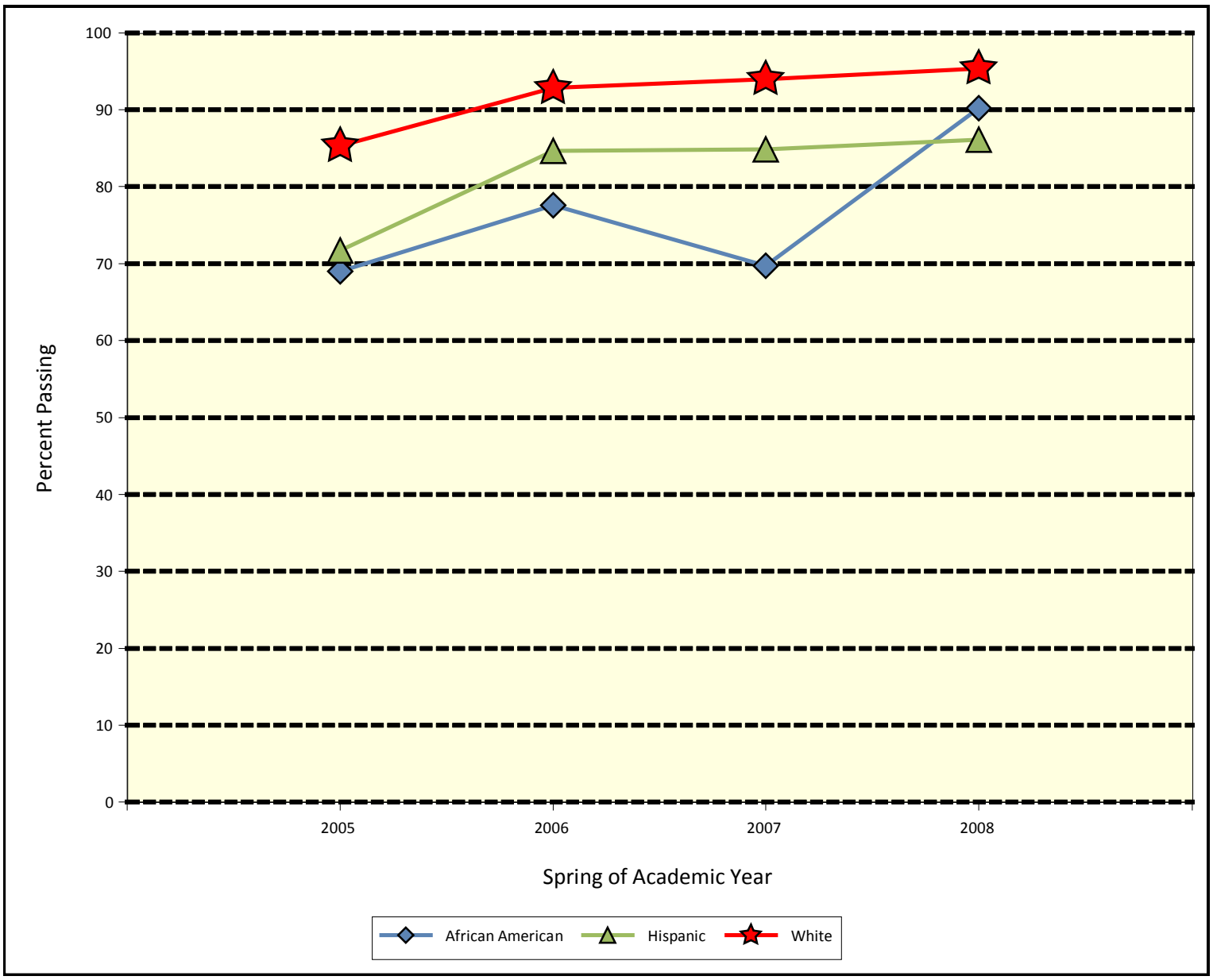


	2005	2006	2007	2008	3-Year Change
African American	76.4	84.9	83.1	86.4	10.0
Hispanic	80.6	84.7	83.8	85.6	5.0
White	92.6	93.4	93.3	94.1	1.5

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2008
High School Reading [1]
Angelo State University

Figure 4:

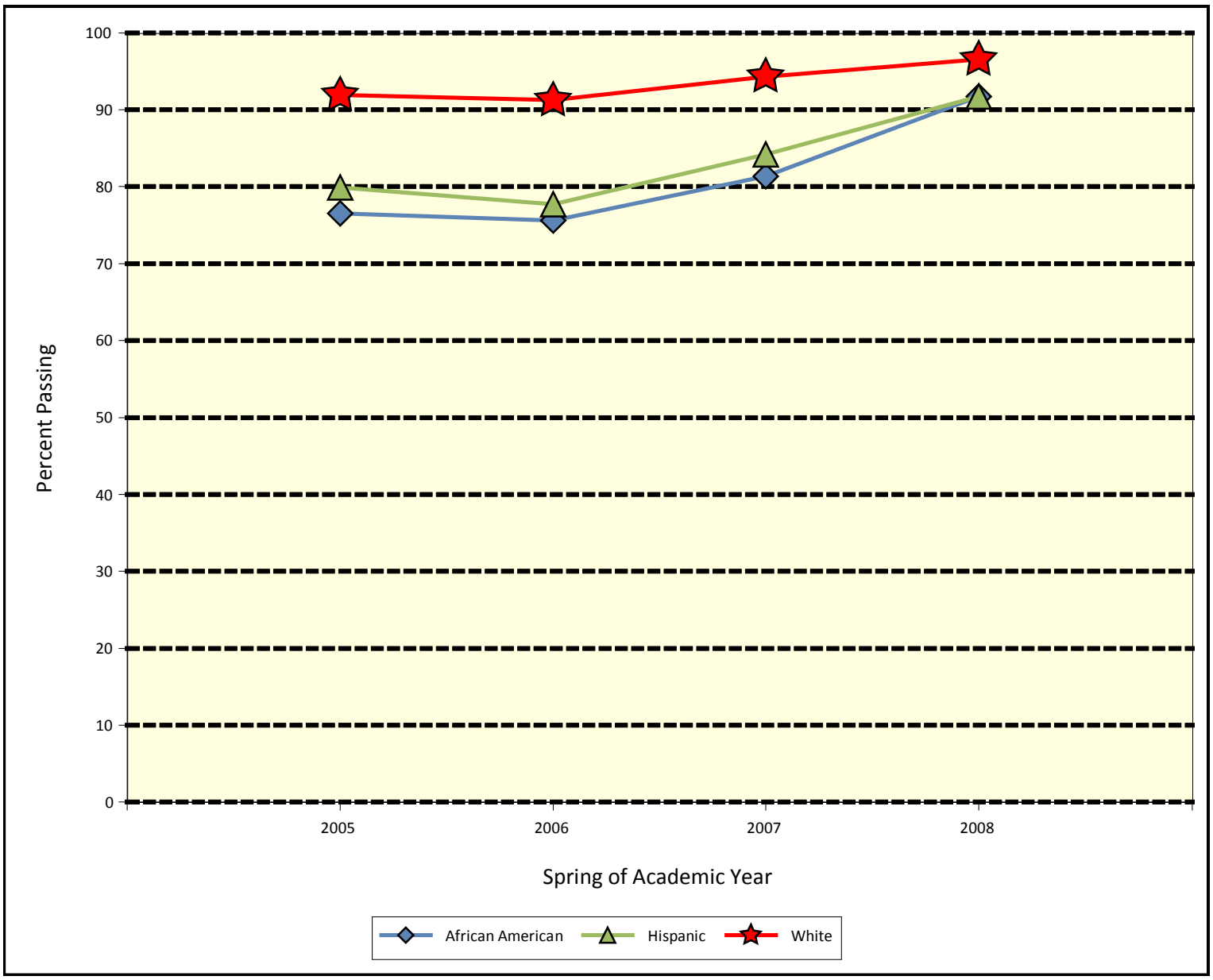


	2005	2006	2007	2008	3-Year Change
African American	69.0	77.6	69.7	90.2	21.2
Hispanic	71.7	84.6	84.8	86.1	14.4
White	85.3	92.8	94.0	95.4	10.1

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2008
Middle School Reading [1]
Angelo State University

Figure 5:

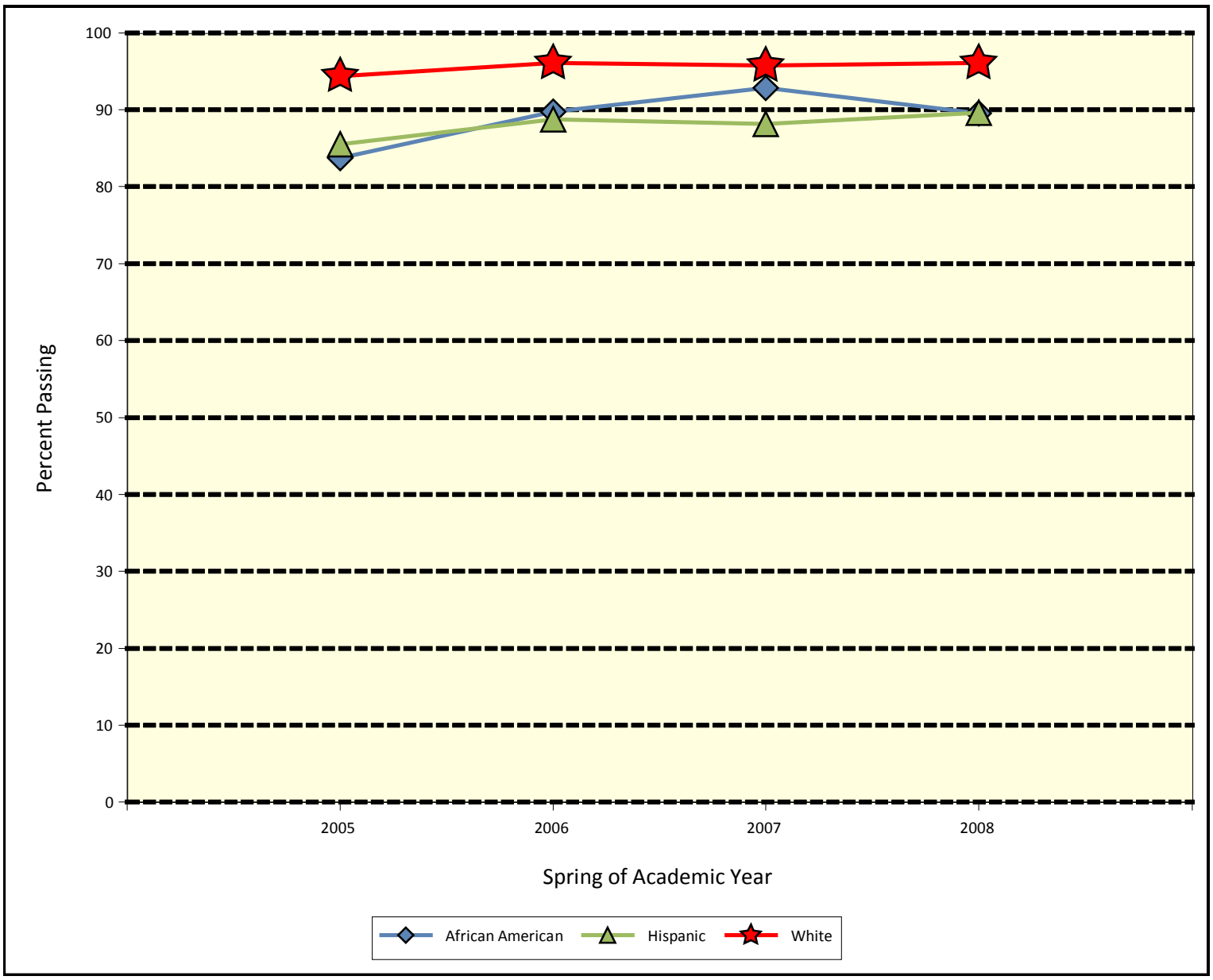


	2005	2006	2007	2008	3-Year Change
African American	76.5	75.6	81.3	91.7	15.2
Hispanic	79.9	77.7	84.2	91.7	11.8
White	91.9	91.2	94.3	96.6	4.7

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact
Variability of TAKS Achievement Rates by Ethnicity
2007-2008
Elementary School Reading [1]
Angelo State University

Figure 6:



	2005	2006	2007	2008	3-Year Change
African American	83.7	89.7	92.8	89.5	5.8
Hispanic	85.5	88.7	88.1	89.6	4.1
White	94.4	96.1	95.8	96.1	1.7

[1] Only schools with a regular accountability rating at the same school level all 4 years were included in the analysis.

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving High Schools in Mathematics

2008

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
WYLIE ISD	221912001	WYLIE H S	957	93.0	99.0	8.0	13.9
IRION COUNTY ISD	118902001	IRION H S	195	91.0	99.0	44.1	37.4
WALL ISD	226906001	WALL H S	319	91.0	99.0	18.5	20.1
WATER VALLEY ISD	226905001	WATER VALLEY H S	137	91.0	97.0	47.4	13.9
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	120	91.0	96.0	45.0	31.7
ROBERT LEE ISD	41902001	ROBERT LEE H S	117	88.0	100.0	39.3	35.0
BRONTE ISD	41901001	BRONTE H S	155	88.0	91.0	39.4	22.6
MILES ISD	200902001	MILES H S	190	87.0	91.0	43.7	41.6
BALLINGER ISD	200901001	BALLINGER H S	298	83.0	95.0	40.9	39.9
STERLING CITY ISD	216901001	STERLING CITY H S	85	82.0	96.0	28.2	47.1
ROSCOE ISD	177901001	ROSCOE H S	157	79.0	94.0	50.3	51.0
SWEETWATER ISD	177902001	SWEETWATER H S	592	78.0	94.0	45.9	44.1
VERIBEST ISD	226908001	VERIBEST H S	139	77.0	89.0	57.6	48.2
BANGS ISD	25901001	BANGS H S	330	75.0	98.0	36.4	24.5
SAN ANGELO ISD	226903001	CENTRAL H S	2,174	75.0	91.0	29.5	49.9
COLEMAN ISD	42901001	COLEMAN H S	315	73.0	92.0	44.4	30.8
EDEN CISD	48901001	EDEN H S	133	73.0	88.0	50.4	48.9
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	255	73.0	86.0	46.7	59.2
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	737	72.0	91.0	43.6	55.5
JIM NED CISD	221911001	JIM NED H S	340	71.0	99.0	18.2	8.8
SONORA ISD	218901001	SONORA H S	276	71.0	92.0	25.7	64.9
BRADY ISD	160901001	BRADY H S	386	69.0	87.0	43.5	43.3
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	128	68.0	98.0	63.3	36.7
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,245	67.0	85.0	58.8	64.7
MERKEL ISD	221904001	MERKEL H S	355	66.0	88.0	35.8	19.2
WINTERS ISD	200904001	WINTERS H S	188	64.0	88.0	54.8	49.5
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	340	63.0	90.0	44.1	31.2
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	236	63.0	88.0	35.6	68.2
MENARD ISD	164901001	MENARD H S	108	59.0	94.0	63.9	69.4
CROCKETT COUNTY CONS	53001001	OZONA H S	234	57.0	92.0	33.3	66.7
		AVERAGE	374.7	75.9	92.9	41.2	41.3

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving High Schools in Mathematics

2008

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SWEETWATER ISD	177902003	HOBBS ALTER ED CO-OP	40	20.0	75.0	65.0	47.5
SCHLEICHER ISD	207901001	ELDORADO H S	186	53.0	83.0	38.7	68.8
CROCKETT COUNTY CONS	53001001	OZONA H S	234	57.0	92.0	33.3	66.7
MENARD ISD	164901001	MENARD H S	108	59.0	94.0	63.9	69.4
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	236	63.0	88.0	35.6	68.2
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	340	63.0	90.0	44.1	31.2
WINTERS ISD	200904001	WINTERS H S	188	64.0	88.0	54.8	49.5
MERKEL ISD	221904001	MERKEL H S	355	66.0	88.0	35.8	19.2
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,245	67.0	85.0	58.8	64.7
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	128	68.0	98.0	63.3	36.7
BRADY ISD	160901001	BRADY H S	386	69.0	87.0	43.5	43.3
SONORA ISD	218901001	SONORA H S	276	71.0	92.0	25.7	64.9
JIM NED CISD	221911001	JIM NED H S	340	71.0	99.0	18.2	8.8
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	737	72.0	91.0	43.6	55.5
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	255	73.0	86.0	46.7	59.2
EDEN CISD	48901001	EDEN H S	133	73.0	88.0	50.4	48.9
COLEMAN ISD	42901001	COLEMAN H S	315	73.0	92.0	44.4	30.8
SAN ANGELO ISD	226903001	CENTRAL H S	2,174	75.0	91.0	29.5	49.9
BANGS ISD	25901001	BANGS H S	330	75.0	98.0	36.4	24.5
VERIBEST ISD	226908001	VERIBEST H S	139	77.0	89.0	57.6	48.2
SWEETWATER ISD	177902001	SWEETWATER H S	592	78.0	94.0	45.9	44.1
ROSCOE ISD	177901001	ROSCOE H S	157	79.0	94.0	50.3	51.0
STERLING CITY ISD	216901001	STERLING CITY H S	85	82.0	96.0	28.2	47.1
BALLINGER ISD	200901001	BALLINGER H S	298	83.0	95.0	40.9	39.9
MILES ISD	200902001	MILES H S	190	87.0	91.0	43.7	41.6
BRONTE ISD	41901001	BRONTE H S	155	88.0	91.0	39.4	22.6
ROBERT LEE ISD	41902001	ROBERT LEE H S	117	88.0	100.0	39.3	35.0
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	120	91.0	96.0	45.0	31.7
WATER VALLEY ISD	226905001	WATER VALLEY H S	137	91.0	97.0	47.4	13.9
IRION COUNTY ISD	118902001	IRION H S	195	91.0	99.0	44.1	37.4
		AVERAGE	339.7	72.2	91.6	43.8	44.0

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest-Achieving Middle Schools in Mathematics

2008

Table 3: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	164	99.0	95.0	50.6	68.3
WALL ISD	226906041	WALL MIDDLE	233	98.0	99.0	18.0	16.3
WYLIE ISD	221912041	WYLIE J H	714	98.0	99.0	12.6	15.5
JIM NED CISD	221911041	JIM NED MIDDLE	264	93.0	97.0	25.0	6.4
WINTERS ISD	200904041	WINTERS J H	102	87.0	98.0	71.6	52.9
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	1,054	87.0	96.0	40.7	51.9
COLEMAN ISD	42901041	COLEMAN J H	198	87.0	93.0	51.5	26.8
MERKEL ISD	221904041	MERKEL MIDDLE	243	86.0	94.0	49.0	13.6
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	339	84.0	95.0	48.4	20.9
BALLINGER ISD	200901041	BALLINGER J H	198	83.0	96.0	48.0	41.4
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	503	83.0	95.0	57.1	46.7
SONORA ISD	218901041	SONORA J H	267	81.0	94.0	34.8	68.9
COLORADO ISD	168901041	COLORADO MIDDLE	209	81.0	93.0	56.9	58.9
MENARD ISD	164901041	MENARD J H	74	79.0	100.0	54.1	56.8
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	1,032	79.0	91.0	52.4	57.5
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	247	76.0	90.0	62.3	35.2
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	860	71.0	93.0	70.6	67.8
CROCKETT COUNTY CONS	53001041	OZONA MIDDLE	161	66.0	92.0	54.0	80.1
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	163	65.0	90.0	38.7	70.6
		AVERAGE	369.7	83.3	94.7	47.2	45.1

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving Middle Schools in Mathematics

2008

Table 4: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	163	65.0	90.0	38.7	70.6
CROCKETT COUNTY CONS	53001041	OZONA MIDDLE	161	66.0	92.0	54.0	80.1
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	860	71.0	93.0	70.6	67.8
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	247	76.0	90.0	62.3	35.2
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	1,032	79.0	91.0	52.4	57.5
MENARD ISD	164901041	MENARD J H	74	79.0	100.0	54.1	56.8
COLORADO ISD	168901041	COLORADO MIDDLE	209	81.0	93.0	56.9	58.9
SONORA ISD	218901041	SONORA J H	267	81.0	94.0	34.8	68.9
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	503	83.0	95.0	57.1	46.7
BALLINGER ISD	200901041	BALLINGER J H	198	83.0	96.0	48.0	41.4
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	339	84.0	95.0	48.4	20.9
MERKEL ISD	221904041	MERKEL MIDDLE	243	86.0	94.0	49.0	13.6
COLEMAN ISD	42901041	COLEMAN J H	198	87.0	93.0	51.5	26.8
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	1,054	87.0	96.0	40.7	51.9
WINTERS ISD	200904041	WINTERS J H	102	87.0	98.0	71.6	52.9
JIM NED CISD	221911041	JIM NED MIDDLE	264	93.0	97.0	25.0	6.4
WALL ISD	226906041	WALL MIDDLE	233	98.0	99.0	18.0	16.3
WYLIE ISD	221912041	WYLIE J H	714	98.0	99.0	12.6	15.5
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	164	99.0	95.0	50.6	68.3
		AVERAGE	369.7	83.3	94.7	47.2	45.1

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving Elementary Schools in Mathematics

2008

Table 5: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
VERIBEST ISD	226908101	VERIBEST EL	123	100.0	98.0	46.3	35.8
SAN ANGELO ISD	226903120	SANTA RITA EL	420	99.0	100.0	36.2	31.4
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	156	99.0	99.0	56.4	39.7
SAN ANGELO ISD	226903101	ALTA LOMA EL	290	99.0	99.0	72.1	80.0
JIM NED CISD	221911101	LAWN EL	209	99.0	97.0	39.2	7.2
WATER VALLEY ISD	226905101	WATER VALLEY EL	168	99.0	97.0	47.0	14.9
IRION COUNTY ISD	118902101	IRION EL	156	98.0	100.0	39.1	29.5
WYLIE ISD	221912101	WYLIE EL	725	98.0	98.0	15.2	18.6
WYLIE ISD	221912103	WYLIE INT	742	98.0	98.0	14.7	17.7
WALL ISD	226906101	WALL EL	404	98.0	97.0	20.5	15.8
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	324	97.0	96.0	60.8	48.1
SAN ANGELO ISD	226903114	HOLIMAN EL	294	97.0	95.0	53.7	50.3
MERKEL ISD	221904104	MERKEL INT	103	97.0	91.0	49.5	15.5
MILES ISD	200902101	MILES EL	206	96.0	96.0	39.3	33.5
JIM NED CISD	221911102	BUFFALO GAP EL	233	95.0	98.0	21.9	7.7
SAN ANGELO ISD	226903123	LAMAR ELEMENTARY	565	95.0	97.0	32.6	36.3
SAN ANGELO ISD	226903115	MCGILL EL	276	95.0	95.0	67.4	59.1
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	177	94.0	99.0	28.8	22.0
SANTA ANNA ISD	42903101	SANTA ANNA EL	146	94.0	97.0	76.7	31.5
SAN ANGELO ISD	226903102	AUSTIN EL	486	94.0	93.0	78.0	65.2
SWEETWATER ISD	177902105	SOUTHEAST EL	372	93.0	100.0	79.8	65.1
FORSAN ISD	114904101	FORSAN ELEMENTARY AT ELBOW	329	93.0	95.0	37.7	24.9
SAN ANGELO ISD	226903105	BOWIE EL	491	93.0	94.0	34.6	38.3
SAN ANGELO ISD	226903113	GOLIAD EL	575	93.0	89.0	72.7	61.9
SAN ANGELO ISD	226903112	GLENMORE EL	420	92.0	96.0	58.3	58.1
SAN ANGELO ISD	226903122	BONHAM EL	560	92.0	95.0	20.4	29.6
SAN ANGELO ISD	226903110	FANNIN EL	404	92.0	92.0	81.2	70.8
MERKEL ISD	221904102	MERKEL EL	276	91.0	100.0	58.3	25.4
BANGS ISD	25901101	J B STEPHENS EL	438	91.0	96.0	59.1	21.9
SAN ANGELO ISD	226903103	BELAIRE EL	367	91.0	94.0	76.8	78.5
		AVERAGE	347.8	95.4	96.4	49.1	37.8

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving Elementary Schools in Mathematics

2008

Table 6: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Math	% Pass Read	% Students Eco Disadv	% Students Minority
OLFEN ISD	200906101	OLFEN EL	76	66.0	79.0	85.5	51.3
ROBERT LEE ISD	41902101	ROBERT LEE EL	130	68.0	93.0	62.3	24.6
SAN ANGELO ISD	226903119	SAN JACINTO EL	377	72.0	82.0	90.7	86.2
SAN ANGELO ISD	226903106	BRADFORD EL	444	76.0	83.0	91.2	82.2
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	386	80.0	82.0	53.1	80.8
CROCKETT COUNTY CONS	53001101	OZONA INT	167	82.0	88.0	56.3	72.5
CROCKETT COUNTY CONS	53001102	OZONA PRIMARY	208	82.0	88.0	60.6	78.4
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	497	82.0	88.0	64.8	38.4
STERLING CITY ISD	216901101	STERLING CITY EL	108	82.0	94.0	41.7	52.8
WINTERS ISD	200904101	WINTERS EL	350	83.0	88.0	72.3	52.9
SCHLEICHER ISD	207901101	ELDORADO EL	293	84.0	98.0	51.5	62.1
MERKEL ISD	221904103	TYE EL	208	85.0	88.0	72.1	26.9
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	480	85.0	90.0	60.8	46.2
SAN ANGELO ISD	226903111	FT CONCHO EL	301	85.0	90.0	71.1	76.1
BRADY ISD	160901101	BRADY EL	494	85.0	92.0	64.6	53.0
SONORA ISD	218901101	SONORA EL	447	85.0	93.0	44.1	66.7
SAN ANGELO ISD	226903116	REAGAN EL	362	86.0	87.0	86.7	90.3
ROSCOE ISD	177901101	ROSCOE EL	156	86.0	91.0	76.9	73.1
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	79	86.0	96.0	67.1	30.4
COLORADO ISD	168901101	HUTCHINSON ELEMENTARY	241	87.0	89.0	62.2	56.4
COLORADO ISD	168901102	KELLEY ELEMENTARY	308	87.0	89.0	68.8	61.7
COLEMAN ISD	42901102	COLEMAN EL	475	88.0	88.0	70.5	27.8
SAN ANGELO ISD	226903108	CROCKETT EL	370	88.0	89.0	56.8	50.8
BRONTE ISD	41901101	BRONTE EL	185	89.0	95.0	49.2	28.6
EDEN CISD	48901101	EDEN EL	147	90.0	92.0	57.1	46.3
SWEETWATER ISD	177902102	EAST RIDGE EL	351	90.0	97.0	57.3	49.9
MENARD ISD	164901101	MENARD EL	162	90.0	98.0	69.1	56.2
SAN ANGELO ISD	226903103	BELAIRE EL	367	91.0	94.0	76.8	78.5
BANGS ISD	25901101	J B STEPHENS EL	438	91.0	96.0	59.1	21.9
MERKEL ISD	221904102	MERKEL EL	276	91.0	100.0	58.3	25.4
		AVERAGE	296.1	84.1	90.6	65.3	54.9

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving High Schools in Reading

2008

Table 1: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
ROBERT LEE ISD	41902001	ROBERT LEE H S	117	100.0	88.0	39.3	35.0
WYLIE ISD	221912001	WYLIE H S	957	99.0	93.0	8.0	13.9
IRION COUNTY ISD	118902001	IRION H S	195	99.0	91.0	44.1	37.4
WALL ISD	226906001	WALL H S	319	99.0	91.0	18.5	20.1
JIM NED CISD	221911001	JIM NED H S	340	99.0	71.0	18.2	8.8
BANGS ISD	25901001	BANGS H S	330	98.0	75.0	36.4	24.5
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	128	98.0	68.0	63.3	36.7
WATER VALLEY ISD	226905001	WATER VALLEY H S	137	97.0	91.0	47.4	13.9
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	120	96.0	91.0	45.0	31.7
STERLING CITY ISD	216901001	STERLING CITY H S	85	96.0	82.0	28.2	47.1
BALLINGER ISD	200901001	BALLINGER H S	298	95.0	83.0	40.9	39.9
ROSCOE ISD	177901001	ROSCOE H S	157	94.0	79.0	50.3	51.0
SWEETWATER ISD	177902001	SWEETWATER H S	592	94.0	78.0	45.9	44.1
MENARD ISD	164901001	MENARD H S	108	94.0	59.0	63.9	69.4
COLEMAN ISD	42901001	COLEMAN H S	315	92.0	73.0	44.4	30.8
SONORA ISD	218901001	SONORA H S	276	92.0	71.0	25.7	64.9
CROCKETT COUNTY CONS	53001001	OZONA H S	234	92.0	57.0	33.3	66.7
BRONTE ISD	41901001	BRONTE H S	155	91.0	88.0	39.4	22.6
MILES ISD	200902001	MILES H S	190	91.0	87.0	43.7	41.6
SAN ANGELO ISD	226903001	CENTRAL H S	2,174	91.0	75.0	29.5	49.9
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	737	91.0	72.0	43.6	55.5
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	340	90.0	63.0	44.1	31.2
VERIBEST ISD	226908001	VERIBEST H S	139	89.0	77.0	57.6	48.2
EDEN CISD	48901001	EDEN H S	133	88.0	73.0	50.4	48.9
MERKEL ISD	221904001	MERKEL H S	355	88.0	66.0	35.8	19.2
WINTERS ISD	200904001	WINTERS H S	188	88.0	64.0	54.8	49.5
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	236	88.0	63.0	35.6	68.2
BRADY ISD	160901001	BRADY H S	386	87.0	69.0	43.5	43.3
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	255	86.0	73.0	46.7	59.2
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,245	85.0	67.0	58.8	64.7
		AVERAGE	374.7	92.9	75.9	41.2	41.3

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest-Achieving High Schools in Reading

2008

Table 2: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SWEETWATER ISD	177902003	HOBBS ALTER ED CO-OP	40	75.0	20.0	65.0	47.5
SCHLEICHER ISD	207901001	ELDORADO H S	186	83.0	53.0	38.7	68.8
SAN ANGELO ISD	226903002	LAKE VIEW H S	1,245	85.0	67.0	58.8	64.7
COLORADO ISD	168901001	COLORADO HIGH SCHOOL	255	86.0	73.0	46.7	59.2
BRADY ISD	160901001	BRADY H S	386	87.0	69.0	43.5	43.3
REAGAN COUNTY ISD	192901001	REAGAN COUNTY H S	236	88.0	63.0	35.6	68.2
WINTERS ISD	200904001	WINTERS H S	188	88.0	64.0	54.8	49.5
MERKEL ISD	221904001	MERKEL H S	355	88.0	66.0	35.8	19.2
EDEN CISD	48901001	EDEN H S	133	88.0	73.0	50.4	48.9
VERIBEST ISD	226908001	VERIBEST H S	139	89.0	77.0	57.6	48.2
GRAPE CREEK ISD	226907001	GRAPE CREEK H S	340	90.0	63.0	44.1	31.2
SAN ANGELO ISD	226903041	CENTRAL FRESHMAN CAMPUS	737	91.0	72.0	43.6	55.5
SAN ANGELO ISD	226903001	CENTRAL H S	2,174	91.0	75.0	29.5	49.9
MILES ISD	200902001	MILES H S	190	91.0	87.0	43.7	41.6
BRONTE ISD	41901001	BRONTE H S	155	91.0	88.0	39.4	22.6
CROCKETT COUNTY CONS	53001001	OZONA H S	234	92.0	57.0	33.3	66.7
SONORA ISD	218901001	SONORA H S	276	92.0	71.0	25.7	64.9
COLEMAN ISD	42901001	COLEMAN H S	315	92.0	73.0	44.4	30.8
MENARD ISD	164901001	MENARD H S	108	94.0	59.0	63.9	69.4
SWEETWATER ISD	177902001	SWEETWATER H S	592	94.0	78.0	45.9	44.1
ROSCOE ISD	177901001	ROSCOE H S	157	94.0	79.0	50.3	51.0
BALLINGER ISD	200901001	BALLINGER H S	298	95.0	83.0	40.9	39.9
STERLING CITY ISD	216901001	STERLING CITY H S	85	96.0	82.0	28.2	47.1
GLASSCOCK COUNTY ISD	87901001	GLASSCOCK COUNTY H S	120	96.0	91.0	45.0	31.7
WATER VALLEY ISD	226905001	WATER VALLEY H S	137	97.0	91.0	47.4	13.9
SANTA ANNA ISD	42903001	SANTA ANNA SECONDARY	128	98.0	68.0	63.3	36.7
BANGS ISD	25901001	BANGS H S	330	98.0	75.0	36.4	24.5
JIM NED CISD	221911001	JIM NED H S	340	99.0	71.0	18.2	8.8
IRION COUNTY ISD	118902001	IRION H S	195	99.0	91.0	44.1	37.4
WALL ISD	226906001	WALL H S	319	99.0	91.0	18.5	20.1
		AVERAGE	346.4	91.5	72.3	43.1	43.5

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving Middle Schools in Reading

2008

Table 3: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
MENARD ISD	164901041	MENARD J H	74	100.0	79.0	54.1	56.8
WALL ISD	226906041	WALL MIDDLE	233	99.0	98.0	18.0	16.3
WYLIE ISD	221912041	WYLIE J H	714	99.0	98.0	12.6	15.5
WINTERS ISD	200904041	WINTERS J H	102	98.0	87.0	71.6	52.9
JIM NED CISD	221911041	JIM NED MIDDLE	264	97.0	93.0	25.0	6.4
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	1,054	96.0	87.0	40.7	51.9
BALLINGER ISD	200901041	BALLINGER J H	198	96.0	83.0	48.0	41.4
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	164	95.0	99.0	50.6	68.3
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	339	95.0	84.0	48.4	20.9
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	503	95.0	83.0	57.1	46.7
MERKEL ISD	221904041	MERKEL MIDDLE	243	94.0	86.0	49.0	13.6
SONORA ISD	218901041	SONORA J H	267	94.0	81.0	34.8	68.9
COLEMAN ISD	42901041	COLEMAN J H	198	93.0	87.0	51.5	26.8
COLORADO ISD	168901041	COLORADO MIDDLE	209	93.0	81.0	56.9	58.9
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	860	93.0	71.0	70.6	67.8
CROCKETT COUNTY CONS	53001041	OZONA MIDDLE	161	92.0	66.0	54.0	80.1
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	1,032	91.0	79.0	52.4	57.5
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	247	90.0	76.0	62.3	35.2
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	163	90.0	65.0	38.7	70.6
		AVERAGE	369.7	94.7	83.3	47.2	45.1

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving Middle Schools in Reading

2008

Angelo State University

Table 4:

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
REAGAN COUNTY ISD	192901041	REAGAN COUNTY MIDDLE	163	90.0	65.0	38.7	70.6
GRAPE CREEK ISD	226907041	GRAPE CREEK MIDDLE	247	90.0	76.0	62.3	35.2
SAN ANGELO ISD	226903043	LEE MIDDLE SCHOOL	1,032	91.0	79.0	52.4	57.5
CROCKETT COUNTY CONS	53001041	OZONA MIDDLE	161	92.0	66.0	54.0	80.1
SAN ANGELO ISD	226903045	LINCOLN MIDDLE SCHOOL	860	93.0	71.0	70.6	67.8
COLORADO ISD	168901041	COLORADO MIDDLE	209	93.0	81.0	56.9	58.9
COLEMAN ISD	42901041	COLEMAN J H	198	93.0	87.0	51.5	26.8
SONORA ISD	218901041	SONORA J H	267	94.0	81.0	34.8	68.9
MERKEL ISD	221904041	MERKEL MIDDLE	243	94.0	86.0	49.0	13.6
SWEETWATER ISD	177902041	SWEETWATER MIDDLE	503	95.0	83.0	57.1	46.7
BANGS ISD	25901041	BANGS MIDDLE SCHOOL	339	95.0	84.0	48.4	20.9
SCHLEICHER ISD	207901041	ELDORADO MIDDLE	164	95.0	99.0	50.6	68.3
BALLINGER ISD	200901041	BALLINGER J H	198	96.0	83.0	48.0	41.4
SAN ANGELO ISD	226903042	GLENN MIDDLE SCHOOL	1,054	96.0	87.0	40.7	51.9
JIM NED CISD	221911041	JIM NED MIDDLE	264	97.0	93.0	25.0	6.4
WINTERS ISD	200904041	WINTERS J H	102	98.0	87.0	71.6	52.9
WALL ISD	226906041	WALL MIDDLE	233	99.0	98.0	18.0	16.3
WYLIE ISD	221912041	WYLIE J H	714	99.0	98.0	12.6	15.5
MENARD ISD	164901041	MENARD J H	74	100.0	79.0	54.1	56.8
		AVERAGE	369.7	94.7	83.3	47.2	45.1

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Highest- Achieving Elementary Schools in Reading

2008

Table 5: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
SAN ANGELO ISD	226903120	SANTA RITA EL	420	100.0	99.0	36.2	31.4
IRION COUNTY ISD	118902101	IRION EL	156	100.0	98.0	39.1	29.5
SWEETWATER ISD	177902105	SOUTHEAST EL	372	100.0	93.0	79.8	65.1
MERKEL ISD	221904102	MERKEL EL	276	100.0	91.0	58.3	25.4
GLASSCOCK COUNTY ISD	87901101	GLASSCOCK COUNTY EL	156	99.0	99.0	56.4	39.7
SAN ANGELO ISD	226903101	ALTA LOMA EL	290	99.0	99.0	72.1	80.0
CHRISTOVAL ISD	226901101	CHRISTOVAL EL	177	99.0	94.0	28.8	22.0
VERIBEST ISD	226908101	VERIBEST EL	123	98.0	100.0	46.3	35.8
WYLIE ISD	221912101	WYLIE EL	725	98.0	98.0	15.2	18.6
WYLIE ISD	221912103	WYLIE INT	742	98.0	98.0	14.7	17.7
JIM NED CISD	221911102	BUFFALO GAP EL	233	98.0	95.0	21.9	7.7
MENARD ISD	164901101	MENARD EL	162	98.0	90.0	69.1	56.2
SCHLEICHER ISD	207901101	ELDORADO EL	293	98.0	84.0	51.5	62.1
JIM NED CISD	221911101	LAWN EL	209	97.0	99.0	39.2	7.2
WATER VALLEY ISD	226905101	WATER VALLEY EL	168	97.0	99.0	47.0	14.9
WALL ISD	226906101	WALL EL	404	97.0	98.0	20.5	15.8
SAN ANGELO ISD	226903123	LAMAR ELEMENTARY	565	97.0	95.0	32.6	36.3
SANTA ANNA ISD	42903101	SANTA ANNA EL	146	97.0	94.0	76.7	31.5
SWEETWATER ISD	177902102	EAST RIDGE EL	351	97.0	90.0	57.3	49.9
SWEETWATER ISD	177902104	SWEETWATER INTERMEDIATE SCHOOL	324	96.0	97.0	60.8	48.1
MILES ISD	200902101	MILES EL	206	96.0	96.0	39.3	33.5
SAN ANGELO ISD	226903112	GLENMORE EL	420	96.0	92.0	58.3	58.1
BANGS ISD	25901101	J B STEPHENS EL	438	96.0	91.0	59.1	21.9
PANTHER CREEK CISD	42905101	PANTHER CREEK EL	79	96.0	86.0	67.1	30.4
SAN ANGELO ISD	226903114	HOLIMAN EL	294	95.0	97.0	53.7	50.3
SAN ANGELO ISD	226903115	MCGILL EL	276	95.0	95.0	67.4	59.1
FORSAN ISD	114904101	FORSAN ELEMENTARY AT ELBOW	329	95.0	93.0	37.7	24.9
SAN ANGELO ISD	226903122	BONHAM EL	560	95.0	92.0	20.4	29.6
BRONTE ISD	41901101	BRONTE EL	185	95.0	89.0	49.2	28.6
SAN ANGELO ISD	226903105	BOWIE EL	491	94.0	93.0	34.6	38.3
		AVERAGE	319.0	97.2	94.5	47.0	35.7

Student Achievement Trends in the Proximal Zone of Professional Impact

30 Lowest- Achieving Elementary Schools in Reading

2008

Table 6: **Angelo State University**

District Name	Campus Code	Campus Name	Enrollment	% Pass Read	% Pass Math	% Students Eco Disadv	% Students Minority
OLFEN ISD	200906101	OLFEN EL	76	79.0	66.0	85.5	51.3
SAN ANGELO ISD	226903119	SAN JACINTO EL	377	82.0	72.0	90.7	86.2
REAGAN COUNTY ISD	192901101	REAGAN COUNTY ELEMENTARY	386	82.0	80.0	53.1	80.8
SAN ANGELO ISD	226903106	BRADFORD EL	444	83.0	76.0	91.2	82.2
SAN ANGELO ISD	226903116	REAGAN EL	362	87.0	86.0	86.7	90.3
CROCKETT COUNTY CONS	53001101	OZONA INT	167	88.0	82.0	56.3	72.5
CROCKETT COUNTY CONS	53001102	OZONA PRIMARY	208	88.0	82.0	60.6	78.4
GRAPE CREEK ISD	226907101	GRAPE CREEK ELEMENTARY	497	88.0	82.0	64.8	38.4
WINTERS ISD	200904101	WINTERS EL	350	88.0	83.0	72.3	52.9
MERKEL ISD	221904103	TYE EL	208	88.0	85.0	72.1	26.9
COLEMAN ISD	42901102	COLEMAN EL	475	88.0	88.0	70.5	27.8
COLORADO ISD	168901101	HUTCHINSON ELEMENTARY	241	89.0	87.0	62.2	56.4
COLORADO ISD	168901102	KELLEY ELEMENTARY	308	89.0	87.0	68.8	61.7
SAN ANGELO ISD	226903108	CROCKETT EL	370	89.0	88.0	56.8	50.8
SAN ANGELO ISD	226903113	GOLIAD EL	575	89.0	93.0	72.7	61.9
BALLINGER ISD	200901101	BALLINGER ELEMENTARY	480	90.0	85.0	60.8	46.2
SAN ANGELO ISD	226903111	FT CONCHO EL	301	90.0	85.0	71.1	76.1
ROSCOE ISD	177901101	ROSCOE EL	156	91.0	86.0	76.9	73.1
MERKEL ISD	221904104	MERKEL INT	103	91.0	97.0	49.5	15.5
BRADY ISD	160901101	BRADY EL	494	92.0	85.0	64.6	53.0
EDEN CISD	48901101	EDEN EL	147	92.0	90.0	57.1	46.3
SAN ANGELO ISD	226903110	FANNIN EL	404	92.0	92.0	81.2	70.8
ROBERT LEE ISD	41902101	ROBERT LEE EL	130	93.0	68.0	62.3	24.6
SONORA ISD	218901101	SONORA EL	447	93.0	85.0	44.1	66.7
SAN ANGELO ISD	226903102	AUSTIN EL	486	93.0	94.0	78.0	65.2
STERLING CITY ISD	216901101	STERLING CITY EL	108	94.0	82.0	41.7	52.8
SAN ANGELO ISD	226903103	BELAIRE EL	367	94.0	91.0	76.8	78.5
SAN ANGELO ISD	226903105	BOWIE EL	491	94.0	93.0	34.6	38.3
BRONTE ISD	41901101	BRONTE EL	185	95.0	89.0	49.2	28.6
SAN ANGELO ISD	226903122	BONHAM EL	560	95.0	92.0	20.4	29.6
		AVERAGE	330.1	89.5	85.0	64.4	56.1