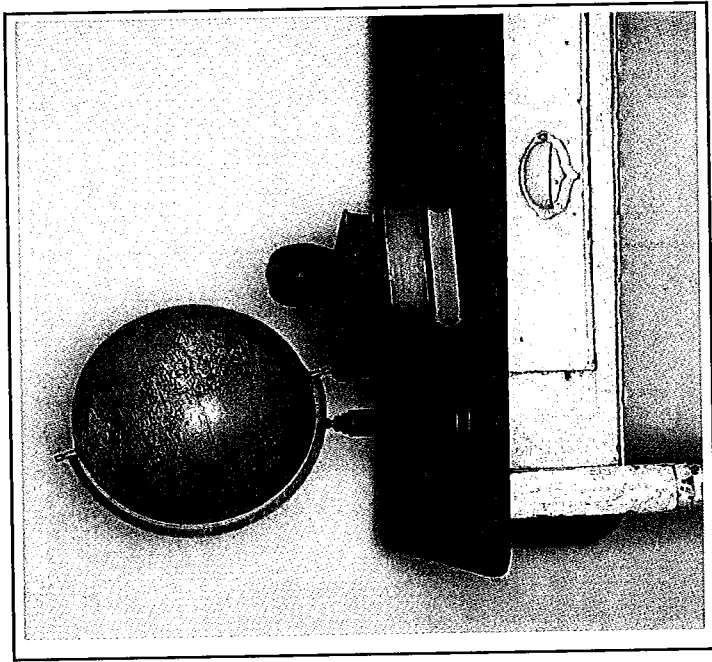


Academic
Excellence
Indicator
System



Aubrey ISD
2010-2011

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Introduction

A. Performance Ratings

B. Guidelines for the report

Aubrey Independent School District Accountability Ratings 2009-2010

Aubrey Independent School District Accountability Rating	Recognized
Aubrey High School Accountability Rating	Recognized
Aubrey Middle School Accountability Rating	Exemplary
Brockett Elementary School Accountability Rating	Exemplary
Monaco Elementary School Accountability Rating	Exemplary

Guidelines

for the

Academic Excellence Indicator System

2009-10 Report

The following guidelines have been developed by the Division of Performance Reporting of the Texas Education Agency to help districts understand their responsibilities regarding the Academic Excellence Indicator System (AEIS) reports. Please read these guidelines carefully.

*Texas Education Code Chapter 39** requires each district's board of trustees to publish an annual report that includes the AEIS report; campus performance objectives; a report of violent or criminal incidents; and, information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

* The 2009-10 AEIS Guidelines refer to TEC Chapter 39 as it existed before amendment by House Bill (HB) 3, 81st Texas Legislature, 2009. This remains in effect through the 2010-2011 school year.

- 1. Publishing an Annual Report.** The AEIS report comprises the main part of the district's annual report. Districts must publish the AEIS report in the format prepared by TEA. Apart from the AEIS report, districts must also include campus performance objectives (see item 2. below), a report of violent or criminal incidents (see item 3. below), and information received from the Texas Higher Education Coordinating Board (THECB) for each high school campus in the district (see item 4. below). Districts may add narrative describing their schools; present additional data, charts, and diagrams; and give further explanation of the data prepared by TEA.

Of the materials provided by TEA to the district, those that must be made available to the public are: (1) the Performance and Profile sections for the district and for every campus in the district; and (2) the Campus Comparable Improvement Reports. Recall that, beginning last year, the district AEIS report includes a new section titled, "Bilingual Education/English as a Second Language Report." For districts with bilingual and/or ESL data, this section, Section III, follows the Profile section. All three sections are required to be published. Campus reports do not have Section III.

It is also helpful to provide a copy of the *AEIS Glossary*. Where appropriate, the Spanish version *Glosario* should be made available. The English version of the *Glossary* will be available by early December 2010, concurrent with the public release of the AEIS. The Spanish translation will follow in January. Other materials provided by TEA, such as these *Guidelines*, are for district or campus use only.

To access, save, and print your AEIS reports, log onto the Texas Education Agency Secure Environment (TEASE) website at:

<https://seguin.tea.state.tx.us/apps/logon.asp>

This search site is designed for district use only and provides the basic materials districts need to comply with the mandated publication requirements of the AEIS. See items 6. and 7. below for details on how to access and print reports off the TEASE site. Note that in early December 2010, all 2009-10 AEIS information will be made available to the public online at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/index.html>

2. **Campus Performance Objectives.** *Texas Education Code* §11.253 requires that each campus improvement plan set objectives based on the AEIS report and periodically measure progress toward the performance objectives. These objectives must be approved by the local board of trustees and must be included in the published AEIS report.
3. **Report on Violent or Criminal Incidents.** Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This report is meant to be available for use and review by the public in the district; a copy does **not** need to be sent to TEA. It is a local responsibility to determine the format of this report and publish it. The content of the report should reflect the requirements in *Texas Education Code Chapter 39*. These requirements read, in part:

(a) The annual report must . . . include:

- (4) a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);
- (5) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students;
- (6) the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act (SDFSCA) of 1994 (20 U.S.C. Section 7101 et seq.).

For clarification on information related to the SDFSCA, please contact Carolyn Smyrl, Program Administrator for Safe and Drug-Free Schools and Communities (SDFSC) at 512-463-6467. For questions about violent or criminal incident information as reported on the PEIMS 425 Record, please contact Leslie Smith, Program Specialist on Chapter 37 at (512) 463-3070.

4. **Reports of Student Enrollment and Academic Performance.** Texas statute (TEC §51.403) requires every district to include with its AEIS report a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The THECB posts this data on its website at:

<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>

The most current report is titled *2007-2008 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2009*. The first page of this document describes the data. Please read that page to understand what is reported. The list of individual high schools and their performance follows.

To comply with statutory requirements, find the information for your district, print it, and include it with the published AEIS report. Explanations from the report's first page may be a

useful addition to your published AEIS report.

Data in the *Report of 2007-2008 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2009* is given for individual high schools with more than 25 students; however, districts are not required to report grade point average results for individual high schools. If you choose to report only district level data, sum the individual high school data. If data for a district are masked due to small numbers of students, districts should still publish their section of the report, showing the masked data, just as they would publish any data that are masked in the AEIS report. Questions about accessing these reports should be directed to the THECB at (512) 427-6321.

5. **Public Hearings.** A hearing for public discussion of the annual report must be held within 90 calendar days from November 17, 2010 (the release date to superintendents on TEASE). The winter holiday does not count toward the 90 days. Parents and property owners must be notified of the hearing. State law stipulates that notification **MUST** include "notice to a newspaper of general circulation in the district and notice to electronic media serving the district." This notice can be in the form of a press release or other announcement, but it must be made available to local print and electronic media (*i.e.*, newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing. The hearing may be combined with a regularly scheduled meeting of the local board of trustees, but must be held at a reasonable time, when parents and taxpayers can attend. Within two weeks after the hearing, the AEIS report must be widely disseminated within the district.
6. **How to Access the Reports.** The TEA-generated AEIS reports are available on the TEASE website, as of November 17, 2010. Every superintendent should have a logon to this site, or have a designated staff member with access to the site. The reports will be added to the public site in early December.
7. **How to Print the Reports.** On the TEASE site, AEIS reports are only available as Portable Document Format (PDF) files.
 - a) Once on the AEIS site on TEASE, the search page allows for searches of sets of reports: A) the Comparable Improvement reports; B) the district AEIS report; and C) the campus AEIS reports. Because only your district is made available to you through the TEASE site, there is no need to enter your district name or number.
 - b) These reports are generated upon request. If you are a large district, or have a slower internet connection, you may experience a wait for the reports. If the reports do not run successfully for you, please contact the Division of Performance Reporting at (512) 463-9704.
 - c) It is recommended that you save your AEIS reports onto your own computer or a removable disk or drive. This will give you instant access to the reports, and not leave you dependent on your secure internet connection. You can save a report from the Acrobat window by clicking on the "disk" icon. See the *help page* for greater detail on how to save reports.
 - d) When running the AEIS reports for campuses, you have two choices: either to select all campuses, or a third of the campuses at a time. With a fast internet connection, a full set of campus reports can be run quickly for almost all districts (the first choice).

- e) Once you have the reports open on your computer, you are ready to print. The reports have been designed to allow for double-sided printing. Blank pages have been added — after the cover page and at the end of every campus report that has an odd number of pages.
- 8. Disseminating the Report.** Disseminating the report can be accomplished by directing readers to the agency's AEIS website or to your local website. To accommodate members of the public without internet access, a copy of the full AEIS report should be posted to at least one public place such as each school office, local businesses, and/or public libraries. Districts may also opt to distribute copies through mailings or via students. The district is responsible for finding the most efficient and cost-effective method of making the annual AEIS reports available to the public.
- 9. Requirement for Notice.** *Texas Education Code Chapter 39* requires that districts post the most current AEIS reports on the district website by the 10th instructional day of the school year. While this statute does not require that the district website be updated with the latest AEIS reports following the 10th instructional day of the year, you are strongly encouraged to make the 2009-10 reports available to the public on your own website. With the PDF version of the reports, this can be done easily. TEA's public website will have the AEIS reports online (as HTML as well as PDF) by early December. For more information on this requirement, see our FAQ at:

http://ritter.tea.state.tx.us/perfreport/3297_faq.html

- 10. Making Changes to Data:** By the time AEIS reports are generated, it is too late for districts to correct any data printed on the reports. Corrections to PEIMS data used in the AEIS report must be made using the procedures described in the *PEIMS Data Standards*, well ahead of the time the AEIS reports are generated by TEA. The submission and resubmission period for PEIMS (Submission 1) was roughly from November 2009 through mid-January 2010. For changes to the TAKS results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests, corrections must be handled through the appropriate testing contractor. However, if there are discrepancies between the data that appear on the AEIS report and locally computed data, the district may add a statement explaining the discrepancies.
- 11. Publishing a Summary Report:** In addition to publishing the full AEIS report and having it available publicly, the district has the option to produce a shortened or summarized report, showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report. Note that the *School Report Card*, (available in mid-December 2010), provides such a summary at the school-level. (See item 15. below)
- 12. Changes to this Year's AEIS:**
- **TAKS (Accommodated):** The 2010 accountability system includes performance on TAKS (Accommodated) assessments for all grades and subjects. The prior year (2009) results were recalculated to include all TAKS (Accommodated) performance. This affects all TAKS indicators, for most subjects and grades:
 - TAKS by grade:
 - Reading/ELA (English and Spanish) grades 3-10
 - Mathematics (English and Spanish) grades 3-10

- Writing (English, grades 4 & 7 and Spanish, grade 4)
 - TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)
 - TAKS Commended Performance (Sum of All Grades Tested)
 - Progress of Prior-Year TAKS Failers
 - Student Success Initiative
 - English Language Learners Progress Indicator
 - Texas Success Initiative
- **Vertical Scale Growth:** In past years, the Texas Growth Index (TGI) was used to show growth on the TAKS tests. The TGI was a part of three indicators reported on the AEIS: the TAKS Progress indicator, Comparable Improvement (CI), and the Progress of Prior Year Failers. TGI continues to be used with the TAKS Progress Indicator, but for both CI and the Progress of Prior Year Failers, the TGI has been replaced with Vertical Scale Growth (VSG). The vertical scale is only available for reading and mathematics in grades 3-8, so both CI and the Progress of Prior Year Failers can only represent average growth for these grades and subjects. This means that CI calculations and CI acknowledgment under the Gold Performance Acknowledgment (GPA) system only apply to campuses that serve grades 4-8. Most high schools are no longer eligible for CI acknowledgment due to this change from TGI to VSG.
- **Student Success Initiative:** Beginning in 2010, students are no longer required to pass grade 3 TAKS reading to be promoted to the next grade. Only grades 5 and 8 (reading and mathematics) are shown under the student success initiative on the AEIS reports.
- **TAKS 2011 Preview:** This indicator presents 2010 and 2009 performance built to reflect the changes that will be implemented for the TAKS base indicator in 2011. These are: a) the inclusion of all TAKS-M results; b) the inclusion of all TAKS-Alt results; and c) use of TAKS-M and TAKS-Alt results for the second administration of reading and mathematics in grades 5 and 8.
- **TAKS Commended 2011 Preview:** This new indicator presents 2010 and 2009 performance of students who met the commended performance on reading/ELA and mathematics. It includes all TAKS-M and TAKS-Alt results. It has been added because commended performance on TAKS reading and mathematics will be evaluated in 2011 as a requirement for a *Recognized* or *Exemplary* rating.
- **4-Year Completion Rate:** This indicator, formerly known as *Completion/Student Status Rate* was renamed in the 2010 AEIS reports. Values are shown for the class of 2009 and 2008. No other change was made to this indicator.
- **5-Year Completion Rate:** This is a new indicator. The 5-year completion rate for the class of 2008 is the percentage of students from a class of beginning 9th graders (from 2004-05) who graduated, received a GED, continued in high school, or dropped out within 5 years or by August 31, 2009. The methodology used to calculate 5-year rates is similar to the methodology used to calculate 4-year rates, with the exception that students are tracked for an additional year. Thus, whereas the 4-year rates for the class of 2008 are based on the tracking of students into the fall of 2008, the 5-year rates are based on tracking those students into the fall of 2009.

13. Other Data Issues: In releasing these reports to the public and the media, districts are encouraged to include a copy of the *AEIS Glossary*. Districts may explain any discrepancies between locally-computed statistics and the values received from TEA. The following are some of the most commonly requested explanations for perceived discrepancies between state and local data. (Districts may wish to include any or all of these.)

- **Time frame:** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. Dates of data sources are given in the *AEIS Glossary*.
- **Static versus Dynamic Data Sources:** Most of the data provided are derived from collections compiled at a specific time to create an annual statistic. Districts may maintain cumulative or dynamic sets of similar information, which they may wish to provide locally. An example of this might be the cumulative number of recovered dropouts.
- **The “October” or “Accountability” Subset:** TAKS results are adjusted to account for student mobility. Only passing rates for students who were enrolled in the campus or district as of October 30, 2009 (for the spring 2010 test) were included in the AEIS reports. See the *AEIS Glossary* for a more complete explanation of which students are included in each of the TAKS indicators. Also see Table 3 in the *2010 Accountability Manual* for examples.
- **Masking:** Masking rules are applied to results of the TAKS tests in order to be in compliance with the federal Family Educational Rights and Privacy Act (FERPA). Other performance indicators are also masked, such as AP/IB and SAT/ACT results. For more information on masking rules and symbols, please see the graphic of a sample AEIS report provided in the *Glossary*.

14. Explanation to Parents and Staff: As previously mentioned (see item 5.), districts are required to notify parents (including anyone having lawful control of a student), property owners, and the local media of the AEIS hearing for public discussion. Beyond that, the superintendent may want to encourage principals to meet with staff to discuss their campus report; and, following public discussion, schedule presentations of the information at meetings of the local parent-teacher organization. The material TEA provides on this website is designed to provide all the basic information needed to understand the AEIS report.

15. School Report Card (SRC): The SRC will be released on the TEA website to districts by mid-December 2010. Schools are required to disseminate SRCs to parents or guardians within six weeks of receipt of the report card from TEA. More information regarding district and campus responsibility for disseminating the SRC is provided with the report card release.

TEXAS EDUCATION CODE

SUBTITLE H. PUBLIC SCHOOL SYSTEM ACCOUNTABILITY

CHAPTER 39. PUBLIC SCHOOL SYSTEM ACCOUNTABILITY

§ 39.053. PERFORMANCE REPORT.

- (a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner. The annual report must also include:
 - (1) campus performance objectives established under Section 11.253 and the progress of each campus toward those objectives, which shall be available to the public;
 - (2) the performance rating for the district as provided under Section 39.072(a) and the performance rating of each campus in the district as provided under Section 39.072(c);
 - (3) the district's current special education compliance status with the agency;
 - (4) a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);
 - (5) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students; and
 - (6) the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments; and
 - (7) information received under Section 51.403(e) for each high school campus in the district, presented in a form determined by the commissioner.
- (b) Supplemental information to be included in the reports shall be determined by the board of trustees. Performance information in the annual reports on the indicators established under Section 39.051 and descriptive information required by this section shall be provided by the agency.
- (c) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents, guardians, conservators, and other persons having lawful control of a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.
- (d) The report must also include a comparison provided by the agency of:
 - (1) the performance of each campus to its previous performance and to state-established standards;
 - (2) the performance of each district to its previous performance and to state-established standards; and

- (3) the performance of each campus or district to comparable improvement.
- (e) The report may include the following information:
 - (1) student information, including total enrollment, enrollment by ethnicity, socioeconomic status, and grade groupings and retention rates;
 - (2) financial information, including revenues and expenditures;
 - (3) staff information, including number and type of staff by gender, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;
 - (4) program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and
 - (5) the number of students placed in a disciplinary alternative education program under Chapter 37.
- (f) The State Board of Education by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.
- (g) The report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.
Amended by Acts 1999, 76th Leg., ch. 510, § 2, eff. Sept. 1, 1999;
Acts 1999, 76th Leg., ch. 1417, § 2, eff. June 19, 1999;
Acts 2001, 77th Leg., ch. 725, § 6, eff. June 13, 2001; Acts 2001, 77th Leg., ch. 834, § 11, eff. Sept. 1, 2001; Acts 2001, 77th Leg., ch. 1420, § 4.010, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 1055, § 24, eff. June 20, 2003.

Part I: District

**A. Performance Ratings Compared to
Prior Year and Current State Results**

B. Surplus Fund Balance as of 08-31-2010.

C. District Performance Objectives and Progress

2009-10 Academic Excellence Indicator System

District Name: AUBREY ISD

District #: 061907

2010 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2008-09)

College-Ready Graduates (Class of 2009)

Recommended High School Program (Class of 2009)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Reading/ELA

Commended on Writing

Commended on Science

Commended on Social Studies

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
District #: 061907

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 3 (English)														
Reading	2010 2009	92% 91%	97% 93%	67% *	94% 79%	> 99% 95%	* *	* *	98% 94%	97% 93%	89% 62%	90% 85%	90% 75%	94% 85%
Mathematics	2010 2009	87% 85%	91% 92%	67% *	94% 79%	92% 94%	* *	* *	93% 95%	90% 89%	82% 77%	83% 78%	90% 75%	83% 81%
All Tests	2010 2009	84% 82%	91% 89%	67% *	94% 71%	92% 90%	* *	* *	93% 92%	90% 84%	82% 54%	83% 73%	90% 67%	83% 75%
TAKS Met 2010 Standard Grade 4 (English)														
Reading	2010 2009	86% 85%	94% 95%	* *	78% 88%	95% 98%	* *	* *	96% 93%	93% 98%	79% 90%	93% 90%	67% 60%	64% 78%
Mathematics	2010 2009	89% 86%	92% 95%	* *	78% 94%	93% 95%	* *	* *	93% 96%	91% 93%	63% 70%	89% 90%	67% 80%	50% 72%
Writing	2010 2009	92% 91%	94% 94%	* *	78% 88%	95% 96%	* *	* *	93% 92%	95% 96%	57% 70%	86% 90%	67% 60%	69% 83%
All Tests	2010 2009	79% 77%	88% 87%	* *	78% 82%	88% 91%	* *	* *	87% 86%	89% 89%	47% 50%	86% 77%	67% 40%	50% 50%
TAKS Met 2010 Standard Grade 5 (English) First Administration Only														
Reading	2010 2009	86% 85%	92% 93%	80% 60%	76% 88%	95% 98%	* *	* *	97% 91%	86% 95%	67% 85%	82% 90%	43% 67%	59% 74%
Mathematics	2010 2009	86% 83%	94% 92%	60% 80%	88% 90%	97% 93%	* *	* *	97% 95%	92% 89%	80% 77%	88% 90%	71% > 99%	71% 77%
Science	2010 2009	88% 85%	95% 92%	80% > 99%	> 99% 84%	95% 95%	* *	* *	> 99% 96%	90% 89%	67% 92%	97% 85%	> 99% 67%	75% 78%
All Tests	2010 2009	76% 73%	88% 81%	60% 60%	71% 66%	93% 88%	* *	* *	95% 84%	81% 78%	60% 69%	79% 70%	29% 33%	41% 43%
TAKS Met 2010 Standard Grade 6														
Reading	2010 2009	86% 86%	97% 96%	> 99% *	94% 93%	98% 96%	* *	* *	95% 95%	98% 96%	88% 89%	89% 83%	* *	86% 94%
Mathematics	2010 2009	83% 81%	93% 93%	80% *	90% 86%	94% 94%	* *	* *	93% 93%	92% 92%	86% 83%	92% 86%	* *	62% 81%
All Tests	2010 2009	77% 75%	90% 90%	80% *	88% 80%	92% 91%	* *	* *	88% 90%	93% 89%	78% 80%	84% 72%	* *	57% 78%

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 7														
Reading	2010 2009	86% 85%	88% 87%	98% 97%	* *	93% > 99%	99% 96%	* *	98% 95%	98% 98%	88% > 99%	95% 96%	* *	94% 91%
Mathematics	2010 2009	82% 80%	82% 81%	95% 95%	* *	93% 87%	95% 96%	* *	94% 95%	96% 95%	80% 83%	85% 91%	* *	82% 81%
Writing	2010 2009	95% 93%	95% 94%	> 99% 97%	* *	> 99% > 99%	> 99% 97%	* *	> 99% 97%	> 99% 98%	> 99% 86%	> 99% 95%	* *	> 99% 94%
All Tests	2010 2009	75% 73%	77% 75%	94% 91%	* *	87% 87%	94% 91%	* *	93% 90%	94% 91%	78% 75%	82% 83%	* *	78% 69%
TAKS Met 2010 Standard Grade 8 First Administration Only														
Reading	2010 2009	91% 88%	92% 89%	99% 98%	* > 99%	> 99% 96%	99% 99%	* *	98% 96%	> 99% > 99%	> 99% *	> 99% 93%	* *	> 99% 92%
Mathematics	2010 2009	81% 80%	82% 82%	91% 93%	* > 99%	86% 91%	93% 93%	* *	94% 93%	89% 93%	> 99% *	85% 89%	* *	68% 80%
Science	2010 2009	78% 73%	80% 76%	89% 84%	* 60%	86% 57%	91% 93%	* *	93% 86%	85% 83%	> 99% *	76% 66%	* *	68% 48%
Soc Studies	2010 2009	95% 92%	96% 93%	97% 97%	* > 99%	93% 92%	98% 99%	* *	98% 96%	97% 98%	> 99% *	92% 93%	* *	88% 88%
All Tests	2010 2009	70% 65%	73% 69%	83% 79%	* 60%	79% 58%	85% 86%	* *	89% 81%	77% 78%	> 99% *	67% 59%	* *	52% 36%
TAKS Met 2010 Standard Grade 9														
Reading	2010 2009	92% 88%	94% 90%	99% 99%	* *	96% > 99%	> 99% 99%	* *	98% 98%	> 99% > 99%	* > 99%	97% > 99%	* *	97% 96%
Mathematics	2010 2009	72% 69%	75% 71%	92% 91%	* *	92% 78%	93% 96%	* *	94% 94%	90% 88%	* 67%	91% 83%	* *	74% 80%
All Tests	2010 2009	71% 67%	74% 70%	91% 90%	* *	88% 78%	93% 95%	* *	92% 93%	90% 88%	* 67%	89% 84%	* *	73% 78%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
District #: 061907

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 10														
Eng Lang Arts 2010 2009	91% 88%	92% 89%	98% 98%	* *	> 99% > 99%	98% 98%	* *	* *	98% 98%	98% 98%	> 99% *	> 99% > 99%	* *	> 99% 88%
Mathematics 2010 2009	75% 67%	76% 68%	91% 94%	* *	82% 93%	95% 93%	* *	* *	95% 93%	88% 94%	71% *	86% 94%	* *	76% 64%
Science 2010 2009	75% 67%	78% 71%	95% 92%	* *	> 99% 87%	95% 93%	* *	* *	93% 96%	96% 89%	90% > 99%	91% 94%	* *	80% 75%
Soc Studies 2010 2009	93% 91%	94% 92%	97% 99%	* *	92% > 99%	98% 99%	* *	* *	94% > 99%	> 99% 98%	79% > 99%	96% > 99%	* *	95% 94%
All Tests 2010 2009	66% 56%	68% 60%	84% 88%	* *	77% 81%	87% 89%	* *	* *	82% 90%	87% 86%	60% 88%	79% 90%	* *	70% 63%
TAKS Met 2010 Standard ^ Grade 11														
Eng Lang Arts 2010 2009	93% 93%	95% 94%	95% 98%	* *	94% 94%	96% 99%	* *	* *	91% 96%	97% > 99%	* > 99%	91% 95%	* *	90% 95%
Mathematics 2010 2009	89% 82%	90% 84%	98% 98%	* *	> 99% 93%	98% 99%	* *	* *	96% 96%	> 99% > 99%	* *	> 99% 95%	* *	90% 88%
Science 2010 2009	92% 86%	93% 87%	99% 96%	* *	> 99% 88%	99% 97%	* *	* *	98% 96%	> 99% 96%	> 99% 60%	> 99% 90%	* *	95% 79%
Soc Studies 2010 2009	98% 97%	98% 98%	> 99% 98%	> 99% *	> 99% 94%	> 99% 99%	* *	* *	> 99% 98%	> 99% 98%	> 99% 88%	> 99% 95%	* *	> 99% 90%
All Tests 2010 2009	83% 76%	85% 79%	93% 93%	80% *	95% 88%	94% 94%	* *	* *	88% 92%	97% 94%	> 99% 63%	92% 91%	* *	81% 73%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
District #: 061907

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard (Sum of All Grades Tested)														
(Standard Accountability Indicator)														
Reading/ELA	2010 2009	91% 89%	97% 97%	85% > 99%	94% 94%	98% 97%	> 99% 89%	> 99% > 99%	97% 96%	97% 98%	89% 87%	93% 93%	74% 72%	92% 91%
Mathematics	2010 2009	84% 82%	94% 95%	82% 87%	93% 90%	95% 96%	63% 89%	> 99% > 99%	95% 95%	94% 94%	81% 83%	92% 90%	90% 82%	79% 82%
Writing	2010 2009	93% 92%	97% 96%	> 99% *	91% 94%	97% 97%	* *	* *	96% 95%	97% 97%	68% 76%	91% 92%	67% 67%	87% 90%
Science	2010 2009	83% 80%	94% 91%	90% 87%	97% 78%	95% 94%	60% *	* *	96% 93%	93% 89%	86% 85%	91% 82%	> 99% 42%	79% 69%
Soc Studies	2010 2009	95% 93%	98% 98%	> 99% > 99%	96% 95%	99% 99%	* *	* *	98% 98%	99% 98%	89% 95%	96% 96%	* 67%	94% 91%
All Tests	2010 2009	77% 72%	90% 89%	77% 76%	88% 77%	91% 91%	63% 78%	> 99% > 99%	90% 90%	90% 87%	70% 70%	84% 78%	74% 48%	71% 68%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)														
Reading/ELA	2010 2009	96% 96%	99% 99%	89% > 99%	97% 96%	99% 99%	> 99% > 99%	> 99% > 99%	99% 98%	99% > 99%	94% 93%	97% 97%	90% 81%	96% 96%
Mathematics	2010 2009	91% 88%	98% 98%	86% 91%	97% 96%	98% 98%	88% > 99%	> 99% > 99%	98% 98%	98% 98%	88% 95%	96% 97%	90% 85%	91% 94%
Writing	2010 2009	97% 96%	> 99% 99%	> 99% *	> 99% > 99%	> 99% 98%	* *	* *	> 99% 98%	> 99% 99%	> 99% 94%	> 99% 98%	> 99% > 99%	> 99% 96%
Science	2010 2009	92% 83%	98% 93%	90% 87%	> 99% 83%	98% 96%	> 99% *	* *	99% 95%	97% 92%	86% 85%	99% 84%	> 99% 50%	93% 72%
Soc Studies	2010 2009	99% 98%	99% 99%	> 99% > 99%	98% 98%	99% > 99%	* *	* *	98% 99%	> 99% 99%	89% 95%	99% 99%	* 83%	99% 97%
All Tests	2010 2009	88% 82%	96% 94%	80% 84%	96% 87%	97% 96%	88% > 99%	> 99% > 99%	96% 95%	96% 94%	82% 85%	95% 89%	87% 64%	88% 82%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
District #: 061907

Indicator:	State	Region 11	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/EIA	2010 2009	36% 34%	49% 44%	45% 34%	50% 47%	38% 44%	50% 40%	45% 41%	53% 48%	17% 16%	39% 30%	13% 16%	24% 20%
Mathematics	2010 2009	31% 30%	41% 43%	32% 36%	43% 45%	25% 33%	50% 60%	40% 43%	41% 43%	19% 23%	29% 34%	29% 27%	13% 21%
Writing	2010 2009	34% 35%	46% 44%	32% 38%	47% 44%	* *	* *	31% 34%	64% 53%	26% < 1%	43% 33%	< 1% < 1%	10% 22%
Science	2010 2009	31% 28%	40% 36%	37% 26%	40% 40%	40% *	* *	46% 39%	34% 33%	21% 27%	31% 26%	10% 17%	15% 16%
Soc Studies	2010 2009	47% 44%	50% 48%	43% 32%	62% 66%	* *	* *	68% 65%	50% 53%	44% 21%	49% 45%	* < 1%	33% 20%
All Tests	2010 2009	15% 15%	17% 16%	23% 11%	25% 24%	13% 11%	33% 20%	21% 20%	27% 23%	9% 5%	15% 13%	6% 12%	6% 7%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)													
Reading/EIA	2010 2009	85% 82%	97% 95%	> 99% > 99%	96% 92%	* *	* *	97% 96%	> 99% 92%	97% 95%	> 99% > 99%	* *	> 99% 96%
Mathematics	2010 2009	75% 69%	81% 79%	89% > 99%	75% 74%	* *	* *	82% 82%	75% 71%	81% 79%	82% 86%	* *	80% 76%
Writing	2010 2009	80% 72%	88% 86%	* *	86% *	* *	* *	85% 80%	* *	88% 86%	> 99% 80%	* *	> 99% 80%
Science	2010 2009	58% 51%	60% 51%	> 99% *	57% 63%	* *	* *	73% 78%	* *	71% 69%	75% 67%	* *	> 99% 63%
Soc Studies	2010 2009	67% 64%	68% 64%	* *	* *	* *	* *	* 80%	* *	* 86%	* *	* *	* *
All Tests	2010 2009	64% 57%	67% 60%	80% 90%	74% 75%	* *	* *	79% 81%	56% 71%	75% 78%	77% 84%	* *	81% 75%
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)													
All Tests	2010 2009	93% 84%	92% 82%	* *	> 99% *	* *	* *	* *	> 99% *	> 99% *	* *	* *	* *

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
District #: 061907

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010 2009	91% 89%	97% 97%	87% > 99%	94% 94%	98% 97%	> 99% 89%	> 99% > 99%	97% 96%	97% 98%	92% 90%	94% 94%	76% 74%	92% 91%
Mathematics	2010 2009	85% 81%	94% 94%	84% 85%	93% 91%	95% 95%	63% 89%	> 99% > 99%	94% 95%	93% 93%	81% 81%	91% 90%	91% 83%	79% 82%
Writing	2010 2009	92% 91%	96% 96%	> 99% 80%	92% 91%	96% 97%	* *	* *	95% 94%	97% 97%	77% 80%	93% 91%	71% 63%	89% 89%
Science	2010 2009	84% 79%	94% 90%	83% 83%	97% 78%	94% 94%	60% *	* *	95% 93%	92% 88%	82% 79%	90% 81%	> 99% 42%	81% 68%
Soc Studies	2010 2009	95% 93%	98% 98%	> 99% 92%	94% 95%	98% 99%	* *	* *	97% 98%	98% 98%	84% 92%	93% 94%	> 99% 67%	93% 90%
All Tests	2010 2009	78% 74%	89% 88%	74% 75%	87% 77%	91% 91%	63% 78%	> 99% > 99%	89% 89%	89% 87%	67% 69%	83% 78%	76% 49%	71% 67%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	35%	49%	35%	43%	50%	38%	50%	45%	52%	25%	39%	12%	25%
Mathematics	2010	30%	40%	29%	32%	42%	25%	50%	40%	41%	23%	29%	29%	15%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.6%	100.0%	97.8%	99.9%	100.0%	100.0%	99.5%	99.7%	100.0%	98.6%	89.7%	98.1%
By Test Version														
TAKS (1 or more)	90.8%	92.0%	92.5%	81.3%	90.0%	93.3%	100.0%	100.0%	89.4%	95.6%	29.6%	86.5%	76.9%	81.2%
Not on TAKS	7.8%	6.8%	7.0%	18.8%	7.8%	6.6%	0.0%	0.0%	10.1%	4.0%	70.4%	12.2%	12.8%	16.9%
TAKS(Acc) Only	2.3%	2.3%	2.3%	6.3%	1.7%	2.3%	0.0%	0.0%	2.6%	1.9%	22.6%	4.1%	2.6%	5.4%
TAKS-M Only	3.3%	2.5%	1.9%	3.1%	2.8%	1.7%	0.0%	0.0%	2.6%	1.2%	19.1%	4.1%	7.7%	5.4%
TAKS-Alt Only	0.8%	0.8%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.3%	1.7%	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	2.7%	9.4%	3.3%	2.4%	0.0%	0.0%	4.9%	0.5%	27.0%	4.1%	2.6%	6.2%
By Acct Status														
Acct System	90.0%	91.4%	93.2%	93.8%	88.9%	94.0%	100.0%	85.7%	93.4%	93.2%	76.5%	87.8%	79.5%	88.5%
Non-Acct System	8.6%	7.4%	6.3%	6.3%	8.9%	5.9%	0.0%	14.3%	6.1%	6.5%	23.5%	10.8%	10.3%	9.6%
Mobile	4.4%	4.2%	4.3%	3.1%	6.1%	3.9%	0.0%	14.3%	3.5%	4.9%	2.6%	6.8%	2.6%	4.2%
Non-Acct Test	4.2%	3.2%	2.1%	3.1%	2.8%	2.0%	0.0%	0.0%	2.6%	1.6%	20.9%	4.1%	7.7%	5.4%
Not Tested	1.4%	1.2%	0.4%	0.0%	2.2%	0.1%	0.0%	0.0%	0.5%	0.3%	0.0%	1.4%	10.3%	1.9%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.3%	0.0%	2.2%	0.0%	0.0%	0.0%	0.3%	0.3%	0.0%	1.4%	10.3%	1.5%
Other	0.4%	0.3%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.4%
Total Count	3,175,337	351,912	1,150	32	180	923	8	7	576	573	115	296	39	260
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.7%	99.4%	100.0%	96.7%	99.9%	100.0%	100.0%	99.7%	99.1%	100.0%	97.9%	85.4%	97.7%
By Test Version														
TAKS (1 or more)	90.8%	92.1%	92.7%	86.1%	87.9%	93.7%	100.0%	100.0%	90.6%	94.7%	34.2%	84.7%	73.2%	80.1%
Not on TAKS	7.7%	6.6%	6.7%	13.9%	8.8%	6.2%	0.0%	0.0%	9.1%	4.4%	65.8%	13.2%	12.2%	17.6%
TAKS(Acc) Only	2.3%	2.5%	2.4%	2.8%	3.3%	2.3%	0.0%	0.0%	2.8%	2.1%	23.9%	4.2%	7.3%	6.9%
TAKS-M Only	3.3%	2.3%	2.6%	8.3%	3.3%	2.3%	0.0%	0.0%	3.5%	1.8%	25.8%	5.2%	4.9%	6.5%
TAKS-Alt Only	0.8%	0.7%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.9%	0.3%	0.0%	0.0%
Combination	1.3%	1.2%	1.6%	2.8%	2.2%	1.4%	0.0%	0.0%	2.6%	0.5%	15.4%	3.5%	0.0%	4.2%
By Acct Status														
Acct System	87.3%	88.7%	89.3%	66.7%	88.5%	90.3%	90.0%	100.0%	89.4%	89.6%	43.6%	81.2%	73.2%	81.2%
Non-Acct System	11.2%	10.0%	10.1%	33.3%	8.2%	9.6%	10.0%	0.0%	10.3%	9.5%	56.4%	16.7%	12.2%	16.5%
Mobile	4.7%	4.7%	4.6%	22.2%	1.1%	4.6%	10.0%	0.0%	3.1%	5.8%	3.4%	5.6%	0.0%	2.3%
Non-Acct Test	6.4%	5.3%	5.4%	11.1%	7.1%	4.9%	0.0%	0.0%	7.2%	3.7%	53.0%	11.1%	12.2%	14.2%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.3%	0.6%	0.0%	3.3%	0.1%	0.0%	0.0%	0.3%	0.9%	0.0%	2.1%	14.6%	2.3%
Absent	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.0%	0.3%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.5%	0.0%	3.3%	0.5%	0.0%	0.0%	0.7%	0.7%	0.0%	1.7%	14.6%	2.3%
Other	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	347,425	1,143	36	182	910	10	5	573	568	117	287	41	261
TAKS Exit-Level Cumulative Pass Rate														
Class of 2010	90%	91%	97%	*	94%	98%	*	*	98%	96%	88%	96%	*	87%
Class of 2009	86%	88%	92%	*	80%	94%	*	*	95%	89%	50%	79%	*	76%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

District Name: AUBREY ISD
District #: 061907

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Pacific Is	Asian/	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2010 57%	56%	74%	*	55%	80%	*	*	*	78%	68%	60%	59%	20%	73%
	2009 43%	45%	65%	*	63%	75%	*	*	*	45%	> 99%	*	44%	60%	64%
Mathematics	2010 43%	41%	47%	*	50%	50%	*	*	*	47%	47%	30%	50%	*	49%
	2009 36%	36%	58%	80%	55%	56%	*	*	*	72%	44%	40%	56%	*	56%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2010 78	79	102	*	106	97	*	*	*	119	83	92	92	72	100
Mathematics	2010 70	69	77	*	88	76	*	*	*	67	84	55	70	*	79
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010 15%	13%	8%	20%	24%	5%	*	*	*	3%	14%	33%	18%	57%	41%
	2009 17%	16%	7%	40%	13%	2%	*	*	*	9%	5%	15%	10%	33%	26%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010 92%	93%	94%	80%	88%	96%	*	*	*	98%	90%	78%	88%	71%	71%
	2009 90%	90%	97%	> 99%	94%	99%	*	*	*	95%	> 99%	92%	95%	83%	96%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010 14%	14%	6%	40%	12%	3%	*	*	*	3%	8%	20%	12%	29%	29%
	2009 16%	18%	9%	20%	13%	7%	*	*	*	7%	11%	29%	13%	< 1%	26%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010 92%	92%	98%	80%	> 99%	98%	*	*	*	98%	97%	> 99%	> 99%	> 99%	88%
	2009 91%	90%	96%	80%	94%	98%	*	*	*	96%	95%	> 99%	95%	> 99%	91%
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2010 9%	8%	2%	*	< 1%	2%	*	*	*	3%	< 1%	< 1%	< 1%	*	3%
	2009 7%	7%	1%	< 1%	< 1%	1%	*	*	*	2%	< 1%	*	4%	*	4%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010 95%	96%	> 99%	*	> 99%	> 99%	*	*	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
	2009 89%	91%	99%	> 99%	96%	> 99%	*	*	*	98%	> 99%	*	96%	*	96%

T E X A S E D U C A T I O N A G E N C Y
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2009-10 District Performance

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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2010	19%	18%	10%	*	14%	8%	*	*	6%	13%	< 1%	15%	*	32%
2009	20%	18%	7%	< 1%	9%	7%	*	*	7%	7%	*	11%	*	20%
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	88%	89%	97%	*	> 99%	97%	*	*	97%	97%	> 99%	96%	*	86%
2009	85%	87%	98%	> 99%	> 99%	98%	*	*	98%	98%	*	> 99%	*	96%
English Language Learners Progress Indicator														
(2011 Preview)														
2009-10	79%	82%	88%	*	88%	*	*	*	87%	90%	67%	87%	87%	85%
2008-09	76%	79%	88%	*	88%	*	*	*	86%	91%	82%	87%	80%	85%
Attendance Rate														
2008-09	95.6%	95.8%	95.5%	95.9%	97.3%	96.3%	96.3%	97.5%	96.6%	96.4%	95.9%	96.5%	97.3%	95.9%
2007-08	95.5%	95.7%	96.0%	95.8%	96.6%	95.9%	96.7%	97.1%	96.2%	95.8%	94.9%	96.0%	96.9%	95.6%
Annual Dropout Rate (Gr 7-8)														
(Standard Accountability Indicator)														
2008-09	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2007-08	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-12)														
(AEA Indicator)														
2008-09	2.0%	1.9%	0.9%	0.0%	0.8%	0.9%	0.0%	*	1.0%	0.8%	3.8%	1.3%	0.0%	2.7%
2007-08	2.2%	1.8%	0.5%	0.0%	1.8%	0.3%	0.0%	*	0.5%	0.5%	2.4%	1.9%	0.0%	1.5%
Annual Dropout Rate (Gr 9-12)														
2008-09	2.9%	2.7%	1.4%	0.0%	1.4%	1.5%	*	*	1.7%	1.1%	5.7%	2.1%	0.0%	4.3%
2007-08	3.2%	2.5%	0.8%	0.0%	2.9%	0.5%	0.0%	*	0.8%	0.8%	3.3%	3.1%	0.0%	2.2%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Performance

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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
4-Year Completion Rate (Gr 9-12)														
Class of 2009														
Graduated	80.6%	84.2%	91.9%	*	81.8%	94.0%	-	*	89.8%	94.0%	100.0%	89.5%	*	81.5%
Received GED	1.4%	1.2%	1.0%	*	0.0%	1.2%	-	*	0.0%	2.0%	0.0%	0.0%	*	0.0%
Continued HS	8.6%	6.5%	1.0%	*	0.0%	0.0%	-	*	2.0%	0.0%	0.0%	0.0%	*	0.0%
Dropped Out	9.4%	8.1%	6.1%	*	18.2%	4.8%	-	*	8.2%	4.0%	0.0%	10.5%	*	18.5%
Class of 2008														
Graduated	79.1%	83.3%	88.3%	*	92.3%	86.9%	*	-	88.4%	88.2%	54.5%	70.0%	-	73.3%
Received GED	1.5%	1.2%	2.6%	*	0.0%	3.3%	*	-	2.3%	2.9%	0.0%	0.0%	-	6.7%
Continued HS	8.9%	7.5%	3.9%	*	0.0%	4.9%	*	-	4.7%	2.9%	27.3%	10.0%	-	6.7%
Dropped Out	10.5%	7.9%	5.2%	*	7.7%	4.9%	*	-	4.7%	5.9%	18.2%	20.0%	-	13.3%
5-Year Extended Completion Rate (Gr 9-12)														
Class of 2008														
Graduated	83.4%	87.0%	89.5%	*	92.3%	88.3%	*	-	88.4%	90.9%	60.0%	63.6%	-	73.3%
Received GED	2.1%	1.7%	2.6%	*	0.0%	3.3%	*	-	2.3%	3.0%	0.0%	0.0%	-	6.7%
Continued HS	2.4%	1.5%	2.6%	*	0.0%	3.3%	*	-	2.3%	3.0%	20.0%	9.1%	-	0.0%
Dropped Out	12.2%	9.8%	5.3%	*	7.7%	5.0%	*	-	7.0%	3.0%	20.0%	27.3%	-	20.0%
Completion Rate II (Graduates, Continuers, and GED)														
(AEA Indicator)														
Class of 2009	90.6%	91.9%	93.9%	*	81.8%	95.2%	-	*	91.8%	96.0%	100.0%	89.5%	*	81.5%
Class of 2008	89.5%	92.1%	94.8%	*	92.3%	95.1%	*	-	95.3%	94.1%	81.8%	80.0%	-	86.7%
Completion Rate I (Graduates and Continuers)														
(Standard Accountability Indicator)														
Class of 2009	89.2%	90.7%	92.9%	*	81.8%	94.0%	-	*	91.8%	94.0%	100.0%	89.5%	*	81.5%
Class of 2008	88.0%	90.8%	92.2%	*	92.3%	91.8%	*	-	93.0%	91.2%	81.8%	80.0%	-	80.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2008-09	24.6%	25.1%	21.0%	18.8%	10.3%	22.5%	*	*	17.2%	24.5%	0.0%	9.7%	0.0%	4.6%
2007-08	23.1%	24.1%	15.9%	0.0%	12.9%	17.1%	16.7%	*	14.9%	16.9%	1.8%	4.6%	0.0%	4.1%
RHSP/DAP Graduates														
Class of 2009	82.5%	82.1%	86.0%	*	75.0%	86.5%	-	*	78.6%	93.2%	0.0%	56.3%	*	52.6%
Class of 2008	81.4%	82.2%	80.3%	*	76.9%	80.0%	*	-	85.4%	74.3%	14.3%	62.5%	*	42.9%
AP/IB Results														
Tested														
2009	21.2%	23.4%	18.6%	16.7%	12.0%	20.1%	*	*	14.0%	23.2%	n/a	n/a	n/a	n/a
2008	20.9%	23.5%	5.9%	*	10.5%	5.6%	*	*	4.2%	7.5%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2009	51.2%	56.0%	22.9%	*	*	25.8%	-	-	53.8%	4.5%	n/a	n/a	n/a	n/a
2008	50.1%	53.8%	22.2%	-	*	14.3%	-	-	*	16.7%	n/a	n/a	n/a	n/a
Scores >= Criterion														
2009	47.4%	50.1%	25.0%	*	*	28.1%	-	-	57.1%	4.5%	n/a	n/a	n/a	n/a
2008	46.0%	46.2%	20.0%	-	*	12.5%	-	-	*	16.7%	n/a	n/a	n/a	n/a

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2010	60%	64%	72%	*	78%	73%	*	*	68%	75%	*	74%	*	62%
2009	63%	68%	79%	*	65%	81%	*	*	71%	88%	> 99%	57%	*	65%
Mathematics 2010	66%	68%	85%	*	67%	90%	*	*	85%	84%	*	74%	*	52%
2009	62%	65%	91%	*	80%	92%	*	*	88%	94%	*	80%	*	56%
SAT/ACT Results														
Tested														
Class of 2009	61.5%	61.6%	64.9%	*	28.6%	66.7%	-	*	62.9%	66.7%	n/a	n/a	n/a	n/a
Class of 2008	65.0%	65.1%	63.8%	*	41.7%	70.4%	*	-	62.2%	65.6%	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2009	26.9%	33.9%	32.0%	*	*	34.1%	-	*	27.3%	35.7%	n/a	n/a	n/a	n/a
Class of 2008	27.2%	33.6%	31.8%	-	20.0%	34.2%	*	-	21.7%	42.9%	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2009	985	1021	1008	*	*	1014	-	*	1006	1009	n/a	n/a	n/a	n/a
Class of 2008	987	1019	982	-	924	993	*	-	961	1005	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2009	20.5	21.8	21.7	*	-	22.6	-	*	21.1	22.2	n/a	n/a	n/a	n/a
Class of 2008	20.5	21.6	22.3	-	-	22.3	-	-	21.0	23.4	n/a	n/a	n/a	n/a
College-Ready Graduates														
Eng Lang Arts														
Class of 2009	62%	65%	74%	*	29%	80%	*	*	65%	83%	*	33%	*	38%
Class of 2008	59%	62%	73%	*	55%	78%	*	*	64%	86%	*	50%	*	17%
Mathematics														
Class of 2009	60%	63%	73%	*	43%	77%	*	*	75%	71%	*	50%	*	33%
Class of 2008	58%	61%	72%	*	64%	75%	*	*	71%	72%	*	60%	*	33%
Both Subjects														
Class of 2009	47%	51%	61%	*	29%	67%	*	*	57%	65%	*	27%	*	17%
Class of 2008	44%	48%	59%	*	36%	64%	*	*	51%	68%	*	20%	*	< 1%

District Name: AUBREY ISD
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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 District Profile

STUDENT INFORMATION

	Count	Percent	Count	Percent
	1,772	100.0%	4,824,778	100.0%
Total Students:				
Students By Grade: Early Childhood Education	9	0.5%	13,290	0.3%
Pre-Kindergarten	56	3.2%	213,393	4.4%
Kindergarten	156	8.8%	369,079	7.6%
Grade 1	144	8.1%	383,388	7.9%
Grade 2	145	8.2%	374,350	7.8%
Grade 3	122	6.9%	373,329	7.7%
Grade 4	148	8.4%	367,837	7.6%
Grade 5	126	7.1%	361,103	7.5%
Grade 6	128	7.2%	352,226	7.3%
Grade 7	124	7.0%	351,046	7.3%
Grade 8	132	7.4%	346,099	7.2%
Grade 9	140	7.9%	391,800	8.1%
Grade 10	114	6.4%	334,556	6.9%
Grade 11	125	7.1%	309,658	6.4%
Grade 12	103	5.8%	283,624	5.9%
Ethnic Distribution: African American	56	3.2%	676,523	14.0%
Hispanic	281	15.9%	2,342,680	48.6%
White	1,414	79.8%	1,607,212	33.3%
Native American	11	0.6%	18,890	0.4%
Asian/Pacific Islander	10	0.6%	179,473	3.7%
Economically Disadvantaged	504	28.4%	2,848,067	59.0%
Limited English Proficient (LEP)	89	5.0%	815,998	16.9%
Students w/Disciplinary Placements (2008-09)	157	8.4%	657,011	13.4%
At-Risk	446	25.2%	2,275,895	47.2%
Graduates (Class of 2009):				
Total Graduates	86	100.0%	264,275	100.0%
By Ethnicity (incl. Special Ed.):				
African American	3	3.5%	35,982	13.6%
Hispanic	8	9.3%	104,854	39.7%
White	74	86.0%	112,016	42.4%
Native American	0	0.0%	961	0.4%
Asian/Pacific Islander	1	1.2%	10,462	4.0%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	12	14.0%	46,313	17.5%
Recommended H.S. Pgm./DAP	74	86.0%	217,962	82.5%
Special Education Graduates	9	10.5%	25,929	9.8%

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Retention Rates By Grade: Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

Data Quality: PID Errors (student)
Underreported Students

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

Elementary: Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Mixed Grades

Secondary: English/Language Arts
Foreign Languages
Mathematics
Science
Social Studies

---Non-Special Education Rates---		----Special Education Rates----	
District	State	District	State
7.8%	2.4%	0.0%	11.8%
0.8%	5.3%	0.0%	9.7%
1.0%	3.0%	0.0%	4.2%
2.4%	2.3%	0.0%	2.4%
0.0%	1.2%	0.0%	1.0%
0.0%	1.7%	0.0%	1.7%
0.0%	0.8%	7.1%	1.3%
0.0%	1.2%	0.0%	1.8%
0.0%	1.4%	0.0%	2.5%
-----District-----		-----State-----	
Count	Percent	Count	Percent
2	0.1%	6,858	0.1%
2	0.3%	10,045	0.5%
District		State	
35.0	19.3	19.3	19.1
?	19.1	19.2	19.2
?	19.3	19.3	19.3
?	19.9	22.4	22.4
?	21.1	21.1	21.1
21.3	24.7	24.7	24.7
-	17.8	17.8	17.8
15.8	19.4	19.4	19.4
22.2	18.5	18.5	18.5
20.9	19.3	19.3	19.3
20.6	20.4	20.4	20.4
23.7			

District Name: AUBREY ISD
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T E X A S E D U C A T I O N A G E N C Y
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STAFF INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	207.2	100.0%	659,820.6	100.0%
Professional Staff:	141.8	68.4%	416,978.9	63.2%
Teachers	120.7	58.2%	333,006.8	50.5%
Professional Support	11.1	5.3%	58,575.8	8.9%
Campus Administration (School Leadership)	5.1	2.4%	18,543.4	2.8%
Central Administration	5.0	2.4%	6,852.9	1.0%
Educational Aides:	29.6	14.3%	64,700.8	9.8%
Auxiliary Staff:	35.8	17.3%	178,140.9	27.0%
Total Minority Staff:	16.9	8.1%	289,833.3	43.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	31,677.1	9.5%
Hispanic	4.0	3.3%	74,998.8	22.5%
White	113.7	94.2%	221,068.7	66.4%
Native American	3.0	2.5%	969.4	0.3%
Asian/Pacific Islander	0.0	0.0%	4,292.8	1.3%
Males	32.0	26.5%	76,550.7	23.0%
Females	88.7	73.5%	256,456.0	77.0%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,696.1	0.8%
Bachelors	102.8	85.1%	257,498.8	77.3%
Masters	17.9	14.9%	70,998.1	21.3%
Doctorate	0.0	0.0%	1,813.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	4.0	3.3%	20,077.3	6.0%
1-5 Years Experience	42.0	34.8%	103,267.4	31.0%
6-10 Years Experience	31.8	26.3%	67,484.2	20.3%
11-20 Years Experience	33.9	28.1%	81,095.2	24.4%
Over 20 Years Experience	9.0	7.5%	61,082.7	18.3%
Number of Students per Teacher:	14.7	n/a	14.5	n/a

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2009-10 District Profile

District Name: AUBREY ISD
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STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	9.4 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	4.7 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$39,261	\$41,165
1-5 Years Experience	\$39,922	\$43,527
6-10 Years Experience	\$42,486	\$46,149
11-20 Years Experience	\$47,653	\$50,153
Over 20 Years Experience	\$50,655	\$58,427
Average Actual Salaries (regular duties only):		
Teachers	\$43,549	\$48,263
Professional Support	\$48,127	\$56,470
Campus Administration (School Leadership)	\$63,306	\$70,209
Central Administration	\$68,795	\$87,446
Turnover Rate for Teachers:	10.4%	11.8%
Instructional Staff Percent***:	73.7%	64.0%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,207.4
Educational Aides	0.0	257.5
Auxiliary Staff	0.0	653.9
Contracted Instructional Staff:		
		1,722.9

District Name: AUBREY ISD
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T E X A S E D U C A T I O N A G E N C Y
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TAX INFORMATION (CALENDAR YEAR 2009)

-----District----- | -----State-----

Adopted Tax Rate

Maintenance and Operations
Interest and Sinking Fund #

Total Rate (sum of above)

Amount Percent/Rate
n/a \$1.040
n/a \$0.500
n/a \$1.540

Amount Percent/Rate

n/a \$1.058
n/a \$0.164
n/a \$1.222

Standardized Local Tax Base (comptroller valuation)

Value (after exemptions)
Value Per Pupil @@

\$559,030,992 n/a
\$315,480 n/a

\$1,698,964,724,042 n/a
\$361,580 n/a

Value by Category

Business
Residential
Land
Oil and Gas
Other

\$86,592,609 14.0%
\$372,585,461 60.3%
\$157,552,685 25.5%
\$0 0.0%
\$816,584 0.1%

\$649,349,823,451 33.8%
\$1,033,570,760,501 53.8%
\$121,356,232,468 6.3%
\$108,285,898,821 5.6%
\$10,075,877,138 0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2008-09 audited)
Percent of Total Budgeted Expenditures (2009-10)

\$3,238,797 n/a
n/a 24.2%

\$7,278,208,782 n/a
n/a 19.1%

ACTUAL REVENUE INFORMATION (2008-09)

-----District----- | -----State-----
General Fund Percent Per Student All Funds Percent Per Student

By Source:

Total Revenues
Local Tax
Other Local & Intermediate
State
Federal

\$12,868,384 100.0%
\$5,709,582 44.4%
\$413,895 3.2%
\$6,731,720 52.3%
\$13,187 0.1%

\$7,623 100.0%
\$3,382 46.7%
\$245 8.9%
\$3,988 41.9%
\$8 2.5%

\$17,438,200 100.0%
\$8,136,200 46.7%
\$1,553,891 8.9%
\$7,314,307 41.9%
\$433,802 2.5%

\$47,106,866,456 100.0%
\$19,778,617,973 42.0%
\$2,422,976,202 5.1%
\$20,197,428,541 42.9%
\$4,707,843,740 10.0%

Equity Transfers
(excluded from revenues)

\$0 n/a \$0 n/a \$1,433,568,888 n/a \$303

ACTUAL EXPENDITURE INFORMATION (2008-09)

By Object:

Total Expenditures
Payroll Costs
Other Operating Costs
Debt Service
Capital Outlay

\$11,955,026 100.0%
\$8,746,828 73.2%
\$3,201,218 26.8%
\$0 0.0%
\$6,980 0.1%

\$7,082 100.0%
\$5,182 37.8%
\$1,896 14.3%
\$0 12.9%
\$4 35.0%

\$25,381,316 100.0%
\$9,593,426 37.8%
\$3,635,134 14.3%
\$3,268,040 12.9%
\$8,884,716 35.0%

\$54,682,605,865 100.0%
\$32,489,605,153 59.4%
\$8,618,579,347 15.8%
\$4,872,849,855 8.9%
\$8,701,571,510 15.9%

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T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 District Profile

ACTUAL EXPENDITURE INFORMATION (continued)		-----District-----			-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	
By Function (Objects 6100-6400 only):							
Total Operating Expenditures	\$11,948,046	100.0%	\$7,078	\$13,110,068	100.0%	\$7,767	\$8,572
Instruction (11,95)	\$7,150,953	59.9%	\$4,236	\$7,754,612	59.2%	\$4,594	\$4,976
Instructional-Related Services (12,13)	\$391,051	3.3%	\$232	\$397,008	3.0%	\$235	\$299
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$126
School Leadership (23)	\$953,982	8.0%	\$565	\$953,982	7.3%	\$565	\$482
Support Services-Student (31,32,33)	\$387,611	3.2%	\$230	\$387,611	3.0%	\$230	\$410
Student Transportation (34)	\$558,312	4.7%	\$331	\$562,312	4.3%	\$330	\$235
Food Services (35)	\$0	0.0%	\$0	\$548,406	4.2%	\$325	\$448
Cocurricular Activities (36)	\$500,766	4.2%	\$297	\$500,766	3.8%	\$297	\$225
Central Administration (41,92 **)	\$492,268	4.1%	\$292	\$492,268	3.8%	\$292	\$266
Plant Maintenance and Operations (51)	\$1,513,103	12.7%	\$896	\$1,513,103	11.5%	\$896	\$920
Security and Monitoring Services (52)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$67
Data Processing Services (53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$117
Community Services (61)	\$0	n/a	\$0	\$118,492	n/a	\$70	\$42
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$303
Instructional Expenditure Ratio*** (11,12,13,31)		63.4%					
ACTUAL PROGRAM EXPENDITURE INFORMATION (2008-09)							
By Program:							
Total Operating Expenditures	\$10,776,194	100.0%	\$6,384	\$11,298,216	100.0%	\$6,693	\$6,455
Bilingual/ESL Education (25)	\$14,472	0.1%	\$9	\$24,262	0.2%	\$14	\$274
Career & Technical Education (22)	\$309,299	2.9%	\$183	\$309,299	2.7%	\$183	\$213
Accelerated Education (24,30)	\$294,981	2.7%	\$175	\$448,028	4.0%	\$265	\$787
Gifted & Talented Education (21)	\$22,291	0.2%	\$13	\$22,291	0.2%	\$13	\$88
Regular Education (11)	\$8,228,497	76.4%	\$4,875	\$8,587,682	76.0%	\$5,087	\$3,845
Special Education (23)	\$1,405,888	13.0%	\$833	\$1,405,888	12.4%	\$833	\$1,015
Athletics/Related Activities (91)	\$500,766	4.6%	\$297	\$500,766	4.4%	\$297	\$157
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$74

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T E X A S E D U C A T I O N A G E N C Y
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PROGRAM INFORMATION

-----District----- | -----State-----

Student Enrollment by Program:

Bilingual/ESL Education	Count	Percent	Count	Percent
Career & Technical Education	84	4.7%	778,806	16.1%
Gifted & Talented Education	651	36.7%	1,025,940	21.3%
Special Education	101	5.7%	367,873	7.6%
	181	10.2%	435,040	9.0%

Teachers by Program (population served):

Bilingual/ESL Education	Count	Percent	Count	Percent
Career & Technical Education	2.0	1.7%	23,412.4	7.0%
Compensatory Education	3.8	3.2%	12,990.2	3.9%
Gifted & Talented Education	1.0	0.8%	11,450.3	3.4%
Regular Education	1.0	0.8%	6,744.5	2.0%
Special Education	100.6	83.4%	236,292.2	71.0%
Other	10.4	8.6%	32,027.4	9.6%
	1.8	1.5%	10,089.7	3.0%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'#' The \$0.164 includes 220 districts with an interest and sinking (I & S) tax rate of \$0.000.
'@' Among districts with I & S tax rates, the state average is \$0.208.
'**' Not used for School Funding calculations.
'***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
'****' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

Surplus Fund Balance

As of August 31, 2010, Aubrey ISD
had an unencumbered
surplus fund balance of \$ 4,095,734.00
This represents 23% of the 2009-2010
school budget.

Goals/Objectives of Aubrey ISD

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

- Objective 1: All student populations will achieve 90% mastery on all TAKS tests.
- Objective 2: 65% of all eligible students will take ACT/SAT and score at or above state criteria.
- Objective 3: All student populations will maintain 96.5 % attendance.
- Objective 4: Dropout rate will be 0% for all student populations and completion rate will be at or above 95%.

Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.

- Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.
- Objective 2: Provide training to AISD parents and teachers.
- Objective 3: Explore and expand school/community partnerships.

Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

- Objective 1: All curriculums will be aligned to state content and performance standards.
- Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.
- Objective.3: All student populations will be provided career awareness opportunities.

Goal 4: A school climate will be provided that is safe, orderly, and well-maintained.

- Objective 1: All personnel will be provided staff development in identified areas.
- Objective 2: AISD will update the Emergency Operations Plan.
- Objective 3: AISD will ensure that a Date Violence Policy will be in place and implemented.
- Objective 4: AISD will provide behavior management support systems for students.
- Objective 5: AISD will provide a balanced budget using ARRA SFSF monies.

II. Special Education

Performance-Based Monitoring Analysis System

2010

Texas Education Agency
2010 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
SPECIAL EDUCATION

ESC 11

County-District Number: 061907
District Name: AUBREY ISD

INDICATOR	2010 PBMS STANDARD (%) OR STATE RATE	2010 DISTRICT RATE OR DIFFERENCE	2010 NUMERATOR (COUNT)	2010 DENOMINATOR (COUNT)	2009 NUMERATOR (COUNT)	2009 DENOMINATOR (COUNT)	2008 NUMERATOR (COUNT)	2008 DENOMINATOR (COUNT)	2010 INDICATOR PERFORMANCE LEVEL
1. SPED TAKS/TAKS(Accom.) PASSING RATE									
(i) MATHEMATICS	60.0	80.9	55	68	PASSED	TESTED	PASSED	TESTED	0
(ii) READING/ELA	70.0	86.6	62	70	*	*	*	*	0
(iii) SCIENCE	55.0	86.2	25	29	22	26	17	24	0
(iv) SOCIAL STUDIES	70.0	88.9	24	27	*	*	17	21	0
(v) WRITING	70.0	68.4 / 75.0 / 83.3	13	19	*	*	*	*	0 SA
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE									
(i) MATHEMATICS	60.0	>99%	PASSED	TESTED	PASSED	TESTED	PASSED	TESTED	0
(ii) READING/ELA	70.0	>99%	*	*	*	*	*	*	0
(iii) SCIENCE	55.0	>99%	*	*	*	*	*	*	0
(iv) SOCIAL STUDIES	70.0	*	*	*	*	*	*	*	0
(v) WRITING	70.0	*	*	*	*	*	*	*	No Data
3. SPED TAKS/TAKS(Accom.) PARTICIPATION RATE	50.0	50.0	ALL TAKS/ TAKS(Accom.)	DOCUMENTS SUBMITTED	ALL TAKS/ TAKS(Accom.)	DOCUMENTS SUBMITTED	ALL TAKS/ TAKS(Accom.)	DOCUMENTS SUBMITTED	0
			55	110	56	109	65	118	
4. SPED TAKS-M PARTICIPATION RATE	20.0	16.4	ALL TAKS-M	DOCUMENTS SUBMITTED					0
			18	110					
5. SPED TAKS-ALT PARTICIPATION RATE	10.0	*	ALL TAKS-ALT	DOCUMENTS SUBMITTED					0
			*	*					
6. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	16.0	29.4	SETTING 40/41	SPED STUDENTS	SETTING 40/41	SPED STUDENTS	SETTING 40/41	SPED STUDENTS	0
			10	34	7	31	13	29	
7. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	40.0	47.2	SETTING 40/41	SPED STUDENTS	SETTING 40/41	SPED STUDENTS	SETTING 40/41	SPED STUDENTS	0
			42	89	38	80	37	74	
8. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	65.0	47.7	SETTING 40/41	SPED STUDENTS	SETTING 40/41	SPED STUDENTS	SETTING 40/41	SPED STUDENTS	2
			31	65	27	66	33	75	
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	2.0	2.0	----- 2008-09 ----- DROPOUTS	ATTEND	----- 2007-08 ----- DROPOUTS	ATTEND	----- 2006-07 ----- DROPOUTS	ATTEND	0
			*	*	*	*	*	*	
10. SPED RHSP/DAP DIPLOMA RATE	16.5	<1%	----- 2008-09 ----- RHSP/DAP	GRADUATED	----- 2007-08 ----- RHSP/DAP	GRADUATED	----- 2006-07 ----- RHSP/DAP	GRADUATED	NA SA
			*	*	*	*	*	*	
11. SPED GRADUATION RATE	75.0	>99%	----- 2008-09 ----- SPED GRADUATES	CLASS					0
			*	*					

Detailed information on the assignment of performance levels can be found in the 'PBMS 2010 Manual' at http://www.tea.state.tx.us/index2.aspx?id=3843&menu_id=2147483883. For performance levels assigned through required improvement and special analysis (other than NA SA and NA PUSA), both current and previous years' district rates are presented. The 2008 numerators and denominators for all PBMS student assessment participation indicators are presented with updated data for that year. For TAKS indicators with performance levels assigned through required improvement, the 2009 recalculated district rates, numerators and denominators with TAKS (Accommodated) results phased in are presented in parentheses. State rates are presented for 'Report Only' indicators. Special formats (*, >99%, and <1%) are used to protect student confidentiality.

Texas Education Agency
2010 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
SPECIAL EDUCATION (CONT.)

ESC 11

County-District Number: 061907
District Name: AUBREY ISD

INDICATOR	2010 PBMS STANDARD (%) OR STATE RATE	2010 DISTRICT RATE OR DIFFERENCE	2010 NUMERATOR (COUNT)	2010 DENOMINATOR (COUNT)	2009 NUMERATOR (COUNT)	2009 DENOMINATOR (COUNT)	2008 NUMERATOR (COUNT)	2008 DENOMINATOR (COUNT)	2010 INDICATOR PERFORMANCE LEVEL
12. SPED REPRESENTATION	8.5	10.7	SPED STUDENTS 190	ALL STUDENTS 1,763	SPED STUDENTS 178	ALL STUDENTS 1,694	SPED STUDENTS 179	ALL STUDENTS 1,628	1
13. SPED AFRICAN AMERICAN REPRESENTATION	1.0	(DIFF) 2.6 / -0.8	AFR AM SPED 11	SPED STUDENTS 190	AFR AM SPED 10	SPED STUDENTS 178	AFR AM SPED *	SPED STUDENTS *	1 SA
SPED AFRICAN AMERICAN		5.8 / 5.6 / *	AFR AM STUDENTS 57	ALL STUDENTS 1,783	AFR AM STUDENTS 51	ALL STUDENTS 1,694	AFR AM STUDENTS *	ALL STUDENTS *	
ALL AFRICAN AMERICAN		3.2 / 3.0 / *							
14. SPED HISPANIC REPRESENTATION	1.0	(DIFF) -0.5	HISP SPED 29	SPED STUDENTS 190	HISP SPED 22	SPED STUDENTS 178	HISP SPED 21	SPED STUDENTS 179	0
SPED HISPANIC		15.3	HISP STUDENTS 282	ALL STUDENTS 1,783	HISP STUDENTS 270	ALL STUDENTS 1,694	HISP STUDENTS 242	ALL STUDENTS 1,628	
ALL HISPANIC		15.8							
15. SPED LEP REPRESENTATION	1.0	(DIFF) 0.3	LEP SPED 10	SPED STUDENTS 190	LEP SPED 7	SPED STUDENTS 178	LEP SPED 9	SPED STUDENTS 179	0
SPED LEP		5.3	LEP STUDENTS 89	ALL STUDENTS 1,783	LEP STUDENTS 80	ALL STUDENTS 1,694	LEP STUDENTS 79	ALL STUDENTS 1,628	
ALL LEP		5.0							
16. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	(DIFF) -0.3	SPED DAEP STUDENTS *	SPED STUDENTS *	SPED DAEP STUDENTS *	SPED STUDENTS *	SPED DAEP STUDENTS *	SPED STUDENTS *	0
SPED DAEP PLACEMENTS		*	DAEP STUDENTS *	ALL STUDENTS *	DAEP STUDENTS *	ALL STUDENTS *	DAEP STUDENTS *	ALL STUDENTS *	
ALL DAEP PLACEMENTS		*							
17. SPED DISCRETIONARY PLACEMENTS TO ISS	10.0	(DIFF) 16.6	SPED ISS STUDENTS 69	SPED STUDENTS 222	SPED ISS STUDENTS 71	SPED STUDENTS 214	SPED ISS STUDENTS 65	SPED STUDENTS 203	1
SPED ISS PLACEMENTS		31.1	ISS STUDENTS 269	ALL STUDENTS 1,860	ISS STUDENTS 356	ALL STUDENTS 1,776	ISS STUDENTS 297	ALL STUDENTS 1,642	
ALL ISS PLACEMENTS		14.5							
18. SPED DISCRETIONARY PLACEMENTS TO OSS	6.0	(DIFF) 0.3	SPED OSS STUDENTS *	SPED STUDENTS *	SPED OSS STUDENTS *	SPED STUDENTS *	SPED OSS STUDENTS *	SPED STUDENTS *	0
SPED OSS PLACEMENTS		*	OSS STUDENTS *	ALL STUDENTS *					
ALL OSS PLACEMENTS		*							

Detailed information on the assignment of performance levels can be found in the 'PBMS 2010 Manual' at http://www.tea.state.tx.us/index2.aspx?id=3843&menu_id=2147463683. For performance levels assigned through required improvement and special analysis (other than NA SA and NA PUSA), both current and previous years' district rates are presented. The 2008 numerators and denominators for all PBMS student assessment participation indicators are presented with updated data for that year. For TAKS indicators with performance levels assigned through required improvement, the 2009 recalculated district rates, numerators and denominators with TAKS (Accommodated) results phased in are presented in parentheses. State rates are presented for 'Report Only' indicators. Special formats (*, >99%, and <1%) are used to protect student confidentiality.

Part III: High School

**A. Performance Ratings Compared to
Prior Year and Current State Results**

**B. Performance of the High School to comparable
improvement**

**C. Annual THEA/Alternative Test High School Summary
Report (2005-2006)**

**D. Campus performance objectives and progress made
towards them.**

2009-10 Academic Excellence Indicator System

District Name: AUBREY ISD

Campus Name: AUBREY HS

Campus #: 061907001

2010 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2008-09)

College-Ready Graduates (Class of 2009)

Recommended High School Program (Class of 2009)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Reading/ELA

Commended on Social Studies

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LFP
TAKS Met 2010 Standard Grade 9															
Reading	2010 88%	99%	97%	99%	*	96%	> 99%	*	*	*	98%	> 99%	*	97%	*
	2009	99%	95%	99%	*	> 99%	99%	*	*	*	98%	> 99%	> 99%	> 99%	*
Mathematics	2010 69%	92%	83%	92%	*	92%	93%	*	*	*	94%	90%	*	91%	*
	2009	91%	80%	91%	*	78%	96%	*	*	*	94%	88%	67%	83%	*
All Tests	2010 67%	91%	81%	91%	*	88%	93%	*	*	*	92%	90%	*	89%	*
	2009	90%	80%	90%	*	78%	95%	*	*	*	93%	88%	67%	84%	*
TAKS Met 2010 Standard Grade 10															
Eng Lang Arts	2010 88%	98%	95%	98%	*	> 99%	98%	*	*	*	98%	98%	> 99%	> 99%	*
	2009	98%	93%	98%	*	> 99%	98%	*	*	*	98%	98%	*	> 99%	*
Mathematics	2010 67%	91%	82%	91%	*	82%	95%	*	*	*	95%	88%	71%	86%	*
	2009	94%	74%	94%	*	93%	93%	*	*	*	93%	94%	*	94%	*
Science	2010 67%	95%	84%	95%	*	> 99%	95%	*	*	*	93%	96%	90%	91%	*
	2009	92%	78%	92%	*	87%	93%	*	*	*	96%	89%	> 99%	94%	*
Soc Studies	2010 91%	97%	96%	97%	*	92%	98%	*	*	*	94%	> 99%	79%	96%	*
	2009	99%	94%	99%	*	> 99%	99%	*	*	*	> 99%	98%	> 99%	> 99%	*
All Tests	2010 56%	84%	72%	84%	*	77%	87%	*	*	*	82%	87%	60%	79%	*
	2009	88%	65%	88%	*	81%	89%	*	*	*	90%	86%	88%	90%	*
TAKS Met 2010 Standard Grade 11															
Eng Lang Arts	2010 93%	95%	97%	95%	*	94%	96%	*	*	*	91%	97%	*	91%	*
	2009	93%	96%	98%	*	94%	99%	*	*	*	96%	> 99%	> 99%	95%	*
Mathematics	2010 82%	98%	93%	98%	*	> 99%	98%	*	*	*	96%	> 99%	*	> 99%	*
	2009	98%	86%	98%	*	93%	99%	*	*	*	96%	> 99%	*	95%	*
Science	2010 86%	99%	96%	99%	*	> 99%	99%	*	*	*	98%	> 99%	> 99%	> 99%	*
	2009	96%	91%	96%	*	88%	97%	*	*	*	96%	96%	60%	90%	*
Soc Studies	2010 97%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	*	*	> 99%	> 99%	> 99%	> 99%	*
	2009	98%	98%	98%	*	94%	99%	*	*	*	98%	98%	88%	95%	*
All Tests	2010 76%	93%	89%	93%	80%	95%	94%	*	*	*	88%	97%	> 99%	92%	*
	2009	93%	83%	93%	*	88%	94%	*	*	*	92%	94%	> 99%	91%	*

T E X A S E D U C A T I O N A G E N C Y

Section I - Page 2
Total Students: 482
Grade Span: 09 - 12
School Type: Secondary

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

Academic Excellence Indicator System
2009-10 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard (Sum of All Grades Tested)															
(Standard Accountability Indicator)															
Reading/ELA	2010	90%	97%	95%	97%	98%	98%	98%	98%	98%	96%	98%	99%	96%	60%
	2009	88%	97%	94%	98%	98%	98%	98%	98%	98%	97%	99%	92%	98%	*
Mathematics	2010	84%	94%	85%	94%	86%	93%	95%	95%	95%	95%	93%	77%	92%	> 99%
	2009	80%	95%	82%	94%	83%	88%	96%	96%	95%	95%	94%	78%	90%	60%
Science	2010	83%	94%	89%	97%	> 99%	97%	97%	97%	97%	96%	98%	93%	96%	*
	2009	78%	91%	85%	94%	> 99%	95%	95%	95%	95%	96%	92%	80%	92%	*
Soc Studies	2010	95%	98%	97%	99%	> 99%	97%	99%	99%	99%	97%	> 99%	86%	98%	*
	2009	93%	98%	96%	99%	> 99%	97%	99%	99%	99%	99%	98%	94%	98%	*
All Tests	2010	77%	90%	80%	90%	75%	88%	91%	91%	88%	88%	92%	72%	87%	60%
	2009	72%	89%	76%	90%	86%	92%	92%	92%	92%	92%	89%	73%	88%	20%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	99%	98%	98%	83%	98%	98%	98%	98%	97%	99%	> 99%	97%	80%
	2009	95%	99%	97%	99%	> 99%	98%	99%	99%	99%	98%	> 99%	92%	98%	*
Mathematics	2010	91%	98%	94%	98%	86%	99%	99%	99%	99%	97%	99%	92%	99%	> 99%
	2009	88%	98%	89%	98%	83%	98%	99%	99%	99%	98%	99%	> 99%	98%	60%
Science	2010	92%	98%	96%	99%	> 99%	99%	99%	99%	99%	98%	> 99%	93%	99%	*
	2009	83%	93%	92%	97%	> 99%	94%	98%	98%	98%	98%	96%	80%	95%	*
Soc Studies	2010	99%	99%	99%	99%	> 99%	97%	99%	99%	99%	97%	> 99%	86%	98%	*
	2009	98%	99%	99%	99%	> 99%	97%	99%	99%	99%	99%	99%	94%	98%	*
All Tests	2010	88%	96%	91%	96%	75%	96%	96%	96%	93%	93%	98%	80%	95%	80%
	2009	82%	94%	86%	96%	86%	97%	97%	97%	96%	96%	97%	82%	97%	40%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	49%	29%	36%	17%	33%	38%	38%	32%	32%	40%	13%	31%	20%
	2009	31%	44%	25%	39%	17%	31%	42%	42%	32%	32%	45%	< 1%	34%	*
Mathematics	2010	29%	41%	25%	32%	14%	20%	35%	35%	31%	31%	32%	8%	28%	20%
	2009	28%	43%	24%	39%	17%	33%	41%	41%	44%	44%	36%	11%	38%	20%
Science	2010	28%	40%	22%	23%	20%	23%	23%	23%	26%	26%	20%	< 1%	18%	*
	2009	26%	36%	19%	25%	< 1%	13%	28%	28%	30%	30%	20%	< 1%	16%	*
Soc Studies	2010	47%	59%	50%	57%	67%	34%	61%	61%	67%	67%	47%	43%	52%	*
	2009	44%	59%	46%	62%	33%	31%	69%	69%	72%	72%	53%	19%	58%	*
All Tests	2010	15%	24%	12%	14%	13%	12%	14%	14%	12%	12%	16%	4%	11%	20%
	2009	15%	22%	9%	14%	< 1%	8%	16%	16%	18%	18%	10%	5%	9%	20%

District Name: AUBREY ISD
 Campus Name: AUBREY H S
 Campus #: 061907001

Indicator:	State	District	Campus Group	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS-M Met 2010 Standard (Sum of All Grades Tested)														
Reading/ELA	2010	85%	97%	90%	> 99%	*	*	*	> 99%	> 99%	*	> 99%	> 99%	*
	2009	82%	95%	88%	94%	*	*	*	> 99%	> 99%	83%	94%	> 99%	*
Mathematics	2010	75%	81%	70%	69%	*	*	*	67%	67%	*	69%	*	*
	2009	69%	79%	60%	68%	*	*	*	65%	71%	63%	68%	67%	*
Science	2010	58%	71%	67%	86%	*	*	*	83%	83%	*	86%	*	*
	2009	51%	69%	58%	56%	*	*	*	50%	60%	*	56%	*	*
All Tests	2010	64%	75%	65%	75%	*	*	*	73%	71%	*	75%	83%	*
	2009	57%	78%	57%	70%	*	*	*	67%	73%	63%	70%	70%	*
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)														
All Tests	2010	93%	> 99%	> 99%	> 99%	*	*	*	> 99%	*	> 99%	> 99%	*	*
All Tests	2009	84%	*	> 99%	*	*	*	*	*	*	*	*	*	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	90%	97%	95%	97%	88%	96%	98%	98%	98%	98%	> 99%	96%	60%
	2009	88%	97%	93%	98%	> 99%	98%	98%	98%	98%	99%	93%	99%	*
Mathematics	2010	84%	94%	85%	93%	88%	91%	94%	94%	93%	93%	75%	92%	> 99%
	2009	80%	94%	80%	92%	75%	88%	94%	94%	93%	92%	71%	87%	60%
Science	2010	82%	94%	89%	97%	> 99%	> 99%	97%	97%	95%	98%	91%	96%	*
	2009	77%	90%	84%	92%	86%	88%	93%	93%	94%	90%	68%	88%	*
Soc Studies	2010	94%	98%	97%	99%	> 99%	97%	99%	99%	97%	> 99%	86%	98%	*
	2009	92%	98%	96%	98%	86%	97%	99%	99%	98%	98%	89%	95%	*
All Tests	2010	76%	89%	78%	89%	75%	86%	91%	91%	86%	92%	68%	86%	60%
	2009	71%	88%	75%	89%	75%	83%	91%	91%	90%	88%	63%	85%	20%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	32%	49%	29%	36%	25%	33%	38%	38%	33%	39%	26%	31%	20%
Mathematics	2010	28%	40%	23%	31%	13%	19%	35%	35%	30%	33%	14%	28%	20%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)															
Tested	98.6%	99.6%	99.4%	99.2%	100.0%	96.9%	99.7%	*	*	*	98.9%	99.5%	100.0%	97.8%	71.4%
By Test Version															
TAKS (1 or more)	90.8%	92.5%	90.4%	92.4%	77.8%	87.5%	93.9%	*	*	*	88.3%	96.3%	24.2%	89.2%	71.4%
Not on TAKS	7.8%	7.0%	8.8%	6.8%	22.2%	9.4%	5.8%	*	*	*	10.6%	3.1%	75.8%	8.6%	0.0%
TAKS(Acc) Only	2.3%	2.3%	3.0%	1.1%	0.0%	3.1%	0.7%	*	*	*	1.7%	0.5%	12.1%	1.1%	0.0%
TAKS-M Only	3.3%	1.9%	2.9%	1.4%	0.0%	1.6%	1.4%	*	*	*	2.2%	0.5%	15.2%	2.2%	0.0%
TAKS-Alt Only	0.8%	0.2%	0.6%	0.5%	0.0%	0.0%	0.7%	*	*	*	0.0%	1.0%	6.1%	0.0%	0.0%
Combination	1.3%	2.7%	1.5%	3.8%	22.2%	4.7%	3.1%	*	*	*	6.7%	1.0%	42.4%	5.4%	0.0%
By Acct Status															
Acct System	90.0%	93.2%	92.1%	93.5%	88.9%	89.1%	94.5%	*	*	*	92.7%	94.2%	75.8%	89.2%	71.4%
Non-Acct System	8.6%	6.3%	7.4%	5.7%	11.1%	7.8%	5.1%	*	*	*	6.1%	5.2%	24.2%	8.6%	0.0%
Mobile	4.4%	4.3%	3.8%	3.8%	11.1%	6.3%	3.1%	*	*	*	3.9%	3.7%	3.0%	6.5%	0.0%
Non-Acct Test	4.2%	2.1%	3.6%	1.9%	0.0%	1.6%	2.0%	*	*	*	2.2%	1.6%	21.2%	2.2%	0.0%
Not Tested	1.4%	0.4%	0.6%	0.8%	0.0%	3.1%	0.3%	*	*	*	1.1%	0.5%	0.0%	2.2%	28.6%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.1%	0.5%	0.0%	3.1%	0.0%	*	*	*	0.6%	0.5%	0.0%	2.2%	28.6%
Other	0.4%	0.1%	0.3%	0.3%	0.0%	0.0%	0.3%	*	*	*	0.6%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	1,150	357	370	9	64	293	3	1	1	179	191	33	93	7
2009 TAKS Participation (Grades 3-11)															
Tested	98.5%	99.4%	99.1%	98.9%	100.0%	94.5%	99.7%	100.0%	*	*	99.4%	98.4%	100.0%	96.2%	62.5%
By Test Version															
TAKS (1 or more)	90.8%	92.7%	89.7%	92.2%	80.0%	83.6%	94.1%	100.0%	*	*	90.6%	93.7%	25.0%	81.0%	62.5%
Not on TAKS	7.7%	6.7%	8.8%	6.7%	20.0%	10.9%	5.6%	0.0%	*	*	8.8%	4.8%	75.0%	15.2%	0.0%
TAKS(Acc) Only	2.3%	2.4%	2.8%	1.4%	0.0%	5.5%	0.7%	0.0%	*	*	1.2%	1.6%	31.3%	3.8%	0.0%
TAKS-M Only	3.3%	2.6%	3.2%	2.8%	10.0%	1.8%	2.8%	0.0%	*	*	3.5%	2.1%	6.3%	6.3%	0.0%
TAKS-Alt Only	0.8%	0.1%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.6%	1.7%	2.5%	10.0%	3.6%	2.1%	0.0%	*	*	4.1%	1.1%	28.1%	5.1%	0.0%
By Acct Status															
Acct System	87.3%	89.3%	88.5%	91.9%	70.0%	87.3%	93.8%	80.0%	*	*	92.4%	91.5%	56.3%	82.3%	62.5%
Non-Acct System	11.2%	10.1%	10.7%	7.0%	30.0%	7.3%	5.9%	20.0%	*	*	7.1%	6.9%	43.8%	13.9%	0.0%
Mobile	4.7%	4.6%	4.1%	3.1%	20.0%	0.0%	2.8%	20.0%	*	*	2.4%	3.7%	0.0%	3.8%	0.0%
Non-Acct Test	6.4%	5.4%	5.7%	3.9%	10.0%	7.3%	3.1%	0.0%	*	*	4.7%	3.2%	43.8%	10.1%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	0.6%	1.0%	1.1%	0.0%	5.5%	0.3%	0.0%	*	*	0.6%	1.6%	0.0%	3.8%	37.5%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.3%	0.0%	*	*	0.0%	0.5%	0.0%	1.3%	0.0%
LEP Exempt	0.9%	0.5%	0.2%	0.8%	0.0%	5.5%	0.0%	0.0%	*	*	0.6%	1.1%	0.0%	2.5%	37.5%
Other	0.4%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	1,143	364	359	10	55	288	5	1	1	170	189	32	79	8

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

Indicator:	State	District	Campus Group	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2010	57%	74%	64%	*	*	*	*	*	*	*	*	*	*
	2009	43%	65%	65%	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	43%	47%	56%	58%	*	63%	*	*	57%	60%	*	*	*
	2009	36%	58%	44%	50%	*	46%	*	*	63%	42%	*	40%	*
English Language Learners Progress Indicator														
(2011 Preview)														
2009-10	79%	88%	76%	92%	*	*	*	*	*	*	89%	*	92%	86%
2008-09	76%	88%	82%	94%	*	*	*	*	*	> 99%	89%	*	94%	88%
Attendance Rate														
2008-09	95.6%	96.5%	95.3%	95.9%	95.6%	96.4%	95.8%	*	*	95.8%	95.9%	94.6%	95.8%	96.5%
2007-08	95.5%	96.0%	95.5%	95.7%	96.1%	95.9%	95.7%	*	*	95.8%	95.6%	93.2%	95.3%	96.6%
Annual Dropout Rate (Gr 9-12)														
2008-09	2.9%	1.4%	0.6%	1.4%	0.0%	1.4%	1.5%	*	*	1.7%	1.1%	5.7%	2.1%	0.0%
2007-08	3.2%	0.8%	0.8%	2.9%	0.0%	0.5%	0.0%	*	*	0.8%	0.8%	3.3%	3.1%	0.0%
4-Year Completion Rate (Gr 9-12)														
Class of 2009														
Graduated	80.6%	91.9%	93.4%	91.9%	*	81.8%	94.0%	-	*	89.8%	94.0%	100.0%	89.5%	*
Received GED	1.4%	1.0%	0.0%	1.0%	*	0.0%	1.2%	-	*	0.0%	2.0%	0.0%	0.0%	*
Continued HS	8.6%	1.0%	2.5%	1.0%	*	0.0%	0.0%	-	*	2.0%	0.0%	0.0%	0.0%	*
Dropped Out	9.4%	6.1%	1.9%	6.1%	*	18.2%	4.8%	-	*	8.2%	4.0%	0.0%	10.5%	*
Class of 2008														
Graduated	79.1%	88.3%	91.2%	88.3%	*	92.3%	86.9%	*	-	88.4%	88.2%	54.5%	70.0%	-
Received GED	1.5%	2.6%	0.9%	2.6%	*	0.0%	3.3%	*	-	2.3%	2.9%	0.0%	0.0%	-
Continued HS	8.9%	3.9%	3.0%	3.9%	*	0.0%	4.9%	*	-	4.7%	2.9%	27.3%	10.0%	-
Dropped Out	10.5%	5.2%	3.4%	5.2%	*	7.7%	4.9%	*	-	4.7%	5.9%	18.2%	20.0%	-
5-Year Extended Completion Rate (Gr 9-12)														
Class of 2008														
Graduated	83.4%	89.5%	94.9%	89.5%	*	92.3%	88.3%	*	-	88.4%	90.9%	60.0%	63.6%	-
Received GED	2.1%	2.6%	1.0%	2.6%	*	0.0%	3.3%	*	-	2.3%	3.0%	0.0%	0.0%	-
Continued HS	2.4%	2.6%	0.0%	2.6%	*	0.0%	3.3%	*	-	2.3%	3.0%	20.0%	9.1%	-
Dropped Out	12.2%	5.3%	3.6%	5.3%	*	7.7%	5.0%	*	-	7.0%	3.0%	20.0%	27.3%	-
Completion Rate II (Graduates, Continuers, and GED)														
(AEA Indicator)														
Class of 2009	90.6%	93.9%	98.2%	93.9%	*	81.8%	95.2%	-	*	91.8%	96.0%	100.0%	89.5%	*
Class of 2008	89.5%	94.8%	96.7%	94.8%	*	92.3%	95.1%	*	-	95.3%	94.1%	81.8%	80.0%	-
Completion Rate I (Graduates and Continuers)														
(Standard Accountability Indicator)														
Class of 2009	89.2%	92.9%	96.8%	92.9%	*	81.8%	94.0%	-	*	91.8%	94.0%	100.0%	89.5%	*
Class of 2008	88.0%	92.2%	95.2%	92.2%	*	92.3%	91.8%	*	-	93.0%	91.2%	81.8%	80.0%	-

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LEP
COLLEGE READINESS INDICATORS															
Advanced Course/Dual Enrollment Completion															
2008-09	24.6%	21.0%	22.1%	21.0%	18.8%	10.3%	22.5%	*	*		17.2%	24.5%	0.0%	9.7%	0.0%
2007-08	23.1%	15.9%	20.1%	15.9%	0.0%	12.9%	17.1%	16.7%	*		14.9%	16.9%	1.8%	4.6%	0.0%
RHSP/DAP Graduates															
Class of 2009	82.5%	86.0%	81.9%	86.0%	*	75.0%	86.5%	-	*		78.6%	93.2%	0.0%	56.3%	*
Class of 2008	81.4%	80.3%	82.5%	80.3%	*	76.9%	80.0%	*	-		85.4%	74.3%	14.3%	62.5%	*
AP/IB Results															
Tested															
2009	21.2%	18.6%	13.3%	18.6%	16.7%	12.0%	20.1%	*	*		14.0%	23.2%	n/a	n/a	n/a
2008	20.9%	5.9%	12.4%	5.9%	*	10.5%	5.6%	*	*		4.2%	7.5%	n/a	n/a	n/a
Examinees >= Criterion															
2009	51.2%	22.9%	44.1%	22.9%	*	*	25.8%	-	-		53.8%	4.5%	n/a	n/a	n/a
2008	50.1%	22.2%	50.7%	22.2%	-	*	14.3%	-	-		*	16.7%	n/a	n/a	n/a
Scores >= Criterion															
2009	47.4%	25.0%	38.5%	25.0%	*	*	28.1%	-	-		57.1%	4.5%	n/a	n/a	n/a
2008	46.0%	20.0%	38.5%	20.0%	-	*	12.5%	-	-		*	16.7%	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component															
Eng Lang Arts 2010	60%	72%	58%	72%	*	78%	73%	*	*		68%	75%	*	74%	*
2009	63%	79%	72%	79%	*	65%	81%	*	*		71%	88%	> 99%	57%	*
Mathematics 2010	66%	85%	70%	85%	*	67%	90%	*	*		85%	84%	*	74%	*
2009	62%	91%	69%	91%	*	80%	92%	*	*		88%	94%	*	80%	*
SAT/ACT Results															
Tested															
Class of 2009	61.5%	64.9%	66.2%	64.9%	*	28.6%	66.7%	-	*		62.9%	66.7%	n/a	n/a	n/a
Class of 2008	65.0%	63.8%	68.2%	63.8%	*	41.7%	70.4%	*	-		62.2%	65.6%	n/a	n/a	n/a
At/Above Criterion															
Class of 2009	26.9%	32.0%	25.8%	32.0%	*	*	34.1%	-	*		27.3%	35.7%	n/a	n/a	n/a
Class of 2008	27.2%	31.8%	29.2%	31.8%	-	20.0%	34.2%	*	-		21.7%	42.9%	n/a	n/a	n/a
Average SAT Score															
Class of 2009	985	1008	994	1008	*	*	1014	-	*		1006	1009	n/a	n/a	n/a
Class of 2008	987	982	1005	982	-	924	993	*	-		961	1005	n/a	n/a	n/a
Average ACT Score															
Class of 2009	20.5	21.7	21.3	21.7	*	-	22.6	-	*		21.1	22.2	n/a	n/a	n/a
Class of 2008	20.5	22.3	21.2	22.3	-	-	22.3	-	-		21.0	23.4	n/a	n/a	n/a

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 Campus Performance

District Name: AUBREY ISD
 Campus Name: AUBREY H S
 Campus #: 061907001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
College-Ready Graduates														
Eng Lang Arts														
Class of 2009	62%	74%	66%	74%	*	29%	80%	*	*	65%	83%	*	33%	*
Class of 2008	59%	73%	63%	73%	*	55%	78%	*	*	64%	86%	*	50%	*
Mathematics														
Class of 2009	60%	73%	64%	73%	*	43%	77%	*	*	75%	71%	*	50%	*
Class of 2008	58%	72%	64%	72%	*	64%	75%	*	*	71%	72%	*	60%	*
Both Subjects														
Class of 2009	47%	61%	52%	61%	*	29%	67%	*	*	57%	65%	*	27%	*
Class of 2008	44%	59%	50%	59%	*	36%	64%	*	*	51%	68%	*	20%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

STUDENT INFORMATION

	Count	Percent	Campus Group	District	State
Total Students:	482	100.0%	29,145	1,772	4,824,778
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.5%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	3.2%	4.4%
Kindergarten	0	0.0%	0.0%	8.8%	7.6%
Grade 1	0	0.0%	0.0%	8.1%	7.9%
Grade 2	0	0.0%	0.0%	8.2%	7.8%
Grade 3	0	0.0%	0.0%	6.9%	7.7%
Grade 4	0	0.0%	0.0%	8.4%	7.6%
Grade 5	0	0.0%	0.0%	7.1%	7.5%
Grade 6	0	0.0%	0.0%	7.2%	7.3%
Grade 7	0	0.0%	0.4%	7.0%	7.3%
Grade 8	0	0.0%	0.3%	7.4%	7.2%
Grade 9	140	29.0%	27.6%	7.9%	8.1%
Grade 10	114	23.7%	25.3%	6.4%	6.9%
Grade 11	125	25.9%	24.1%	7.1%	6.4%
Grade 12	103	21.4%	22.2%	5.8%	5.9%
Ethnic Distribution: African American	11	2.3%	2.7%	3.2%	14.0%
Hispanic	79	16.4%	15.6%	15.9%	48.6%
White	385	79.9%	79.5%	79.8%	33.3%
Native American	5	1.0%	0.6%	0.6%	0.4%
Asian/Pac. Islander	2	0.4%	1.5%	0.6%	3.7%
Economically Disadvantaged	109	22.6%	26.6%	28.4%	59.0%
Limited English Proficient (LEP)	11	2.3%	1.7%	5.0%	16.9%
Students w/Disciplinary Placements (2008-09)	63	12.5%	18.5%	8.4%	13.4%
At-Risk	117	24.3%	34.0%	25.2%	47.2%
Mobility (2008-09)	75	14.9%	13.9%	13.5%	18.9%
Number of Students per Teacher	14.7	n/a	13.5	14.7	14.5

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

STUDENT INFORMATION

Graduates (Class of 2009):

	Count	Campus Percent	Campus Group	District	State
Total Graduates	86	100.0%	6,417	86	264,275
By Ethnicity (incl. Special Ed.):					
African American	3	3.5%	146	3	35,982
Hispanic	8	9.3%	900	8	104,854
White	74	86.0%	5,259	74	112,016
Native American	0	0.0%	24	0	961
Asian/Pacific Islander	1	1.2%	88	1	10,462
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	12	14.0%	1,112	12	46,313
Recommended H.S. Pgm./DAP	74	86.0%	5,305	74	217,962
Special Education Graduates	9	10.5%	641	9	25,929

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	Campus	Campus Group	District	State
Elementary:				
Kindergarten	-	-	35.0	19.3
Grade 1	-	-	?	19.1
Grade 2	-	-	?	19.2
Grade 3	-	-	?	19.3
Grade 4	-	-	?	19.9
Grade 5	-	-	?	22.4
Grade 6	-	-	21.3	21.1
Mixed Grades	-	-	-	24.7
Secondary:				
English/Language Arts	14.3	17.1	15.8	17.8
Foreign Languages	22.2	18.9	22.2	19.4
Mathematics	22.8	17.5	20.9	18.5
Science	20.2	17.8	20.6	19.3
Social Studies	23.9	19.7	23.7	20.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

STAFF INFORMATION

	Count	Percent	Campus Group	District	State
Total Staff:	41.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	36.4	87.9%	89.1%	68.4%	63.2%
Teachers	32.9	79.3%	77.3%	58.2%	50.5%
Professional Support	2.0	4.8%	7.5%	5.3%	8.9%
Campus Admin. (School Leader.)	1.6	3.8%	4.4%	2.4%	2.8%
Educational Aides:	5.0	12.1%	10.9%	14.3%	9.8%
Total Minority Staff:	3.0	7.2%	5.9%	8.1%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.1%	0.0%	9.5%
Hispanic	3.0	9.1%	3.9%	3.3%	22.5%
White	29.9	90.9%	94.4%	94.2%	66.4%
Native American	0.0	0.0%	0.4%	2.5%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.2%	0.0%	1.3%
Males	17.5	53.2%	41.7%	26.5%	23.0%
Females	15.4	46.8%	58.3%	73.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	1.0	3.0%	4.1%	3.3%	6.0%
1-5 Years Experience	8.0	24.3%	23.5%	34.8%	31.0%
6-10 Years Experience	8.5	25.9%	19.3%	26.3%	20.3%
11-20 Years Experience	11.4	34.6%	31.1%	28.1%	24.4%
Over 20 Years Experience	4.0	12.2%	22.1%	7.5%	18.3%
Average Years Experience of Teachers:					
Average Years Experience of Teachers with District:		11.5 yrs. 4.4 yrs.	13.0 yrs. 6.8 yrs.	9.4 yrs. 4.7 yrs.	11.3 yrs. 7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers	\$39,000		\$39,645	\$39,261	\$41,165
1-5 Years Experience	\$40,157		\$42,331	\$39,922	\$43,527
6-10 Years Experience	\$43,038		\$44,613	\$42,486	\$46,149
11-20 Years Experience	\$47,247		\$49,513	\$47,653	\$50,153
Over 20 Years Experience	\$45,600		\$57,294	\$50,655	\$58,427
Average Actual Salaries (regular duties only):					
Teachers	\$43,981		\$48,201	\$43,549	\$48,263
Professional Support	\$58,535		\$54,690	\$48,127	\$56,470
Campus Administration (School Leadership)	\$62,115		\$71,144	\$63,306	\$70,209
Contracted Instructional Staff (not incl. above):	0.0		4.9	0.0	1,722.9

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: AUBREY H S
Campus #: 061907001

ACTUAL OPERATING EXPENDITURE INFORMATION
(2008-09)

	General Fund			Campus			Campus Group		
	Count	Percent	Per Student	Count	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,156,871	100.0%	\$6,731	\$3,478,534	100.0%	\$7,417	\$223,392,511	100.0%	\$7,587
Instruction (11,95)	\$1,966,487	62.3%	\$4,193	\$2,155,911	62.0%	\$4,597	\$142,554,874	63.8%	\$4,842
Instructional-Related Services (12,13)	\$92,450	2.9%	\$197	\$92,450	2.7%	\$197	\$5,521,085	2.5%	\$188
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,917,465	0.9%	\$65
School Leadership (23)	\$272,295	8.6%	\$581	\$272,295	7.8%	\$581	\$13,898,143	6.2%	\$472
Support Services-Student (31,32,33)	\$143,608	4.5%	\$306	\$143,608	4.1%	\$306	\$10,961,362	4.9%	\$372
Other Campus Costs (35,36,51,52,53)	\$682,031	21.6%	\$1,454	\$814,270	23.4%	\$1,736	\$48,539,582	21.7%	\$1,649
By Program:									
Total Operating Expenditures	\$2,474,840	100.0%	\$5,277	\$2,664,264	100.0%	\$5,681	\$172,681,894	100.0%	\$5,865
Bilingual/ESL Education (25)	\$536	0.0%	\$1	\$6,837	0.3%	\$15	\$1,286,655	0.7%	\$44
Career & Technical Education (22)	\$293,839	11.9%	\$627	\$293,839	11.0%	\$627	\$22,381,213	13.0%	\$760
Accelerated Education (24,30)	\$71,786	2.9%	\$153	\$71,786	2.7%	\$153	\$6,358,844	3.7%	\$216
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,819,536	1.6%	\$96
Regular Education (11)	\$1,926,515	77.8%	\$4,108	\$2,109,638	79.2%	\$4,498	\$116,129,614	67.3%	\$3,944
Special Education (23)	\$182,164	7.4%	\$388	\$182,164	6.8%	\$388	\$22,799,337	13.2%	\$774
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$906,695	0.5%	\$31

PROGRAM INFORMATION

	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	7	1.5%	4.7%	16.1%
Career & Technical Education	450	93.4%	36.7%	21.3%
Gifted & Talented Education	40	8.3%	5.7%	7.6%
Special Education	39	8.1%	10.2%	9.0%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.5%	1.7%	7.0%
Career & Technical Education	3.8	11.7%	3.2%	3.9%
Compensatory Education	0.0	0.0%	0.8%	3.4%
Gifted & Talented Education	0.0	0.0%	0.8%	2.0%
Regular Education	23.7	72.1%	83.4%	71.0%
Special Education	3.0	9.1%	8.6%	9.6%
Other	1.8	5.6%	1.5%	3.0%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: AUBREY H S
 Target Campus #: 061907001
 District Name: AUBREY ISD
 Campus Type: Secondary School

T e x a s E d u c a t i o n A g e n c y
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
014901001	ACADEMY H S	ACADEMY ISD	78.4	29.2	19.4	14.6	1.3	1.9
014908001	SALADO H S	SALADO ISD	77.9	22.3	18.7	12.1	3.2	1.3
018904001	VALLEY MILLS H S	VALLEY MILLS ISD	79.8	39.9	17.0	14.9	1.1	2.1
020904001	DANBURY H S	DANBURY ISD	82.1	21.9	16.5	9.6	2.2	0.4
027903001	BURNET H S	BURNET CISD	78.7	44.5	18.1	16.6	1.4	1.9
036902001	BARBERS HILL H S	BARBERS HILL ISD	81.5	14.7	12.9	9.8	0.9	4.4
043918001	COMMUNITY H S	COMMUNITY ISD	79.6	31.0	15.5	14.1	2.3	3.2
046902003	CANYON LAKE H S	COMAL ISD	81.6	38.4	16.0	20.1	1.3	0.9
050902001	GATESVILLE H S	GATESVILLE ISD	80.5	36.2	12.7	16.6	1.0	4.7
061905001	KRUM H S	KRUM ISD	78.4	28.1	19.0	15.2	1.7	1.7
061907001	AUBREY H S	AUBREY ISD	79.9	22.6	16.4	14.9	2.3	2.3
061908001	SANGER H S	SANGER ISD	80.8	29.8	15.8	14.6	1.1	2.5
067902001	CISCO H S	CISCO ISD	82.5	50.7	13.1	18.0	1.3	3.9
070915001	MAYPEARL H S	MAYPEARL ISD	78.1	32.6	16.6	8.3	2.5	4.4
075908001	ROUND TOP-CARMINE H S	ROUND TOP-CARMINE ISD	82.1	30.5	14.7	16.2	2.1	3.2
086902001	HARPER H S	HARPER ISD	79.8	35.0	19.3	8.1	2.2	0.4
097903001	HICO H S	HICO ISD	78.9	50.7	18.8	12.8	1.8	0.9
117904001	WEST TEXAS H S	PLEMONS-STINNETT-PHILLIP	80.8	46.3	13.6	18.9	2.8	1.7
119902001	JACKSBORO H S	JACKSBORO ISD	79.3	41.0	19.1	16.0	4.0	1.6
126902001	BURLESON H S	BURLESON ISD	80.2	26.8	14.0	15.8	1.3	4.0
126904001	GRANDVIEW H S	GRANDVIEW ISD	81.2	32.4	12.7	13.5	1.2	4.0
126905001	JOSHUA H S	JOSHUA ISD	80.9	36.9	16.0	19.7	1.4	2.3
126911001	GODLEY H S	GODLEY ISD	81.6	39.9	16.5	20.6	1.4	0.7
129904001	KEMP H S	KEMP ISD	80.7	51.1	14.1	20.5	2.4	3.0
130901002	BOERNE - SAMUEL V CHAMPI	BOERNE ISD	80.2	9.7	17.3	8.8	0.5	1.2
150901001	LLANO H S	LLANO ISD	81.1	43.5	16.6	14.8	1.0	0.8
170906001	MAGNOLIA H S	MAGNOLIA ISD	77.4	23.7	17.6	14.2	2.1	3.5
181901001	BRIDGE CITY H S	BRIDGE CITY ISD	81.3	42.7	12.3	17.1	1.5	1.0
184903001	WEATHERFORD H S	WEATHERFORD ISD	77.7	28.7	17.8	15.6	2.3	2.3
184903003	WEATHERFORD H S NINTH GR	WEATHERFORD ISD	77.5	33.9	18.7	14.2	3.1	1.7
188901001	AMARILLO H S	AMARILLO ISD	79.7	14.1	13.2	12.1	1.1	4.7
191901002	RANDALL H S	CANYON ISD	78.3	18.2	17.2	15.7	0.4	2.5
209901001	ALBANY JR-SR H S	ALBANY ISD	77.7	25.1	17.5	10.5	2.8	3.2
219901001	HAPPY H S	HAPPY ISD	82.0	38.0	16.0	10.2	2.0	2.0
220906001	GRAPEVINE H S	GRAPEVINE-COLLEYVILLE IS	77.1	12.9	12.7	9.9	2.7	4.5
221904001	MERKEL H S	MERKEL ISD	80.1	47.7	16.7	17.1	2.9	1.6
227912001	LAGO VISTA H S	LAGO VISTA ISD	81.7	24.5	14.8	13.1	1.1	1.6
227913001	LAKE TRAVIS H S	LAKE TRAVIS ISD	79.2	11.6	15.1	9.9	2.7	1.6
234905001	MARTINS MILL H S	MARTINS MILL ISD	82.6	40.8	14.7	10.6	3.2	0.9
246912001	THRALL H S	THRALL ISD	78.1	22.5	20.9	8.0	1.6	1.1
252901001	GRAHAM H S	GRAHAM ISD	80.6	28.8	17.2	12.0	2.7	1.1
Group Average			79.5	26.6	15.6	13.9	1.7	2.7

*** Order of columns will vary on lists for other campuses ***

Most High Schools do not have Comparable Improvement performance data

Report of 2007-2008 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2009

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2007- 2008 high school graduates who attended public four-year and two-year higher education in FY 2009. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2008, spring 2009, and summer 2009 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2009, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2009 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.thecb.state.tx.us/Reports/PDF/1802.PDF>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas						
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk	
DENTON									
ARGYLE ISD									
	061910001	ARGYLE HIGH SCHOOL							
		Four-Year Public University	48	5	5	13	10	14	1
		Two-Year Public Colleges	44	10	10	7	10	4	3
		Independent Colleges & Universities	7						
		Not Trackable	1						
		Not Found	35						
		Total High School Graduates	135						
AUBREY ISD									
	061907001	AUBREY H S							
		Four-Year Public University	14	2	4	1	5	2	0
		Two-Year Public Colleges	25	6	1	7	6	3	2
		Independent Colleges & Universities	3						
		Not Trackable	2						
		Not Found	32						
		Total High School Graduates	76						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas						
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk	
DENTON ISD									
	061901003 DENTON H S								
	Four-Year Public University	74	13	12	12	17	20	0	
	Two-Year Public Colleges	76	15	14	17	13	13	4	
	Independent Colleges & Universities	4							
	Not Trackable	24							
	Not Found	100							
	Total High School Graduates	278							
	061901039 FRED MOORE HIGH SCHOOL								
	Four-Year Public University	1							
	Two-Year Public Colleges	9	4	0	2	0	2	1	
	Independent Colleges & Universities	0							
	Not Trackable	3							
	Not Found	22							
	Total High School Graduates	35							
	061901007 JOHN H GUYER HS								
	Four-Year Public University	89	17	20	18	15	19	0	
	Two-Year Public Colleges	100	29	17	14	17	10	13	
	Independent Colleges & Universities	8							
	Not Trackable	24							
	Not Found	78							
	Total High School Graduates	299							

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
061901002 RYAN H S	Four-Year Public University	84	13	10	13	24	23	1
	Two-Year Public Colleges	130	25	26	22	28	22	7
	Independent Colleges & Universities	6						
	Not Trackable	24						
	Not Found	160						
	Total High School Graduates	404						
KRUM ISD								
	061905001 KRUM H S							
	Four-Year Public University	8	1	1	1	2	3	0
	Two-Year Public Colleges	26	4	6	5	7	2	2
	Independent Colleges & Universities	1						
	Not Trackable	3						
	Not Found	30						
Total High School Graduates	68							
LAKE DALLAS ISD								
	061912001 LAKE DALLAS H S							
	Four-Year Public University	43	6	8	7	9	12	1
	Two-Year Public Colleges	88	21	15	15	16	14	7
	Independent Colleges & Universities	6						
	Not Trackable	3						
	Not Found	70						
Total High School Graduates	210							

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk
LEWISVILLE ISD								
061902010	FLOWER MOUND H S							
	Four-Year Public University	198	24	27	47	47	53	0
	Two-Year Public Colleges	258	44	37	41	67	60	9
	Independent Colleges & Universities	23						
	Not Trackable	13						
	Not Found	197						
	Total High School Graduates	689						
061902008	HEBRON H S							
	Four-Year Public University	155	15	24	36	43	37	0
	Two-Year Public Colleges	186	31	26	33	28	54	14
	Independent Colleges & Universities	13						
	Not Trackable	17						
	Not Found	130						
	Total High School Graduates	501						
061902005	LEARNING CTR							
	Four-Year Public University	0						
	Two-Year Public Colleges	25	4	1	4	2	12	2
	Independent Colleges & Universities	0						
	Not Trackable	15						
	Not Found	58						
	Total High School Graduates	98						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas						
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk	
061902001	LEWISVILLE H S								
	Four-Year Public University	158	23	31	34	27	41	2	
	Two-Year Public Colleges	229	50	30	39	49	44	17	
	Independent Colleges & Universities	17							
	Not Trackable	61							
	Not Found	226							
	Total High School Graduates	691							
061902002	MARCUS H S								
	Four-Year Public University	210	24	27	34	58	66	1	
	Two-Year Public Colleges	219	48	37	32	51	46	5	
	Independent Colleges & Universities	24							
	Not Trackable	10							
	Not Found	150							
	Total High School Graduates	613							
061902004	THE COLONY H S								
	Four-Year Public University	95	17	13	20	28	17	0	
	Two-Year Public Colleges	150	39	21	23	33	27	7	
	Independent Colleges & Universities	17							
	Not Trackable	15							
	Not Found	134							
	Total High School Graduates	411							

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas						
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk	
LITTLE ELM ISD									
	061914001	LITTLE ELM H S							
		Four-Year Public University	51	9	12	11	13	5	1
		Two-Year Public Colleges	75	18	13	11	8	17	8
		Independent Colleges & Universities	6						
		Not Trackable	12						
		Not Found	96						
		Total High School Graduates	240						
NORTHWEST ISD									
	061911001	NORTHWEST H S							
		Four-Year Public University	124	21	22	35	28	16	2
		Two-Year Public Colleges	195	54	33	29	31	31	17
		Independent Colleges & Universities	17						
		Not Trackable	13						
		Not Found	194						
		Total High School Graduates	543						
PILOT POINT ISD									
	061903001	PILOT POINT H S							
		Four-Year Public University	14	3	0	6	4	1	0
		Two-Year Public Colleges	29	6	2	4	5	10	2
		Independent Colleges & Universities	2						
		Not Trackable	5						
		Not Found	27						
		Total High School Graduates	77						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2008
Enrolled in Texas Public or Independent Higher Education in FY 2009

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas						
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk	
PONDER ISD									
	061906001 PONDER H S								
	Four-Year Public University	12	2	1	3	3	1	2	
	Two-Year Public Colleges	21	5	2	4	4	5	1	
	Independent Colleges & Universities	1							
	Not Trackable	3							
	Not Found	31							
	Total High School Graduates	68							
SANGER ISD									
	061908003 LINDA TUTT HIGH SCHOOL								
	Four-Year Public University	0							
	Two-Year Public Colleges	7	5	1	0	0	0	1	
	Independent Colleges & Universities	0							
	Not Trackable	4							
	Not Found	26							
	Total High School Graduates	37							
	061908001 SANGER H S								
	Four-Year Public University	24	5	1	4	10	4	0	
	Two-Year Public Colleges	36	10	4	8	7	5	2	
	Independent Colleges & Universities	4							
	Not Trackable	6							
	Not Found	57							
	Total High School Graduates	127							

Source: Texas Higher Education Coordinating Board and Texas Education Agency
 "Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.
 "Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
 Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

135

County=DENTON

District	High School	HS Code	Institution	Students
ARGYLE ISD	ARGYLE HIGH SCHOOL	061910001	NORTH CENTRAL TEXAS COLLEGE	22
			UNIVERSITY OF NORTH TEXAS	13
			TEXAS A&M UNIVERSITY	11
			BLINN COLLEGE	9
			BAYLOR UNIVERSITY	6
			Other Pub/Ind 4-yr Inst. (15)	25
			Other Pub/Ind 2-yr Inst. (4)	4
			Not trackable	1
			Not found	44
			Total high school graduates	135
AUBREY ISD	AUBREY H S	061907001	NORTH CENTRAL TEXAS COLLEGE	16
			Other Pub/Ind 4-yr Inst. (12)	18
			Other Pub/Ind 2-yr Inst. (4)	6
			Not trackable	2
			Not found	34
			Total high school graduates	76
DENTON ISD	DENTON H S	061901003	NORTH CENTRAL TEXAS COLLEGE	49
			UNIVERSITY OF NORTH TEXAS	29
			TEXAS WOMAN'S UNIVERSITY	10
			TEXAS TECH UNIVERSITY	6
			U. OF TEXAS AT AUSTIN	6
			TEXAS A&M UNIVERSITY	5
			Other Pub/Ind 4-yr Inst. (17)	21
			Other Pub/Ind 2-yr Inst. (10)	14
			Not trackable	24
			Not found	114
			Total high school graduates	278
DENTON ISD	FRED MOORE HIGH SCHOOL	061901039	NORTH CENTRAL TEXAS COLLEGE	6
			Other Pub/Ind 4-yr Inst. (1)	1
			Not trackable	3
			Not found	25
			Total high school graduates	35
DENTON ISD	JOHN H GUYER HS	061901007	NORTH CENTRAL TEXAS COLLEGE	62
			UNIVERSITY OF NORTH TEXAS	33

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

136

County=DENTON

District	High School	HS Code	Institution	Students
			TEXAS TECH UNIVERSITY	15
			TEXAS WOMAN'S UNIVERSITY	11
			U. OF TEXAS AT AUSTIN	9
			DCCCD BROOKHAVEN COLLEGE	5
			Other Pub/Ind 4-yr Inst. (21)	31
			Other Pub/Ind 2-yr Inst. (8)	16
			Not trackable	24
			Not found	93
			Total high school graduates	299
DENTON ISD	RYAN H S	061901002	NORTH CENTRAL TEXAS COLLEGE	73
			UNIVERSITY OF NORTH TEXAS	38
			TEXAS WOMAN'S UNIVERSITY	9
			STEPHEN F. AUSTIN STATE UNIV	8
			COLLIN CO COMM COLL DISTRICT	7
			DCCCD BROOKHAVEN COLLEGE	7
			TEXAS TECH UNIVERSITY	6
			BLINN COLLEGE	5
			Other Pub/Ind 4-yr Inst. (18)	28
			Other Pub/Ind 2-yr Inst. (10)	20
			Not trackable	24
			Not found	179
			Total high school graduates	404
KRUM ISD	KRUM H S	061905001	NORTH CENTRAL TEXAS COLLEGE	17
			UNIVERSITY OF NORTH TEXAS	6
			Other Pub/Ind 4-yr Inst. (5)	5
			Other Pub/Ind 2-yr Inst. (4)	4
			Not trackable	3
			Not found	33
			Total high school graduates	68
LAKE DALLAS ISD	LAKE DALLAS H S	061912001	NORTH CENTRAL TEXAS COLLEGE	46
			UNIVERSITY OF NORTH TEXAS	13
			DCCCD BROOKHAVEN COLLEGE	7
			STEPHEN F. AUSTIN STATE UNIV	7
			TEXAS WOMAN'S UNIVERSITY	5

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

137

County=DENTON

District	High School	HS Code	Institution	Students
			Other Pub/Ind 4-yr Inst. (15)	26
			Other Pub/Ind 2-yr Inst. (7)	10
			Not trackable	3
			Not found	93
			Total high school graduates	210
LEWISVILLE ISD	FLOWER MOUND H S	061902010	DCCCD NORTH LAKE COLLEGE	91
			TEXAS TECH UNIVERSITY	46
			NORTH CENTRAL TEXAS COLLEGE	43
			UNIVERSITY OF NORTH TEXAS	41
			U. OF TEXAS AT AUSTIN	29
			BLINN COLLEGE	22
			TEXAS A&M UNIVERSITY	22
			STEPHEN F. AUSTIN STATE UNIV	10
			BAYLOR UNIVERSITY	9
			U. OF TEXAS AT ARLINGTON	9
			U. OF TEXAS AT SAN ANTONIO	9
			TEXAS CHRISTIAN UNIVERSITY	7
			TEXAS WOMAN'S UNIVERSITY	7
			COLLIN CO COMM COLL DISTRICT	6
			DCCCD BROOKHAVEN COLLEGE	6
			SOUTHERN METHODIST UNIVERSITY	5
			TEXAS STATE UNIV - SAN MARCOS	5
			U. OF TEXAS AT DALLAS	5
			Other Pub/Ind 4-yr Inst. (17)	25
			Other Pub/Ind 2-yr Inst. (14)	25
			Not trackable	13
			Not found	254
			Total high school graduates	689
LEWISVILLE ISD	HEBRON H S	061902008	COLLIN CO COMM COLL DISTRICT	74
			DCCCD BROOKHAVEN COLLEGE	41
			TEXAS TECH UNIVERSITY	24
			U. OF TEXAS AT DALLAS	23
			UNIVERSITY OF NORTH TEXAS	21
			U. OF TEXAS AT AUSTIN	19

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

138

County=DENTON

District	High School	HS Code	Institution	Students
			BAYLOR UNIVERSITY	17
			U. OF TEXAS AT ARLINGTON	14
			TEXAS WOMAN'S UNIVERSITY	12
			BLINN COLLEGE	8
			DCCCD NORTH LAKE COLLEGE	6
			TEXAS A&M UNIVERSITY	6
			TEXAS STATE UNIV - SAN MARCOS	6
			U. OF TEXAS AT SAN ANTONIO	5
			Other Pub/Ind 4-yr Inst. (16)	30
			Other Pub/Ind 2-yr Inst. (7)	10
			Not trackable	17
			Not found	168
			Total high school graduates	501
LEWISVILLE ISD	LEARNING CTR	061902005	NORTH CENTRAL TEXAS COLLEGE	7
			COLLIN CO COMM COLL DISTRICT	5
			Other Pub/Ind 2-yr Inst. (3)	4
			Not trackable	15
			Not found	67
			Total high school graduates	98
LEWISVILLE ISD	LEWISVILLE H S	061902001	NORTH CENTRAL TEXAS COLLEGE	73
			UNIVERSITY OF NORTH TEXAS	49
			DCCCD NORTH LAKE COLLEGE	39
			DCCCD BROOKHAVEN COLLEGE	28
			TEXAS WOMAN'S UNIVERSITY	21
			U. OF TEXAS AT DALLAS	14
			COLLIN CO COMM COLL DISTRICT	13
			TEXAS TECH UNIVERSITY	13
			U. OF TEXAS AT AUSTIN	13
			TEXAS A&M UNIVERSITY	9
			BAYLOR UNIVERSITY	8
			WEATHERFORD COLLEGE	8
			TEXAS STATE UNIV - SAN MARCOS	7
			TYLER JUNIOR COLLEGE	7
			PRAIRIE VIEW A&M UNIVERSITY	6

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

139

County=DENTON

District	High School	HS Code	Institution	Students
			UNIVERSITY OF HOUSTON	5
			Other Pub/Ind 4-yr Inst. (21)	35
			Other Pub/Ind 2-yr Inst. (14)	20
			Not trackable	61
			Not found	262
			Total high school graduates	691
LEWISVILLE ISD	MARCUS H S	061902002	NORTH CENTRAL TEXAS COLLEGE	94
			UNIVERSITY OF NORTH TEXAS	50
			TEXAS TECH UNIVERSITY	28
			DCCCD NORTH LAKE COLLEGE	27
			U. OF TEXAS AT AUSTIN	24
			BLINN COLLEGE	21
			TEXAS A&M UNIVERSITY	19
			TEXAS STATE UNIV - SAN MARCOS	19
			STEPHEN F. AUSTIN STATE UNIV	12
			TEXAS WOMAN'S UNIVERSITY	8
			U. OF TEXAS AT ARLINGTON	7
			COLLIN CO COMM COLL DISTRICT	6
			DCCCD BROOKHAVEN COLLEGE	6
			TARLETON STATE UNIVERSITY	6
			U. OF TEXAS AT SAN ANTONIO	6
			BAYLOR UNIVERSITY	5
			HARDIN-SIMMONS UNIVERSITY	5
			SOUTH PLAINS COLLEGE	5
			TEXAS A&M UNIV AT GALVESTON	5
			TEXAS CHRISTIAN UNIVERSITY	5
			Other Pub/Ind 4-yr Inst. (19)	31
			Other Pub/Ind 2-yr Inst. (9)	18
			Not trackable	10
			Not found	196
			Total high school graduates	613
LEWISVILLE ISD	THE COLONY H S	061902004	COLLIN CO COMM COLL DISTRICT	102
			UNIVERSITY OF NORTH TEXAS	25
			TEXAS TECH UNIVERSITY	15

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

140

County=**DENTON**

District	High School	HS Code	Institution	Students
			U. OF TEXAS AT AUSTIN	10
			TEXAS STATE UNIV - SAN MARCOS	6
			TYLER JUNIOR COLLEGE	6
			U. OF TEXAS AT DALLAS	6
			BAYLOR UNIVERSITY	5
			HARDIN-SIMMONS UNIVERSITY	5
			STEPHEN F. AUSTIN STATE UNIV	5
			TARLETON STATE UNIVERSITY	5
			TEXAS A&M UNIVERSITY	5
			TEXAS WOMAN'S UNIVERSITY	5
			Other Pub/Ind 4-yr Inst. (13)	24
			Other Pub/Ind 2-yr Inst. (10)	11
			Not trackable	15
			Not found	161
			Total high school graduates	411
LITTLE ELM ISD	LITTLE ELM H S	061914001	COLLIN CO COMM COLL DISTRICT	51
			UNIVERSITY OF NORTH TEXAS	10
			TEXAS TECH UNIVERSITY	7
			STEPHEN F. AUSTIN STATE UNIV	6
			TEXAS STATE UNIV - SAN MARCOS	6
			NORTH CENTRAL TEXAS COLLEGE	5
			TEXAS WOMAN'S UNIVERSITY	5
			Other Pub/Ind 4-yr Inst. (15)	24
			Other Pub/Ind 2-yr Inst. (7)	9
			Not trackable	12
			Not found	105
			Total high school graduates	240
NORTHWEST ISD	NORTHWEST H S	061911001	TARRANT CO NORTHWEST CAMPUS	81
			TARRANT CO NORTHEAST CAMPUS	33
			UNIVERSITY OF NORTH TEXAS	31
			TEXAS STATE UNIV - SAN MARCOS	20
			TEXAS A&M UNIVERSITY	17
			NORTH CENTRAL TEXAS COLLEGE	15
			TEXAS TECH UNIVERSITY	10

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

141

County=DENTON

District	High School	HS Code	Institution	Students
			U. OF TEXAS AT AUSTIN	10
			TEXAS CHRISTIAN UNIVERSITY	7
			TEXAS WOMAN'S UNIVERSITY	7
			AUSTIN COMMUNITY COLLEGE	6
			STEPHEN F. AUSTIN STATE UNIV	6
			U. OF TEXAS AT ARLINGTON	5
			Other Pub/Ind 4-yr Inst. (24)	36
			Other Pub/Ind 2-yr Inst. (12)	24
			Not trackable	13
			Not found	222
			Total high school graduates	543
PILOT POINT ISD	PILOT POINT H S	061903001	NORTH CENTRAL TEXAS COLLEGE	19
			Other Pub/Ind 4-yr Inst. (14)	18
			Other Pub/Ind 2-yr Inst. (2)	3
			Not trackable	5
			Not found	32
			Total high school graduates	77
PONDER ISD	PONDER H S	061906001	NORTH CENTRAL TEXAS COLLEGE	11
			UNIVERSITY OF NORTH TEXAS	8
			Other Pub/Ind 4-yr Inst. (3)	5
			Other Pub/Ind 2-yr Inst. (7)	7
			Not trackable	3
			Not found	34
			Total high school graduates	68
SANGER ISD	LINDA TUTT HIGH SCHOOL	061908003	Other Pub/Ind 2-yr Inst. (2)	4
			Not trackable	4
			Not found	29
			Total high school graduates	37
SANGER ISD	SANGER H S	061908001	NORTH CENTRAL TEXAS COLLEGE	28
			TEXAS TECH UNIVERSITY	7
			TEXAS WOMAN'S UNIVERSITY	6
			Other Pub/Ind 4-yr Inst. (8)	15
			Other Pub/Ind 2-yr Inst. (2)	2
			Not trackable	6

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

**Texas High School Graduates From FY 2008
Enrolled in Texas Public or Independent Higher Education Fall 2008**

142

County=DENTON

District	High School	HS Code	Institution	Students
			Not found	63
			Total high school graduates	127

High schools with more than 25 graduates

"Other" records combine records where Total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Source: Texas Higher Education Coordinating Board and Texas Education Agency
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Goals/Objectives of Aubrey High School

Goal 1: Maintain high standards and commitment to excellence in academic performance.

- Objective 1: Decrease the dropout rate to 0%.
- Objective 2: Disaggregate TAKS and ACT/SAT Data.
- Objective 3: Increase the number of college credits students that receive college credit upon graduation.
- Objective 4: Increase the number of students taking ACT and SAT.
- Objective 5: Identify and Develop specific new strategies the enhance instruction and learning in the classroom environment, and create faculty awareness TAKS /TEKS objectives, grading practices, and format.
- Objective 6: Maintain and equip the college resource lab for parent and student use to investigate the demands and requirements of college admission.
- Objective 7: Provide challenging vocational and technical studies that utilize rigorous mathematics, science, language arts, and problem solving skills in the context of modern workshop practices and in the preparation for continued learning.

Goal 2: Create a positive and safe working and learning environment.

- Objective 1: Improve student attendance to 97%, and to insure students are on time for class to maximize instruction time.
- Objective 2: Continue a student advisory group to assist in the creation and evaluation of activities and programs that will develop school spirit, lasting traditions, and ceremonies to create opportunities for students to connect with school life.
- Objective 3: Creates incentives to encourage improved teacher attendance and higher teacher morale.

Goal 3: Develop and promote a concept of community with staff, patrons, feeder schools, and business leaders.

- Objective 1: Improve student attendance to 97%, and to insure students are on time for class to maximize instruction time.
- Objective 2: Continue a student advisory group to assist in the creation and evaluation of activities and programs that will develop school spirit, lasting traditions, and ceremonies to create opportunities for students to connect with school life.
- Objective 3: Creates incentives to encourage improved teacher attendance and higher teacher morale.

Goal 4: Enhance and promote campus technology systems.

- Objective 1: Promote the use of the current media retrieval system and add elements to add campus wide communication.
- Objective 2: Integration of technology, including multimedia and the Internet into curriculum and instruction.
- Objective 3: Create an atmosphere of student centered learning with the Long Distance Learning Lab as the facilitator of student instruction and staff development.

Part IV: Middle School

- A. Performance Ratings Compared to Prior Year and Current State Results**
- B. Performance of the Middle School to comparable improvement**
- C. Campus performance objectives and progress made towards them.**

2009-10 Academic Excellence Indicator System

District Name: AUBREY ISD

Campus Name: AUBREY MIDDLE

Campus #: 061907041

2010 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2008-09)

Commended on Reading/ELA

Commended on Writing

Commended on Science

Commended on Social Studies

Comparable Improvement: Reading

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 6														
Reading	2010 2009	86% 86%	97% 96%	89% 92%	97% 96%	94% 93%	98% 96%	* *	* *	95% 95%	98% 96%	88% 89%	89% 83%	* *
Mathematics	2010 2009	83% 81%	93% 93%	87% 88%	93% 93%	90% 86%	94% 94%	* *	* *	93% 93%	92% 92%	86% 83%	92% 86%	* *
All Tests	2010 2009	77% 75%	90% 90%	81% 84%	88% 80%	92% 91%	92% 91%	* *	* *	88% 90%	93% 89%	78% 80%	84% 72%	* *
TAKS Met 2010 Standard Grade 7														
Reading	2010 2009	86% 85%	98% 97%	91% 90%	98% 97%	93% > 99%	99% 96%	* *	* *	98% 95%	98% 98%	88% > 99%	95% 96%	* *
Mathematics	2010 2009	82% 80%	95% 95%	85% 89%	95% 95%	93% 87%	95% 96%	* *	* *	94% 95%	96% 95%	80% 83%	85% 91%	* *
Writing	2010 2009	95% 93%	> 99% 97%	96% 96%	> 99% 97%	> 99% > 99%	> 99% 97%	* *	* *	> 99% 97%	> 99% 98%	> 99% 86%	> 99% 95%	* *
All Tests	2010 2009	75% 73%	94% 91%	80% 83%	94% 91%	87% 87%	94% 91%	* *	* *	93% 90%	94% 91%	78% 75%	82% 83%	* *
TAKS Met 2010 Standard Grade 8 First Administration Only														
Reading	2010 2009	91% 88%	99% 98%	94% 93%	99% 98%	> 99% 96%	99% 99%	* *	* *	98% 96%	> 99% > 99%	> 99% *	> 99% 93%	* *
Mathematics	2010 2009	81% 80%	91% 93%	87% 90%	91% 93%	86% 91%	93% 93%	* *	* *	94% 93%	89% 93%	> 99% *	85% 89%	* *
Science	2010 2009	78% 73%	89% 84%	87% *	86% 57%	86% 57%	91% 93%	* *	* *	93% 86%	85% 83%	> 99% *	76% 66%	* *
Soc Studies	2010 2009	95% 92%	97% 97%	98% 96%	93% 92%	93% 92%	98% 99%	* *	* *	98% 96%	97% 98%	> 99% *	92% 93%	* *
All Tests	2010 2009	70% 65%	83% 79%	76% *	83% 79%	79% 58%	85% 86%	* *	* *	89% 81%	77% 78%	> 99% *	67% 59%	* *

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LFP
TAKS Met 2010 Standard (Sum of All Grades Tested)														
(Standard Accountability Indicator)														
Reading/ELA	2010	90%	97%	93%	98%	> 99%	95%	99%	*	98%	99%	91%	94%	*
	2009	88%	97%	92%	97%	> 99%	96%	97%	*	96%	98%	95%	92%	60%
Mathematics	2010	84%	94%	89%	95%	86%	93%	96%	*	95%	95%	89%	92%	*
	2009	80%	95%	91%	95%	> 99%	92%	96%	*	95%	95%	87%	93%	> 99%
Writing	2010	93%	97%	96%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*
	2009	92%	96%	96%	97%	*	> 99%	97%	*	97%	98%	86%	95%	*
Science	2010	83%	94%	88%	89%	*	86%	91%	*	93%	85%	> 99%	76%	*
	2009	78%	91%	85%	84%	60%	57%	93%	*	86%	83%	*	66%	*
Soc Studies	2010	95%	98%	98%	97%	*	93%	98%	*	98%	97%	> 99%	92%	*
	2009	93%	98%	96%	97%	> 99%	92%	99%	*	96%	98%	*	93%	*
All Tests	2010	77%	90%	80%	90%	86%	87%	91%	*	91%	90%	84%	79%	*
	2009	72%	89%	81%	88%	67%	72%	91%	*	89%	87%	76%	73%	40%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)														
Reading/ELA	2010	96%	99%	98%	> 99%	> 99%	98%	> 99%	*	99%	> 99%	96%	99%	*
	2009	95%	99%	99%	> 99%	> 99%	98%	99%	*	98%	> 99%	95%	97%	80%
Mathematics	2010	91%	98%	94%	98%	86%	98%	98%	*	98%	98%	94%	98%	*
	2009	88%	98%	94%	98%	> 99%	96%	98%	*	99%	97%	> 99%	96%	> 99%
Writing	2010	97%	> 99%	96%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*
	2009	96%	99%	96%	97%	*	> 99%	97%	*	97%	98%	86%	95%	*
Science	2010	92%	98%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*
	2009	83%	93%	86%	84%	60%	57%	93%	*	86%	83%	*	66%	*
Soc Studies	2010	99%	99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*
	2009	98%	99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	*
All Tests	2010	88%	96%	92%	98%	86%	97%	98%	*	98%	98%	92%	97%	*
	2009	82%	94%	88%	91%	67%	76%	95%	*	92%	91%	86%	79%	40%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

Indicator:	State	District	Campus Group	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2010	33%	49%	41%	5%	57%	*	*	48%	64%	13%	43%	*
	2009	31%	44%	39%	44%	45%	*	*	42%	45%	21%	25%	< 1%
Mathematics	2010	29%	41%	25%	39%	39%	*	*	38%	39%	22%	24%	*
	2009	28%	43%	28%	23%	40%	*	*	33%	40%	13%	22%	< 1%
Writing	2010	33%	46%	35%	53%	53%	*	*	33%	72%	20%	47%	*
	2009	33%	44%	41%	47%	46%	*	*	38%	55%	< 1%	45%	*
Science	2010	28%	40%	37%	49%	50%	*	*	53%	44%	40%	28%	*
	2009	26%	36%	35%	34%	41%	*	*	37%	31%	*	14%	*
Soc Studies	2010	47%	59%	47%	62%	63%	*	*	70%	54%	50%	44%	*
	2009	44%	59%	51%	53%	59%	*	*	53%	53%	*	28%	*
All Tests	2010	15%	24%	15%	25%	25%	*	*	21%	30%	12%	16%	*
	2009	15%	22%	15%	21%	23%	*	*	18%	23%	< 1%	8%	< 1%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)													
Reading/ELA	2010	85%	97%	92%	> 99%	> 99%	*	*	> 99%	*	> 99%	> 99%	*
	2009	82%	95%	88%	> 99%	> 99%	*	*	> 99%	*	> 99%	> 99%	*
Mathematics	2010	75%	81%	83%	86%	78%	*	*	91%	*	86%	78%	*
	2009	69%	79%	76%	94%	91%	*	*	93%	*	94%	> 99%	*
Writing	2010	80%	88%	80%	> 99%	> 99%	*	*	> 99%	*	> 99%	> 99%	*
	2009	72%	86%	75%	*	*	*	*	*	*	*	*	*
Science	2010	58%	71%	75%	*	*	*	*	*	*	*	*	*
	2009	51%	69%	66%	*	*	*	*	*	*	*	*	*
Soc Studies	2010	67%	*	80%	*	*	*	*	*	*	*	*	*
	2009	64%	86%	75%	*	*	*	*	*	*	*	*	*
All Tests	2010	64%	75%	68%	81%	82%	*	*	92%	*	81%	70%	*
	2009	57%	78%	59%	95%	92%	*	*	94%	*	95%	> 99%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

Indicator:		State	District	Campus Group	Campus	African American	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LFP
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)													
(2011 Preview)													
Reading/ELA	2010	90%	97%	92%	98%	> 99%	95%	99%	*	98%	99%	95%	80%
	2009	88%	97%	92%	97%	> 99%	97%	97%	*	96%	97%	93%	67%
Mathematics	2010	84%	94%	88%	95%	86%	94%	95%	*	95%	88%	90%	> 99%
	2009	80%	94%	91%	95%	> 99%	93%	96%	*	95%	91%	94%	> 99%
Writing	2010	93%	96%	95%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*
	2009	91%	96%	95%	98%	*	> 99%	97%	*	98%	91%	96%	*
Science	2010	82%	94%	87%	89%	*	88%	90%	*	92%	89%	75%	*
	2009	77%	90%	84%	85%	67%	58%	93%	*	87%	86%	68%	*
Soc Studies	2010	94%	98%	97%	96%	*	88%	97%	*	97%	80%	86%	*
	2009	92%	98%	95%	98%	> 99%	92%	99%	*	97%	> 99%	94%	*
All Tests	2010	76%	89%	80%	90%	86%	86%	91%	*	91%	79%	77%	80%
	2009	71%	88%	80%	88%	71%	74%	91%	*	89%	82%	75%	50%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)													
(2011 Preview)													
Reading/ELA	2010	32%	49%	40%	56%	29%	52%	57%	*	48%	21%	42%	< 1%
	2009	28%	40%	25%	39%	29%	38%	39%	*	39%	34%	25%	40%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.6%	99.7%	99.7%	99.7%	100.0%	98.5%	100.0%	*	100.0%	99.5%	100.0%	99.0%	83.3%
By Test Version														
TAKS (1 or more)	90.8%	92.5%	91.6%	92.2%	100.0%	91.0%	92.1%	*	*	88.1%	96.3%	17.1%	82.3%	50.0%
Not on TAKS	7.8%	7.0%	8.1%	7.6%	0.0%	7.5%	7.9%	*	*	11.9%	3.2%	82.9%	16.7%	33.3%
TAKS(Acc) Only	2.3%	2.3%	2.9%	2.6%	0.0%	0.0%	3.3%	*	*	3.6%	1.6%	28.6%	5.2%	0.0%
TAKS-M Only	3.3%	1.9%	2.7%	2.3%	0.0%	4.5%	2.0%	*	*	3.6%	1.1%	25.7%	6.3%	33.3%
TAKS-Alt Only	0.8%	0.2%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	2.7%	1.4%	2.6%	0.0%	3.0%	2.6%	*	*	4.7%	0.5%	28.6%	5.2%	0.0%
By Acct Status														
Acct System	90.0%	93.2%	91.4%	94.0%	100.0%	91.0%	94.4%	*	*	92.2%	95.8%	71.4%	89.6%	50.0%
Non-Acct System	8.6%	6.3%	8.2%	5.7%	0.0%	7.5%	5.6%	*	*	7.8%	3.7%	28.6%	9.4%	33.3%
Mobile	4.4%	4.3%	4.6%	3.4%	0.0%	3.0%	3.6%	*	*	4.1%	2.6%	2.9%	3.1%	0.0%
Non-Acct Test	4.2%	2.1%	4.0%	2.3%	0.0%	4.5%	2.0%	*	*	3.6%	1.1%	25.7%	6.3%	33.3%
Not Tested	1.4%	0.4%	0.3%	0.3%	0.0%	1.5%	0.0%	*	*	0.0%	0.5%	0.0%	1.0%	16.7%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.3%	0.0%	1.5%	0.0%	*	*	0.0%	0.5%	0.0%	1.0%	16.7%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	1,150	380	383	7	67	305	2	2	193	190	35	96	6
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.4%	99.7%	99.7%	100.0%	98.3%	100.0%	*	*	100.0%	99.5%	100.0%	98.9%	85.7%
By Test Version														
TAKS (1 or more)	90.8%	92.7%	92.3%	92.2%	90.9%	88.1%	92.9%	*	*	88.4%	96.2%	21.6%	83.5%	71.4%
Not on TAKS	7.7%	6.7%	7.6%	7.6%	9.1%	10.2%	7.1%	*	*	11.6%	3.2%	78.4%	15.4%	14.3%
TAKS(Acc) Only	2.3%	2.4%	2.5%	1.8%	0.0%	0.0%	2.3%	*	*	2.5%	1.1%	18.9%	1.1%	0.0%
TAKS-M Only	3.3%	2.6%	2.7%	3.1%	9.1%	6.8%	2.3%	*	*	4.5%	1.6%	32.4%	6.6%	14.3%
TAKS-Alt Only	0.8%	0.1%	0.6%	0.3%	0.0%	0.0%	0.3%	*	*	0.5%	0.0%	2.7%	1.1%	0.0%
Combination	1.3%	1.6%	1.1%	2.3%	0.0%	3.4%	2.3%	*	*	4.0%	0.5%	24.3%	6.6%	0.0%
By Acct Status														
Acct System	87.3%	89.3%	89.4%	88.3%	54.5%	89.8%	89.0%	*	*	85.9%	91.4%	24.3%	79.1%	71.4%
Non-Acct System	11.2%	10.1%	10.4%	11.5%	45.5%	8.5%	11.0%	*	*	14.1%	8.1%	75.7%	19.8%	14.3%
Mobile	4.7%	4.6%	4.2%	4.7%	36.4%	0.0%	4.5%	*	*	3.5%	5.4%	5.4%	5.5%	0.0%
Non-Acct Test	6.4%	5.4%	5.6%	6.8%	9.1%	8.5%	6.5%	*	*	10.6%	2.7%	70.3%	14.3%	14.3%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	0.6%	0.4%	0.3%	0.0%	1.7%	0.0%	*	*	0.0%	0.5%	0.0%	1.1%	14.3%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.2%	0.3%	0.0%	1.7%	0.0%	*	*	0.0%	0.5%	0.0%	1.1%	14.3%
Other	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	1,143	417	384	11	59	309	3	2	198	185	37	91	7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LFP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA 2010	57%	74%	65%	87%	*	75%	91%	*	*	*	82%	93%	83%	69%	*
2009	43%	65%	44%	56%	*	*	71%	*	*	*	33%	*	*	*	*
Mathematics 2010	43%	47%	42%	46%	*	*	50%	*	*	*	57%	33%	*	60%	*
2009	36%	58%	52%	60%	*	*	60%	*	*	*	67%	50%	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading 2010	78	102	73	102	*	115	97	*	*	*	113	90	85	82	*
Mathematics 2010	70	77	62	74	*	*	74	*	*	*	68	78	*	64	*
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
2010	9%	2%	6%	2%	*	< 1%	2%	*	*	*	3%	< 1%	< 1%	< 1%	*
2009	7%	1%	4%	1%	< 1%	< 1%	1%	*	*	*	2%	< 1%	*	4%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
2010	95%	> 99%	97%	> 99%	*	> 99%	> 99%	*	*	*	> 99%	> 99%	> 99%	> 99%	*
2009	89%	99%	95%	99%	> 99%	96%	> 99%	*	*	*	98%	> 99%	*	96%	*
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
2010	19%	10%	14%	10%	*	14%	8%	*	*	*	6%	13%	< 1%	15%	*
2009	20%	7%	11%	7%	< 1%	9%	7%	*	*	*	7%	7%	*	11%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
2010	88%	97%	93%	97%	*	> 99%	97%	*	*	*	97%	97%	> 99%	96%	*
2009	85%	98%	93%	98%	> 99%	> 99%	98%	*	*	*	98%	98%	*	> 99%	*
English Language Learners Progress Indicator															
(2011 Preview)															
2009-10	79%	88%	89%	89%	*	89%	*	*	*	*	92%	86%	*	88%	> 99%
2008-09	76%	88%	80%	94%	*	93%	*	*	*	*	89%	> 99%	*	93%	86%
Attendance Rate															
2008-09	95.6%	96.5%	96.2%	96.6%	93.9%	97.2%	96.5%	*	*	*	96.6%	96.5%	96.0%	96.0%	98.2%
2007-08	95.5%	96.0%	96.3%	96.2%	95.9%	97.0%	96.0%	*	*	*	96.3%	96.1%	95.6%	96.0%	97.6%
Annual Dropout Rate (Gr 7-8)															
(Standard Accountability Indicator)															
2008-09	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
2007-08	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

STUDENT INFORMATION

-----Campus-----						Campus Group	District	State
Count	Percent							
Total Students:								
Students By Grade: Early Childhood Education								
0	0.0%		0.0%	0.5%				0.3%
0	0.0%		0.0%	3.2%				4.4%
0	0.0%		0.0%	8.8%				7.6%
0	0.0%		0.0%	8.1%				7.9%
0	0.0%		0.0%	8.2%				7.8%
0	0.0%		0.0%	6.9%				7.7%
0	0.0%		0.0%	8.4%				7.6%
0	0.0%		0.0%	7.1%				7.5%
128	33.3%		25.1%	7.2%				7.3%
124	32.3%		36.4%	7.0%				7.3%
132	34.4%		34.8%	7.4%				7.2%
0	0.0%		0.0%	7.9%				8.1%
0	0.0%		0.0%	6.4%				6.9%
0	0.0%		0.0%	7.1%				6.4%
0	0.0%		0.0%	5.8%				5.9%
Ethnic Distribution: African American								
7	1.8%		3.2%	3.2%				14.0%
66	17.2%		15.5%	15.9%				48.6%
307	79.9%		79.8%	79.8%				33.3%
2	0.5%		0.5%	0.6%				0.4%
2	0.5%		0.9%	0.6%				3.7%
Economically Disadvantaged								
94	24.5%		38.3%	28.4%				59.0%
6	1.6%		2.0%	5.0%				16.9%
64	15.3%		21.4%	8.4%				13.4%
68	17.7%		31.6%	25.2%				47.2%
55	13.2%		13.3%	13.5%				18.9%
14.9	n/a		14.2	14.7				14.5
Retention Rates by Grade:								
-----Non-Special Education Rates----- -----Special Education Rates-----								
Campus	Campus Group	District	State	Campus	Campus Group	District	State	
-	-	7.8%	2.4%	-	-	0.0%	11.8%	
-	-	0.8%	5.3%	-	-	0.0%	9.7%	
-	-	1.0%	3.0%	-	-	0.0%	4.2%	
-	-	2.4%	2.3%	-	-	0.0%	2.4%	
-	-	0.0%	1.2%	-	-	0.0%	1.0%	
-	0.3%	0.0%	1.7%	-	1.6%	0.0%	1.7%	
0.0%	0.7%	0.0%	0.8%	7.1%	1.9%	7.1%	1.3%	
0.0%	1.4%	0.0%	1.2%	0.0%	3.1%	0.0%	1.8%	
0.0%	1.0%	0.0%	1.4%	0.0%	1.4%	0.0%	2.5%	

District Name: AUBREY ISD
 Campus Name: AUBREY MIDDLE
 Campus #: 061907041

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

Elementary:		Campus	Campus Group	District	State
Kindergarten		-	-	35.0	19.3
Grade 1		-	-	?	19.1
Grade 2		-	-	?	19.2
Grade 3		-	-	?	19.3
Grade 4		-	-	?	19.9
Grade 5		-	21.1	?	22.4
Grade 6		21.3	21.0	21.3	21.1
Mixed Grades		-	24.0	-	24.7
Secondary:		20.3	17.8	15.8	17.8
English/Language Arts		-	20.6	22.2	19.4
Foreign Languages		18.2	18.2	20.9	18.5
Mathematics		21.3	19.7	20.6	19.3
Science		23.3	20.8	23.7	20.4
Social Studies					

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

STAFF INFORMATION

Count Percent

Campus Group District State

Total Staff: 37.3 100.0% 100.0% 100.0%

Professional Staff: 29.3 78.7% 86.1% 63.2%
Teachers 25.8 69.3% 74.3% 50.5%
Professional Support 2.0 5.4% 7.1% 8.9%
Campus Admin. (School Leader.) 1.5 4.0% 4.7% 2.8%

Educational Aides: 7.9 21.3% 13.9% 9.8%

Total Minority Staff: 0.0 0.0% 5.6% 43.9%

Teachers By Ethnicity and Sex:

African American 0.0 0.0% 1.0% 9.5%
Hispanic 0.0 0.0% 2.7% 22.5%
White 25.8 100.0% 95.9% 66.4%
Native American 0.0 0.0% 0.3% 0.3%
Asian/Pacific Islander 0.0 0.0% 0.2% 1.3%

Males 8.5 32.9% 27.0% 23.0%
Females 17.3 67.1% 73.0% 77.0%

Teachers by Years of Experience:

Beginning Teachers 2.0 7.7% 7.8% 6.0%
1-5 Years Experience 10.0 38.7% 26.0% 31.0%
6-10 Years Experience 5.9 22.8% 20.2% 20.3%
11-20 Years Experience 6.9 26.9% 25.9% 24.4%
Over 20 Years Experience 1.0 3.9% 20.1% 18.3%

Average Years Experience of Teachers: 11.8 yrs. 9.4 yrs. 11.3 yrs.
Average Years Experience of Teachers with District: 4.5 yrs. 4.7 yrs. 7.6 yrs.

Average Teacher Salary by Years of Experience:
(regular duties only)

Beginning Teachers \$39,522 \$39,261 \$41,165
1-5 Years Experience \$39,980 \$39,922 \$43,527
6-10 Years Experience \$42,681 \$42,486 \$46,149
11-20 Years Experience \$45,533 \$47,653 \$50,153
Over 20 Years Experience \$55,452 \$50,655 \$58,427

Average Actual Salaries (regular duties only):

Teachers \$42,651 \$43,549 \$48,263
Professional Support \$58,193 \$48,127 \$56,470
Campus Administration (School Leadership) \$56,869 \$63,306 \$70,209

Contracted Instructional Staff (not incl. above): 0.0 3.3 1,722.9

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: AUBREY MIDDLE
Campus #: 061907041

ACTUAL OPERATING EXPENDITURE INFORMATION
(2008-09)

	General Fund			Campus			Campus Group		
	Fund	Percent	Student	Per Student	All Funds	Percent	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,348,133	100.0%	\$6,131	\$2,492,715	100.0%	\$6,508	\$104,439,698	100.0%	\$6,317
Instruction (11,95)	\$1,608,975	68.5%	\$4,201	\$1,647,243	66.1%	\$4,301	\$71,921,479	68.9%	\$4,350
Instructional-Related Services (12,13)	\$98,340	4.2%	\$257	\$98,340	3.9%	\$257	\$3,591,547	3.4%	\$217
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,074,703	1.0%	\$65
School Leadership (23)	\$295,541	12.6%	\$772	\$295,541	11.9%	\$772	\$8,145,330	7.8%	\$493
Support Services-Student (31,32,33)	\$85,299	3.6%	\$223	\$85,299	3.4%	\$223	\$5,761,383	5.5%	\$348
Other Campus Costs (35,36,51,52,53)	\$259,978	11.1%	\$679	\$366,292	14.7%	\$956	\$13,945,256	13.4%	\$843
By Program:									
Total Operating Expenditures	\$2,088,155	100.0%	\$5,452	\$2,126,423	100.0%	\$5,552	\$89,972,126	100.0%	\$5,442
Bilingual/ESL Education (25)	\$90	0.0%	\$0	\$90	0.0%	\$0	\$448,938	0.5%	\$27
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$586,054	0.7%	\$35
Accelerated Education (24,30)	\$95,932	4.6%	\$250	\$96,420	4.5%	\$252	\$6,139,293	6.8%	\$371
Gifted & Talented Education (21)	\$7,488	0.4%	\$20	\$7,488	0.4%	\$20	\$1,783,912	2.0%	\$108
Regular Education (11)	\$1,805,156	86.4%	\$4,713	\$1,842,936	86.7%	\$4,812	\$66,516,849	73.9%	\$4,023
Special Education (23)	\$179,489	8.6%	\$469	\$179,489	8.4%	\$469	\$14,472,165	16.1%	\$875
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$24,915	0.0%	\$2

PROGRAM INFORMATION

	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	5	1.3%	4.7%	16.1%
Career & Technical Education	201	52.3%	36.7%	21.3%
Gifted & Talented Education	35	9.1%	5.7%	7.6%
Special Education	36	9.4%	10.2%	9.0%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	2.0%	1.7%	7.0%
Career & Technical Education	0.0	0.0%	3.2%	3.9%
Compensatory Education	0.0	0.0%	0.8%	3.4%
Gifted & Talented Education	0.1	0.5%	0.8%	2.0%
Regular Education	22.8	88.2%	83.4%	71.0%
Special Education	2.4	9.3%	8.6%	9.6%
Other	0.0	0.0%	1.5%	3.0%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: AUBREY MIDDLE
 Target Campus #: 061907041
 District Name: AUBREY ISD
 Campus Type: Middle School

T e x a s E d u c a t i o n A g e n c y
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
003907041	CENTRAL J H	CENTRAL ISD	82.2	52.0	13.8	12.9	3.7	2.3
010902041	BANDERA MIDDLE	BANDERA ISD	78.4	54.6	20.6	14.4	0.5	2.2
043908101	MELISSA MIDDLE	MELISSA ISD	78.2	20.4	14.7	9.7	5.8	1.8
046902046	MT VALLEY MIDDLE	COMAL ISD	79.9	45.6	16.9	13.9	1.8	1.7
049903041	VALLEY VIEW MIDDLE	VALLEY VIEW ISD	82.7	34.0	13.2	11.1	0.0	3.0
050902041	GATESVILLE J H	GATESVILLE ISD	80.5	42.6	13.1	10.6	5.6	1.5
061905041	KRUM MIDDLE	KRUM ISD	78.6	32.2	18.2	10.4	2.4	3.2
061906041	PONDER J H	PONDER ISD	81.1	38.8	15.3	11.0	2.1	0.7
061907041	AUBREY MIDDLE	AUBREY ISD	79.9	24.5	17.2	13.2	1.8	1.6
061908041	SANGER MIDDLE	SANGER ISD	78.0	35.3	18.5	14.1	2.3	3.0
070908042	FRANK SEALE MIDDLE SCHOO	MIDLOTHIAN ISD	78.6	21.9	13.6	9.1	4.9	0.6
070915041	MAYPEARL JUNIOR HIGH	MAYPEARL ISD	81.8	38.0	14.4	14.7	2.7	1.1
091902101	COLLINSVILLE INTERMEDIAT	COLLINSVILLE ISD	82.4	43.5	14.1	16.7	2.4	1.2
101925041	HUFFMAN MIDDLE	HUFFMAN ISD	82.4	31.8	14.5	14.2	1.9	2.8
120905041	INDUSTRIAL J H	INDUSTRIAL ISD	79.0	29.6	19.1	10.1	1.6	0.8
123908041	GROVES MIDDLE	PORT NECHES-GROVES ISD	79.8	31.6	14.6	10.6	2.2	0.8
123914041	HAMSHIRE-FANNETT MIDDLE	HAMSHIRE-FANNETT ISD	80.7	28.5	14.6	9.4	3.6	0.4
126902041	HUGHES MIDDLE	BURLESON ISD	78.0	34.8	15.5	13.4	4.4	2.2
126902042	NICK KERR MIDDLE	BURLESON ISD	80.5	31.2	13.3	11.6	5.1	2.7
126904041	GRANDVIEW J H	GRANDVIEW ISD	79.0	42.0	16.4	14.5	3.4	2.7
126905041	R C LOFLIN MIDDLE	JOSHUA ISD	78.1	46.0	18.9	14.7	2.4	3.0
126911041	GODLEY MIDDLE	GODLEY ISD	82.9	48.0	16.3	18.0	0.3	2.3
129904041	KEMP J H	KEMP ISD	80.2	57.4	14.3	17.5	3.0	3.4
144902041	LEXINGTON MIDDLE SCHOOL	LEXINGTON ISD	80.4	42.0	12.8	10.5	6.4	3.7
150901041	LLANO J H	LLANO ISD	81.6	57.6	16.3	17.5	1.4	2.9
174906041	WODEN J H	WODEN ISD	81.7	54.9	16.5	13.0	1.8	1.8
178808041	SEASHORE MIDDLE ACAD	SEASHORE MIDDLE ACAD	78.7	2.8	17.0	19.1	1.4	0.0
184904041	MILLSAP MIDDLE	MILLSAP ISD	82.4	41.2	16.3	10.7	1.3	3.3
188901043	CROCKETT MIDDLE	AMARILLO ISD	77.0	25.1	15.4	8.8	5.1	2.5
188901048	BONEHAM MIDDLE	AMARILLO ISD	77.8	21.0	13.9	13.8	5.2	0.4
190903041	RAINS JR HIGH	RAINS ISD	81.7	49.9	12.1	14.6	4.1	1.0
191901111	CANYON INT	CANYON ISD	78.0	35.2	18.4	10.3	2.2	1.9
220915041	AZLE J H SOUTH	AZLE ISD	81.0	40.9	16.5	14.9	0.8	1.9
220915042	SANTO FORTE JUNIOR HIGH	AZLE ISD	82.3	49.0	14.4	19.3	1.9	1.4
220915107	W E HOOVER EL	AZLE ISD	81.7	53.6	15.5	18.6	1.9	2.8
230903041	ORE CITY MIDDLE	ORE CITY ISD	80.7	57.3	12.3	17.4	6.4	1.2
234904041	GRAND SALINE MIDDLE	GRAND SALINE ISD	82.1	50.8	17.1	15.7	0.8	2.4
234906041	VAN J H	VAN ISD	81.7	48.0	14.6	13.3	3.1	2.9
234907042	WILLS POINT J H	WILLS POINT ISD	77.3	56.5	14.0	14.6	7.0	3.6
246908041	LIBERTY HILL J H	LIBERTY HILL ISD	80.9	24.6	15.8	11.8	1.4	0.7
250904041	QUITMAN J H	QUITMAN ISD	79.3	43.6	15.1	13.5	5.6	1.1
Group Average			79.8	38.3	15.5	13.3	3.2	2.0

*** Order of columns will vary on lists for other campuses ***

Target Campus Name: AUBREY MIDDLE
 Target Campus #: 061907041
 District Name: AUBREY ISD
 Campus Type: Middle School

Texas Education Agency
 2009-10 Comparable Improvement:
 Gold Performance Acknowledgment: Reading

Campus Name	Reading			Mathematics		
	(1)	(2)	(3)	(4)	(5)	(6)
	Number Matched Students	2009 Avg Scale Score	2010 Avg Scale Score	2009 Failer Avg VSG	2010 Failer Avg VSG	2010 Quar-tile
CENTRAL J H	311	727	776	73	50	Q1
BANDERA MIDDLE	492	739	776	73	37	Q3
MELISSA MIDDLE	192	768	826	77	58	Q1
MT VALLEY MIDDLE	567	743	775	74	32	Q4
VALLEY VIEW MIDDLE	169	744	793	81	49	Q1
GATESVILLE J H	347	746	795	65	49	Q1
KRUM MIDDLE	331	739	784	60	45	Q2
PONDER J H	238	747	790	86	43	Q3
AUBREY MIDDLE	340	765	816	102	51	Q1
SANGER MIDDLE	331	748	794	74	46	Q2
FRANK SEALE MIDDLE S	731	767	809	86	42	Q3
MAYPEARL JUNIOR HIGH	147	771	807	72	36	Q3
COLLINSVILLE INTERME	69	668	710	65	42	Q3
HUFFMAN MIDDLE	630	739	770	65	30	Q4
INDUSTRIAL J H	219	755	792	73	38	Q3
GROVES MIDDLE	448	736	768	63	32	Q4
HAMSHIRE-FANNETT MID	241	763	810	74	47	Q2
HUGHES MIDDLE	946	743	787	86	45	Q2
NICK KERR MIDDLE	1027	745	772	55	27	Q4
GRANDVIEW J H	226	743	781	73	38	Q3
R C LOFLIN MIDDLE	618	759	806	86	46	Q2
GODLEY MIDDLE	299	705	753	67	48	Q2
KEMP J H	184	736	794	95	58	Q1
LEXINGTON MIDDLE SCH	188	741	775	67	33	Q4
LLANO J H	373	741	791	79	50	Q1
WODEN J H	139	736	768	77	32	Q4
SEASHORE MIDDLE ACAD	119	762	807	69	45	Q2
MILLSAP MIDDLE	126	732	784	71	52	Q1
CROCKETT MIDDLE	666	768	798	54	30	Q4
BONHAM MIDDLE	722	775	799	59	24	Q4
RAINS JR HIGH	339	751	793	82	42	Q3
CANYON INT	526	711	746	75	35	Q3
AZILE J H SOUTH	408	754	801	73	47	Q2
SANTO FORTE JUNIOR H	336	748	792	78	44	Q2
W E HOOVER EL	341	677	706	68	29	Q3
ORE CITY MIDDLE	143	732	767	74	35	Q4
GRAND SALINE MIDDLE	207	729	764	45	34	Q4
VAN J H	307	754	806	76	51	Q1
WILLS POINT J H	341	746	799	85	53	Q1
LIBERTY HILL J H	389	772	834	101	61	Q1
QUITMAN J H	146	766	810	69	44	Q2
Group Average	356	745	785	72	40	--
						--

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

Goals/Objectives of Aubrey Middle School

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

Objective 1: All student populations will achieve 90% mastery on all TAKS tests.

Objective 2: All student populations will maintain 96.5 % attendance.

Objective 3: Dropout rate will be 0% for all student populations.

Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.

Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of

targeted parent and community members regarding student achievement, meetings, and training sessions.

Objective 2: Provide training to AMS parents and teachers.

Objective 3: Explore and expand school/community partnerships.

Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

Objective 1: All curriculums will be aligned to state content and performance standards.

Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.

Objective.3: All student populations will be provided career awareness opportunities.

Goal 4: A school climate will be provided that is safe, orderly, and well maintained.

Objective 1: All personnel will be provided staff development in identified areas.

Objective 2: AMS will update the Emergency Operations Plan.

Objective 3:AMS will ensure that a Date Violence Policy will be in place and implemented.

Objective 4: AMS will provide behavior management support systems for students.

Objective 5: AISD will provide a balanced budget using ARRA SFSP monies

Part V: Brockett Elementary School

- A. Performance Ratings Compared to Prior Year and Current State Results**
- B. Performance of the Intermediate School to comparable improvement**
- C. Campus performance objectives and progress made towards them.**

2009-10 Academic Excellence Indicator System

District Name: AUBREY ISD

Campus Name: HL BROCKETT

Campus #: 061907101

2010 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Science

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TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2009-10 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 3 (English)														
Reading	2010 92%	97%	97%	97%	*	83%	> 99%	*	*	97%	97%	*	87%	80%
	2009 90%	93%	97%	91%	*	71%	92%	*	*	90%	91%	55%	84%	67%
Mathematics	2010 87%	91%	94%	89%	*	83%	90%	*	*	88%	89%	80%	81%	80%
	2009 85%	92%	94%	89%	*	71%	91%	*	*	92%	85%	73%	76%	67%
All Tests	2010 84%	91%	91%	89%	*	83%	90%	*	*	88%	89%	80%	81%	80%
	2009 81%	89%	92%	84%	*	57%	86%	*	*	88%	76%	45%	68%	50%
TAKS Met 2010 Standard Grade 4 (English)														
Reading	2010 86%	94%	93%	93%	*	60%	95%	*	*	96%	88%	70%	89%	*
	2009 85%	95%	92%	93%	*	82%	97%	*	*	90%	97%	86%	85%	60%
Mathematics	2010 89%	92%	93%	89%	*	60%	91%	*	*	90%	88%	50%	83%	*
	2009 87%	95%	94%	96%	*	91%	97%	*	*	95%	97%	86%	95%	80%
Writing	2010 92%	94%	96%	91%	*	60%	93%	*	*	91%	91%	44%	84%	*
	2009 91%	94%	96%	93%	*	82%	95%	*	*	92%	94%	57%	89%	60%
All Tests	2010 79%	88%	86%	85%	*	60%	86%	*	*	84%	85%	33%	84%	*
	2009 76%	87%	84%	87%	*	73%	90%	*	*	83%	91%	57%	80%	40%
TAKS Met 2010 Standard Grade 5 (English) First Administration Only														
Reading	2010 86%	92%	95%	90%	*	73%	92%	*	*	95%	84%	*	84%	50%
	2009 83%	93%	94%	96%	*	83%	> 99%	*	*	95%	98%	> 99%	88%	*
Mathematics	2010 86%	94%	95%	94%	*	82%	95%	*	*	98%	89%	80%	88%	67%
	2009 84%	92%	94%	91%	*	88%	91%	*	*	97%	85%	78%	88%	*
Science	2010 88%	95%	95%	96%	*	> 99%	95%	*	*	> 99%	92%	*	> 99%	> 99%
	2009 85%	92%	94%	90%	*	78%	93%	*	*	95%	85%	89%	81%	*
All Tests	2010 76%	88%	89%	89%	*	64%	92%	*	*	95%	81%	60%	80%	33%
	2009 72%	81%	86%	79%	*	56%	86%	*	*	86%	73%	78%	65%	*

District Name: AUBREY ISD
 Campus Name: HL BROCKETT
 Campus #: 061907101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 Campus Performance

Section I - Page 2
 Total Students: 509
 Grade Span: KG - 05
 School Type: Elementary

Indicator:	State	District	Campus	African	Hispanic	White	Native	Asian/	Male	Female	Special	Econ	LEP
			Group	American			American	Pacific	Is		Ed	Disad	
TAKS Met 2010 Standard (Sum of All Grades Tested)													
(Standard Accountability Indicator)													
Reading/ELA	2010	90%	97%	95%	94%	96%	97%	96%	97%	91%	78%	88%	67%
	2009	88%	97%	95%	94%	96%	97%	96%	91%	96%	78%	87%	67%
Mathematics	2010	84%	94%	93%	92%	93%	93%	93%	93%	91%	68%	90%	80%
	2009	80%	95%	94%	94%	94%	93%	94%	95%	92%	85%	89%	80%
Writing	2010	93%	97%	96%	91%	93%	93%	93%	91%	91%	44%	84%	*
	2009	92%	96%	93%	93%	95%	93%	92%	92%	94%	57%	89%	60%
Science	2010	83%	94%	95%	96%	95%	95%	95%	> 99%	92%	*	> 99%	> 99%
	2009	78%	91%	94%	90%	93%	93%	93%	95%	85%	89%	81%	*
All Tests	2010	77%	90%	88%	88%	89%	89%	89%	90%	86%	50%	85%	67%
	2009	72%	89%	88%	85%	88%	88%	88%	87%	83%	63%	73%	47%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)													
Reading/ELA	2010	96%	99%	98%	98%	99%	99%	99%	98%	97%	89%	95%	87%
	2009	95%	99%	98%	98%	99%	99%	99%	98%	99%	89%	96%	80%
Mathematics	2010	91%	98%	98%	95%	97%	97%	97%	97%	94%	77%	92%	80%
	2009	88%	98%	98%	97%	97%	97%	97%	96%	97%	89%	96%	87%
Writing	2010	97%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2009	96%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2010	92%	98%	97%	96%	95%	95%	95%	> 99%	92%	*	> 99%	> 99%
	2009	83%	93%	97%	95%	97%	97%	97%	97%	93%	89%	85%	*
All Tests	2010	88%	96%	96%	94%	96%	96%	96%	97%	92%	73%	92%	80%
	2009	82%	94%	95%	95%	96%	96%	96%	95%	94%	81%	89%	73%
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2010	33%	49%	42%	50%	51%	51%	51%	49%	51%	11%	38%	7%
	2009	31%	44%	47%	45%	49%	49%	49%	42%	49%	22%	24%	13%
Mathematics	2010	29%	41%	39%	44%	46%	46%	46%	44%	44%	18%	27%	20%
	2009	28%	43%	47%	49%	48%	48%	48%	49%	48%	33%	37%	40%
Writing	2010	33%	46%	34%	37%	36%	36%	36%	26%	53%	33%	32%	*
	2009	33%	44%	39%	38%	39%	39%	39%	29%	49%	< 1%	21%	< 1%
Science	2010	28%	40%	49%	54%	54%	54%	54%	61%	46%	*	50%	< 1%
	2009	26%	36%	54%	56%	59%	59%	59%	59%	53%	44%	42%	*
All Tests	2010	15%	24%	25%	27%	27%	27%	27%	22%	32%	9%	13%	< 1%
	2009	15%	22%	30%	27%	29%	29%	29%	23%	31%	11%	15%	13%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: HL BROCKETT
Campus #: 061907101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS-M Met 2010 Standard (Sum of All Grades Tested)														
Reading/ELA	2010	85%	97%	> 99%	88%	*	86%	*	*	83%	*	88%	*	*
	2009	82%	95%	> 99%	80%	*	*	*	*	*	*	80%	*	*
Mathematics	2010	75%	81%	> 99%	*	*	*	*	*	*	*	*	*	*
	2009	69%	79%	92%	60%	*	*	*	*	*	*	60%	*	*
Writing	2010	80%	88%	> 99%	60%	*	60%	*	*	*	*	60%	*	*
	2009	72%	86%	> 99%	*	*	*	*	*	*	*	*	*	*
Science	2010	58%	71%	*	*	*	*	*	*	*	*	*	*	*
	2009	51%	69%	50%	*	*	*	*	*	*	*	*	*	*
All Tests	2010	64%	75%	85%	60%	*	50%	*	*	63%	*	60%	*	*
	2009	57%	78%	80%	40%	*	*	*	*	*	*	40%	*	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	90%	97%	95%	94%	*	78%	96%	*	96%	91%	81%	88%	69%
	2009	88%	97%	95%	93%	*	84%	95%	*	91%	96%	78%	88%	69%
Mathematics	2010	84%	94%	93%	92%	*	87%	92%	*	93%	90%	69%	90%	81%
	2009	80%	94%	93%	93%	*	89%	93%	*	95%	91%	81%	89%	81%
Writing	2010	93%	96%	96%	90%	*	60%	91%	*	88%	91%	50%	84%	*
	2009	91%	96%	95%	92%	*	75%	95%	*	90%	94%	60%	85%	50%
Science	2010	82%	94%	95%	95%	*	> 99%	94%	*	98%	92%	67%	> 99%	> 99%
	2009	77%	90%	93%	90%	*	78%	93%	*	95%	85%	89%	81%	*
All Tests	2010	76%	89%	88%	87%	*	78%	88%	*	88%	85%	46%	85%	69%
	2009	71%	88%	88%	84%	*	65%	88%	*	86%	82%	59%	72%	44%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	32%	49%	42%	49%	*	35%	50%	*	47%	50%	12%	38%	6%
Mathematics	2010	28%	40%	39%	43%	*	30%	45%	*	43%	44%	15%	27%	19%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.6%	100.0%	99.6%	*	96.4%	100.0%	*	*	99.2%	100.0%	100.0%	98.5%	94.4%
By Test Version														
TAKS (1 or more)	90.8%	92.5%	94.3%	93.6%	*	85.7%	94.4%	*	*	92.3%	95.0%	44.4%	91.2%	77.8%
Not on TAKS	7.8%	7.0%	5.5%	6.0%	*	10.7%	5.6%	*	*	6.9%	5.0%	55.6%	7.4%	16.7%
TAKS(Acc) Only	2.3%	2.3%	1.2%	2.4%	*	3.6%	2.3%	*	*	1.5%	3.3%	22.2%	2.9%	5.6%
TAKS-M Only	3.3%	1.9%	2.4%	1.6%	*	3.6%	1.4%	*	*	1.5%	1.7%	14.8%	1.5%	5.6%
TAKS-Alt Only	0.8%	0.2%	0.4%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	2.7%	0.8%	2.0%	*	3.6%	1.9%	*	*	3.8%	0.0%	18.5%	2.9%	5.6%
By Acct Status														
Acct Status	90.0%	93.2%	91.4%	93.2%	*	78.6%	94.9%	*	*	96.9%	89.3%	81.5%	88.2%	83.3%
Non-Acct System	8.6%	6.3%	7.9%	6.4%	*	17.9%	5.1%	*	*	2.3%	10.7%	18.5%	10.3%	11.1%
Mobile	4.4%	4.3%	4.8%	4.8%	*	14.3%	3.7%	*	*	0.8%	9.1%	3.7%	8.8%	5.6%
Non-Acct Test	4.2%	2.1%	2.9%	1.6%	*	3.6%	1.4%	*	*	1.5%	1.7%	14.8%	1.5%	5.6%
Not Tested	1.4%	0.4%	0.0%	0.4%	*	3.6%	0.0%	*	*	0.8%	0.0%	0.0%	1.5%	5.6%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.4%	*	3.6%	0.0%	*	*	0.8%	0.0%	0.0%	1.5%	5.6%
Other	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	1,150	236	251	3	28	214	3	3	130	121	27	68	18
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.4%	100.0%	99.2%	*	95.0%	100.0%	*	*	99.3%	99.2%	100.0%	97.4%	88.9%
By Test Version														
TAKS (1 or more)	90.8%	92.7%	93.5%	92.3%	*	85.0%	93.5%	*	*	90.6%	94.2%	50.0%	88.3%	66.7%
Not on TAKS	7.7%	6.7%	5.9%	6.9%	*	10.0%	6.5%	*	*	8.6%	5.0%	50.0%	9.1%	22.2%
TAKS(Acc) Only	2.3%	2.4%	1.6%	5.0%	*	7.5%	4.7%	*	*	5.8%	4.1%	36.1%	7.8%	16.7%
TAKS-M Only	3.3%	2.6%	2.0%	1.9%	*	2.5%	1.9%	*	*	2.9%	0.8%	13.9%	1.3%	5.6%
TAKS-Alt Only	0.8%	0.1%	0.2%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.6%	1.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct Status	87.3%	89.3%	89.4%	87.4%	*	82.5%	87.9%	*	*	89.2%	86.0%	50.0%	85.7%	66.7%
Non-Acct System	11.2%	10.1%	10.6%	11.9%	*	12.5%	12.1%	*	*	10.1%	13.2%	50.0%	11.7%	22.2%
Mobile	4.7%	4.6%	4.8%	5.7%	*	2.5%	6.5%	*	*	2.9%	8.3%	5.6%	3.9%	0.0%
Non-Acct Test	6.4%	5.4%	5.2%	6.1%	*	10.0%	5.6%	*	*	7.2%	5.0%	44.4%	7.8%	22.2%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	0.6%	0.0%	0.8%	*	5.0%	0.0%	*	*	0.7%	0.8%	0.0%	2.6%	11.1%
Absent	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.8%	*	5.0%	0.0%	*	*	0.7%	0.8%	0.0%	2.6%	11.1%
Other	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	1,143	263	261	2	40	215	2	2	139	121	36	77	18

District Name: AUBREY ISD
Campus Name: HL BROCKETT
Campus #: 061907101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2010	57%	74%	50%	22%	*	*	20%	*	*	*	< 1%	*	*	*
2009	43%	65%	50%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2010	43%	47%	58%	33%	*	*	29%	*	*	20%	*	*	*	*
2009	36%	58%	55%	80%	*	*	86%	*	*	*	67%	*	80%	*
Average Vertical Scale Growth (Sum of Grades 4-8)														
Reading 2010	78	102	104	100	*	*	99	*	*	139	67	101	123	*
Mathematics 2010	70	77	97	74	*	*	65	*	*	65	*	*	*	*
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
2010	15%	8%	5%	10%	*	27%	8%	*	*	5%	16%	*	16%	50%
2009	17%	7%	7%	4%	*	17%	< 1%	*	*	5%	3%	< 1%	12%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	92%	94%	98%	92%	*	82%	94%	*	*	98%	86%	*	88%	67%
2009	90%	97%	98%	97%	*	89%	> 99%	*	*	95%	> 99%	> 99%	92%	*
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2010	14%	6%	6%	6%	*	18%	5%	*	*	2%	11%	20%	12%	33%
2009	16%	9%	6%	10%	*	17%	9%	*	*	5%	15%	22%	15%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	92%	98%	98%	97%	*	> 99%	97%	*	*	> 99%	95%	> 99%	> 99%	> 99%
2009	91%	96%	98%	96%	*	94%	97%	*	*	> 99%	93%	> 99%	96%	*
English Language Learners Progress Indicator														
(2011 Preview)														
2009-10	79%	88%	> 99%	79%	*	78%	*	*	*	70%	89%	*	79%	76%
2008-09	76%	88%	93%	79%	*	78%	*	*	*	71%	90%	60%	77%	72%
Attendance Rate														
2008-09	95.6%	96.5%	96.6%	96.9%	94.5%	98.1%	96.7%	*	*	97.1%	96.6%	97.4%	97.3%	97.2%
2007-08	95.5%	96.0%	96.4%	95.6%	95.1%	96.5%	95.6%	*	*	96.2%	95.1%	93.4%	96.1%	96.9%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: HL BROCKETT
Campus #: 061907101

STUDENT INFORMATION

-----Campus-----							Campus Group	District	State
Count	Percent								
Total Students:									
509	100.0%					16,710	1,772	4,824,778	
Students By Grade: Early Childhood Education									
0	0.0%					0.4%	0.5%	0.3%	0.3%
0	0.0%					3.1%	3.2%	4.4%	4.4%
84	16.5%					12.9%	8.8%	7.6%	7.6%
85	16.7%					13.9%	8.1%	7.9%	7.9%
90	17.7%					14.5%	8.2%	7.8%	7.8%
75	14.7%					16.2%	6.9%	7.7%	7.7%
92	18.1%					21.9%	8.4%	7.6%	7.6%
83	16.3%					14.4%	7.1%	7.5%	7.5%
0	0.0%					2.6%	7.2%	7.3%	7.3%
0	0.0%					0.0%	7.0%	7.3%	7.3%
0	0.0%					0.0%	7.4%	7.2%	7.2%
0	0.0%					0.0%	7.9%	8.1%	8.1%
0	0.0%					0.0%	6.4%	6.9%	6.9%
0	0.0%					0.0%	7.1%	6.4%	6.4%
0	0.0%					0.0%	5.8%	5.9%	5.9%
Ethnic Distribution: African American									
8	1.6%					1.6%	3.2%	14.0%	14.0%
61	12.0%					11.3%	15.9%	48.6%	48.6%
435	85.5%					85.1%	79.8%	33.3%	33.3%
White									
3	0.6%					0.6%	0.6%	0.4%	0.4%
2	0.4%					1.4%	0.6%	3.7%	3.7%
Asian/Pac. Islander									
Economically Disadvantaged									
157	30.8%					32.3%	28.4%	59.0%	59.0%
39	7.7%					3.1%	5.0%	16.9%	16.9%
4	0.7%					4.6%	8.4%	13.4%	13.4%
Students w/Disciplinary Placements (2008-09)									
151	29.7%					25.1%	25.2%	47.2%	47.2%
59	12.7%					12.9%	13.5%	18.9%	18.9%
13.9	n/a					14.8	14.7	14.5	14.5
Number of Students per Teacher									
Retention Rates by Grade:									
-----Non-Special Education Rates-----							-----Special Education Rates-----		
Campus	Campus Group	District	State	Campus	Campus Group	District	State	Campus	State
Kindergarten									
Grade 1	11.4%	2.4%	7.8%	2.4%	0.0%	16.7%	0.0%	11.8%	11.8%
Grade 2	1.1%	3.0%	0.8%	5.3%	0.0%	6.5%	0.0%	9.7%	9.7%
Grade 3	1.5%	1.0%	1.0%	3.0%	0.0%	1.5%	0.0%	4.2%	4.2%
Grade 4	2.5%	1.2%	2.4%	2.3%	0.0%	3.6%	0.0%	2.4%	2.4%
Grade 5	0.0%	0.7%	0.0%	1.2%	0.0%	0.9%	0.0%	1.0%	1.0%
Grade 6	0.0%	1.1%	0.0%	1.7%	0.0%	0.4%	0.0%	1.7%	1.7%
Grade 7	-	0.2%	0.0%	0.8%	-	0.0%	7.1%	1.3%	1.3%
Grade 8	-	-	0.0%	1.2%	-	0.0%	0.0%	1.8%	1.8%
	-	-	0.0%	1.4%	-	-	0.0%	2.5%	2.5%

District Name: AUBREY ISD
Campus Name: HL BROCKETT
Campus #: 061907101

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

Elementary:		Campus	Campus Group	District	State
Kindergarten		?	18.3	35.0	19.3
Grade 1		?	18.6	?	19.1
Grade 2		?	18.5	?	19.2
Grade 3		?	18.9	?	19.3
Grade 4		?	19.3	?	19.9
Grade 5		?	21.4	?	22.4
Grade 6		-	18.9	21.3	21.1
Mixed Grades		-	23.6	-	24.7
Secondary:		-	13.5	15.8	17.8
English/Language Arts		-	-	22.2	19.4
Foreign Languages		-	12.0	20.9	18.5
Mathematics		-	-	20.6	19.3
Science		-	-	23.7	20.4
Social Studies		-	-	-	-

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: HL BROCKETT
Campus #: 061907101

STAFF INFORMATION

Count Percent

Campus Group District State

Total Staff: 45.7 100.0% 100.0% 100.0%

Professional Staff: 38.7 84.7% 83.6% 68.4% 63.2%
Teachers 36.7 80.3% 72.0% 58.2% 50.5%
Professional Support 1.0 2.2% 7.8% 5.3% 8.9%
Campus Admin. (School Leader.) 1.0 2.2% 3.8% 2.4% 2.8%

Educational Aides: 7.0 15.3% 16.4% 14.3% 9.8%

Total Minority Staff: 3.0 6.6% 3.8% 8.1% 43.9%

Teachers By Ethnicity and Sex:

Ethnicity	Count	Percent	Campus Group	District	State
African American	0.0	0.0%	0.5%	0.0%	9.5%
Hispanic	0.0	0.0%	1.6%	3.3%	22.5%
White	34.7	94.5%	97.4%	94.2%	66.4%
Native American	2.0	5.5%	0.3%	2.5%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.2%	0.0%	1.3%

Gender	Count	Percent	Campus Group	District	State
Males	4.2	11.5%	4.6%	26.5%	23.0%
Females	32.4	88.5%	95.4%	73.5%	77.0%

Teachers by Years of Experience:

Experience	Count	Percent	Campus Group	District	State
Beginning Teachers	0.0	0.0%	3.7%	3.3%	6.0%
1-5 Years Experience	15.0	40.9%	24.2%	34.8%	31.0%
6-10 Years Experience	9.9	27.1%	21.2%	26.3%	20.3%
11-20 Years Experience	9.7	26.5%	31.5%	28.1%	24.4%
Over 20 Years Experience	2.0	5.5%	19.5%	7.5%	18.3%

Average Years Experience of Teachers: 8.6 yrs. 12.6 yrs. 9.4 yrs. 11.3 yrs.
Average Years Experience of Teachers with District: 4.2 yrs. 7.8 yrs. 4.7 yrs. 7.6 yrs.

Average Teacher Salary by Years of Experience:

Experience	Campus	District	State
(regular duties only)	-	-	-
Beginning Teachers	\$39,660	\$39,261	\$41,165
1-5 Years Experience	\$42,001	\$39,922	\$43,527
6-10 Years Experience	\$49,079	\$42,486	\$46,149
11-20 Years Experience	\$53,855	\$47,653	\$50,153
Over 20 Years Experience	\$43,567	\$50,655	\$58,427

Average Actual Salaries (regular duties only):

Category	Campus	District	State
Teachers	\$43,567	\$43,549	\$48,263
Professional Support	\$49,534	\$48,127	\$56,470
Campus Administration (School Leadership)	\$67,500	\$63,306	\$70,209

Contracted Instructional Staff (not incl. above): 0.0 7.8 0.0 1,722.9

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: AUBREY ISD
Campus Name: HL BROCKETT
Campus #: 061907101

ACTUAL OPERATING EXPENDITURE INFORMATION
(2008-09)

By Function:

	General Fund	Percent	Per Student	Campus All Funds	Percent	Per Student	Campus All Funds	Percent	Per Student
Total Operating Expenditures	\$2,554,226	100.0%	\$5,028	\$2,824,226	100.0%	\$5,560	\$94,788,546	100.0%	\$5,901
Instruction (11,95)	\$2,043,447	80.0%	\$4,023	\$2,173,589	77.0%	\$4,279	\$71,775,266	75.7%	\$4,468
Instructional-Related Services (12,13)	\$107,427	4.2%	\$211	\$107,427	3.8%	\$211	\$3,522,191	3.7%	\$219
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$898,379	0.9%	\$56
School Leadership (23)	\$194,578	7.6%	\$383	\$194,578	6.9%	\$383	\$6,479,856	6.8%	\$403
Support Services-Student (31,32,33)	\$80,227	3.1%	\$158	\$80,227	2.8%	\$158	\$4,356,149	4.6%	\$271
Other Campus Costs (35,36,51,52,53)	\$128,547	5.0%	\$253	\$268,405	9.5%	\$528	\$7,756,705	8.2%	\$483

By Program:

Total Operating Expenditures	\$2,425,679	100.0%	\$4,775	\$2,555,821	100.0%	\$5,031	\$86,483,286	100.0%	\$5,384
Bilingual/ESL Education (25)	\$531	0.0%	\$1	\$531	0.0%	\$1	\$654,134	0.8%	\$41
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$121,084	0.1%	\$8
Accelerated Education (24,30)	\$71,634	3.0%	\$141	\$148,997	5.8%	\$293	\$7,797,016	9.0%	\$485
Gifted & Talented Education (21)	\$7,325	0.3%	\$14	\$7,325	0.3%	\$14	\$1,033,792	1.2%	\$64
Regular Education (11)	\$2,135,813	88.1%	\$4,204	\$2,188,592	85.6%	\$4,308	\$64,542,255	74.6%	\$4,018
Special Education (23)	\$210,376	8.7%	\$414	\$210,376	8.2%	\$414	\$12,334,913	14.3%	\$768
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$92	0.0%	\$0

PROGRAM INFORMATION

Student Enrollment by Program:
Bilingual/ESL Education
Career & Technical Education
Gifted & Talented Education
Special Education

Teachers by Program (population served):

Bilingual/ESL Education
Career & Technical Education
Compensatory Education
Gifted & Talented Education
Regular Education
Special Education
Other

	Count	Percent	Campus Group	District	State
Bilingual/ESL Education	39	7.7%	3.0%	4.7%	16.1%
Career & Technical Education	0	0.0%	0.0%	36.7%	21.3%
Gifted & Talented Education	14	2.8%	5.9%	5.7%	7.6%
Special Education	49	9.6%	8.4%	10.2%	9.0%
Bilingual/ESL Education	0.8	2.2%	0.8%	1.7%	7.0%
Career & Technical Education	0.0	0.0%	0.0%	3.2%	3.9%
Compensatory Education	0.7	1.8%	4.8%	0.8%	3.4%
Gifted & Talented Education	0.7	1.8%	0.8%	0.8%	2.0%
Regular Education	31.5	86.0%	84.4%	83.4%	71.0%
Special Education	3.0	8.2%	9.2%	8.6%	9.6%
Other	0.0	0.0%	0.0%	1.5%	3.0%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

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Target Campus Name: HL BROCKETT
 Target Campus #: 061907101
 District Name: AUBREY ISD
 Campus Type: Elementary School

Texas Education Agency

2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Mobility	% Hispanic	% IEP	% Afr_Amer
025905101	MAY EL	MAY ISD	83.9	59.7	18.9	12.1	4.7	2.7
057916123	PRAIRIE CREEK EL	RICHARDSON ISD	86.8	3.1	8.4	8.5	1.6	0.8
061907101	* HL BROCKETT	AUBREY ISD	85.5	30.8	12.7	12.0	7.7	1.6
061910101	HILLTOP EL	ARGYLE ISD	86.6	16.7	6.1	11.6	6.9	0.5
061911109	SAMUEL BECK EL	NORTHWEST ISD	84.9	6.5	6.3	9.8	1.4	2.0
070908108	LARUE MILLER ELEMENTARY	MIDLOTHIAN ISD	84.6	19.7	8.5	9.7	1.2	3.2
074912101	TRENTON EL	TRENTON ISD	84.6	46.3	7.7	12.9	2.2	1.8
084909102	ELIZABETH YAWS COWAN EL	SANTA FE ISD	83.6	36.5	10.0	14.1	2.3	1.4
086902101	HARPER EL	HARPER ISD	83.9	46.1	11.6	14.6	1.6	0.0
091902102	COLLINSVILLE PRI	COLLINSVILLE ISD	83.9	38.6	17.2	14.8	8.5	0.9
101921102	DECKER PRAIRIE EL	TOMBALL ISD	87.2	29.1	14.4	10.3	2.3	1.4
101925103	HUFFMAN INT SCHL	HUFFMAN ISD	83.8	34.6	13.6	13.8	5.3	2.0
105904103	ROOSTER SPRINGS EL	DRIPPING SPRINGS ISD	84.9	5.2	6.0	9.6	0.8	1.2
111901102	ACTON EL	GRANBURY ISD	86.2	41.3	19.6	10.6	4.9	2.2
111901106	OAK WOODS SCHOOL	GRANBURY ISD	85.9	40.0	20.2	11.7	1.6	1.0
112905101	CUMBY ELEMENTARY	CUMBY ISD	86.8	59.3	19.0	9.1	4.5	1.2
126905101	H D STAPLES EL	JOSHUA ISD	84.0	60.6	19.8	14.1	2.4	1.8
126905104	NORTH JOSHUA EL	JOSHUA ISD	85.9	25.3	4.1	10.8	2.0	1.7
126907101	RIO VISTA EL	RIO VISTA ISD	85.2	55.5	14.1	13.2	4.5	0.6
128904101	FALLS CITY EL	FALLS CITY ISD	85.5	22.4	8.8	13.9	0.6	0.6
129904102	KEMP INT	KEMP ISD	83.6	61.6	20.8	13.5	3.2	2.6
129910101	SCURRY-ROSSER EL	SCURRY-ROSSER ISD	83.7	48.4	17.2	12.6	1.7	3.2
169909101	PRAIRIE VALLEY EL	PRAIRIE VALLEY ISD	85.5	55.4	10.7	12.0	1.2	0.0
170903105	LONE STAR ELEMENTARY	MONTGOMERY ISD	86.9	24.6	11.1	9.6	3.7	1.3
170903106	MADELEY RANCH EL	MONTGOMERY ISD	85.8	14.2	11.9	10.1	2.5	1.6
170906108	TOM R ELLISOR EL	MONTGOMERY ISD	85.8	22.4	7.6	11.5	3.6	1.3
175910101	MILDRED EL	MAGNOLIA ISD	84.0	41.0	13.4	8.7	2.6	1.7
180904101	WILDORADO EL	MILDRED ISD	85.3	41.0	10.8	10.1	2.0	2.0
181901103	BRIDGE CITY INT	WILDORADO ISD	85.9	46.5	16.3	11.3	4.5	0.7
182904101	SANTO EL	BRIDGE CITY ISD	85.0	48.7	16.6	11.3	4.2	0.4
184902106	SPRINGTOWN ELEMENTARY	SANTO ISD	85.0	45.0	16.3	12.3	3.7	2.1
184903106	AUSTIN EL	SPRINGTOWN ISD	83.8	55.8	18.6	12.3	3.7	2.1
184904101	MILLSAP EL	WEATHERFORD ISD	84.1	25.6	15.3	9.4	3.3	2.6
184908101	PEASTER EL	MILLSAP ISD	87.0	50.1	17.7	12.2	4.6	0.9
188901141	WINDSOR EL	PEASTER ISD	86.7	35.8	15.9	11.9	4.4	1.0
220915106	SILVER CREEK EL	AMARILLO ISD	85.5	15.9	7.0	9.1	0.6	3.1
220918102	EAGLE MOUNTAIN EL	AZLE ISD	83.6	40.5	12.8	13.8	1.6	1.6
226901101	CHRISTOVAL EL	EAGLE MT-SAGINAW ISD	84.7	12.0	14.7	9.8	2.6	3.3
227909103	VALLEY VIEW EL	CHRISTOVAL ISD	84.0	21.7	16.7	12.6	1.7	2.3
230905102	HARMONY INTERMEDIATE SCH	HANES ISD	83.9	8.2	4.4	10.3	4.5	0.4
234902102	CANTON INT	HARMONY ISD	86.7	54.7	12.8	12.0	5.3	1.3
		CANTON ISD	85.5	42.6	15.0	10.1	3.7	1.9
	Group Average		85.1	32.3	12.9	11.3	3.1	1.6

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: HL BROCKETT
 Target Campus #: 061907101
 District Name: AUBREY ISD
 Campus Type: Elementary School

Texas Education Agency
 2009-10 Comparable Improvement:

Gold Performance Acknowledgment: Not Qualified

Campus Name	Number Matched Students	Reading			Mathematics		
		(1)	(2)	(3)	(4)	(5)	(6)
		2009 Avg Scale Score	2009 Failer Avg VSG	2010 Avg Scale Score	2010 Failer Avg Scale Score	2010 Avg VSG	2010 Quar-tile
MAY EL	57	662	40	680	694	60	Q4
PRAIRIE CREEK EL	105	754	-	806	799	-	Q2
* HL BROCKETT	152	665	100	706	699	74	Q3
HILLTOP EL	115	671	-	709	672	46	Q3
SAMUEL BECK EL	164	690	152	734	751	105	Q4
LARUE MILLER ELEMENT	168	672	97	719	703	117	Q2
TRENTON EL	73	620	116	666	621	67	Q3
ELIZABETH YAWS COWAN	318	643	197	666	671	55	Q4
HARPER EL	62	698	-	735	725	209	Q3
COLLINSVILLE PRI	42	691	-	679	678	-	Q2
DECKER PRAIRIE EL	95	602	93	650	647	96	Q2
HUFFMAN INT SCHL	392	638	127	686	678	75	Q3
ROOSTER SPRINGS EL	214	680	70	732	720	87	Q2
ACTION EL	173	660	152	697	690	89	Q3
OAK WOODS SCHOOL	145	657	106	713	720	122	Q1
CUMBY ELEMENTARY	94	626	69	676	654	65	Q4
H D STAPLES EL	157	657	76	695	678	98	Q3
NORTH JOSHUA EL	236	711	119	761	750	106	Q3
RIO VISTA EL	50	635	67	658	637	75	Q3
FALLS CITY EL	75	725	121	775	769	-	Q3
KEMP INT	261	637	89	679	682	80	Q3
SCURRY-ROSSER EL	57	605	104	650	648	100	Q1
PRAIRIE VALLEY EL	20	633	-	687	700	-	Q1
LONE STAR ELEMENTARY	118	662	90	709	697	163	Q1
MADELEY RANCH EL	114	660	175	706	716	87	Q1
TOM R ELLISOR EL	231	674	107	712	703	101	Q2
MILDRED EL	105	619	87	661	632	88	Q1
WILDORADO EL	28	668	78	706	692	86	Q3
BRIDGE CITY INT	331	646	116	695	686	118	Q2
SANTO EL	50	665	139	712	723	121	Q1
SPRINGTOWN ELEMENTAR	157	597	52	618	589	64	Q4
AUSTIN EL	219	700	81	736	719	90	Q3
MILLSAP EL	87	648	103	674	611	61	Q2
PEASTER EL	142	641	109	679	669	117	Q2
WINDSOR EL	155	709	752	752	762	263	Q1
SILVER CREEK EL	91	641	-	668	666	73	Q1
EAGLE MOUNTAIN EL	155	690	102	718	703	45	Q4
CHRISTOVAL EL	52	683	106	697	687	143	Q4
VALLEY VIEW EL	139	704	-	748	743	178	Q1
HARMONY INTERMEDIATE	124	654	119	692	673	63	Q4
CANTON INT	275	668	114	713	695	103	Q4
Group Average	138	662	102	703	694	89	--
			41			54	

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

Goals/Objectives of H.L. Brockett Elementary School

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

Objective 1: All student populations will achieve 90% mastery on all TAKS and TRA Assessments.

Objective 2: All student populations will maintain 96.5% attendance.

Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.

Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.

Objective 2: Provide training to Aubrey Elementary parents and teachers.

Objective 3: Explore & expand school/community partnerships.

Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

Objective 1: All curriculums will be aligned to state content and performance standards.

Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.

Objective.3: All student populations will be provided career awareness opportunities.

Goal 4: A school climate will be provided that is safe, orderly, and well maintained.

Objective 1: All personnel will be provided staff development in identified areas.

Objective 2: AISD will ensure that all facilities are well maintained and orderly.

Objective 3: Aubrey ISD will provide a balanced budget using ARRA/SF monies.

Part VI: Monaco Elementary School

- D. Performance Ratings Compared to Prior Year and Current State Results**
- E. Performance of the Elementary School to comparable improvement**
- F. Campus performance objectives and progress made towards them.**

2009-10 Academic Excellence Indicator System

District Name: AUBREY ISD

Campus Name: JAMES A MONACO

Campus #: 061907102

2010 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

Section I - Page 1
Total Students: 397
Grade Span: EE - 05
School Type: Elementary

District Name: AUBREY ISD
Campus Name: JAMES A MONACO
Campus #: 061907102

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 3 (English)															
Reading	2010	92%	97%	97%	98%	*	> 99%	> 99%	*	*	> 99%	95%	80%	93%	> 99%
	2009	90%	93%	97%	98%	*	86%	> 99%	*	*	> 99%	95%	*	88%	83%
Mathematics	2010	87%	91%	93%	95%	*	> 99%	97%	*	*	> 99%	90%	83%	86%	> 99%
	2009	85%	92%	93%	98%	*	86%	> 99%	*	*	> 99%	95%	*	86%	83%
All Tests	2010	84%	91%	90%	95%	*	> 99%	97%	*	*	> 99%	90%	83%	86%	> 99%
	2009	81%	89%	91%	98%	*	86%	> 99%	*	*	> 99%	95%	*	88%	83%
TAKS Met 2010 Standard Grade 4 (English)															
Reading	2010	86%	94%	94%	98%	*	*	97%	*	*	96%	> 99%	*	> 99%	*
	2009	85%	95%	93%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
Mathematics	2010	89%	92%	93%	98%	*	*	97%	*	*	> 99%	95%	*	> 99%	*
	2009	87%	95%	93%	91%	*	> 99%	92%	*	*	> 99%	84%	*	80%	*
Writing	2010	92%	94%	96%	98%	*	*	97%	*	*	96%	> 99%	80%	89%	*
	2009	91%	94%	95%	97%	*	> 99%	> 99%	*	*	93%	> 99%	*	90%	*
All Tests	2010	79%	88%	85%	94%	*	*	93%	*	*	93%	95%	80%	89%	*
	2009	76%	87%	87%	89%	*	> 99%	93%	*	*	94%	85%	*	70%	*
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	92%	96%	95%	*	83%	> 99%	*	*	> 99%	91%	80%	75%	*
	2009	83%	93%	93%	88%	*	93%	92%	*	*	84%	91%	*	93%	*
Mathematics	2010	86%	94%	93%	95%	*	> 99%	> 99%	*	*	95%	95%	80%	88%	*
	2009	84%	92%	95%	93%	*	93%	96%	*	*	90%	96%	*	93%	*
Science	2010	88%	95%	95%	93%	*	> 99%	94%	*	*	> 99%	86%	60%	88%	*
	2009	85%	92%	93%	98%	*	93%	> 99%	*	*	> 99%	96%	*	92%	*
All Tests	2010	76%	88%	88%	88%	*	83%	94%	*	*	95%	82%	60%	75%	*
	2009	72%	81%	86%	81%	*	79%	92%	*	*	80%	87%	*	79%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard (Sum of All Grades Tested)														
(Standard Accountability Indicator)														
Reading/ELA	2010	90%	97%	96%	98%	> 99%	99%	*	*	98%	97%	86%	94%	> 99%
	2009	88%	97%	96%	98%	96%	99%	*	*	98%	98%	89%	97%	88%
Mathematics	2010	84%	94%	94%	97%	> 99%	98%	*	*	98%	95%	93%	94%	> 99%
	2009	80%	95%	94%	95%	93%	98%	*	*	97%	94%	78%	87%	88%
Writing	2010	93%	97%	96%	98%	*	97%	*	*	96%	> 99%	80%	89%	*
	2009	92%	96%	95%	97%	> 99%	> 99%	*	*	93%	> 99%	*	90%	*
Science	2010	83%	94%	95%	93%	> 99%	94%	*	*	> 99%	86%	60%	88%	*
	2009	78%	91%	93%	98%	93%	> 99%	*	*	> 99%	96%	*	92%	*
All Tests	2010	77%	90%	89%	93%	> 99%	94%	*	*	96%	91%	75%	87%	> 99%
	2009	72%	89%	89%	93%	89%	97%	*	*	94%	92%	67%	81%	75%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)														
Reading/ELA	2010	96%	99%	98%	99%	> 99%	> 99%	*	*	> 99%	98%	93%	97%	> 99%
	2009	95%	99%	98%	99%	96%	> 99%	*	*	> 99%	98%	> 99%	97%	88%
Mathematics	2010	91%	98%	97%	99%	> 99%	> 99%	*	*	> 99%	98%	93%	97%	> 99%
	2009	88%	98%	97%	98%	96%	> 99%	*	*	98%	98%	> 99%	97%	88%
Writing	2010	97%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
	2009	96%	99%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
Science	2010	92%	98%	96%	93%	> 99%	94%	*	*	> 99%	86%	60%	88%	*
	2009	83%	93%	95%	98%	93%	> 99%	*	*	> 99%	96%	*	92%	*
All Tests	2010	88%	96%	95%	97%	> 99%	98%	*	*	> 99%	94%	81%	94%	> 99%
	2009	82%	94%	96%	98%	93%	> 99%	*	*	98%	97%	> 99%	94%	75%
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2010	33%	49%	45%	61%	55%	65%	*	*	60%	61%	36%	48%	25%
	2009	31%	44%	48%	59%	44%	64%	*	*	54%	63%	11%	44%	38%
Mathematics	2010	29%	41%	44%	63%	50%	67%	*	*	59%	67%	27%	48%	50%
	2009	28%	43%	49%	62%	48%	68%	*	*	61%	63%	22%	52%	25%
Writing	2010	33%	46%	33%	47%	*	54%	*	*	35%	62%	20%	56%	*
	2009	33%	44%	36%	46%	33%	50%	*	*	33%	55%	*	30%	*
Science	2010	28%	40%	56%	73%	83%	74%	*	*	89%	59%	60%	63%	*
	2009	26%	36%	52%	62%	50%	71%	*	*	53%	70%	*	54%	*
All Tests	2010	15%	24%	26%	42%	30%	45%	*	*	38%	45%	13%	29%	13%
	2009	15%	22%	28%	36%	15%	41%	*	*	26%	46%	< 1%	31%	13%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

District Name: AUBREY ISD
Campus Name: JAMES A MONACO
Campus #: 061907102

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS-M Met 2010 Standard (Sum of All Grades Tested)														
Reading/ELA	2010	85%	97%	> 99%	> 99%	*	*	*	*	*	*	> 99%	*	*
	2009	82%	95%	> 99%	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	75%	81%	89%	> 99%	*	*	*	*	*	*	> 99%	*	*
	2009	69%	79%	87%	*	*	*	*	*	*	*	*	*	*
Writing	2010	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*
	2009	72%	86%	83%	*	*	*	*	*	*	*	*	*	*
Science	2010	58%	71%	50%	*	*	*	*	*	*	*	*	*	*
	2009	51%	69%	67%	*	*	*	*	*	*	*	*	*	*
All Tests	2010	64%	75%	79%	83%	*	*	*	*	*	*	83%	*	*
	2009	57%	78%	77%	*	*	*	*	*	*	*	*	*	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	90%	97%	96%	98%	85%	> 99%	99%	*	99%	97%	90%	94%	> 99%
	2009	88%	97%	95%	98%	> 99%	96%	99%	*	98%	98%	92%	97%	88%
Mathematics	2010	84%	94%	94%	97%	85%	> 99%	98%	*	99%	95%	95%	94%	> 99%
	2009	80%	94%	94%	95%	80%	93%	98%	*	97%	94%	83%	88%	88%
Writing	2010	93%	96%	96%	98%	*	*	98%	*	96%	> 99%	88%	91%	*
	2009	91%	96%	94%	97%	*	> 99%	> 99%	*	93%	> 99%	*	91%	*
Science	2010	82%	94%	94%	90%	60%	> 99%	94%	*	> 99%	83%	50%	78%	*
	2009	77%	90%	93%	98%	*	93%	> 99%	*	> 99%	96%	*	92%	*
All Tests	2010	76%	89%	89%	93%	69%	> 99%	94%	*	96%	89%	75%	85%	> 99%
	2009	71%	88%	89%	93%	73%	89%	97%	*	94%	93%	75%	83%	75%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)														
(2011 Preview)														
Reading/ELA	2010	32%	49%	44%	62%	38%	55%	66%	*	63%	61%	50%	50%	25%
Mathematics	2010	28%	40%	44%	61%	46%	50%	66%	*	58%	65%	25%	44%	50%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.6%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	92.5%	93.5%	91.8%	69.2%	100.0%	92.8%	-	*	90.5%	93.0%	40.0%	82.1%	100.0%
Not on TAKS	7.8%	7.0%	6.1%	8.2%	30.8%	0.0%	7.2%	-	*	9.5%	7.0%	60.0%	17.9%	0.0%
TAKS(Acc) Only	2.3%	2.3%	1.4%	2.3%	15.4%	0.0%	3.6%	-	*	4.1%	4.2%	30.0%	10.3%	0.0%
TAKS-M Only	3.3%	1.9%	2.3%	2.7%	7.7%	0.0%	2.7%	-	*	2.7%	2.8%	20.0%	7.7%	0.0%
TAKS-Alt Only	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	2.7%	1.2%	1.4%	7.7%	0.0%	0.9%	-	*	2.7%	0.0%	10.0%	0.0%	0.0%
By Acct Status														
Acct System	90.0%	93.2%	92.1%	90.4%	92.3%	95.2%	90.1%	-	*	91.9%	90.1%	80.0%	79.5%	100.0%
Non-Acct System	8.6%	6.3%	7.3%	9.6%	7.7%	4.8%	9.9%	-	*	8.1%	9.9%	20.0%	20.5%	0.0%
Mobile	4.4%	4.3%	4.2%	6.8%	0.0%	4.8%	7.2%	-	*	5.4%	7.0%	0.0%	12.8%	0.0%
Non-Acct Test	4.2%	2.1%	3.1%	2.7%	7.7%	0.0%	2.7%	-	*	2.7%	2.8%	20.0%	7.7%	0.0%
Not Tested														
Absent	1.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	1,150	265	146	13	21	111	0	1	74	71	20	39	8
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.4%	99.7%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	92.7%	93.5%	95.7%	84.6%	100.0%	95.9%	-	-	97.0%	94.5%	50.0%	87.5%	100.0%
Not on TAKS	7.7%	6.7%	5.9%	4.3%	15.4%	0.0%	4.1%	-	-	3.0%	5.5%	50.0%	12.5%	0.0%
TAKS(Acc) Only	2.3%	2.4%	1.3%	2.2%	7.7%	0.0%	2.0%	-	-	1.5%	2.7%	25.0%	5.0%	0.0%
TAKS-M Only	3.3%	2.6%	2.4%	2.2%	7.7%	0.0%	2.0%	-	-	1.5%	2.7%	25.0%	7.5%	0.0%
TAKS-Alt Only	0.8%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.6%	1.1%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	89.3%	89.4%	89.2%	69.2%	96.4%	89.8%	-	-	92.4%	86.3%	50.0%	75.0%	100.0%
Non-Acct System	11.2%	10.1%	10.0%	10.8%	30.8%	3.6%	10.2%	-	-	7.6%	13.7%	50.0%	25.0%	0.0%
Mobile	4.7%	4.6%	4.9%	6.5%	15.4%	3.6%	6.1%	-	-	4.5%	8.2%	0.0%	12.5%	0.0%
Non-Acct Test	6.4%	5.4%	5.0%	4.3%	15.4%	0.0%	4.1%	-	-	3.0%	5.5%	50.0%	12.5%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested														
Absent	1.5%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	1,143	315	139	13	28	98	0	0	66	73	12	40	8

Section I - Page 5
Total Students: 397
Grade Span: EE - 05
School Type: Elementary

[illegible]

District Name: AUBREY ISD
 Campus Name: JAMES A MONACO
 Campus #: 061907102

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 Campus Profile

Section II - Page 1
 Total Students: 397
 Grade Span: EE - 05
 School Type: Elementary

STUDENT INFORMATION

	Count	Percent	Campus Group	District	State
Total Students:	397	100.0%	21,098	1,772	4,824,778
Students By Grade: Early Childhood Education	9	2.3%	0.8%	0.5%	0.3%
Pre-Kindergarten	56	14.1%	2.3%	3.2%	4.4%
Kindergarten	72	18.1%	15.6%	8.8%	7.6%
Grade 1	59	14.9%	15.8%	8.1%	7.9%
Grade 2	55	13.9%	15.5%	8.2%	7.8%
Grade 3	47	11.8%	16.4%	6.9%	7.7%
Grade 4	56	14.1%	17.0%	8.4%	7.6%
Grade 5	43	10.8%	14.3%	7.1%	7.5%
Grade 6	0	0.0%	2.1%	7.2%	7.3%
Grade 7	0	0.0%	0.1%	7.0%	7.3%
Grade 8	0	0.0%	0.1%	7.4%	7.2%
Grade 9	0	0.0%	0.0%	7.9%	8.1%
Grade 10	0	0.0%	0.0%	6.4%	6.9%
Grade 11	0	0.0%	0.0%	7.1%	6.4%
Grade 12	0	0.0%	0.0%	5.8%	5.9%
Ethnic Distribution: African American	30	7.6%	6.0%	3.2%	14.0%
Hispanic	75	18.9%	17.2%	15.9%	48.6%
White	287	72.3%	72.2%	79.8%	33.3%
Native American	1	0.3%	0.6%	0.6%	0.4%
Asian/Pac. Islander	4	1.0%	4.0%	0.6%	3.7%
Economically Disadvantaged	144	36.3%	25.9%	28.4%	59.0%
Limited English Proficient (LEP)	33	8.3%	5.0%	5.0%	16.9%
Students w/Disciplinary Placements (2008-09)	24	6.2%	3.8%	8.4%	13.4%
At-Risk	110	27.7%	23.7%	25.2%	47.2%
Mobility (2008-09)	32	12.9%	11.3%	13.5%	18.9%
Number of Students per Teacher	15.7	n/a	14.8	14.7	14.5
Retention Rates by Grade:					
Kindergarten	2.2%	2.1%	2.4%	0.0%	11.8%
Grade 1	0.0%	1.4%	5.3%	10.2%	9.7%
Grade 2	0.0%	1.2%	3.0%	0.0%	4.2%
Grade 3	2.1%	0.5%	2.3%	3.5%	2.4%
Grade 4	0.0%	0.3%	1.2%	0.6%	1.0%
Grade 5	0.0%	0.8%	1.7%	0.9%	1.7%
Grade 6	-	0.3%	0.8%	0.6%	1.3%
Grade 7	-	0.0%	1.2%	0.0%	1.8%
Grade 8	-	5.9%	1.4%	0.0%	2.5%

	Campus	Group	District	State	Campus	Group	District	State
Non-Special Education Rates-----								
Special Education Rates-----								

District Name: AUBREY ISD
Campus Name: JAMES A MONACO
Campus #: 061907102

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

		Campus	Campus Group	District	State
Elementary:					
Kindergarten	27.0	19.0	35.0	19.3	
Grade 1	?	18.2	?	19.1	
Grade 2	?	20.9	?	19.2	
Grade 3	?	21.2	?	19.3	
Grade 4	?	20.7	?	19.9	
Grade 5	43.0	23.2	?	22.4	
Grade 6	-	20.0	21.3	21.1	
Mixed Grades	-	25.8	-	24.7	
Secondary:					
English/Language Arts	-	17.0	15.8	17.8	
Foreign Languages	-	-	22.2	19.4	
Mathematics	-	18.0	20.9	18.5	
Science	-	19.0	20.6	19.3	
Social Studies	-	19.0	23.7	20.4	

District Name: AUBREY ISD
 Campus Name: JAMES A MONACO
 Campus #: 061907102

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 Campus Profile

Section II - Page 3
 Total Students: 397
 Grade Span: EE - 05
 School Type: Elementary

STAFF INFORMATION

	Count	Percent	Campus Group	District	State
Total Staff:	37.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	27.4	73.9%	85.0%	68.4%	63.2%
Teachers	25.4	68.5%	72.2%	58.2%	50.5%
Professional Support	1.0	2.7%	9.1%	5.3%	8.9%
Campus Admin. (School Leader.)	1.0	2.7%	3.7%	2.4%	2.8%
Educational Aides:	9.7	26.1%	15.0%	14.3%	9.8%
Total Minority Staff:	5.0	13.5%	8.4%	8.1%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.9%	0.0%	9.5%
Hispanic	1.0	3.9%	3.3%	3.3%	22.5%
White	23.4	92.1%	93.4%	94.2%	66.4%
Native American	1.0	3.9%	0.4%	2.5%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.5%	0.0%	1.3%
Males	1.8	7.0%	5.0%	26.5%	23.0%
Females	23.6	93.0%	95.0%	73.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	1.0	3.9%	3.7%	3.3%	6.0%
1-5 Years Experience	9.0	35.5%	29.1%	34.8%	31.0%
6-10 Years Experience	7.5	29.4%	20.8%	26.3%	20.3%
11-20 Years Experience	5.9	23.3%	29.8%	28.1%	24.4%
Over 20 Years Experience	2.0	7.9%	16.6%	7.5%	18.3%
Average Years Experience of Teachers:					
Average Years Experience of Teachers with District:		9.2 yrs.	11.5 yrs.	9.4 yrs.	11.3 yrs.
		5.8 yrs.	7.6 yrs.	4.7 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$39,000	\$43,170	\$39,261	\$41,165
1-5 Years Experience		\$40,087	\$43,357	\$39,922	\$43,527
6-10 Years Experience		\$42,348	\$45,210	\$42,486	\$46,149
11-20 Years Experience		\$48,579	\$49,358	\$47,653	\$50,153
Over 20 Years Experience		\$55,166	\$57,188	\$50,655	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$43,875	\$47,816	\$43,549	\$48,263
Professional Support		\$52,276	\$51,147	\$48,127	\$56,470
Campus Administration (School Leadership)		\$70,640	\$70,017	\$63,306	\$70,209
Contracted Instructional Staff (not incl. above):		0.0	2.7	0.0	1,722.9

District Name: AUBREY ISD
 Campus Name: JAMES A MONACO
 Campus #: 061907102

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2009-10 Campus Profile

Section II - Page 4
 Total Students: 397
 Grade Span: EE - 05
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION
 (2008-09)

	-----Campus-----			-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student
By Function:						
Total Operating Expenditures	\$2,004,377	100.0%	\$6,111	\$2,181,486	100.0%	\$6,651
Instruction (11,95)	\$1,520,216	75.8%	\$4,635	\$1,608,176	73.7%	\$4,903
Instructional-Related Services (12,13)	\$89,466	4.5%	\$273	\$89,466	4.1%	\$273
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0
School Leadership (23)	\$185,195	9.2%	\$565	\$185,195	8.5%	\$565
Support Services-Student (31,32,33)	\$78,429	3.9%	\$239	\$78,429	3.6%	\$239
Other Campus Costs (35,36,51,52,53)	\$131,071	6.5%	\$400	\$220,220	10.1%	\$671
By Program:						
Total Operating Expenditures	\$1,873,306	100.0%	\$5,711	\$1,961,266	100.0%	\$5,979
Bilingual/ESL Education (25)	\$13,521	0.7%	\$41	\$13,521	0.7%	\$41
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$40,774	2.2%	\$124	\$87,116	4.4%	\$266
Gifted & Talented Education (21)	\$7,478	0.4%	\$23	\$7,478	0.4%	\$23
Regular Education (11)	\$1,514,524	80.8%	\$4,617	\$1,556,142	79.3%	\$4,744
Special Education (23)	\$297,009	15.9%	\$906	\$297,009	15.1%	\$906
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0
				\$108,074,291	100.0%	\$5,442
				\$1,791,592	1.7%	\$90
				\$7,924	0.0%	\$0
				\$5,757,569	5.3%	\$290
				\$1,644,372	1.5%	\$83
				\$81,342,195	75.3%	\$4,096
				\$17,530,639	16.2%	\$883
				\$0	0.0%	\$0

PROGRAM INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	33	8.3%	4.6%	4.7%	16.1%
Career & Technical Education	0	0.0%	0.0%	36.7%	21.3%
Gifted & Talented Education	12	3.0%	6.5%	5.7%	7.6%
Special Education	57	14.4%	8.6%	10.2%	9.0%
Teachers by Program (population served):					
Bilingual/ESL Education	0.2	0.7%	1.1%	1.7%	7.0%
Career & Technical Education	0.0	0.0%	0.0%	3.2%	3.9%
Compensatory Education	0.3	1.3%	3.2%	0.8%	3.4%
Gifted & Talented Education	0.2	0.7%	1.3%	0.8%	2.0%
Regular Education	22.7	89.4%	85.6%	83.4%	71.0%
Special Education	2.0	7.9%	8.8%	8.6%	9.6%
Other	0.0	0.0%	0.0%	1.5%	3.0%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

Target Campus Name: JAMES A MONACO
 Target Campus #: 061907102
 District Name: AUBREY ISD
 Campus Type: Elementary School

2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
018904101	VALLEY MILLS EL	VALLEY MILLS ISD	73.6	58.8	22.3	15.4	8.7	2.3
025901101	J B STEPHENS EL	RANGS ISD	71.9	64.4	20.7	13.6	3.0	6.5
043905102	ROGERS ELEMENTARY	FRISCO ISD	72.5	13.5	14.0	5.4	3.2	8.4
061901117	PROVIDENCE EL	DENTON ISD	72.7	19.4	14.1	9.4	3.3	10.1
061901119	SAVANNAH EL	DENTON ISD	72.4	20.2	13.4	18.8	2.9	11.9
061902108	TIMBER CREEK EL	LEWISVILLE ISD	71.9	18.0	14.1	11.0	6.2	6.2
061902119	ETHRIDGE EL	LEWISVILLE ISD	71.9	16.5	13.7	12.7	5.0	7.8
061907102 *	JAMES A MONACO	AUBREY ISD	72.3	36.3	18.9	12.9	8.3	7.6
061911108	SEVEN HILLS EL	NORTHWEST ISD	72.1	53.0	25.1	18.5	14.8	2.2
061911115	SENDERA RANCH ELEMENTARY	NORTHWEST ISD	73.6	23.0	15.6	19.4	4.9	8.1
079907125	PECAN GROVE EL	FORT BEND ISD	70.9	17.0	14.0	9.4	4.0	10.2
080901102	MT VERNON INT	MOUNT VERNON ISD	72.9	53.9	17.5	11.3	4.5	7.2
084910105	BAY EL	CLEAR CREEK ISD	72.9	32.5	17.4	16.0	6.0	4.5
084910126	G W ROBINSON	CLEAR CREEK ISD	72.3	15.6	17.1	14.2	1.7	4.4
084910127	DARWIN L GILMORE EL	CLEAR CREEK ISD	73.3	7.6	12.7	5.6	4.0	5.4
084910129	SANDRA MOSSMAN EL	CLEAR CREEK ISD	72.4	19.5	14.2	12.4	**	8.2
101809101	BAY AREA CHARTER ELEMENT	BAY AREA CHARTER INC	72.1	32.2	16.3	20.3	10.5	5.8
101907133	AULT EL	CYPRESS-FAIRBANKS ISD	73.1	11.9	16.9	6.9	4.2	6.8
101921103	LAKEWOOD EL	TOMBALL ISD	71.0	9.6	12.9	9.2	6.3	4.4
105906111	LAURA B NEGLEY EL	HAYS CISD	72.0	17.8	24.4	7.7	1.6	1.9
109910101	MOUNT CALM EL	MOUNT CALM ISD	71.4	65.6	22.1	18.5	5.8	6.5
117907101	SPRING CREEK EL	SPRING CREEK ISD	72.1	57.7	24.0	17.6	8.7	2.9
119902101	JACKSBORO EL	JACKSBORO ISD	71.6	58.4	24.3	17.4	12.0	2.4
126902102	FRAZIER EL	BURLESON ISD	72.1	46.8	19.8	15.5	3.1	5.7
126902109	JUDY HAJEK EL	BURLESON ISD	71.9	28.3	17.6	9.3	4.2	9.3
152901187	WHITESIDE EL	LUEBOCK ISD	71.7	25.5	21.6	10.8	1.2	4.8
152907108	OAK RIDGE EL	FRENSHIP ISD	72.1	17.9	20.4	18.1	**	3.9
161919042	BRUCEVILLE-EDDY INTERMED	BRUCEVILLE-EDDY ISD	72.3	52.1	23.5	18.0	1.4	2.8
188901102	BELMAR EL	AMARILLO ISD	72.3	44.6	18.4	16.0	7.3	7.3
188901140	SLEEPY HOLLOW EL	AMARILLO ISD	73.4	11.6	15.6	8.1	1.7	2.5
199902105	W R (BILL) FORT EL	ROYSE CITY ISD	71.6	37.1	24.0	15.1	10.1	3.3
220901104	DUFF EL	ARLINGTON ISD	72.3	29.9	13.6	12.4	5.7	9.2
220902107	SMITHFIELD EL	BIRDVILLE ISD	72.7	32.1	16.7	11.3	2.7	6.5
220907121	INDEPENDENCE EL	KELLER ISD	72.1	9.1	14.3	9.5	4.2	6.6
227901110	BRYSER WOODS EL	AUSTIN ISD	72.0	11.8	17.5	5.1	3.3	6.0
227901180	KIKER EL	AUSTIN ISD	72.0	5.2	14.7	5.8	7.1	2.0
234904102	GRAND SALINE INT	GRAND SALINE ISD	72.8	58.9	24.0	14.0	6.5	2.4
243902101	DINSMORE EL	ELECTRA ISD	72.0	65.9	16.6	16.8	1.4	10.4
243905126	WEST FOUNDATION EL	WICHITA FALLS ISD	71.5	26.2	14.5	7.8	2.7	8.4
246913105	C C MASON EL	LEANDER ISD	71.8	37.1	19.2	11.4	3.7	5.8
246913108	PAULINE NAUMANN EL	LEANDER ISD	71.2	21.7	16.0	8.3	8.1	4.2
Group Average			72.2	25.9	17.2	11.3	5.0	6.0

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
 Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: JAMES A MONACO
 Target Campus #: 061907102
 District Name: AUBREY ISD
 Campus Type: Elementary School

T e x a s E d u c a t i o n A g e n c y
 2009-10 Comparable Improvement:

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading			Mathematics					
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)
	Number Matched Students	2009 Avg Scale Score	2010 Avg Scale Score	2009 Failer VSG	2010 Avg Scale Score	2010 Quar-tile	Number Matched Students	2009 Avg Scale Score	2010 Failer VSG
VALLEY MILLS EL	112	645	689	83	44	Q2	112	639	683
J B STEPHENS EL	54	500	677	202	77	Q1	55	570	652
ROGERS ELEMENTARY	209	679	731	131	52	Q1	211	666	728
PROVIDENCE EL	224	651	699	148	48	Q2	224	646	694
SAVANNAH EL	129	666	693	69	27	Q4	130	625	665
TIMBER CREEK EL	193	678	715	103	37	Q3	195	653	707
ETHRIDGE EL	124	667	719	154	52	Q1	125	640	704
* JAMES A MONACO	80	701	746	-	45	Q2	80	681	741
SEVEN HILLS EL	126	626	703	112	77	Q1	133	628	697
SENDERA RANCH ELEMEN	173	640	684	90	44	Q2	174	632	680
PECAN GROVE EL	187	677	713	192	36	Q4	187	659	713
MT VERNON INT	293	675	726	80	51	Q1	292	655	717
BAY EL	200	657	702	128	45	Q2	202	652	708
G W ROBINSON	154	706	746	144	40	Q3	156	678	722
DARWIN L GILMORE EL	233	676	741	128	66	Q1	239	665	734
SANDRA MOSSMAN EL	176	680	725	125	45	Q2	177	667	708
BAY AREA CHARTER ELE	62	631	676	101	44	Q2	63	591	642
AULT EL	312	678	720	130	42	Q3	314	678	745
LAKWOOD EL	142	647	693	99	47	Q2	142	599	685
LAURA B NEBLEY EL	201	667	701	125	34	Q4	200	646	696
MOUNT CALM EL	66	680	701	38	21	Q4	64	641	674
SPRING CREEK EL	30	610	674	127	21	Q1	29	622	677
JACKSBORO EL	138	643	679	89	36	Q4	142	609	670
FRAZIER EL	118	626	677	122	51	Q1	118	631	697
JUDY HAJEK EL	169	657	706	143	49	Q2	169	616	682
WHITESIDE EL	158	662	717	128	54	Q1	160	638	700
OAK RIDGE EL	145	691	729	134	38	Q3	145	672	749
BRUCEVILLE-BDDY INTE	183	647	697	128	50	Q2	185	623	670
BELMAR EL	77	674	700	182	26	Q4	75	635	702
SLEEPY HOLLOW EL	123	678	735	140	56	Q1	121	654	701
W R (BILL) FORT EL	100	630	670	125	40	Q3	101	593	687
DUFF EL	225	700	742	97	42	Q3	222	679	746
SMITHFIELD EL	136	652	699	125	47	Q2	134	630	678
INDEPENDENCE EL	131	650	700	129	49	Q2	130	589	719
BRYKER WOODS EL	157	722	751	56	30	Q4	154	699	743
KIKER EL	210	722	764	136	42	Q3	212	676	744
GRAND SALINE INT	132	642	678	91	36	Q4	133	606	648
DINSMORE EL	33	633	662	83	29	Q4	34	559	594
WEST FOUNDATION EL	153	690	728	73	39	Q3	155	686	737
C C MASON EL	198	646	679	117	33	Q4	201	620	670
PAULINE NAUMANN EL	203	656	699	95	43	Q3	205	649	698
Group Average	151	666	711	108	45	--	152	646	704
									58

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

Goals/Objectives of Monaco Elementary School

Goal 1: All students will maintain high standards and commitment to excellence in academic performance.

- Objective 1: All student populations will achieve 90% mastery on all TAKS/TRA tests.
- Objective 2: 40% of all students will attain a commended rating on TAKS/TRA tests.
- Objective 3: All student populations will maintain 96.5% attendance.

Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.

- Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.
- Objective 2: Provide training to AISD parents and teachers.
- Objective 3: Explore & expand school/community partnerships.

Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

- Objective 1: All curriculums will be aligned to state content and performance standards.
- Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.
- Objective.3: All student populations will be provided career awareness opportunities.
- Objective 4: Prepare students for the future through involvement in a variety of school supported student activities.

Goal 4: A school climate will be provided that is safe, orderly, and well maintained.

- Objective 1: All personnel will be provided staff development facilitating a positive school climate.
- Objective 2: AISD will ensure that all facilities are well maintained and orderly.
- Objective 3: To plan a smooth transition for exiting 5th graders.
- Objective 4: AISD will provide a balanced budget using ARRA SFSF monies.

Part VII: Violence Report

A. Number and type of incidents per campus

B. Policies and Procedures

C. Drug Free Evaluations Results

Violence Report

[illegible]

Policies and Procedures Concerning School Violence Prevention and Intervention

1. Student Conduct: Alcohol and Drug Abuse Policy (FNCF Legal)
2. Student Council: Tobacco Use and Possession Policy (FNCD Legal)
3. Student Conduct: Weapons Policy (FNCG Legal)
4. Student Conduct: Assaults Policy (FNCH Legal)
5. Student Conduct: Disruption Policy (FNCI Legal)
6. Student Discipline Policy (FO Legal & Local)
7. Student Rights and Responsibilities: Student Conduct (FNC Local)
8. Student Conduct: Prohibited Organizations and Hazing (FNCC Legal)
9. Community Relations: Conduct on School Premises (GKA Local)
10. Employee Welfare: Freedom from Harassment (DIA Local)
11. Student Welfare: Freedom from Harassment (FFH Local)

STUDENT CONDUCT
ALCOHOL AND DRUG USE

FNCF
(LEGAL)

ALCOHOL	The Board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. <i>Education Code 38.007(a)</i>
ALCOHOL-FREE ZONES	The Board shall attempt to provide a safe alcohol-free environment to students coming to or going from school.
COOPERATIVE EFFORTS	The Board may cooperate with local law enforcement officials and the Texas Alcoholic Beverage Commission in attempting to provide this environment and in enforcing the alcohol-free zone provisions in the Alcoholic Beverage Code. <i>Education Code 38.007(b)</i>
DISTRICTS IN LARGE MUNICIPALITIES	If the majority of the area of the District is located in a municipality with a population of 900,000 or more, the Board may petition the commissioners court of the county in which the District is located or the governing board of an incorporated city or town in which the District is located to adopt a 1,000-foot alcohol-free zone. <i>Education Code 38.007(b); Alcoholic Beverage Code 101.75, 109.33, 109.59</i>
CRIMINAL OFFENSE	A person commits an offense (a Class C misdemeanor) if the person possesses an intoxicating beverage for consumption, sale, or distribution while: <ol style="list-style-type: none">1. On the grounds or in a building of a public school; or2. Entering or inside any enclosure, field, or stadium where an athletic event sponsored or participated in by a public school is being held. <i>Education Code 37.122</i>
DRUG-FREE ZONES	A person commits a criminal offense (enhanced) if the person knowingly or intentionally possesses a controlled substance listed in the Health and Safety Code, Chapter 481: <ol style="list-style-type: none">1. In, on, or within 1,000 feet of any real property that is owned, rented, or leased to a school district or a playground; or2. On a school bus. <i>Health and Safety Code 481.134</i>
ABUSABLE GLUES, PAINTS, OR VOLATILE CHEMICALS	In addition to the above prohibitions, no student shall inhale, ingest, apply, use, or possess an abusable glue, aerosol paint, or substance containing a volatile chemical with intent to inhale, ingest, apply, or use any of these in a manner:

STUDENT CONDUCT
ALCOHOL AND DRUG USE

FNCF
(LEGAL)

1. Contrary to directions for use, cautions, or warnings appearing on a label of a container of the glue, paint, or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

Health and Safety Code 485.031

MANUFACTURE OR
DELIVERY

No student shall intentionally manufacture, deliver, or possess with intent to manufacture or deliver abusable glue, or aerosol paint that does not contain additive material in accordance with rules adopted by the commissioner of health. *Education Code 37.006; Health and Safety Code 485.032*

DELIVERY TO A
MINOR

No student who is 18 or older shall intentionally, knowingly, or recklessly deliver abusable glue or aerosol paint to a person who is younger than 18 years old. No student who is 18 or older shall sell or deliver a substance containing a volatile chemical to a person younger than 18.

PARAPHERNALIA

No person shall intentionally or knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint, or other substance that contains a volatile chemical.

Education Code 37.006; Health and Safety Code 485.033

PARENT OBJECTION
TO DRUG EDUCATION
PROGRAM

Upon receipt of written notification from the parents or legal guardians of a student, the District shall withdraw the student from any program or activity funded under the federal Safe and Drug-Free Schools and Communities Act. The District shall make reasonable efforts to inform parents or legal guardians of the content of such programs or activities funded under the Act, other than classroom instruction. *No Child Left Behind Act of 2001, 20 U.S.C. 7163*

STUDENT CONDUCT
TOBACCO USE AND POSSESSION

FNCD
(LEGAL)

USE OR POSSESSION
BY STUDENTS

The Board shall prohibit students from smoking, using, or possessing tobacco products at a school-related or school-sanctioned activity on or off school property.

ENFORCEMENT

The Board shall ensure that District personnel enforce the policies on school property.

Education Code 38.006 [See DH (LEGAL) and GKA (LEGAL)]

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

POSSESSION OF
WEAPONS

A student shall be expelled from school if the student possesses, uses, or exhibits any firearm, illegal knife, club, or prohibited weapon, on school property or while attending a school-sponsored or school-related activity on or off school property. *Education Code 37.007(a)(1)* [See also FOD]

EXPULSION
OFFENSE

EXCEPTION

A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:

1. At an approved target range facility that is not located on a school campus; and
2. While participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

This section does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports competition or a shooting sports educational activity.

Education Code 37.007(k)

FEDERAL FIREARMS
PROVISION

In accordance with the Gun-Free Schools Act, the District shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any District school. *20 U.S.C. 7151; Education Code 37.007(e)* [See FOD]

EXPULSION
OFFENSE

DEFINITIONS

FIREARM

For purposes of state law, "firearm" shall mean any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use. *Penal Code 46.01(3)*

ILLEGAL KNIFE

"Illegal knife" is, as defined by law, a knife with a blade over 5-1/2 inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto, and poniard; bowie knife; sword; or spear, or is as defined by local policy. *Penal Code 46.01(6); Education Code 37.007(a)(1)(B)*

CLUB

A "club" is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. *Penal Code 46.01(1)*

OTHER PROHIBITED
WEAPONS

A prohibited weapon is:

1. An explosive weapon (any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for

STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon). *Penal Code 46.01(2)*

2. A machine gun (any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger). *Penal Code 46.01(9)*
3. A short-barrel firearm (rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches). *Penal Code 46.01(10)*
4. A firearm silencer (any device designed, made, or adapted to muffle the report of a firearm). *Penal Code 46.01(4)*
5. A switchblade knife (any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device on the handle, or opens or releases from the handle or shaft by the force of gravity or centrifugal force, but not a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife). *Penal Code 46.01(11)*
6. Knuckles (any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles). *Penal Code 46.01(8)*
7. Armor-piercing ammunition (handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers). *Penal Code 46.01(12)*
8. A chemical dispensing device (a device, other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a chemical capable of causing an adverse psychological or physiological effect on a human being). *Penal Code 46.01(14)*
9. A zip gun (a device or combination of devices that was not originally a firearm and is adapted to expel a projectile

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STUDENT CONDUCT
WEAPONS

FNCG
(LEGAL)

through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance). *Penal Code 46.01(16)*

Penal Code 46.05(a)

STUDENT CONDUCT
ASSAULTS

FNCH
(LEGAL)

ASSAULT PROHIBITED Students are prohibited from assaulting anyone on school property or at any school-related event. *Education Code 37.006; Penal Code 22.01*

DEFINITIONS Simple assault is defined as:

- SIMPLE ASSAULT
1. Intentionally, knowingly, or recklessly causing bodily injury to another. *Education Code 37.006(a)(2)(B); Penal Code 22.01(a)(1)*
 2. Intentionally or knowingly threatening another with imminent bodily injury. *Penal Code 22.01(a)(2)*
 3. Intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. *Penal Code 22.01(a)(3)*

AGGRAVATED ASSAULT Aggravated assault is defined as causing serious bodily injury to another or using or exhibiting a deadly weapon during commission of the assault. *Education Code 37.007(a)(2)(A); Penal Code 22.02(a)*

SEXUAL ASSAULT Sexual assault is defined as intentionally or knowingly causing physical sexual contact or sexual penetration of another person without that person's consent. Sexual assault is without consent of the other person if the actor compels the other person to submit or participate by use of physical force or violence, or threat of force or violence, and the other person believes the actor has the present ability to execute the threat; or the other person cannot consent. *Education Code 37.007(a)(2)(A); Penal Code 22.011*

AGGRAVATED SEXUAL ASSAULT Aggravated sexual assault is defined as sexual assault in which the actor:

1. Causes serious bodily injury or attempts to cause the death of the victim or another person in the course of the same criminal episode; or
2. By acts or words, places the victim in fear that death, serious bodily injury, or kidnapping will be imminently inflicted on any person; or
3. By acts or words occurring in the presence of the victim, threatens to cause death, serious bodily injury, or kidnapping; or
4. Uses or exhibits a deadly weapon in the course of the same criminal episode; or

STUDENT CONDUCT
ASSAULTS

FNCH
(LEGAL)

5. Acts in concert with another, who commits a sexual assault directed toward the same victim and occurs during the same criminal episode; or
6. Assaults a victim who is younger than 14 years of age or is an elderly or a disabled individual.

Education Code 37.007(a)(2)(A); Penal Code 22.021

STUDENT CONDUCT
DISRUPTIONS

FNCI
(LEGAL)

DISRUPTION OF
LAWFUL ASSEMBLY

A person commits a Class B misdemeanor if the person, alone or in concert with others, intentionally engages in disruptive activity on the campus or property of any school in the District.

DEFINITION

Disruptive activity means:

1. Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school.
2. Seizing control of any building or portion of a building to interfere with any administrative, educational, research, or other authorized activity.
3. Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.
4. Disrupting by force or violence or the threat of force or violence a lawful assembly in progress.
5. Obstructing or restraining the passage of any person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats thereof the ingress or egress of any person to or from the property or campus without the authorization of the administration of the school.

FREE SPEECH

This provision shall not be construed to infringe upon any right of free speech or expression guaranteed by the constitutions of the United States or the state of Texas.

Education Code 37.123

DISRUPTION OF
CLASSES

A person commits a Class C misdemeanor if the person, on school property or on public property within 500 feet of school property, alone or in concert with others, intentionally disrupts the conduct of classes or other school activities.

DEFINITIONS

Disrupting the conduct of classes or other school activities includes:

1. Emitting noise of an intensity that prevents or hinders classroom instruction.
2. Enticing or attempting to entice a student away from a class or other school activity that the student is required to attend.

STUDENT CONDUCT
DISRUPTIONS

FNCI
(LEGAL)

3. Preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend.
4. Entering a classroom without the consent of either the principal or teacher and, either through acts of misconduct or use of loud or profane language, disrupting class activities.

For purposes of this provision, "school property" shall include the public school campuses or school grounds upon which any public school is located, and any grounds or buildings used by District schools for assemblies or other school-sponsored activities.

For purposes of this provision, "public property" shall include any street, highway, alley, public park, or sidewalk.

Education Code 37.124

STUDENT DISCIPLINE

FO
(LEGAL)

STUDENT CODE OF
CONDUCT

The Board shall adopt a Student Code of Conduct for the District, with the advice of its District-level committee. The Student Code of Conduct must:

1. Specify the circumstances, consistent with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, or disciplinary alternative education program (DAEP).
2. Specify the conditions that authorize or require a principal or other appropriate administrator to transfer a student to DAEP.
3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].
4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program, regardless of whether the decision concerns a mandatory or discretionary action, to:
 - a. Self-defense;
 - b. Intent or lack of intent at the time the student engaged in the conduct;
 - c. A student's disciplinary history; or
 - d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.
5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), the District is not required to specify a minimum term of removal or expulsion.
6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.
7. Prohibit bullying, harassment, and making hit lists and ensure that District employees enforce those prohibitions.

"Bullying" means engaging in written or verbal expression or physical conduct that the Board or its designee determines:

 - a. Will have the effect of physically harming a student, damaging a student's property, or placing a student in rea-

STUDENT DISCIPLINE

FO
(LEGAL)

sonable fear of harm to the student's person or of damage to the student's property; or

- b. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

"Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

"Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

- 8. Provide, as appropriate for students at each grade level, methods, including options, for:
 - a. Managing students in the classroom and on school grounds;
 - b. Disciplining students; and
 - c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making of hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

CHANGES IN SCOC

Once the Student Code of Conduct is promulgated, any change or amendment shall be approved by the Board.

POSTING

The Student Code of Conduct shall be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.

Education Code 37.001

STUDENT DISCIPLINE

FO
(LEGAL)

NOTICE TO PARENTS	Each school year, the District shall provide parents with notice of and information regarding the Student Code of Conduct. <i>Education Code 37.001(d)</i>
NONCUSTODIAL PARENT	A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, the District provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. The District may not unreasonably deny the request. Notwithstanding this requirement, the District shall comply with any applicable court order of which the District has knowledge. <i>Education Code 37.0091(a)</i>
COPIES TO STAFF	The District shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. <i>Education Code 37.018</i>
NO UNSUPERVISED SETTING	Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in DAEP. <i>Education Code 37.008(h)</i>
CONTINUATION OF DISCIPLINARY ACTION	<p>If the District takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the District or school taking the disciplinary action shall provide to the District or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.</p> <p>"Disciplinary action" means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.</p> <p>"District or school" includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.</p> <p><i>Education Code 37.022</i></p>
OPPORTUNITY TO COMPLETE COURSES	If a student is placed in in-school suspension or other alternative setting other than a DAEP, the District shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. The District may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. <i>Education Code 37.021</i>
VIDEOTAPES AND RECORDINGS	A District employee may, without consent of a child's parent, make a videotape or recording of the child if the videotape or recording is

STUDENT DISCIPLINE

FO
(LEGAL)

to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)* [See FNG]

REPORTS

The District shall annually report to the Commissioner:

DISCIPLINARY
ALTERNATIVE
EDUCATION
PROGRAMS

1. For each placement in a DAEP:
 - a. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
 - b. Information indicating whether the placement was based on:
 - (1) Conduct violating the Student Code of Conduct;
 - (2) Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];
 - (3) Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
 - (4) Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
 - c. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
 - d. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

EXPULSIONS

2. For each expulsion:
 - a. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
 - b. Information indicating whether the expulsion was based on:
 - (1) Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school;
 - (2) Conduct for which expulsion is permitted;

STUDENT DISCIPLINE

FO
(LEGAL)

- c. The number of full or partial days the student was expelled;
- d. Information indicating whether:
 - (1) The student was placed in a juvenile justice alternative education program;
 - (2) The student was placed in a DAEP; or
 - (3) The student was not placed in a juvenile justice or other DAEP; and
- e. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Education Code 37.020

STUDENT DISCIPLINE

FO
(LOCAL)

GENERAL GUIDELINES	<p>District personnel shall adhere to the following general guidelines when imposing discipline:</p> <ol style="list-style-type: none">1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. Factors to consider shall include:<ol style="list-style-type: none">a. The seriousness of the offense;b. The student's age;c. The frequency of misconduct;d. The student's attitude;e. The potential effect of the misconduct on the school environment;f. Requirements of Chapter 37 of the Education Code; andg. The Student Code of Conduct adopted by the Board.
STUDENT CODE OF CONDUCT	<p>At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:</p> <ol style="list-style-type: none">1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and2. Made available on the District's Web site and/or as hard copy to students, parents, teachers, administrators, and to others on request.
REVISIONS	<p>Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.</p>
'PARENTS' DEFINED	<p>Throughout the Student Code of Conduct and discipline policies, the term "parents" includes a parent, legal guardian, or other person having lawful control of the child.</p>
DETENTION	<p>For violations of the Student Code of Conduct or campus or classroom rules, teachers or administrators may detain students after school hours on one or more days, as provided by the discipline management program and/or Student Code of Conduct. Before being assigned to detention, a student shall be informed of the behavior that allegedly constitutes the violation and shall be given an opportunity to explain his or her version of the incident. The period</p>

STUDENT DISCIPLINE

FO
(LOCAL)

of time for which a student is assigned to detention shall be used for educational purposes.

NOTICE TO
PARENTS

When detention is assigned, notice shall first be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for the necessary transportation. Except in the case of a student who is 18 years of age or older, the detention shall not begin until the parents have been notified. The student's parents, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

CORPORAL
PUNISHMENT

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

PHYSICAL RESTRAINT

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.
4. Control an irrational student.
5. Protect property from serious damage.

EXTRACURRICULAR
STANDARDS OF
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

STUDENT DISCIPLINE

FO
(LOCAL)

	<p>Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.</p> <p>A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.</p>
VIDEO/AUDIO MONITORING	<p>Video/audio equipment shall be used for safety purposes to monitor student behavior on buses and in common areas on District campuses.</p>
NOTICE	<p>Students and parents shall be notified regarding the use of video cameras on school buses and on campuses. Signs stating that students may be video recorded shall be posted in District buildings and on buses. Students shall not be notified when the equipment is turned on.</p>
USE OF RECORDINGS	<p>Recordings shall be reviewed as needed by the principal, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.</p>
ACCESS TO RECORDINGS	<p>Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]</p>

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT CONDUCT

FNC
(LOCAL)

STUDENT HANDBOOK
— STUDENT CODE OF
CONDUCT

The District's rules of conduct and discipline, maintained in the student handbook and/or the Board-adopted Student Code of Conduct, are established to achieve and maintain order in the schools, and to teach respect toward others and responsible behavior. [See FO series]

EXTRACURRICULAR
ACTIVITIES:
STANDARDS OF
BEHAVIOR

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. [See FO]

PROHIBITED
HARASSMENT

Students shall not engage in prohibited harassment, including sexual harassment, of:

1. Other students, as defined at FFH.
2. District employees, as defined at DIA.

While subject to the disciplinary control of the District, students shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

Students who violate this prohibition are subject to appropriate discipline in accordance with the Student Code of Conduct.

BEHAVIORAL
STANDARDS

The following specific policies address student conduct in the areas of:

1. Attendance — FEC
2. Bullying — FFI
3. School-sponsored publications — FMA
4. Appropriate attire and grooming — FNCA
5. Damage to school property — FNCB
6. Prohibited organizations and hazing — FNCC
7. Tobacco use — FNCD
8. Telecommunications devices — FNCE
9. Drug and alcohol use — FNCF
10. Weapons — FNCG
11. Assault — FNCH
12. Disruptions — FNCI, GKA

STUDENT CONDUCT
PROHIBITED ORGANIZATIONS AND HAZING

FNCC
(LEGAL)

MEMBERSHIP AND
SOLICITATION

MISDEMEANOR
OFFENSE

A person commits a Class C misdemeanor if the person:

1. Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or
2. Is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or a meeting at which membership in one of those groups is encouraged.

Education Code 37.121(a), (c)

DAEP
PLACEMENT

A board or an educator shall recommend placing in a disciplinary alternative education program any student who commits the offenses described above. *Education Code 37.121(b)*

FELONY OFFENSE

A person commits a felony if the person, with intent to coerce, induce, or solicit a child to actively participate in the activities of a criminal street gang, threatens the child or a member of the child's family with imminent bodily injury or causes the child or a member of the child's family bodily injury. *Penal Code 71.022*

PERSONAL HAZING
OFFENSE

A person commits an offense if the person:

1. Engages in hazing.
2. Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing.
3. Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the principal, Superintendent, or designee.

Education Code 37.152(a)

DEFINITIONS

PUBLIC SCHOOL
FRATERNITY,
SORORITY, SECRET
SOCIETY, OR GANG

A "public school fraternity, sorority, secret society, or gang" means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, including Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities. *Education Code 37.121(d)*

STUDENT CONDUCT
PROHIBITED ORGANIZATIONS AND HAZING

FNCC
(LEGAL)

HAZING

"Hazing" means any intentional, knowing, or reckless act occurring on or off the campus of an educational institution directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

EDUCATIONAL
INSTITUTION

"Educational institution" for purposes of this policy includes a public high school.

STUDENT

"Student" means any person who:

1. Is registered in or in attendance at an educational institution;
2. Has been accepted for admission at the educational institution where the hazing incident occurs; or
3. Intends to attend an educational institution during any of its regular sessions after a period of scheduled vacation.

Education Code 37.151

STUDENT CONDUCT
PROHIBITED ORGANIZATIONS AND HAZING

FNCC
(LEGAL)

INFORMATION
REGARDING GANG-
FREE ZONES

The Superintendent shall ensure that the student handbook for each campus includes information on gang-free zones and the consequences of engaging in organized criminal activity within those zones. *Education Code 37.110*

COMMUNITY RELATIONS
CONDUCT ON SCHOOL PREMISES

GKA
(LOCAL)

Principals and other designated employees are authorized to:

1. Refuse entry onto school grounds to persons who do not have legitimate business at the school;
2. Request any unauthorized person or any person engaging in unacceptable conduct to leave the school grounds;
3. Request assistance of law enforcement officers in cases of emergency; and
4. Seek prosecution for violations of law as permitted by statute.

OFF-CAMPUS
ACTIVITIES

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

WEAPONS
PROHIBITED

The District prohibits the use, possession, or display of any firearm, illegal knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

EXCEPTION

No violation of this policy occurs when the use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities.

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

Note: This policy addresses discrimination, harassment and retaliation involving District employees. In this policy, the term "employees" includes former employees and applicants for employment. For discrimination, harassment, and retaliation involving students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against an employee is defined as conduct directed at an employee on the basis of race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the employee's employment.

HARASSMENT

Prohibited harassment of an employee is defined as physical, verbal, or nonverbal conduct based on an employee's race, color, religion, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Has the purpose or effect of unreasonably interfering with the employee's work performance;
2. Creates an intimidating, threatening, hostile, or offensive work environment; or
3. Otherwise adversely affects the employee's performance, environment or employment opportunities.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, gender identity, or need for workplace accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other stereotypes; or other types of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination defined as unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

1. Submission to the conduct is either explicitly or implicitly a condition of an employee's employment, or when submission to or rejection of the conduct is the basis for an employment action affecting the employee; or
2. The conduct is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with the employee's work performance or creates an intimidating, threatening, hostile, or offensive work environment.

EXAMPLES

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

RETALIATION

The District prohibits retaliation against an employee who makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding harassment or discrimination is subject to appropriate discipline.

EXAMPLES

Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.

PROHIBITED
CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING
PROCEDURES

An employee who believes that he or she has experienced prohibited conduct or believes that another employee has experienced prohibited conduct should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor or campus principal.

Alternatively, the employee may report the alleged acts to one of the District officials below.

DEFINITION OF
DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District de-

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

signates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Terrie McNabb
Position: Director of Special Programs
Address: 421 Tisdell Lane, Aubrey, TX 76227
Telephone: (940) 668-0070

ADA / SECTION 504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Terrie McNabb
Position: Director of Special Programs
Address: 421 Tisdell Lane, Aubrey, TX 76227
Telephone: (940) 668-0070

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

An employee shall not be required to report prohibited conduct to the person alleged to have committed it. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District supervisor who receives a report of prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

INVESTIGATION OF
THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE
INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A complainant who is dissatisfied with the outcome of the investigation may appeal through DGBA(LOCAL), beginning at the appropriate level.

EMPLOYEE WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

DIA
(LOCAL)

The complainant may have a right to file a complaint with appropriate state or federal agencies.

RECORDS RETENTION Copies of reports alleging prohibited conduct, investigation reports, and related records shall be maintained by the District for a period of at least three years. [See CPC]

ACCESS TO POLICY This policy shall be distributed annually to District employees. Copies of the policy shall be readily available at each campus and the District administrative offices.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. For provisions regarding bullying, see FFI.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sex-

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

ual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

DATING VIOLENCE	Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.
EXAMPLES	<p>Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.</p> <p>For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:</p> <ol style="list-style-type: none">1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or3. Otherwise adversely affects the student's educational opportunities.
RETALIATION	<p>The District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.</p> <p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.</p>
EXAMPLES	Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.
PROHIBITED CONDUCT	In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.
REPORTING PROCEDURES	Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Alternatively, a student may report prohibited conduct directly to one of the District officials below:

DEFINITION OF
DISTRICT
OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX
COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Terrie McNabb

Position: Director of Special Programs

Address: 421 Tisdell Lane, Aubrey, TX 76227

Telephone: (940) 668-0070

ADA / SECTION
504
COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Terrie McNabb

Position: Director of Special Programs

Address: 421 Tisdell Lane, Aubrey, TX 76227

Telephone: (940) 668-0070

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE
REPORTING
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>promptly report may impair the District's ability to investigate and address the prohibited conduct.</p>
NOTICE OF REPORT	<p>Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.</p>
NOTICE TO PARENTS	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p>
INVESTIGATION OF THE REPORT	<p>The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.</p> <p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.</p> <p>If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.</p> <p>The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.</p>
DISTRICT ACTION	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	disciplinary or corrective action reasonably calculated to address the conduct.
	The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY	Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

**Texas School Survey
of Drug and Alcohol Use
2010
Aubrey ISD**

Elementary Complete Report

- **Introduction**
- **Elementary District Level Executive Summary with Graphics**
- **Elementary District Level Report**
- **Statewide Report with Comparative Tables**

2010 Texas School Survey of Drug and Alcohol Use

Introduction

The Texas School Survey of Drug and Alcohol Use is sponsored by the Department of State Health Services (DSHS) and implemented by the Public Policy Research Institute (PPRI) at Texas A&M University. The *Texas School Survey* project is conducted in two parts. First, a statewide survey is administered every two years in a sample of districts throughout the state. The statewide survey helps inform policymakers about the extent and nature of the substance use problem in Texas schools. It also gives districts conducting local surveys a standard of comparison for interpreting their own drug and alcohol survey findings.

The second component of the *Texas School Survey* makes drug and alcohol surveys available for administration in individual school districts. The *Texas School Survey* is offered annually to every school district in the state. DSHS partially supports these district-level administrations by absorbing the cost of instrument development, funding the preparation of an executive summary of the local results, and providing state survey data as a basis for interpreting local findings. A local administration of the *Texas School Survey* was conducted in your school district during the spring of 2010. Your local survey results are presented in this report. Findings from the statewide assessment, which was conducted in the spring of 2010, are also presented in the report.

Organization of the Report

The report is divided into three major sections. Part I, District Results, contains a set of tables and margins summarizing the secondary and (if applicable) elementary survey data for your district. Part II, State Results, is bound as a companion volume. It will contain a complete set of tables and margins presenting state results in a format similar to your local report. Part III, Executive Summary, will contain a customized written synopsis of the local survey results and a complete set of corresponding figures comparing those local results to the state survey data.

Prior to presenting the results, there are a number of important points that should be considered with regard to the data cited in this report. These issues relate both to the 2010 statewide survey as well as to the district-level data from this year. This section briefly presents some basic information regarding the development of the report and the limitations of the data.

Background on Local Survey Administration

The *Texas School Survey* is offered for students in grades four through twelve. Two versions of the survey instrument have been developed to accommodate both older and younger students. Districts were asked to limit survey administration to one of a fixed set of grade combinations. Below are brief descriptions of the elementary and secondary survey instruments and a review of acceptable grade combinations.

The *Texas School Survey* Instrument

Two versions of the *Texas School Survey* are available. The first, a six-page questionnaire, is designed for secondary students in grades seven through twelve. The secondary survey instrument explores usage patterns of twelve drugs including tobacco and alcohol products, inhalants, marijuana, powdered cocaine, crack, hallucinogens, uppers, downers, Rohypnol, steroids, ecstasy, and heroin. Other questions pertain to behavioral and demographic correlates of substance use, problems associated with substance use, and sources of information about help for substance-related problems.

The secondary survey instrument was revised as part of the 1998 assessment. This revision was largely a rewording and/or a reformatting of the existing questions in such a manner as to not disrupt local or statewide over-time analyses. There were, however, a number of additions that were made as part of this overhaul: Rohypnol and heroin were added to the matrix of illicit substances students were asked about; a new question was added dealing with parental attitudes toward cigarette; a new question was added to ascertain the delivery-system methods most commonly used by those students who smoke marijuana; and several brief questions were added to gauge the gambling habits of the student population.

A streamlined, three-page instrument is available for students in grades four through six. The questions in the elementary survey are similar to those found in the secondary version, but they have been adapted to be more easily understood by younger respondents (i.e., the language has been simplified wherever possible, students have been asked about fewer drug alternatives, and some complex questions have been omitted).

Standard Grade Combinations

In order to make state and local comparisons of substance use across all grades, both the state and local aggregate percentages must be based upon the same combinations of grades. Otherwise, state and local data is comparable by individual grade, but overall scores can not be compared directly. Because the 2010 state survey data was run in only a limited number of grade combinations, districts were encouraged to administer their local surveys in the following grade groupings:

<u>Elementary</u>	<u>Secondary</u>
4 through 6	7 through 12
4 through 5	9 through 12
	8, 10, and 12

If your district did not survey one of the above grade combinations, be aware that you can only compare your district results to the state data by individual grade. Where districts chose to do other combinations of grades, no comparable overall percentages for the state data are available. This will be an especially critical issue for small districts who only receive aggregate data.

Limitations of the Data

A number of subtle factors, such as sampling error and the limitations of self-reported data, can have a major bearing on the meaning and/or conclusions of the data. In addition, an awareness of the precise population to which findings can be generalized is also valuable because knowing who *was not* included in the survey can be as important as knowing who *was* included. In the following paragraphs, some of the most significant caveats relating to both the statewide and local findings are discussed.

Survey Population

In generalizing the results of the state and local surveys, it should be remembered that the data were collected in public schools. Neither private school students nor drop-outs were sampled though both represent significant components of the youthful population of Texas. These limitations should be kept in mind when considering the implications of the data. The findings do, however, represent reasonable estimates of drug use among the public school population of Texas and offer a suitable basis of comparison for public school districts.

Self-Reported Data

The drug and alcohol use data are entirely based on self-reported information. While a number of studies have established the usefulness of self-reported information for estimating the incidence and prevalence of drug use, the validity of these data ultimately depends on the truthfulness, recall, and comprehension of respondents. This study is carefully designed to minimize the impact of these potential sources of error. For example, students who report impossibly high levels of substance use or use of non-existent drugs are eliminated from the analysis. Further, differences in recall or comprehension are assumed to be constant across both the state and local survey samples. Any reporting bias in the data should therefore be approximately equal in both assessments, and comparisons between district and state data should be valid. Nonetheless, the limitations of self-reported information should be considered when drawing conclusions about the data.

Sampling Error

The 2010 statewide survey data is based on a sample of Texas secondary and elementary students. Because a sample rather than the entire population of students was surveyed, a certain amount of error is introduced when generalizing findings from the sample to the population. To gauge the size of this error, confidence intervals for all estimates are ascertained. In general, however, small differences of a few percentage points are usually not statistically meaningful. Attention should be focused on large differences of five percentage points or more.

Survey Protocols and Administration

Finally, the accuracy of the data is dependent upon whether school staff followed *Texas School Survey* protocols for the sampling of students.

Analytic Guidelines

In processing the drug and alcohol survey data, there are a number of analytic issues that should be addressed. These include questions such as how to identify students who are exaggerating their drug or alcohol use, how best to calculate average substance use figures, how to handle surveys from students in grades that are not technically being surveyed, and how to classify data for students who fail to report their grade level. This section will review some rules established to deal with these matters.

Handling of Exaggerators

As discussed above, the survey data presented herein is based entirely upon a respondent's description of his or her own behavior. It is inevitable that some students will under- or over-report their use of drugs or alcohol. To the extent possible, an attempt is made to identify and eliminate data from those respondents. Two checks have been incorporated into the data analysis program to identify exaggerators. First, data from students claiming to have used "Oxaril," a non-existent drug, is considered suspect and dropped from the analyses. Second, students claiming impossibly high levels of drug or alcohol use are also dropped from the analyses. Unbelievably high substance use among secondary students is based on the following criteria: (1) students report in that they have consumed two or more alcoholic beverages every day five or more times; (2) students report that they have consumed three or more alcoholic beverages every day; or (3) students report that they have used three or more illicit drugs (other than tobacco, alcohol, inhalants, marijuana, or steroids) on a daily basis. Elementary students are considered exaggerators, and are excluded, if they indicated that they have used five or more substances 11 or more times in either their lifetimes or during the past school year.

Weighted Aggregate Data

In many districts, the percentage of all enrolled students that actually take the survey varies substantially by grade. Though patterns are different for each district, typically a larger proportion of younger students complete the survey compared to their older peers. If a simple average is taken when calculating overall levels of use, older students may not be represented in proportion to their numbers. Since these are the very students most likely to use drugs or alcohol, their under-representation in the aggregate scores results in artificially lower overall levels of substance use.

To achieve more representative percentages when calculating overall or aggregate levels of substance use, a "weighted average" procedure is used. Prior to calculating the averages, scores for each grade surveyed are weighted by the total enrollment for that grade. By weighting averages by actual enrollment, over- or under-sampling in aggregate scores is partially alleviated.

Surveys from "Out-of-Range" Grades

Occasionally, students from a grade that is not technically being surveyed are included in the district sample. This is primarily a problem where the survey is administered in a non-contiguous grade combination (e.g., 8, 10, and 12). In these instances, the final sample often contains a few students who are in "out of range" grade levels. Generally, data for these students is not thrown out. Rather, it is re-coded and included with the next contiguous grade level. A conservative approach is used whereby younger students can be grouped with their older peers, but older students can not be re-coded to a lower grade. This prevents artificially high levels of reported substance use in lower grades.

There are two cases in which the "out-of-range" data is dropped from the analyses rather than being re-coded: (1) if there is no contiguous higher grade with which to combine the data; and (2) if the number of respondents in "out-of-range" students is greater than ten percent of the grade with which they are being grouped. This latter measure is designed to prevent a large number of "out of range" grades from obscuring the true grade-level values.

Surveys in Which No Grade Level Was Reported

When students failed to report their grade level, it is not possible to determine unequivocally with what grade these students' data should be analyzed. Where grade level is missing, students' data are retained in the sample and an estimate of grade is made based on his or her age. Students that are at age level for beginning a grade are included with that grade. If both grade and age are missing, the data are dropped from the analyses.

Overview of the Data

The *Texas School Survey* findings for your school district are summarized in this section. Survey findings are presented in three formats: figures, tables, and margins. Figures portray both state and local survey results in a "side-by-side" format, allowing for direct comparisons to be made. There are a total of six elementary and thirteen secondary figures, although not all of these can be produced for every school district. All of the figures that can be generated for your district have been produced.

Two sets of primary and/or secondary tables are available. The first set, the General Substance Tables, are divided into five groupings---tobacco, alcohol, illicit drugs, inhalants, and miscellaneous. In each of these groupings are tables that illustrate general information about substance use patterns in the district and include prevalence of use, frequency of use, and age of first use. In addition, these tables highlight certain perceptions, attitudes and, behaviors from the data such as perceived availability and peer use of various substances, parental attitudes, attending class or operating a motor vehicle while under the influence of drugs or alcohol, and the use of intoxicants at parties.

The second set, Prevalence Tables, contains fourteen tables showing the percentage of students who have used specific drugs or alcohol in the past month, past school year, and during their lifetimes. All tables are available for each participating district. Tables showing the same data for the state are provided in a companion volume. The only change to these tables made as part of the reformatting, and applicable only with regard to the secondary reports, was to the percentages listed under the “School Year” heading. Previously, the percentages in this category *excluded* those found under the “Past Month” heading. As reformatted, these “School Year” percentages *include* the “Past Month” percentages as well.

Additional data are presented in the margins, which contain the raw percentages of students who gave each response option for all questions. Keep in mind that if your district under-sampled a particular grade(s), your overall percentages will represent "weighted averages." As a result, the raw percentages presented in your margins may reflect weighted counts rather than actual raw counts.

Standards of Data Presentation

A wide variety of school districts took part in the *Texas School Survey*. In order to accommodate the diversity of participants, guidelines for organizing and presenting the data were established. These include standards for handling data from small and mid-sized districts and for determining which tables and figures should be produced for each. These guidelines are reviewed below.

Data Aggregation

In some districts, too few students are surveyed to allow for reliable grade-level analyses to be performed. Where this occurs, data from several grades are grouped together. Grade groupings are established so as to (1) maximize the number of valid between-group comparisons possible and (2) protect students' confidentiality. One of three possible data presentation formats is selected for each district, depending on the number of students per grade. In districts where the number of students per grade varies widely, a format is selected based on the size of the *majority* of grades surveyed. However, if one or more grades fall below a total of thirty students, the next lower level of aggregation is automatically selected.

The guidelines used for data aggregation are as follows:

Secondary

- Small:*** When there are fewer than thirty students per grade, a single percentage is shown representing all students.
- Medium:*** When there are thirty to ninety students per grade, percentages are aggregated into grade groupings (e.g., combining grades 7 and 8 and grades 9 - 12).
- Large:*** When there are more than ninety students per grade, separate percentages are shown for each grade level surveyed.

Elementary

- Small:*** When there are fewer than sixty students per grade, a single percentage is shown for all students.
- Large:*** When there are more than sixty students per grade, separate percentages are shown for each grade level surveyed.

Availability of Graphics

According to the data aggregation rules outlined above, graphics illustrating data by grade can not be produced for districts surveying fewer than thirty students per grade. As a consequence, figures that show grade-level breakdowns are omitted from both the elementary and secondary versions of reports for small districts. With these exceptions, all other figures and tables are produced for every district regardless of size.

Conventions Used in Data Presentation

Throughout the report, a number of conventions were adopted to maintain consistency in reporting. A common terminology is employed and a standard set of symbols is used in each table and figure. These terms and symbols are described in the following paragraphs, beginning with a set of general definitions and followed by a discussion of specific conventions used in tables and margins.

Definitions

There are several terms used throughout the report that, though seemingly straightforward, may have some bearing on how the data is understood and interpreted. These definitions are outlined below.

Alcohol. When the category "Alcohol" appears in a figure or table, it represents the combined use of beer, wine, wine coolers, and liquor. Each of these alcoholic substances may be referenced individually, as well.

Cocaine or Crack. This reference is found only in the prevalence tables (Tables B1-B14). It refers to students that report using *either* cocaine *or* crack, or *both* cocaine *and* crack. Since there is some overlap between students who have used cocaine and those who have used crack, the percentages of respondents in the "Cocaine or Crack" category should *not* be a simple sum of percentages in the individual "Cocaine" and "Crack" categories. It should, however, be at least as great as the larger of the two individual categories.

Illicit Drugs. These are defined as controlled substances and include marijuana, powdered cocaine, crack, uppers, downers, Rohypnol, hallucinogens, ecstasy, and heroin.

Inhalants. The overall inhalant use percentages presented in the prevalence tables have been adjusted to reflect reported use of both specific inhalants and inhalant use generally. Such adjustments are necessary because some students respond in the positive to specific use (i.e., spray paint, correction fluid, gasoline, freon, poppers, shoe shine, glue, paint thinner, other sprays, or other inhalants) without responding in the positive to generic use (i.e., "How many times have you used inhalants?"), while others respond in the positive to generic use but not to the use of specific inhalants.

Marijuana Only. This reference is found only in the prevalence tables (Tables B1-B14). It refers to students who report using marijuana but *no other* illicit substances. The reference to "Marijuana," in contrast, includes all students using that substance regardless of whether they used other substances or not.

Prevalence. The percentage of students who report having used a substance or substances.

Tobacco. The category "tobacco" includes the combined use of cigarettes and smokeless tobacco.

Conventional Symbols and Format

In addition to figures, there are two types of tables in which data may be presented. These include general substance use tables (Tables T1-T7, A1-A15, D1-D17, I1-I9, X1-X5) and prevalence tables (Tables B1-B14). Data is also available in its raw form in the margins. What follows are several conventions of data presentation that apply chiefly to tables and margins.

The Meaning of an Asterisk (*) in Tables. When an asterisk appears in a table, *not* in the Executive Summary (See Below), in place of a percentage, it typically means that fewer than ten students responded to that item. Asterisks may also appear if data is not available for a district. This would be the case, for instance, if a district does not survey all the grades in one of the standard acceptable grade combinations (see "Standard Grade Combinations" in the previous section).

The Meaning of an Asterisk (*) in The Executive Summary (Part III). When an asterisk appears alongside a percentage in the Executive Summary component of the report, it means that the data so marked are estimated to be statistically significant at the .01 level from the comparable data for the state as a whole. This means that in only one of a hundred samples would a difference this large have occurred when there was no difference between the district and state data. Differences in very small districts will seldom be statistically significant due to the small number of cases. Differences that are *not* marked may be important, but should be treated with more caution than those that are so marked.

Never Used/Ever Used Notations. In all prevalence tables, a standard approach is used for presenting incidence and prevalence information. An "Ever Used" category shows the total percentage of students who say they have used a substance at all, regardless of when or how many times. A "Never Used" category shows the total percentage of students who have never used a

substance. The percentages shown in the "Ever Used" and "Never Used" categories always sum to one hundred percent.

Additional columns then provide further information about those students who say they have "Ever Used" the substance. This includes information such as when or how often use occurred. These additional columns, when considered together, do *not* sum to the total percentage of students in the "Ever Used" category in the secondary reports due to the inclusion of the "Past Month" percentage *within* the "School Year" percentage (See Discussion Above).

Margins. The raw percentage of students who responded to each survey item as found in the tables that comprise the final section of each report. Frequency and percent are shown for each individual response option. The frequency shows the absolute number of students who gave the indicated response. The percent is the frequency converted into a percentage of all students who answered the question. Again, bear in mind that if your district under-sampled a particular grade(s), your overall percentages will represent "weighted averages." As a result, the raw percentages presented in your margins may reflect weighted counts rather than actual raw counts.

Surveys excluded from analyses as exaggerators are *not* included in the margins.

**Texas School Survey
of Drug and Alcohol Use
2010
Aubrey ISD
Part III: Executive Summary**

**Elementary
Executive Summary
Graphics**

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Texas School Survey of Drug and Alcohol Use

Aubrey ISD

Elementary Executive Summary

Introduction

The Texas School Survey is an annual collection of self-reported tobacco, alcohol, inhalant, and substance use data from among elementary and/or secondary students in individual districts throughout the state of Texas. The survey, conducted by the Public Policy Research Institute (PPRI) in conjunction with the Texas Department of State Health Services (DSHS), is also administered every other year to a representative sample of Texas students in grades 4 through 6 and grades 7 through 12.

Data from the statewide sampling, administered in the spring of 2010 are incorporated into an over-time database maintained by DSHS to track trends in substance use so that policymakers at the state level have up-to-date information upon which to base decisions and establish prevention strategies. These data also serve as an overall standard of comparison for use by those at the district level to interpret and act upon, local survey findings in a similar way.

The executive summary begins with a section containing a general demographic overview of those who took the survey in the participating district, followed by sections dealing with the various substances covered by the survey---tobacco, alcohol, inhalants, and marijuana. The next section explores selected characteristics associated with substance use in the district. The summary concludes with a section on where students gain knowledge about drugs and alcohol and to whom they might turn if they thought they were having a problem.

For a contextual viewpoint, each section dealing with substance use will begin with a brief timeline of the statewide trends over the last decade and a half. The data are subsequently analyzed using environmental factors such as availability, peer use, and parental attitudes. Finally, the overall use of each substance is detailed.

As for the actual, self-reported use of each substance, it is important to note the frequency of such use. Is it experimental, a once-in-a-lifetime act or is it casual use; a once-in-a-while behavior? Further, data are used to differentiate between those who smoke cigarettes from those who use a smokeless tobacco product, those who drink beer from those who drink wine coolers, and those who sniff correction fluid from those who sniff glue.

Two final points should be noted about the data. First, due to the differences in rounding procedures, there may be slight discrepancies between the percentages referred to in the tables and those reflected in the executive summary and in the corresponding figures.

Second, some data in this report are marked with an asterisk. Data so marked are estimated to be statistically significant at the .01 level from the comparable data for the state as a whole. This means that in only one of a hundred samples would a difference this large have occurred when there was no difference between the district and state data. Differences in very small districts will seldom be statistically significant due to the small number of cases. Differences that are not marked may be important, but should be treated with more caution than those that are statistically significant.

The percentages referred to in the executive summary that follows were taken from the tables found in "Part I: District Survey Results." Figures referenced throughout this report are included in "Part III: Executive Summary."

Demographic Overview

In the spring of 2010, The Texas School Survey was administered to students in grade 6 in the Aubrey Independent School District. Texas School Survey protocols, formulated to ensure that the data used in this analysis has an acceptable probability of error, called for the district to administer the survey to a predetermined, class-specific sampling of elementary students. In addition, data accuracy is dependent on school staffs administering the survey using established protocols.

A total of 92 students completed the questionnaire. Of that number, 1 survey was excluded from analysis because students did not indicate their grade or age, or because they were identified as exaggerators (i.e., claimed to have used a non-existent drug or reported overly excessive drug use). The final number of surveys included in the overall district analysis was 91, consisting of:

- A total of (43 percent) male and (57 percent) female students;
- An ethnic breakdown that is 68 percent White, 3 percent African-American, 23 percent Mexican-American, and 5 percent other;
- A total of 72 percent who say they live in a two-parent home, and 79 percent who report they have lived in the district for three or more years; and
- A total of 51 percent who say their parent(s) are college graduates, and 22 percent who indicate they qualify for free/reduced lunches at school.

Tobacco

General tobacco use includes both cigarettes and smokeless tobacco products.

Statewide Overview

In 1990, one fifth of Texas elementary students reported having experimented with a tobacco product at least once during their lifetimes, while 13 percent said they had used such a product during the past school year. These percentages declined over the next eight years and then fell dramatically in the 2000 assessment (13 percent in their lifetimes and 7 percent in the past year).

This downward trend in tobacco use continued in 2002 (9 percent in their lifetimes and 5 percent in the past year), 2004 (8 percent in their lifetimes and 4 percent in the past year), 2006 (6 percent in their lifetimes and 3 percent during the past year), and 2008 (5 percent in their lifetime and 3 percent during the past year). According to the 2010 statewide assessment, the percentage of students who reported lifetime tobacco use increased to 6 percent, while past year tobacco use stayed continuous at 3 percent.

Environment

A total of 18 percent of district elementary students said some or most of their close friends smoke cigarettes (20 percent statewide), while 10 percent reported they had been offered cigarettes (15 percent statewide). A total of 1* percent of Aubrey ISD elementary students reported some or most of their close friends use snuff or chewing tobacco (8 percent statewide), and 7 percent said they had been offered a smokeless tobacco product (6 percent statewide).

The influence of drug education programs may be reflected in students' attitudes toward the use of specific substances. A total of 74 percent of district elementary students believe tobacco use is "very dangerous" (72 percent statewide) (Fig. 3).

Use

In Aubrey ISD, 1* percent of elementary students had reported general tobacco use at least once during their lifetimes (8 percent statewide) (Fig. 1-A). Use of a tobacco product during the past school year was reported by 1 percent of Aubrey ISD elementary students (5 percent statewide) (Fig. 1-B).

A total of 1* percent of Aubrey ISD elementary students reported smoking cigarettes at least once during their lifetimes (7 percent statewide), and 1 percent said they had smoked cigarettes during the past school year (4 percent statewide). Lifetime use of smokeless tobacco products was reported by 0 percent of Aubrey ISD elementary students (2 percent statewide), while 0 percent said they had used snuff or chewing tobacco during the past school year (1 percent statewide).

Alcohol

Alcohol is the most widely used substance among elementary students statewide and in Aubrey ISD.

Statewide Overview

In 1990, 40 percent of Texas elementary students said they had experimented with an alcohol product at some point in their lives and just over a quarter (28 percent) reported having consumed alcohol during the past school year. Over the next two years, lifetime prevalence declined dramatically to 33 percent of elementary students statewide, while past-year use showed a similar decline to 21 percent. This downward trend with regard to alcohol use has continued through the next three statewide assessments, stalling in 2002 at 25 percent of students who reported they had consumed alcohol at least once in their lifetimes and 16 percent who reported consuming alcohol during the previous year. These numbers remained continuous through the statewide survey in 2004, but declined again in 2006. Lifetime prevalence of alcohol use fell to 22 percent and past-year use dipped to 14 percent. In 2008, those elementary students reporting lifetime alcohol use and past-year alcohol use rose by a percentage point each, to 23 percent and 15 percent respectively. In the most recent state-wide assessment in 2010, the numbers declined again. Lifetime prevalence of alcohol use declined to 21 percent and past year use fell to 14 percent.

Environment

A total of 12* percent of Aubrey elementary students said some or most of their close friends drink beer, wine coolers, wine, or liquor (32 percent statewide), and 18 percent reported they had been offered alcohol (28 percent statewide). Aubrey ISD elementary students who said they drink alcohol were asked where they obtained such beverages. A total of 5 percent of district elementary students said they get alcohol from home (12 percent statewide), 1 percent reported obtaining alcohol from friends (6 percent statewide), and 2* percent said they get alcohol from "somewhere else" (11 percent statewide).

Parental attitudes can be a major factor in whether or not a student uses alcohol or drugs. When asked how their parents feel about kids their age drinking beer, 81 percent of Aubrey ISD elementary students said their parents "don't like it" (81 percent statewide). A total of 17 percent of district elementary students said they "don't know" how their parents feel about kids their age drinking beer (14 percent statewide), and 2 percent said their parents "don't care" if kids their age drink beer (4 percent statewide) (Fig. 4-A).

A total of 62 percent of Aubrey ISD elementary students believe alcohol use is "very dangerous" (65 percent statewide) (Fig. 3).

Use

A total of 16* percent of Aubrey ISD elementary students had reported using alcohol at least once during their lifetimes (29 percent statewide) (Fig. 1-A). Alcohol use during the past school year was reported by 6* percent of Aubrey ISD elementary students (19 percent statewide) (Fig. 1-B).

A total of 7 percent of Aubrey ISD elementary students said they "had two or more drinks" of beer in a row at least once during the past year (15 percent statewide), 5 percent said they "had two or more drinks" of wine cooler in a row at least once during the past year (10 percent statewide), 3 percent said they "had two or more drinks" of wine in a row at least once during the past year (9 percent statewide) and 3 percent said they "had two or more drinks" of liquor in a row at least once during the past year (9 percent statewide).

Marijuana

Statewide Overview

In 1990, 2 percent of Texas elementary students reported they had experimented with marijuana at least once, and 2 percent indicated they had smoked marijuana during the past school year. These percentages stayed continuous through 1994, increased in 1996, stayed continuous through 1998, and fell slightly in 2000. In the 2002 statewide assessment, experimental use increased slightly to 3 percent and most recent use stayed consistent at 2 percent among elementary students statewide. These percentages of students reporting lifetime and past-year marijuana use held steady through the statewide assessment in 2004. According to the 2006 statewide survey, lifetime marijuana use fell to 2 percent while the past-year use declined to 1 percent. These percentages stayed the same in 2008 and in the most recent statewide assessment in 2010.

Environment

A total of 4* percent of Aubrey ISD elementary students said some or most of their close friends use marijuana (14 percent statewide), and 5 percent reported they had been offered marijuana (10 percent statewide).

When asked about parental attitudes toward marijuana use, 82 percent of Aubrey ISD elementary students said their parents "don't like it" when kids their age smoke marijuana (87 percent statewide), while 17 percent said that they "don't know" how their parents feel (11 percent statewide), and 0 percent reported their parents "don't care" if kids their age smoke marijuana (2 percent statewide) (Fig. 4-B).

When questioned about the danger associated with marijuana use, 79 percent of Aubrey ISD elementary students said that using marijuana is "very dangerous" (77 percent statewide) (Fig. 3).

Use

A total of 0 percent of Aubrey ISD elementary students had reported using marijuana at least once during their lifetimes (4 percent statewide) (Fig. 1-A). A total of 0 percent of Aubrey ISD elementary students had reported using marijuana during the past school year (3 percent statewide) (Fig. 1-B).

Inhalants

In general, inhalants are common, licit substances (paints and thinners, correction fluid, glue, and gasoline) which, when sniffed, huffed, or inhaled, produce an intoxicating effect. Lifetime and past-year inhalant use percentages have been adjusted to reflect reported use of both specific inhalants and inhalant use generally. This adjustment was made because some students responded positively to specific use without responding positively to generic use, while some students responded positively to generic use but not to specific inhalants.

Statewide Overview

Inhalant use among Texas elementary students peaked in 1992, as 16 percent indicated they had experimented with some form of inhalant at least once during their lifetimes and 11 percent said they had used an inhalant during the past school year. Within two years, however, lifetime use declined to 10 percent of elementary students statewide and past-year use fell to 6 percent. These percentages remained relatively continuous through 1996. In 1998, however, both experimental and past school year prevalence rates rose to 12 percent and 9 percent, respectively. Two years later, this trend was again reversed as both experimental (11 percent) and past year (8 percent) uses declined slightly, then fell further in 2002 to 9 percent lifetime and 6 percent in the past year. Yet, another reverse was detected in 2004, as lifetime inhalant use rose to 11 percent and past-year inhalant use increased to 8 percent. Beginning in 2006, yet another reverse in the trend was detected as lifetime use fell to 10 percent and past-year inhalant use declined to 7 percent. In 2008, the percentage of students who reported lifetime inhalant use declined to 9 percent, while past year inhalant use was continuous at 7 percent. In the most recent statewide assessment in 2010, another reverse in trend was detected, as lifetime inhalant use rose to 10 percent, and past-year inhalant use rose to 7 percent.

Environment

A total of 10 percent of Aubrey ISD students said some or most of their close friends use inhalants (17 percent statewide), and 5 percent said they had been offered inhalants (11 percent statewide). A total of 68 percent of Aubrey ISD elementary students believe inhalant use is "very dangerous" (63 percent statewide) (Fig. 3).

Use

A total of 3* percent of Aubrey ISD elementary students had reported using inhalants at least once during their lifetimes (12 percent statewide) (Fig. 1-A). A total of 1* percent of Aubrey ISD elementary students said they had used inhalants during the past school year (9 percent statewide) (Fig. 1-B).

A total of 1 percent of Aubrey ISD elementary students reported using two or more inhalant substances at least once during their lifetimes (6 percent statewide). A total of 1* percent of district elementary students reported inhaling whiteout/correction fluid (9 percent statewide), 1 percent reported inhaling glue (2 percent statewide), 1 percent reported inhaling spray paint (3 percent statewide), 1 percent reported inhaling gasoline (3 percent statewide), 1 percent reported inhaling paint thinner (2 percent statewide) and 2 percent reported inhaling substances in the "other inhalants" category (4 percent statewide) at least once during their lifetimes (Fig. 2).

Drug and Alcohol Information

The influence of drug education programs may be reflected in students' attitudes toward the use of the specific substances reported above. A total of 95* percent of Aubrey ISD elementary students said they had received information about drugs and alcohol from a school source since classes began in the fall (85 percent statewide). A total of 52 percent of Aubrey ISD elementary students said their teacher was a source for information about drugs and alcohol (56 percent statewide), while 78* percent reported getting this information from a school assembly program (57 percent statewide) and 36* percent said a visitor to class was a source for information about drugs and alcohol (53 percent statewide).

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Part III: Executive Summary**

Elementary Graphics

Figure 1-A	Prevalence of Lifetime Substance Use
Figure 1-B	Prevalence of Past School Year Substance Use
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Figure 1-A
Prevalence of Lifetime Substance Use
Among Elementary Students in Grade 6
In AUBREY ISD

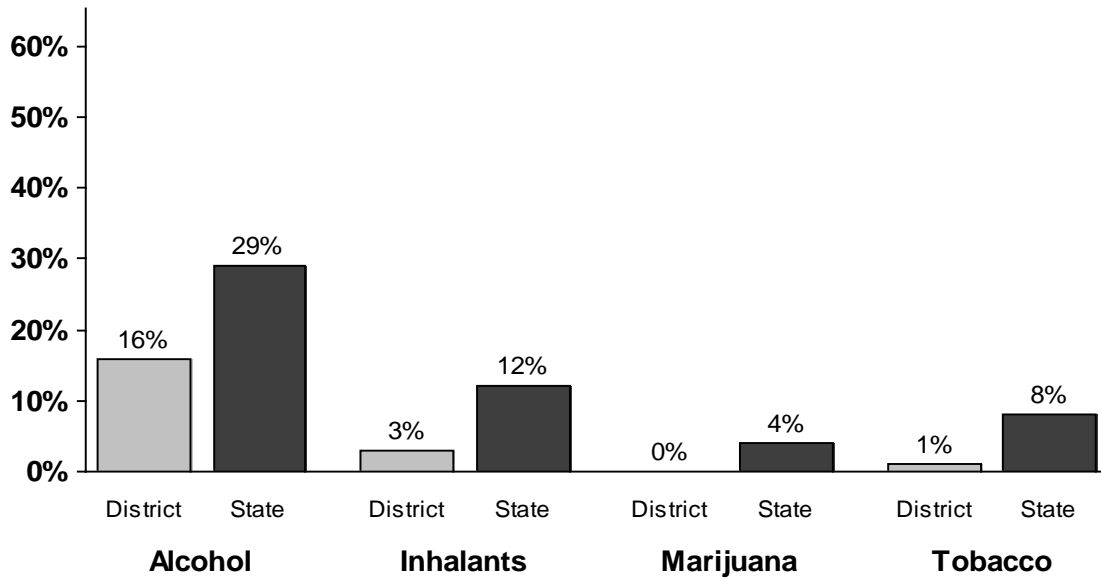


Figure 1-B
Prevalence of Past School Year Substance Use
Among Elementary Students in Grade 6
In AUBREY ISD

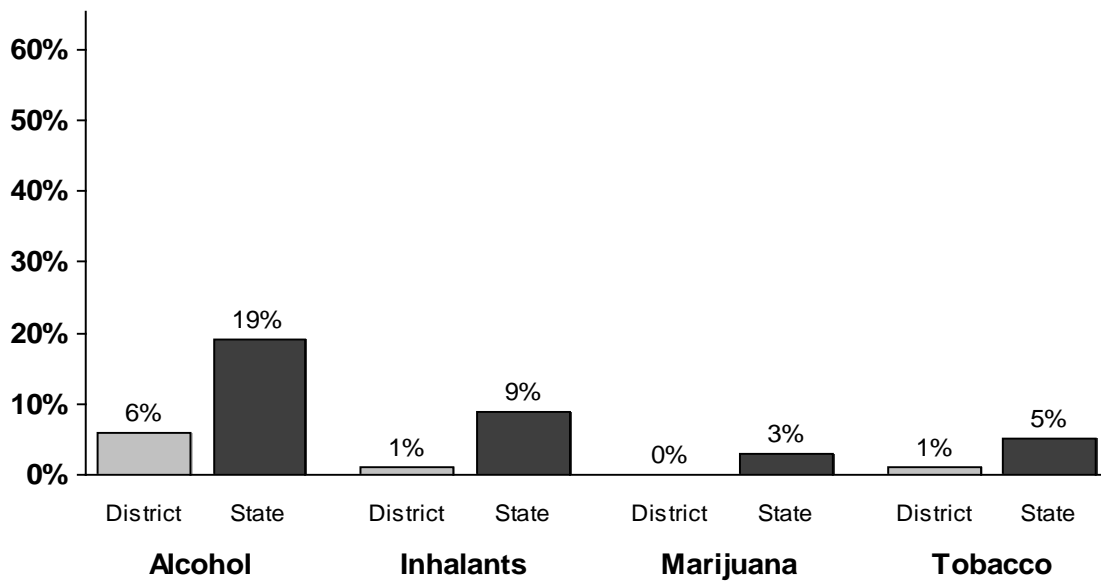


Figure 2
Prevalence of Lifetime Use of Specific Inhalants
Among Elementary Students in Grade 6
In AUBREY ISD

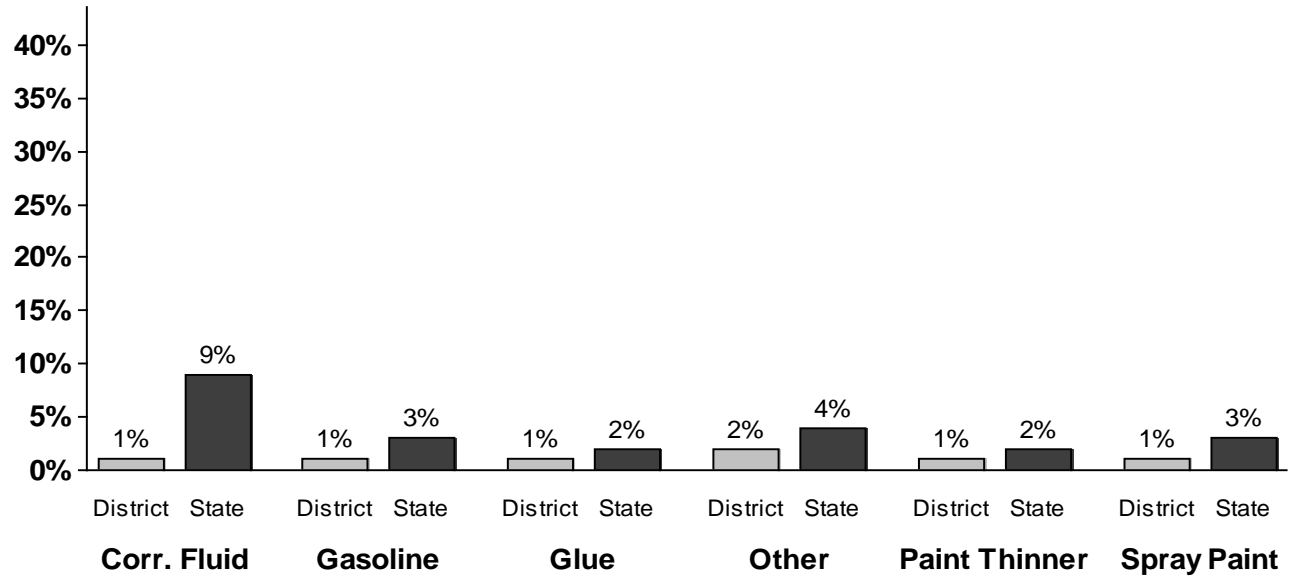


Figure 3
Percentage of Elementary Students in Grade 6 Who Think
Various Substances Are Very Dangerous to Use
In AUBREY ISD

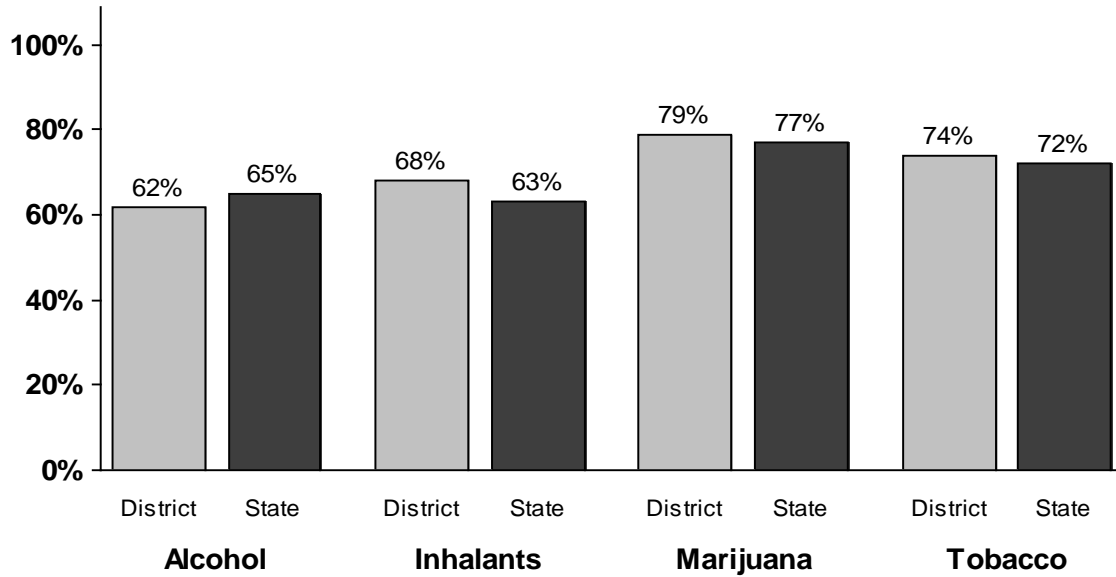


Figure 4-A
Attitudes of Parents of Elementary Students in Grade 6
Toward Pre-Adolescent Beer Use
In AUBREY ISD

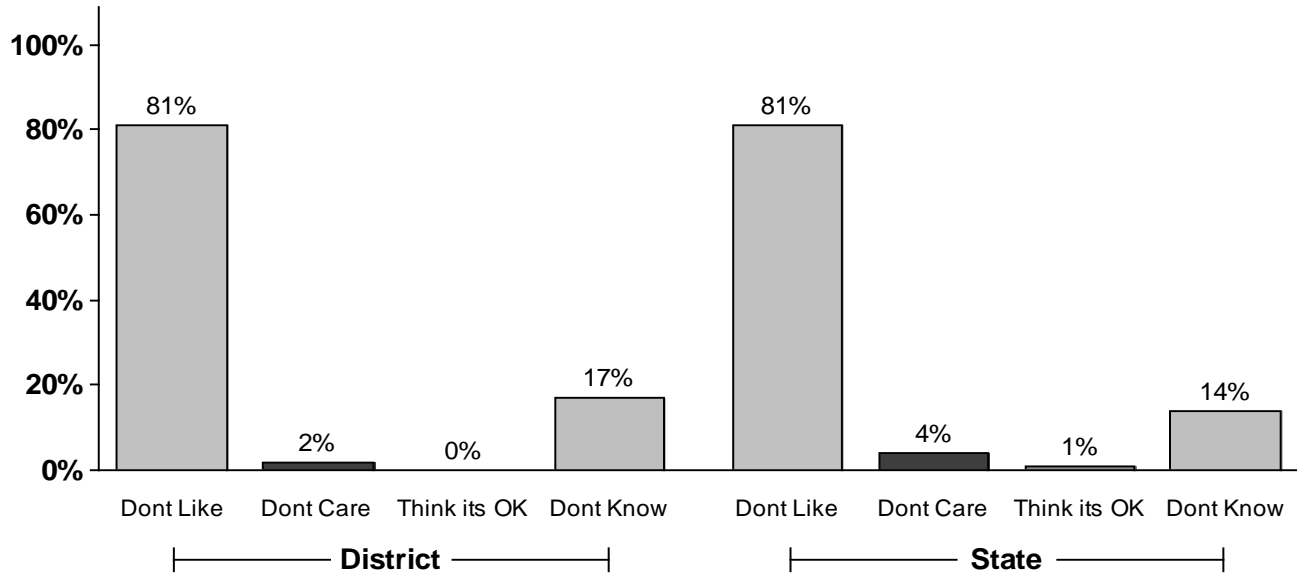
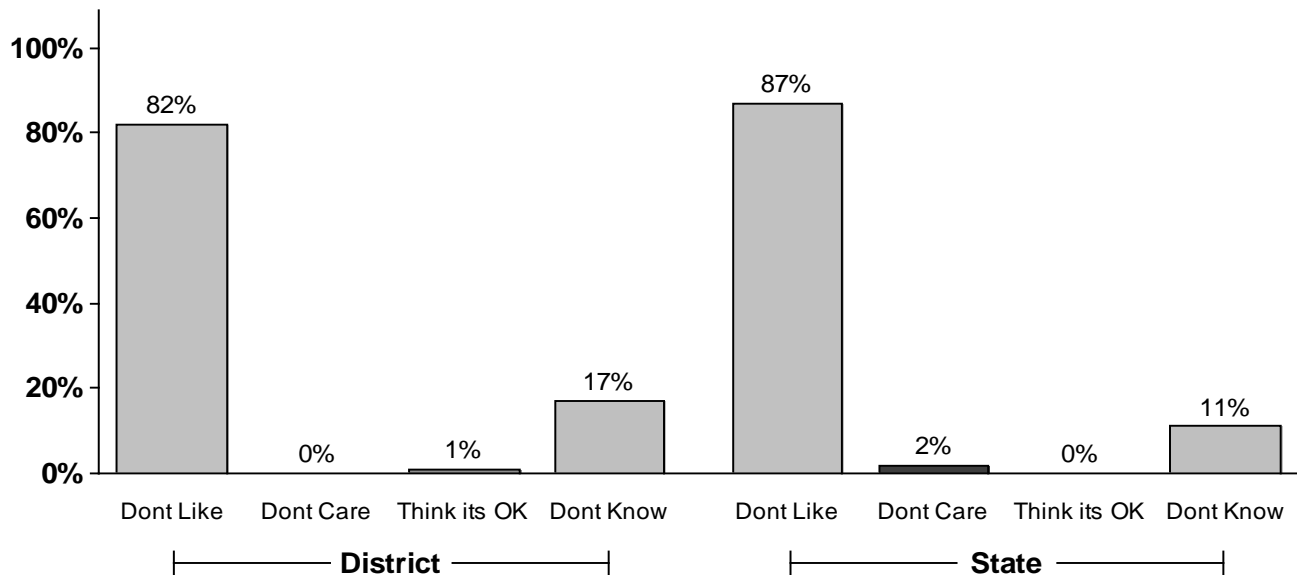


Figure 4-B
Attitudes of Parents of Elementary Students in Grade 6
Toward Pre-Adolescent Marijuana Use
In AUBREY ISD



**Aubrey
SPRING 2010**

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Aubrey
SPRING 2010

1. General Substance Tables

Aubrey
SPRING 2010

**Aubrey
SPRING 2010**

Table T-1: How recently, if ever, have you used...

		Ever Used	School Year	Not Past Year	Never Used
Any tobacco product?					
	All	1.1%	1.1%	0.0%	98.9%
	Grade 6	1.1%	1.1%	0.0%	98.9%
Cigarettes?					
	All	1.1%	1.1%	0.0%	98.9%
	Grade 6	1.1%	1.1%	0.0%	98.9%
Smokeless tobacco?					
	All	0.0%	0.0%	0.0%	100.0%
	Grade 6	0.0%	0.0%	0.0%	100.0%

**Table T-2: Average number of times selected tobacco products were used by those
who reported use of ..**

	School Year	Lifetime
All	1.5	*
Grade 6	*	*

**Aubrey
SPRING 2010**

Table T-3: Average age of first use of tobacco:

Grade 6
Cigarettes
*
Smokeless Tobacco
*
Any Tobacco
*

Table T-4: Age of first use of tobacco by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 6	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Family Situation								
	All	95.7%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%
	Grade 6	95.7%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%

Table T-5: About how many of your close friends use ...

		Never Heard Of	None	Some	Most
Any tobacco product?					
	All	3.3%	78.9%	16.7%	1.1%
	Grade 6	3.3%	78.9%	16.7%	1.1%
Cigarettes?					
	All	4.4%	77.8%	16.7%	1.1%
	Grade 6	4.4%	77.8%	16.7%	1.1%
Smokeless tobacco?					
	All	3.4%	95.5%	1.1%	0.0%
	Grade 6	3.4%	95.5%	1.1%	0.0%

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Table T-6: Have you ever been offered ...

		Never Heard Of	Yes	No
Any tobacco product?				
	All	2.2%	13.5%	84.3%
	Grade 6	2.2%	13.5%	84.3%
Cigarettes?				
	All	2.2%	10.1%	87.6%
	Grade 6	2.2%	10.1%	87.6%
Smokeless tobacco?				
	All	3.4%	6.9%	89.7%
	Grade 6	3.4%	6.9%	89.7%

Table T-7: How dangerous do you think it is for kids your age to use ...

		Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
Any tobacco product?						
	All	0.0%	74.1%	21.2%	1.2%	3.5%
	Grade 6	0.0%	74.1%	21.2%	1.2%	3.5%
Cigarettes?						
	All	0.0%	65.9%	29.3%	1.2%	3.7%
	Grade 6	0.0%	65.9%	29.3%	1.2%	3.7%
Smokeless tobacco?						
	All	0.0%	71.8%	22.4%	1.2%	4.7%
	Grade 6	0.0%	71.8%	22.4%	1.2%	4.7%

Table T-8: How do your parents feel about kids your age smoking cigarettes?

	Don't Like	Don't Care	Think It's OK	Don't know
All	84.3%	2.2%	0.0%	13.5%
Grade 6	84.3%	2.2%	0.0%	13.5%

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Table A-1: How recently, if ever, have you used..

		Ever Used	School Year	Not Past Year	Never Used
Any alcohol product?					
	All	15.6%	5.6%	10.0%	84.4%
	Grade 6	15.6%	5.6%	10.0%	84.4%
Beer?					
	All	8.9%	4.4%	4.4%	91.1%
	Grade 6	8.9%	4.4%	4.4%	91.1%
Wine coolers?					
	All	7.8%	2.2%	5.6%	92.2%
	Grade 6	7.8%	2.2%	5.6%	92.2%
Wine?					
	All	7.8%	4.4%	3.3%	92.2%
	Grade 6	7.8%	4.4%	3.3%	92.2%
Liquor?					
	All	7.8%	1.1%	6.7%	92.2%
	Grade 6	7.8%	1.1%	6.7%	92.2%

**Table A-2: Average number of times selected alcohol products were used by those
who reported use of ..**

		School Year	Lifetime
Beer			
	All	*	*
	Grade 6	*	1.5
Liquor			
	All	*	1.5
	Grade 6	*	1.5
Wine			
	All	*	1.5
	Grade 6	*	1.5

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Table A-3: In the past year, how many times have you had two or more drinks at one time of ..

		Never	1 Time	2 Times	3+ Times	Ever
Beer?						
	All	93.1%	6.9%	0.0%	0.0%	6.9%
	Grade 6	93.1%	6.9%	0.0%	0.0%	6.9%
Wine Coolers?						
	All	95.2%	4.8%	0.0%	0.0%	4.8%
	Grade 6	95.2%	4.8%	0.0%	0.0%	4.8%
Wine?						
	All	96.5%	3.5%	0.0%	0.0%	3.5%
	Grade 6	96.5%	3.5%	0.0%	0.0%	3.5%
Liquor?						
	All	96.5%	3.5%	0.0%	0.0%	3.5%
	Grade 6	96.5%	3.5%	0.0%	0.0%	3.5%

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Table A-4: Average age of first use of alcohol:

<u>Grade 6</u>
Beer
9.4
Wine Coolers
10.9
Wine
10.0
Liquor
10.0
Any Alcohol
<u>9.6</u>

Table A-5: Age of first use of alcohol by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	93.8%	3.1%	0.0%	0.0%	0.0%	3.1%	0.0%
	Grade 6	93.8%	3.1%	0.0%	0.0%	0.0%	3.1%	0.0%
Other Family Situation								
	All	59.1%	9.1%	4.5%	0.0%	9.1%	4.5%	13.6%
	Grade 6	59.1%	9.1%	4.5%	0.0%	9.1%	4.5%	13.6%

**Table A-6 : Lifetime prevalence of use of alcohol by reported conduct problems
this school year:**

No Absences or Conduct Problems	Cut School	Sent to Principal	Both
7.6%	100.0%	27.8%	*

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Table A-7: When you drink alcohol, do you get it from ..

		Don't Drink	Yes	No
Home?	All	90.7%	4.7%	4.7%
	Grade 6	90.7%	4.7%	4.7%
Friends?	All	91.7%	1.2%	7.1%
	Grade 6	91.7%	1.2%	7.1%
Somewhere else?	All	91.8%	2.4%	5.9%
	Grade 6	91.8%	2.4%	5.9%

Table A-8: About how many of your close friends use ..

		Never Heard Of	None	Some	Most
Any alcohol product?	All	2.2%	85.6%	10.0%	2.2%
	Grade 6	2.2%	85.6%	10.0%	2.2%
Beer?	All	2.4%	87.1%	9.4%	1.2%
	Grade 6	2.4%	87.1%	9.4%	1.2%
Wine coolers?	All	10.2%	84.1%	5.7%	0.0%
	Grade 6	10.2%	84.1%	5.7%	0.0%
Wine?	All	2.4%	94.1%	3.5%	0.0%
	Grade 6	2.4%	94.1%	3.5%	0.0%
Liquor?	All	3.3%	91.1%	4.4%	1.1%
	Grade 6	3.3%	91.1%	4.4%	1.1%

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Table A-9: Have you ever been offered ..

		Never Heard Of	Yes	No
Any alcohol product?				
	All	3.4%	18.0%	78.7%
	Grade 6	3.4%	18.0%	78.7%
Beer?				
	All	3.5%	16.3%	80.2%
	Grade 6	3.5%	16.3%	80.2%
Wine coolers?				
	All	10.7%	6.0%	83.3%
	Grade 6	10.7%	6.0%	83.3%
Wine?				
	All	3.5%	8.2%	88.2%
	Grade 6	3.5%	8.2%	88.2%
Liquor?				
	All	4.6%	6.9%	88.5%
	Grade 6	4.6%	6.9%	88.5%

Table A-10: How do your parents feel about kids your age drinking beer?

	Don't Like	Don't Care	Think It's OK	Don't know
All	80.7%	2.3%	0.0%	17.0%
Grade 6	80.7%	2.3%	0.0%	17.0%

Table A-11: How dangerous do you think it is for kids your age to use ..

		Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
Any alcohol product?						
	All	0.0%	62.4%	31.8%	3.5%	2.4%
	Grade 6	0.0%	62.4%	31.8%	3.5%	2.4%
Beer?						
	All	0.0%	60.7%	29.8%	7.1%	2.4%
	Grade 6	0.0%	60.7%	29.8%	7.1%	2.4%
Wine coolers?						
	All	7.1%	54.8%	26.2%	7.1%	4.8%
	Grade 6	7.1%	54.8%	26.2%	7.1%	4.8%
Wine?						
	All	0.0%	55.3%	31.8%	5.9%	7.1%
	Grade 6	0.0%	55.3%	31.8%	5.9%	7.1%
Liquor?						
	All	1.2%	59.8%	31.7%	2.4%	4.9%
	Grade 6	1.2%	59.8%	31.7%	2.4%	4.9%

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Table D-1: How recently, if ever, have you used Marijuana?

	Ever Used	School Year	Not Past Year	Never Used
All	0.0%	0.0%	0.0%	100.0%
Grade 6	0.0%	0.0%	0.0%	100.0%

Table D-2: Average number of times marijuana was used by those reporting usage:

	School Year	Lifetime
All	*	*
Grade 6	*	*

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Table D-3: Average age of first use of marijuana:

Grade 6
*

Table D-4: Age of first use of marijuana by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 6	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Family Situation								
	All	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 6	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table D-5 : Lifetime prevalence of use of marijuana by reported conduct problems this school year:

No Absences or Conduct Problems	Cut School	Sent to Principal	Both
*	*	*	*

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Table D-6: About how many of your close friends use marijuana?

	Never Heard Of	None	Some	Most
All	4.5%	91.0%	3.4%	1.1%
Grade 6	4.5%	91.0%	3.4%	1.1%

Table D-7: Have you ever been offered marijuana?

	Never Heard Of	Yes	No
All	4.8%	4.8%	90.5%
Grade 6	4.8%	4.8%	90.5%

Table D-8: How do your parents feel about kids your age smoking marijuana?

	Don't Like	Don't Care	Think It's OK	Don't know
All	82.0%	0.0%	1.1%	16.9%
Grade 6	82.0%	0.0%	1.1%	16.9%

Table D-9: How dangerous do you think it is for kids your age to use marijuana?

	Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
All	2.4%	78.8%	14.1%	0.0%	4.7%
Grade 6	2.4%	78.8%	14.1%	0.0%	4.7%

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Table I-1: How recently, if ever, have you used Inhalants?

	Ever Used	School Year	Not Past Year	Never Used
All	3.3%	1.1%	2.2%	96.7%
Grade 6	3.3%	1.1%	2.2%	96.7%

Table I-2: Have you ever sniffed any of the following inhalants to get high?

	Not Used	Used
Correction Fluid/Whiteout		
All	98.9%	1.1%
Grade 6	98.9%	1.1%
Gasoline		
All	98.9%	1.1%
Grade 6	98.9%	1.1%
Glue		
All	98.9%	1.1%
Grade 6	98.9%	1.1%
Paint Thinner		
All	98.9%	1.1%
Grade 6	98.9%	1.1%
Spray Paint		
All	98.9%	1.1%
Grade 6	98.9%	1.1%
Computer dusting sprays		
All	98.9%	1.1%
Grade 6	98.9%	1.1%
Other Inhalants		
All	97.8%	2.2%
Grade 6	97.8%	2.2%

Table I-3: Average number of times inhalants were used by those reporting usage:

	School Year	Lifetime
All	*	1.5
Grade 6	*	*

Table I-4: Number of different kinds of inhalants used:

	None	One	Two to Three	Four Plus
All	97.8%	1.1%	0.0%	1.1%
Grade 6	97.8%	1.1%	0.0%	1.1%

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Table I-5: Average age of first use of inhalants:

Grade 6
*

Table I-6: Age of first use of inhalants by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	98.4%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%
	Grade 6	98.4%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%
Other Family Situation								
	All	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 6	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table I-7: Lifetime prevalence of use of inhalants by reported conduct problems this school year:

No Absences or Conduct Problems	Cut School	Sent to Principal	Both
3.0%	50.0%	5.6%	*

Table I-8: About how many of your close friends use inhalants?

	Never Heard Of	None	Some	Most
All	2.3%	87.4%	9.2%	1.1%
Grade 6	2.3%	87.4%	9.2%	1.1%

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Table I-9: Have you ever been offered inhalants?

	Never Heard Of	Yes	No
All	2.3%	4.7%	93.0%
Grade 6	2.3%	4.7%	93.0%

Table I-10: How dangerous do you think it is for kids your age to use inhalants?

	Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
All	1.2%	67.9%	26.2%	2.4%	2.4%
Grade 6	1.2%	67.9%	26.2%	2.4%	2.4%

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Table X-1: Since school began in the fall, have you gotten information on drugs or alcohol from ..

CATEGORY		Yes
An Assembly Program?	All	78.0%
	Grade 6	78.0%
Guidance Counselor?	All	77.8%
	Grade 6	77.8%
Visitor to Class?	All	35.8%
	Grade 6	35.8%
Someone Else at School?	All	35.8%
	Grade 6	35.8%
Your Teacher?	All	52.4%
	Grade 6	52.4%
Any School Source?	All	95.2%
	Grade 6	95.2%

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2. Prevalence Tables

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**Table B1: Prevalence and recency of use of selected substances by grade
All Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	1.1%	1.1%	0.0%	98.9%
	Grade 6	1.1%	1.1%	0.0%	98.9%
Alcohol					
	All	15.6%	5.6%	10.0%	84.4%
	Grade 6	15.6%	5.6%	10.0%	84.4%
Inhalants					
	All	3.3%	1.1%	2.2%	96.7%
	Grade 6	3.3%	1.1%	2.2%	96.7%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B2: Prevalence and recency of use of selected substances by grade
Male Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Alcohol					
	All	18.4%	10.5%	7.9%	81.6%
	Grade 6	18.4%	10.5%	7.9%	81.6%
Inhalants					
	All	5.3%	2.6%	2.6%	94.7%
	Grade 6	5.3%	2.6%	2.6%	94.7%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B3: Prevalence and recency of use of selected substances by grade
Female Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	1.9%	1.9%	0.0%	98.1%
	Grade 6	1.9%	1.9%	0.0%	98.1%
Alcohol					
	All	13.5%	1.9%	11.5%	86.5%
	Grade 6	13.5%	1.9%	11.5%	86.5%
Inhalants					
	All	1.9%	0.0%	1.9%	98.1%
	Grade 6	1.9%	0.0%	1.9%	98.1%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B4: Prevalence and recency of use of selected substances by grade
White Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	1.6%	1.6%	0.0%	98.4%
	Grade 6	1.6%	1.6%	0.0%	98.4%
Alcohol					
	All	11.3%	4.8%	6.5%	88.7%
	Grade 6	11.3%	4.8%	6.5%	88.7%
Inhalants					
	All	4.8%	1.6%	3.2%	95.2%
	Grade 6	4.8%	1.6%	3.2%	95.2%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B5: Prevalence and recency of use of selected substances by grade
African/American Students**

Table skipped because an insufficient number of cases.

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**Table B6: Prevalence and recency of use of selected substances by grade
Mexican/American Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Alcohol					
	All	23.8%	9.5%	14.3%	76.2%
	Grade 6	23.8%	9.5%	14.3%	76.2%
Inhalants					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B7: Prevalence and recency of use of selected substances by grade
Students Reporting A Grades**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	2.0%	2.0%	0.0%	98.0%
	Grade 6	2.0%	2.0%	0.0%	98.0%
Alcohol					
	All	12.2%	6.1%	6.1%	87.8%
	Grade 6	12.2%	6.1%	6.1%	87.8%
Inhalants					
	All	2.0%	0.0%	2.0%	98.0%
	Grade 6	2.0%	0.0%	2.0%	98.0%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B8: Prevalence and recency of use of selected substances by grade
Students Reporting grades lower than A**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Alcohol					
	All	19.5%	4.9%	14.6%	80.5%
	Grade 6	19.5%	4.9%	14.6%	80.5%
Inhalants					
	All	4.9%	2.4%	2.4%	95.1%
	Grade 6	4.9%	2.4%	2.4%	95.1%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B9: Prevalence and recency of use of selected substances by grade
Students Living With 2 Parents**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Alcohol					
	All	7.7%	3.1%	4.6%	92.3%
	Grade 6	7.7%	3.1%	4.6%	92.3%
Inhalants					
	All	4.6%	1.5%	3.1%	95.4%
	Grade 6	4.6%	1.5%	3.1%	95.4%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B10: Prevalence and recency of use of selected substances by grade
Students Not Living With 2 Parents**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	4.2%	4.2%	0.0%	95.8%
	Grade 6	4.2%	4.2%	0.0%	95.8%
Alcohol					
	All	37.5%	12.5%	25.0%	62.5%
	Grade 6	37.5%	12.5%	25.0%	62.5%
Inhalants					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B11: Prevalence and recency of use of selected substances by grade
Students Living in Town More Than 3 Years**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	1.4%	1.4%	0.0%	98.6%
	Grade 6	1.4%	1.4%	0.0%	98.6%
Alcohol					
	All	13.9%	4.2%	9.7%	86.1%
	Grade 6	13.9%	4.2%	9.7%	86.1%
Inhalants					
	All	2.8%	1.4%	1.4%	97.2%
	Grade 6	2.8%	1.4%	1.4%	97.2%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

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**Table B12: Prevalence and recency of use of selected substances by grade
Students Living in Town 3 Years or Less**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%
Alcohol					
	All	26.7%	13.3%	13.3%	73.3%
	Grade 6	26.7%	13.3%	13.3%	73.3%
Inhalants					
	All	6.7%	0.0%	6.7%	93.3%
	Grade 6	6.7%	0.0%	6.7%	93.3%
Marijuana					
	All	*	0.0%	0.0%	100.0%
	Grade 6	*	0.0%	0.0%	100.0%

3. Margin Tables

Aubrey
SPRING 2010

**Aubrey
Spring 2010**

The FREQ Procedure

GENDER			
Q1	Frequency	Percent	
Female	52	57.14	
Male	39	42.86	

GRADE LEVEL			
Q2	Frequency	Percent	
Grade 6	91	100.00	

LIVE WITH BOTH PARENTS			
Q3	Frequency	Percent	
No	25	27.78	
Yes	65	72.22	

Frequency Missing = 1

AGE			
Q4	Frequency	Percent	
11	23	25.27	
12	62	68.13	
13 or older	6	6.59	

ETHNICITY			
Q5	Frequency	Percent	
African/American	3	3.30	
Mexican/American	21	23.08	
Other	5	5.49	
White	62	68.13	

WHAT GRADES DO YOU USUALLY GET			
Q6	Frequency	Percent	
Mostly A's	49	53.85	
Mostly B's	34	37.36	
Mostly C's	7	7.69	
Mostly D's	1	1.10	

LIVED IN THIS TOWN FOR MORE THAN 3 YEARS			
Q7	Frequency	Percent	
Don't Know	3	3.30	
No	16	17.58	
Yes	72	79.12	

EITHER PARENT GRADUATE FROM COLLEGE			
Q8	Frequency	Percent	
Don't Know	34	37.36	
No	11	12.09	
Yes	46	50.55	

QUALIFY FOR FREE/REDUCED PRICE LUNCH			
Q9	Frequency	Percent	
Don't Know	36	41.38	
No	32	36.78	
Yes	19	21.84	

Frequency Missing = 4

PARENTS ATTEND PTA MEETINGS			
Q10	Frequency	Percent	
No	49	54.44	
Yes	41	45.56	

Frequency Missing = 1

EVER INHALED - GASOLINE			
Q11a	Frequency	Percent	
Not Used	89	98.89	
Used	1	1.11	

Frequency Missing = 1

EVER INHALED - PAINT THINNER			
Q11b	Frequency	Percent	
Not Used	88	98.88	
Used	1	1.12	

Frequency Missing = 2

EVER INHALED - GLUE			
Q11c	Frequency	Percent	
Not Used	88	98.88	
Used	1	1.12	

Frequency Missing = 2

EVER INHALED - WHITEOUT			
Q11d	Frequency	Percent	
Not Used	88	98.88	
Used	1	1.12	

Frequency Missing = 2

EVER INHALED - SPRAY PAINT			
Q11e	Frequency	Percent	
Not Used	88	98.88	
Used	1	1.12	

Frequency Missing = 2

EVER INHALED - COMPUTER DUSTING SPRAYS			
Q11f	Frequency	Percent	
Not Used	88	98.88	
Used	1	1.12	

Frequency Missing = 2

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
Spring 2010**

EVER INHALED - OTHER INHALANTS		
Q11g	Frequency	Percent
Not Used	88	97.78
Used	2	2.22

Frequency Missing = 1

CIGARETTE USE DURING LIFETIME		
Q12A	Frequency	Percent
Never heard of	4	4.49
Never used	85	95.51

Frequency Missing = 2

SNUFF/CHEWING TOBACCO USE IN LIFETIME		
Q12B	Frequency	Percent
Never heard of	6	6.67
Never used	84	93.33

Frequency Missing = 1

BEER USE DURING LIFETIME		
Q12C	Frequency	Percent
Never heard of	2	2.27
Never used	79	89.77
1-2 times	7	7.95

Frequency Missing = 3

WINE COOLER USE DURING LIFETIME		
Q12D	Frequency	Percent
Never heard of	16	17.78
Never used	67	74.44
1-2 times	7	7.78

Frequency Missing = 1

WINE USE DURING LIFETIME		
Q12E	Frequency	Percent
Never heard of	2	2.27
Never used	80	90.91
1-2 times	6	6.82

Frequency Missing = 3

LIQUOR USE DURING LIFETIME		
Q12F	Frequency	Percent
Never heard of	5	5.62
Never used	77	86.52
1-2 times	7	7.87

Frequency Missing = 2

INHALANT USE DURING LIFETIME		
Q12H	Frequency	Percent
Never heard of	8	8.89
Never used	78	86.67
1-2 times	4	4.44

Frequency Missing = 1

MARIJUANA USE DURING LIFETIME		
Q12I	Frequency	Percent
Never heard of	10	11.24
Never used	79	88.76

Frequency Missing = 2

CIGARETTE USE IN PAST SCHOOL YEAR		
Q13A	Frequency	Percent
Never heard of	2	2.27
Never used	85	96.59
1-2 times	1	1.14

Frequency Missing = 3

SNUFF/CHEWING TOBACCO USE IN PAST YEAR		
Q13B	Frequency	Percent
Never heard of	3	3.41
Never used	85	96.59

Frequency Missing = 3

BEER USE IN PAST SCHOOL YEAR		
Q13C	Frequency	Percent
Never heard of	1	1.16
Never used	81	94.19
1-2 times	4	4.65

Frequency Missing = 5

WINE COOLER USE IN PAST SCHOOL YEAR		
Q13D	Frequency	Percent
Never heard of	15	17.24
Never used	70	80.46
1-2 times	2	2.30

Frequency Missing = 4

WINE USE IN PAST SCHOOL YEAR		
Q13E	Frequency	Percent
Never heard of	1	1.15
Never used	82	94.25
1-2 times	4	4.60

Frequency Missing = 4

LIQUOR USE IN PAST SCHOOL YEAR		
Q13F	Frequency	Percent
Never heard of	3	3.49
Never used	82	95.35
1-2 times	1	1.16

Frequency Missing = 5

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
Spring 2010**

INHALANT USE IN PAST SCHOOL YEAR		
Q13H Frequency Percent		
Never heard of	5	5.75
Never used	81	93.10
1-2 times	1	1.15

Frequency Missing = 4

MARIJUANA USE IN PAST SCHOOL YEAR		
Q13I Frequency Percent		
Never heard of	8	9.41
Never used	77	90.59

Frequency Missing = 6

AGE WHEN FIRST USED CIGARETTES		
Q14A Frequency Percent		
11 years old	1	1.12
Never heard/used	88	98.88

Frequency Missing = 2

AGE WHEN FIRST USED SNUFF/CHEW TOBACCO		
Q14B Frequency Percent		
Never heard/used	88	100.00

Frequency Missing = 3

AGE WHEN FIRST USED BEER		
Q14C Frequency Percent		
7 or younger	2	2.27
8 years old	2	2.27
10 years old	1	1.14
11 years old	1	1.14
12 or older	2	2.27
Never heard/used	80	90.91

Frequency Missing = 3

AGE WHEN FIRST USED WINE COOLERS		
Q14D Frequency Percent		
7 or younger	1	1.14
10 years old	1	1.14
11 years old	1	1.14
12 or older	4	4.55
Never heard/used	81	92.05

Frequency Missing = 3

AGE WHEN FIRST USED WINE		
Q14E Frequency Percent		
7 or younger	1	1.15
8 years old	1	1.15
10 years old	3	3.45
11 years old	1	1.15
12 or older	2	2.30
Never heard/used	79	90.80

Frequency Missing = 4

AGE WHEN FIRST USED LIQUOR		
Q14F Frequency Percent		
7 or younger	1	1.15
8 years old	1	1.15
11 years old	1	1.15
12 or older	2	2.30
Never heard/used	82	94.25

Frequency Missing = 4

AGE WHEN FIRST USED INHALANTS		
Q14H Frequency Percent		
8 years old	1	1.15
Never heard/used	86	98.85

Frequency Missing = 4

AGE WHEN FIRST USED MARIJUANA		
Q14I Frequency Percent		
Never heard/used	88	100.00

Frequency Missing = 3

CLOSE FRIENDS USE CIGARETTES		
Q15A Frequency Percent		
Never heard of	4	4.44
None	70	77.78
Some	15	16.67
Most	1	1.11

Frequency Missing = 1

CLOSE FRIENDS USE SNUFF/CHEWING TOBACCO		
Q15B Frequency Percent		
Never heard of	3	3.41
None	84	95.45
Some	1	1.14

Frequency Missing = 3

CLOSE FRIENDS USE BEER		
Q15C Frequency Percent		
Never heard of	2	2.35
None	74	87.06
Some	8	9.41
Most	1	1.18

Frequency Missing = 6

CLOSE FRIENDS USE WINE COOLERS		
Q15D Frequency Percent		
Never heard of	9	10.23
None	74	84.09
Some	5	5.68

Frequency Missing = 3

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
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CLOSE FRIENDS USE WINE		
Q15E Frequency Percent		
Never heard of	2	2.35
None	80	94.12
Some	3	3.53

Frequency Missing = 6

CLOSE FRIENDS USE LIQUOR		
Q15F Frequency Percent		
Never heard of	3	3.33
None	82	91.11
Some	4	4.44
Most	1	1.11

Frequency Missing = 1

CLOSE FRIENDS USE INHALANTS		
Q15H Frequency Percent		
Never heard of	2	2.30
None	76	87.36
Some	8	9.20
Most	1	1.15

Frequency Missing = 4

CLOSE FRIENDS USE MARIJUANA		
Q15I Frequency Percent		
Never heard of	4	4.49
None	81	91.01
Some	3	3.37
Most	1	1.12

Frequency Missing = 2

EVER BEEN OFFERED CIGARETTES		
Q16a Frequency Percent		
Never heard of	2	2.25
No	78	87.64
Yes	9	10.11

Frequency Missing = 2

EVER BEEN OFFERED SNUFF/CHEWING TOBACCO		
Q16b Frequency Percent		
Never heard of	3	3.45
No	78	89.66
Yes	6	6.90

Frequency Missing = 4

EVER BEEN OFFERED BEER		
Q16c Frequency Percent		
Never heard of	3	3.49
No	69	80.23
Yes	14	16.28

Frequency Missing = 5

EVER BEEN OFFERED WINE COOLERS		
Q16d Frequency Percent		
Never heard of	9	10.71
No	70	83.33
Yes	5	5.95

Frequency Missing = 7

EVER BEEN OFFERED WINE		
Q16e Frequency Percent		
Never heard of	3	3.53
No	75	88.24
Yes	7	8.24

Frequency Missing = 6

EVER BEEN OFFERED LIQUOR		
Q16f Frequency Percent		
Never heard of	4	4.60
No	77	88.51
Yes	6	6.90

Frequency Missing = 4

EVER BEEN OFFERED INHALANTS		
Q16h Frequency Percent		
Never heard of	2	2.33
No	80	93.02
Yes	4	4.65

Frequency Missing = 5

EVER BEEN OFFERED MARIJUANA		
Q16i Frequency Percent		
Never heard of	4	4.76
No	76	90.48
Yes	4	4.76

Frequency Missing = 7

IS ALCOHOL OBTAINED FROM HOME		
Q17a Frequency Percent		
Do Not Drink	78	90.70
No	4	4.65
Yes	4	4.65

Frequency Missing = 5

IS ALCOHOL OBTAINED FROM FRIENDS		
Q17b Frequency Percent		
Do Not Drink	77	91.67
No	6	7.14
Yes	1	1.19

Frequency Missing = 7

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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IS ALCOHOL OBTAINED SOMEWHERE ELSE		
Q17c	Frequency Percent	
Do Not Drink	78	91.76
No	5	5.88
Yes	2	2.35

Frequency Missing = 6

DANGEROUS FOR KIDS TO USE CIGARETTES		
Q18A	Frequency Percent	
Very dangerous	54	65.85
Dangerous	24	29.27
Not at all	1	1.22
Don't know	3	3.66

Frequency Missing = 9

DANGEROUS FOR KIDS TO USE SNUFF/CHEWING TOBACCO		
Q18B	Frequency Percent	
Very dangerous	61	71.76
Dangerous	19	22.35
Not at all	1	1.18
Don't know	4	4.71

Frequency Missing = 6

DANGEROUS FOR KIDS TO USE BEER		
Q18C	Frequency Percent	
Very dangerous	51	60.71
Dangerous	25	29.76
Not at all	6	7.14
Don't know	2	2.38

Frequency Missing = 7

DANGEROUS FOR KIDS TO USE WINE COOLERS		
Q18D	Frequency Percent	
Very dangerous	46	54.76
Dangerous	22	26.19
Not at all	6	7.14
Don't know	4	4.76
Never heard of	6	7.14

Frequency Missing = 7

DANGEROUS FOR KIDS TO USE WINE		
Q18E	Frequency Percent	
Very dangerous	47	55.29
Dangerous	27	31.76
Not at all	5	5.88
Don't know	6	7.06

Frequency Missing = 6

DANGEROUS FOR KIDS TO USE LIQUOR		
Q18F	Frequency Percent	
Very dangerous	49	59.76
Dangerous	26	31.71
Not at all	2	2.44
Don't know	4	4.88
Never heard of	1	1.22

Frequency Missing = 9

DANGEROUS FOR KIDS TO USE INHALANTS		
Q18H	Frequency Percent	
Very dangerous	57	67.86
Dangerous	22	26.19
Not at all	2	2.38
Don't know	2	2.38
Never heard of	1	1.19

Frequency Missing = 7

DANGEROUS FOR KIDS TO USE MARIJUANA		
Q18I	Frequency Percent	
Very dangerous	67	78.82
Dangerous	12	14.12
Don't know	4	4.71
Never heard of	2	2.35

Frequency Missing = 6

DRUG/ALCOHOL INFO FROM TEACHER		
Q19a	Frequency Percent	
No	40	47.62
Yes	44	52.38

Frequency Missing = 7

DRUG/ALC INFO FROM VISITOR TO CLASS		
Q19b	Frequency Percent	
No	52	64.20
Yes	29	35.80

Frequency Missing = 10

DRUG/ALC INFO FROM ASSEMBLY PROGRAM		
Q19c	Frequency Percent	
No	18	21.95
Yes	64	78.05

Frequency Missing = 9

DRUG/ALC INFO FROM SCHOOL COUNSELOR		
Q19d	Frequency Percent	
No	18	22.22
Yes	63	77.78

Frequency Missing = 10

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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DRUG/ALC INFO FROM SOMEONE ELSE AT SCHOOL		
Q19e	Frequency	Percent
No	52	64.20
Yes	29	35.80

Frequency Missing = 10

BEER, TWO OR MORE AT ONE TIME		
Q20a	Frequency	Percent
Never	81	93.10
1 time	6	6.90

Frequency Missing = 4

WINE COOLERS, TWO OR MORE AT ONE TIME		
Q20b	Frequency	Percent
Never	80	95.24
1 time	4	4.76

Frequency Missing = 7

WINE, TWO OR MORE AT ONE TIME		
Q20c	Frequency	Percent
Never	83	96.51
1 time	3	3.49

Frequency Missing = 5

LIQUOR, TWO OR MORE AT ONE TIME		
Q20d	Frequency	Percent
Never	83	96.51
1 time	3	3.49

Frequency Missing = 5

MISSED SCHOOL WITHOUT PARENT'S CONSENT		
Q21	Frequency	Percent
No	84	97.67
Yes	2	2.33

Frequency Missing = 5

SENT TO PRINCIPAL/DEAN SINCE SEPTEMBER		
Q22	Frequency	Percent
No	69	78.41
Yes	19	21.59

Frequency Missing = 3

PARENTS FEEL ABOUT KIDS SMOKING CIGARETTES		
Q23		
	Frequency	Percent
Don't like it	75	84.27
Don't care	2	2.25
Don't know	12	13.48

Frequency Missing = 2

PARENTS FEEL ABOUT KIDS DRINKING BEER		
Q24		
	Frequency	Percent
Don't like it	71	80.68
Don't care	2	2.27
Don't know	15	17.05

Frequency Missing = 3

PARENTS FEEL ABOUT KIDS USING MARIJUANA		
q25		
	Frequency	Percent
Don't like it	73	82.02
Think it's O.K.	1	1.12
Don't know	15	16.85

Frequency Missing = 2

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State - 6th Grade Only
Spring 2010**

**Texas School Survey
of Drug and Alcohol Use
2010
Part II: State Results**

**State - 6th Grade Only
Spring 2010**

**State - 6th Grade Only
Spring 2010**

1. General Substance Tables

**State - 6th Grade Only
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**State - 6th Grade Only
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Table T-1: How recently, if ever, have you used...

		Ever Used	School Year	Not Past Year	Never Used
Any tobacco product?					
	All	8.4%	4.7%	3.7%	91.6%
Cigarettes?					
	All	7.5%	4.2%	3.3%	92.5%
Smokeless tobacco?					
	All	1.9%	1.1%	0.9%	98.1%

**Table T-2: Average number of times selected tobacco products were used by those
who reported use of ..**

	School Year	Lifetime
All	3.1	3.1

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Table T-3: Average age of first use of tobacco:

All	
Cigarettes	10.0
Smokeless Tobacco	10.0
Any Tobacco	9.9

Table T-4: Age of first use of tobacco by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family	All	93.6%	1.1%	0.4%	0.8%	1.1%	1.5%	1.5%
Other Family Situation	All	87.7%	2.0%	1.1%	1.3%	2.5%	2.8%	2.6%

Table T-5: About how many of your close friends use ...

		Never Heard Of	None	Some	Most
Any tobacco product?	All	1.7%	76.3%	19.9%	2.2%
Cigarettes?	All	2.6%	77.2%	18.4%	1.8%
Smokeless tobacco?	All	4.0%	88.1%	7.1%	0.8%

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Table T-6: Have you ever been offered ...

		Never Heard Of	Yes	No
Any tobacco product?				
	All	1.9%	16.3%	81.7%
Cigarettes?				
	All	2.8%	14.5%	82.7%
Smokeless tobacco?				
	All	4.3%	6.0%	89.7%

Table T-7: How dangerous do you think it is for kids your age to use ...

		Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
Any tobacco product?						
	All	1.0%	71.6%	22.0%	1.3%	4.1%
Cigarettes?						
	All	1.8%	60.3%	30.5%	1.7%	5.7%
Smokeless tobacco?						
	All	2.7%	64.7%	24.1%	1.9%	6.7%

Table T-8: How do your parents feel about kids your age smoking cigarettes?

	Don't Like	Don't Care	Think It's OK	Don't know
All	86.5%	2.1%	0.3%	11.0%

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Table A-1: How recently, if ever, have you used..

		Ever Used	School Year	Not Past Year	Never Used
Any alcohol product?	All	29.0%	18.6%	10.4%	71.0%
Beer?	All	19.3%	11.0%	8.4%	80.7%
Wine coolers?	All	14.3%	8.9%	5.4%	85.7%
Wine?	All	15.6%	9.4%	6.2%	84.4%
Liquor?	All	10.3%	6.7%	3.6%	89.7%

**Table A-2: Average number of times selected alcohol products were used by those
who reported use of ..**

		School Year	Lifetime
Beer	All	3.2	3.3
Liquor	All	3.1	3.2
Wine	All	2.7	2.8

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Table A-3: In the past year, how many times have you had two or more drinks at one time of ..

		Never	1 Time	2 Times	3+ Times	Ever
Beer?						
	All	84.7%	8.2%	3.4%	3.7%	15.3%
Wine Coolers?						
	All	89.9%	5.0%	2.5%	2.5%	10.1%
Wine?						
	All	90.9%	4.7%	1.8%	2.6%	9.1%
Liquor?						
	All	90.9%	4.7%	1.8%	2.6%	9.1%

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Table A-4: Average age of first use of alcohol:

	<u>All</u>
Beer	9.5
Wine Coolers	10.2
Wine	10.1
Liquor	10.4
Any Alcohol	<u>9.5</u>

Table A-5: Age of first use of alcohol by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	75.2%	5.3%	2.7%	2.8%	4.3%	5.6%	4.1%
Other Family Situation								
	All	65.5%	9.0%	3.6%	3.9%	5.3%	7.0%	5.8%

**Table A-6 : Lifetime prevalence of use of alcohol by reported conduct problems
this school year:**

No Absences or Conduct Problems	Cut School	Sent to Principal	Both
20.3%	69.5%	46.2%	72.8%

**State - 6th Grade Only
Spring 2010**

Table A-7: When you drink alcohol, do you get it from ..

		Don't Drink	Yes	No
Home?	All	75.1%	12.2%	12.7%
Friends?	All	76.2%	5.8%	18.0%
Somewhere else?	All	74.9%	10.6%	14.5%

Table A-8: About how many of your close friends use ..

		Never Heard Of	None	Some	Most
Any alcohol product?	All	1.4%	66.6%	24.4%	7.6%
Beer?	All	1.7%	72.6%	20.5%	5.2%
Wine coolers?	All	8.5%	75.4%	12.4%	3.7%
Wine?	All	2.3%	81.5%	13.7%	2.6%
Liquor?	All	4.1%	80.5%	12.1%	3.2%

**State - 6th Grade Only
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Table A-9: Have you ever been offered ..

		Never Heard Of	Yes	No
Any alcohol product?				
	All	1.5%	28.1%	70.4%
Beer?				
	All	1.7%	22.8%	75.5%
Wine coolers?				
	All	8.7%	12.5%	78.8%
Wine?				
	All	2.4%	14.3%	83.4%
Liquor?				
	All	4.1%	11.2%	84.7%

Table A-10: How do your parents feel about kids your age drinking beer?

	Don't Like	Don't Care	Think It's OK	Don't know
All	80.7%	4.0%	1.5%	13.8%

Table A-11: How dangerous do you think it is for kids your age to use ..

		Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
Any alcohol product?						
	All	0.9%	65.0%	25.7%	3.7%	4.8%
Beer?						
	All	1.0%	45.9%	36.6%	8.0%	8.5%
Wine coolers?						
	All	7.4%	44.8%	29.0%	7.6%	11.2%
Wine?						
	All	1.3%	44.6%	33.3%	10.0%	10.8%
Liquor?						
	All	2.7%	60.3%	25.8%	3.8%	7.4%

**State - 6th Grade Only
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Table D-1: How recently, if ever, have you used Marijuana?

	Ever Used	School Year	Not Past Year	Never Used
All	3.8%	2.9%	1.0%	96.2%

Table D-2: Average number of times marijuana was used by those reporting usage:

	School Year	Lifetime
All	5.1	5.0

**State - 6th Grade Only
Spring 2010**

Table D-3: Average age of first use of marijuana:

All
10.6

Table D-4: Age of first use of marijuana by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	97.3%	0.3%	0.1%	0.2%	0.3%	0.8%	1.0%
Other Family Situation								
	All	94.0%	0.7%	0.3%	0.3%	1.0%	1.4%	2.3%

Table D-5 : Lifetime prevalence of use of marijuana by reported conduct problems this school year:

No Absences or Conduct Problems	Cut School	Sent to Principal	Both
1.0%	28.9%	9.7%	32.8%

**State - 6th Grade Only
Spring 2010**

Table D-6: About how many of your close friends use marijuana?

	Never Heard Of	None	Some	Most
All	6.5%	79.2%	10.8%	3.6%

Table D-7: Have you ever been offered marijuana?

	Never Heard Of	Yes	No
All	6.3%	9.8%	83.9%

Table D-8: How do your parents feel about kids your age smoking marijuana?

	Don't Like	Don't Care	Think It's OK	Don't know
All	87.2%	1.6%	0.4%	10.9%

Table D-9: How dangerous do you think it is for kids your age to use marijuana?

	Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
All	4.7%	76.5%	10.8%	2.6%	5.3%

**State - 6th Grade Only
Spring 2010**

Table I-1: How recently, if ever, have you used Inhalants?

	Ever Used	School Year	Not Past Year	Never Used
All	11.8%	8.8%	3.0%	88.2%

Table I-2: Have you ever sniffed any of the following inhalants to get high?

		Not Used	Used
Correction Fluid/Whiteout	All	90.7%	9.3%
Gasoline	All	97.3%	2.7%
Glue	All	97.6%	2.4%
Paint Thinner	All	98.1%	1.9%
Spray Paint	All	97.1%	2.9%
Computer dusting sprays	All	98.8%	1.2%
Other Inhalants	All	95.7%	4.3%

Table I-3: Average number of times inhalants were used by those reporting usage:

	School Year	Lifetime
All	3.6	3.5

Table I-4: Number of different kinds of inhalants used:

	None	One	Two to Three	Four Plus
All	87.7%	6.5%	4.4%	1.5%

**State - 6th Grade Only
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Table I-5: Average age of first use of inhalants:

All
10.2

Table I-6: Age of first use of inhalants by family situation:

		Never	Under 8	8	9	10	11	Over 11
Two Parent Family								
	All	93.6%	0.7%	0.4%	0.7%	1.3%	1.8%	1.5%
Other Family Situation								
	All	89.8%	1.3%	0.6%	1.0%	1.7%	3.0%	2.6%

Table I-7: Lifetime prevalence of use of inhalants by reported conduct problems this school year:

No Absences or Conduct Problems	Cut School	Sent to Principal	Both
4.5%	34.8%	15.1%	36.0%

Table I-8: About how many of your close friends use inhalants?

	Never Heard Of	None	Some	Most
All	4.2%	78.7%	13.2%	4.0%

**State - 6th Grade Only
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Table I-9: Have you ever been offered inhalants?

	Never Heard Of	Yes	No
All	3.9%	10.7%	85.4%

Table I-10: How dangerous do you think it is for kids your age to use inhalants?

	Never Heard Of	Very Dangerous	Dangerous	Not at All Dangerous	Do Not Know
All	2.6%	62.8%	21.9%	4.3%	8.4%

**State - 6th Grade Only
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**Table X-1: Since school began in the fall, have you gotten information on drugs
or alcohol from ..**

CATEGORY		Yes
An Assembly Program?	All	56.8%
Guidance Counselor?	All	47.6%
Visitor to Class?	All	53.5%
Someone Else at School?	All	40.5%
Your Teacher?	All	55.5%
Any School Source?	All	85.4%

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2. Prevalence Tables

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**Table B1: Prevalence and recency of use of selected substances by grade
All Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	8.4%	4.7%	3.7%	91.6%
Alcohol	All	29.0%	18.6%	10.4%	71.0%
Inhalants	All	11.8%	8.8%	3.0%	88.2%
Marijuana	All	3.8%	2.9%	1.0%	96.2%

**State - 6th Grade Only
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**Table B2: Prevalence and recency of use of selected substances by grade
Male Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	10.4%	5.8%	4.5%	89.6%
Alcohol	All	31.0%	19.0%	12.0%	69.0%
Inhalants	All	11.8%	8.4%	3.4%	88.2%
Marijuana	All	4.9%	3.5%	1.4%	95.1%

**State - 6th Grade Only
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**Table B3: Prevalence and recency of use of selected substances by grade
Female Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	6.6%	3.7%	2.9%	93.4%
Alcohol	All	27.1%	18.2%	8.9%	72.9%
Inhalants	All	11.9%	9.2%	2.7%	88.1%
Marijuana	All	2.8%	2.2%	0.6%	97.2%

**State - 6th Grade Only
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**Table B4: Prevalence and recency of use of selected substances by grade
White Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	7.0%	3.9%	3.1%	93.0%
Alcohol	All	24.2%	14.7%	9.6%	75.8%
Inhalants	All	8.7%	6.2%	2.5%	91.3%
Marijuana	All	1.6%	1.0%	0.7%	98.4%

**State - 6th Grade Only
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**Table B5: Prevalence and recency of use of selected substances by grade
African/American Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	8.7%	3.7%	5.0%	91.3%
Alcohol	All	30.4%	17.1%	13.3%	69.6%
Inhalants	All	11.6%	9.2%	2.4%	88.4%
Marijuana	All	3.4%	2.6%	0.8%	96.6%

**State - 6th Grade Only
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**Table B6: Prevalence and recency of use of selected substances by grade
Mexican/American Students**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	9.6%	5.7%	3.9%	90.4%
Alcohol	All	32.4%	22.1%	10.3%	67.6%
Inhalants	All	14.1%	10.5%	3.5%	85.9%
Marijuana	All	5.6%	4.3%	1.2%	94.4%

**State - 6th Grade Only
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**Table B7: Prevalence and recency of use of selected substances by grade
Students Reporting A Grades**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	4.6%	1.9%	2.7%	95.4%
Alcohol	All	22.6%	13.3%	9.3%	77.4%
Inhalants	All	7.8%	5.9%	1.9%	92.2%
Marijuana	All	1.4%	1.0%	0.4%	98.6%

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**Table B8: Prevalence and recency of use of selected substances by grade
Students Reporting grades lower than A**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	10.7%	6.3%	4.4%	89.3%
Alcohol	All	32.8%	21.8%	11.0%	67.2%
Inhalants	All	14.3%	10.5%	3.8%	85.7%
Marijuana	All	5.3%	4.0%	1.3%	94.7%

**State - 6th Grade Only
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**Table B9: Prevalence and recency of use of selected substances by grade
Students Living With 2 Parents**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	6.4%	3.6%	2.9%	93.6%
Alcohol	All	25.7%	16.2%	9.5%	74.3%
Inhalants	All	10.3%	7.5%	2.8%	89.7%
Marijuana	All	2.7%	2.0%	0.7%	97.3%

**State - 6th Grade Only
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**Table B10: Prevalence and recency of use of selected substances by grade
Students Not Living With 2 Parents**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	12.3%	7.0%	5.4%	87.7%
Alcohol	All	35.4%	23.2%	12.3%	64.6%
Inhalants	All	14.8%	11.4%	3.4%	85.2%
Marijuana	All	6.0%	4.5%	1.5%	94.0%

**State - 6th Grade Only
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**Table B11: Prevalence and recency of use of selected substances by grade
Students Living in Town More Than 3 Years**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco	All	8.0%	4.6%	3.4%	92.0%
Alcohol	All	28.6%	18.3%	10.3%	71.4%
Inhalants	All	11.6%	8.7%	2.9%	88.4%
Marijuana	All	3.7%	2.8%	0.9%	96.3%

**State - 6th Grade Only
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**Table B12: Prevalence and recency of use of selected substances by grade
Students Living in Town 3 Years or Less**

		Ever Used	School Year	Not Past Year	Never Used
Tobacco					
	All	11.1%	5.9%	5.2%	88.9%
Alcohol					
	All	32.4%	20.7%	11.6%	67.6%
Inhalants					
	All	13.0%	9.5%	3.5%	87.0%
Marijuana					
	All	4.5%	3.3%	1.2%	95.5%

3. Margin Tables

The frequencies have been weighted so that the analysis reflects
the distribution of students by grade level in the district

**State - 6th Grade Only
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The frequencies have been weighted so that the analysis reflects
the distribution of students by grade level in the district

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The FREQ Procedure

GENDER			
Q1	Frequency	Percent	
Female	137E3	50.83	
Male	132E3	49.17	

Frequency Missing = 345.18180728

GRADE LEVEL			
Q2	Frequency	Percent	
Grade 6	269E3	100.00	

LIVE WITH BOTH PARENTS			
Q3	Frequency	Percent	
No	91925	34.57	
Yes	174E3	65.37	
YN	164	0.06	

Frequency Missing = 3520.5057425

AGE			
Q4	Frequency	Percent	
8 or younger	39	0.01	
9	24	0.01	
10	195	0.07	
11	79278	29.59	
12	162E3	60.45	
13 or older	26435	9.87	

Frequency Missing = 1521.4027836

ETHNICITY			
Q5	Frequency	Percent	
African/American	36624	14.03	
Asian/American	2512	0.96	
Mexican/American	125E3	47.97	
Native/American	1421	0.54	
Other	6585	2.52	
White	88729	33.98	

Frequency Missing = 8330.5634524

WHAT GRADES DO YOU USUALLY GET			
Q6	Frequency	Percent	
Mostly A's	99702	37.71	
Mostly B's	125E3	47.41	
Mostly C's	32946	12.46	
Mostly D's	4601	1.74	
Mostly F's	1769	0.67	

Frequency Missing = 5093.279282

LIVED IN THIS TOWN FOR MORE THAN 3 YEARS			
Q7	Frequency	Percent	
Don't Know	15406	5.78	
No	33218	12.46	
Yes	218E3	81.76	

Frequency Missing = 2862.8177308

EITHER PARENT GRADUATE FROM COLLEGE			
Q8	Frequency	Percent	
Don't Know	79205	29.76	
No	72467	27.23	
Yes	114E3	43.02	

Frequency Missing = 3288.6074998

QUALIFY FOR FREE/REDUCED PRICE LUNCH			
Q9	Frequency	Percent	
Don't Know	82683	31.30	
No	75516	28.58	
Yes	106E3	40.12	

Frequency Missing = 5253.5914263

PARENTS ATTEND PTA MEETINGS			
Q10	Frequency	Percent	
No	139E3	52.75	
Yes	124E3	47.25	

Frequency Missing = 6645.1735154

EVER INHALED - GASOLINE			
Q11a	Frequency	Percent	
Not Used	256E3	97.30	
Used	7093	2.70	

Frequency Missing = 6343.4910412

EVER INHALED - PAINT THINNER			
Q11b	Frequency	Percent	
Not Used	256E3	98.15	
Used	4832	1.85	

Frequency Missing = 8574.9926351

EVER INHALED - GLUE			
Q11c	Frequency	Percent	
Not Used	253E3	97.63	
Used	6160	2.37	

Frequency Missing = 9950.3597824

EVER INHALED - WHITEOUT			
Q11d	Frequency	Percent	
Not Used	236E3	90.69	
Used	24213	9.31	

Frequency Missing = 9389.5155075

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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EVER INHALED - SPRAY PAINT		
Q11e	Frequency	Percent
Not Used	252E3	97.10
Used	7513	2.90

Frequency Missing = 10173.027136

EVER INHALED - COMPUTER DUSTING SPRAYS		
Q11f	Frequency	Percent
Not Used	255E3	98.77
Used	3170	1.23

Frequency Missing = 10819.825116

EVER INHALED - OTHER INHALANTS		
Q11g	Frequency	Percent
Not Used	249E3	95.71
Used	11176	4.29

Frequency Missing = 8954.1395939

CIGARETTE USE DURING LIFETIME		
Q12A Frequency Percent		
Never heard of	8945	3.38
Never used	236E3	89.26
1-2 times	14478	5.46
3-10 times	3526	1.33
11+ times	1499	0.57

Frequency Missing = 4512.075783

SNUFF/CHEWING TOBACCO USE IN LIFETIME		
Q12B Frequency Percent		
Never heard of	17644	6.73
Never used	24E4	91.50
1-2 times	3818	1.46
3-10 times	444	0.17
11+ times	381	0.15

Frequency Missing = 7308.8631631

BEER USE DURING LIFETIME		
Q12C Frequency Percent		
Never heard of	4047	1.60
Never used	201E3	79.27
1-2 times	35058	13.85
3-10 times	9338	3.69
11+ times	4034	1.59

Frequency Missing = 16245.047768

WINE COOLER USE DURING LIFETIME		
Q12D Frequency Percent		
Never heard of	35710	13.69
Never used	189E3	72.36
1-2 times	25531	9.79
3-10 times	6813	2.61
11+ times	4029	1.55

Frequency Missing = 8668.3064719

WINE USE DURING LIFETIME		
Q12E Frequency Percent		
Never heard of	6567	2.63
Never used	204E3	81.86
1-2 times	30694	12.29
3-10 times	5494	2.20
11+ times	2543	1.02

Frequency Missing = 19776.70133

LIQUOR USE DURING LIFETIME		
Q12F Frequency Percent		
Never heard of	14619	5.63
Never used	219E3	84.30
1-2 times	19026	7.33
3-10 times	5156	1.99
11+ times	1943	0.75

Frequency Missing = 9946.6916253

INHALANT USE DURING LIFETIME		
Q12H Frequency Percent		
Never heard of	13743	5.29
Never used	226E3	86.95
1-2 times	13837	5.32
3-10 times	4330	1.67
11+ times	2016	0.78

Frequency Missing = 9570.4883095

MARIJUANA USE DURING LIFETIME		
Q12I Frequency Percent		
Never heard of	23080	8.85
Never used	228E3	87.51
1-2 times	5007	1.92
3-10 times	2170	0.83
11+ times	2326	0.89

Frequency Missing = 8526.421643

CIGARETTE USE IN PAST SCHOOL YEAR		
Q13A Frequency Percent		
Never heard of	8119	3.08
Never used	245E3	92.72
1-2 times	8252	3.13
3-10 times	2076	0.79
11+ times	769	0.29

Frequency Missing = 5581.7097549

SNUFF/CHEWING TOBACCO USE IN PAST YEAR		
Q13B Frequency Percent		
Never heard of	13675	5.23
Never used	245E3	93.69
1-2 times	2254	0.86
3-10 times	265	0.10
11+ times	286	0.11

Frequency Missing = 8120.710386

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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BEER USE IN PAST SCHOOL YEAR		
Q13C Frequency Percent		
Never heard of	3950	1.54
Never used	223E3	87.10
1-2 times	21143	8.26
3-10 times	5911	2.31
11+ times	2017	0.79

Frequency Missing = 13391.825965

WINE COOLER USE IN PAST SCHOOL YEAR		
Q13D Frequency Percent		
Never heard of	30236	11.64
Never used	206E3	79.27
1-2 times	16890	6.50
3-10 times	4746	1.83
11+ times	1990	0.77

Frequency Missing = 9614.7873786

WINE USE IN PAST SCHOOL YEAR		
Q13E Frequency Percent		
Never heard of	5701	2.24
Never used	224E3	88.03
1-2 times	19982	7.85
3-10 times	3348	1.31
11+ times	1442	0.57

Frequency Missing = 14781.359935

LIQUOR USE IN PAST SCHOOL YEAR		
Q13F Frequency Percent		
Never heard of	12861	4.96
Never used	229E3	88.14
1-2 times	13365	5.15
3-10 times	3172	1.22
11+ times	1359	0.52

Frequency Missing = 10094.677147

INHALANT USE IN PAST SCHOOL YEAR		
Q13H Frequency Percent		
Never heard of	11968	4.60
Never used	233E3	89.41
1-2 times	10537	4.05
3-10 times	3326	1.28
11+ times	1722	0.66

Frequency Missing = 9207.1328474

MARIJUANA USE IN PAST SCHOOL YEAR		
Q13I Frequency Percent		
Never heard of	20817	8.02
Never used	231E3	89.06
1-2 times	3940	1.52
3-10 times	1700	0.66
11+ times	1937	0.75

Frequency Missing = 9922.003756

AGE WHEN FIRST USED CIGARETTES		
Q14A Frequency Percent		
7 or younger	3232	1.24
8 years old	1500	0.57
9 years old	2071	0.79
10 years old	3671	1.40
11 years old	4645	1.78
12 or older	4621	1.77
Never heard/used	242E3	92.45

Frequency Missing = 7999.8070181

AGE WHEN FIRST USED SNUFF/CHEW TOBACCO		
Q14B Frequency Percent		
7 or younger	705	0.27
8 years old	348	0.13
9 years old	810	0.31
10 years old	948	0.37
11 years old	1185	0.46
12 or older	1285	0.50
Never heard/used	254E3	97.96

Frequency Missing = 10467.119967

AGE WHEN FIRST USED BEER		
Q14C Frequency Percent		
7 or younger	12338	4.86
8 years old	5460	2.15
9 years old	5490	2.16
10 years old	8283	3.26
11 years old	9723	3.83
12 or older	8284	3.26
Never heard/used	204E3	80.48

Frequency Missing = 15497.833485

AGE WHEN FIRST USED WINE COOLERS		
Q14D Frequency Percent		
7 or younger	3994	1.55
8 years old	2435	0.94
9 years old	3353	1.30
10 years old	5990	2.32
11 years old	9719	3.77
12 or older	8108	3.14
Never heard/used	224E3	86.97

Frequency Missing = 11503.065364

AGE WHEN FIRST USED WINE		
Q14E Frequency Percent		
7 or younger	4103	1.63
8 years old	3262	1.29
9 years old	4337	1.72
10 years old	7018	2.78
11 years old	10447	4.15
12 or older	8748	3.47
Never heard/used	214E3	84.96

Frequency Missing = 17444.16778

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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AGE WHEN FIRST USED LIQUOR		
Q14F Frequency Percent		
7 or younger	2008	0.78
8 years old	1464	0.57
9 years old	2179	0.85
10 years old	4380	1.71
11 years old	7663	2.99
12 or older	6926	2.71
Never heard/used	231E3	90.38

Frequency Missing = 13436.17562

AGE WHEN FIRST USED INHALANTS		
Q14H Frequency Percent		
7 or younger	2377	0.93
8 years old	1164	0.45
9 years old	1990	0.78
10 years old	3611	1.41
11 years old	5637	2.20
12 or older	4875	1.90
Never heard/used	236E3	92.33

Frequency Missing = 13334.955254

AGE WHEN FIRST USED MARIJUANA		
Q14I Frequency Percent		
7 or younger	1008	0.40
8 years old	352	0.14
9 years old	582	0.23
10 years old	1377	0.54
11 years old	2536	1.00
12 or older	3772	1.48
Never heard/used	245E3	96.22

Frequency Missing = 14713.100365

CLOSE FRIENDS USE CIGARETTES		
Q15A Frequency Percent		
Never heard of	6775	2.60
None	201E3	77.25
Some	47796	18.36
Most	4648	1.79

Frequency Missing = 9188.5843907

CLOSE FRIENDS USE SNUFF/CHEWING TOBACCO		
Q15B Frequency Percent		
Never heard of	10215	3.98
None	226E3	88.06
Some	18274	7.12
Most	2148	0.84

Frequency Missing = 12835.146789

CLOSE FRIENDS USE BEER		
Q15C Frequency Percent		
Never heard of	4174	1.66
None	183E3	72.60
Some	51764	20.54
Most	13136	5.21

Frequency Missing = 17382.256675

CLOSE FRIENDS USE WINE COOLERS		
Q15D Frequency Percent		
Never heard of	21674	8.48
None	193E3	75.44
Some	31722	12.41
Most	9396	3.67

Frequency Missing = 13733.126983

CLOSE FRIENDS USE WINE		
Q15E Frequency Percent		
Never heard of	5648	2.26
None	203E3	81.46
Some	34172	13.69
Most	6446	2.58

Frequency Missing = 19893.695962

CLOSE FRIENDS USE LIQUOR		
Q15F Frequency Percent		
Never heard of	10461	4.13
None	204E3	80.51
Some	30755	12.14
Most	8151	3.22

Frequency Missing = 16112.271321

CLOSE FRIENDS USE INHALANTS		
Q15H Frequency Percent		
Never heard of	10665	4.20
None	2E5	78.67
Some	33513	13.18
Most	10053	3.95

Frequency Missing = 15233.282485

CLOSE FRIENDS USE MARIJUANA		
Q15I Frequency Percent		
Never heard of	16493	6.46
None	202E3	79.15
Some	27452	10.75
Most	9283	3.64

Frequency Missing = 14112.527118

EVER BEEN OFFERED CIGARETTES		
Q16a Frequency Percent		
Never heard of	7226	2.80
No	213E3	82.68
Yes	37491	14.52

Frequency Missing = 11293.802951

EVER BEEN OFFERED SNUFF/CHEWING TOBACCO		
Q16b Frequency Percent		
Never heard of	11048	4.33
No	229E3	89.65
Yes	15374	6.02

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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Frequency Missing = 14106.374425

EVER BEEN OFFERED BEER		
Q16c	Frequency Percent	
Never heard of	4181	1.66
No	19E4	75.53
Yes	57524	22.81

Frequency Missing = 17302.806201

EVER BEEN OFFERED WINE COOLERS		
Q16d	Frequency Percent	
Never heard of	21832	8.70
No	198E3	78.82
Yes	31280	12.47

Frequency Missing = 18629.670524

EVER BEEN OFFERED WINE		
Q16e	Frequency Percent	
Never heard of	5887	2.36
No	208E3	83.37
Yes	35511	14.26

Frequency Missing = 20508.651739

EVER BEEN OFFERED LIQUOR		
Q16f	Frequency Percent	
Never heard of	10232	4.09
No	212E3	84.74
Yes	27931	11.17

Frequency Missing = 19377.52453

EVER BEEN OFFERED INHALANTS		
Q16h	Frequency Percent	
Never heard of	9800	3.90
No	214E3	85.36
Yes	26947	10.74

Frequency Missing = 18434.958981

EVER BEEN OFFERED MARIJUANA		
Q16i	Frequency Percent	
Never heard of	15880	6.30
No	211E3	83.88
Yes	24750	9.82

Frequency Missing = 17455.389446

IS ALCOHOL OBTAINED FROM HOME		
Q17a	Frequency Percent	
Do Not Drink	191E3	75.07
No	32427	12.75
Yes	30975	12.18

Frequency Missing = 15082.383794

IS ALCOHOL OBTAINED FROM FRIENDS		
Q17b	Frequency Percent	
Do Not Drink	191E3	76.24
No	45000	17.99
Yes	14447	5.78

Frequency Missing = 19296.521617

IS ALCOHOL OBTAINED SOMEWHERE ELSE		
Q17c	Frequency Percent	
Do Not Drink	188E3	74.89
No	36531	14.52
Yes	26634	10.59

Frequency Missing = 17852.531305

DANGEROUS FOR KIDS TO USE CIGARETTES

Q18A Frequency Percent		
Very dangerous	156E3	60.30
Dangerous	79145	30.51
Not at all	4490	1.73
Don't know	14742	5.68
Never heard of	4620	1.78

Frequency Missing = 10031.827939

DANGEROUS FOR KIDS TO USE SNUFF/CHEWING TOBACCO

Q18B Frequency Percent		
Very dangerous	166E3	64.68
Dangerous	61765	24.08
Not at all	4776	1.86
Don't know	17140	6.68
Never heard of	6900	2.69

Frequency Missing = 12961.135909

DANGEROUS FOR KIDS TO USE BEER

Q18C Frequency Percent		
Very dangerous	115E3	45.93
Dangerous	91988	36.64
Not at all	20042	7.98
Don't know	21218	8.45
Never heard of	2503	1.00

Frequency Missing = 18407.822706

DANGEROUS FOR KIDS TO USE WINE COOLERS

Q18D Frequency Percent		
Very dangerous	113E3	44.79
Dangerous	73403	28.98
Not at all	19224	7.59
Don't know	28473	11.24
Never heard of	18733	7.40

Frequency Missing = 16184.512219

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State - 6th Grade Only
Spring 2010**

DANGEROUS FOR KIDS TO USE WINE		
Q18E Frequency Percent		
Very dangerous	111E3	44.58
Dangerous	83143	33.32
Not at all	24942	10.00
Don't know	27006	10.82
Never heard of	3205	1.28

Frequency Missing = 19926.268332

DANGEROUS FOR KIDS TO USE LIQUOR		
Q18F Frequency Percent		
Very dangerous	152E3	60.29
Dangerous	64988	25.79
Not at all	9507	3.77
Don't know	18668	7.41
Never heard of	6920	2.75

Frequency Missing = 17416.348166

DANGEROUS FOR KIDS TO USE INHALANTS		
Q18H Frequency Percent		
Very dangerous	159E3	62.77
Dangerous	55405	21.90
Not at all	10959	4.33
Don't know	21247	8.40
Never heard of	6571	2.60

Frequency Missing = 16504.306951

DANGEROUS FOR KIDS TO USE MARIJUANA		
Q18I Frequency Percent		
Very dangerous	195E3	76.54
Dangerous	27571	10.85
Not at all	6599	2.60
Don't know	13393	5.27
Never heard of	12060	4.75

Frequency Missing = 15310.046799

DRUG/ALCOHOL INFO FROM TEACHER		
Q19a Frequency Percent		
No	111E3	44.47
Yes	139E3	55.53

Frequency Missing = 19317.502933

DRUG/ALC INFO FROM VISITOR TO CLASS		
Q19b Frequency Percent		
No	115E3	46.52
Yes	133E3	53.48

Frequency Missing = 21299.476642

DRUG/ALC INFO FROM ASSEMBLY PROGRAM		
Q19c Frequency Percent		
No	107E3	43.20
Yes	141E3	56.80

Frequency Missing = 21476.52674

DRUG/ALC INFO FROM SCHOOL COUNSELOR		
Q19d Frequency Percent		
No	129E3	52.38
Yes	117E3	47.62

Frequency Missing = 23429.992012

DRUG/ALC INFO FROM SOMEONE ELSE AT SCHOOL		
Q19e Frequency Percent		
No	148E3	59.46
Yes	101E3	40.54

Frequency Missing = 21271.759392

BEER, TWO OR MORE AT ONE TIME		
Q20a Frequency Percent		
Never	218E3	84.75
1 time	20966	8.16
2 times	8700	3.39
3+ times	9513	3.70

Frequency Missing = 12612.34961

WINE COOLERS, TWO OR MORE AT ONE TIME		
Q20b Frequency Percent		
Never	228E3	89.95
1 time	12797	5.05
2 times	6268	2.47
3+ times	6423	2.53

Frequency Missing = 15853.346472

WINE, TWO OR MORE AT ONE TIME		
Q20c Frequency Percent		
Never	23E4	90.92
1 time	11911	4.71
2 times	4596	1.82
3+ times	6472	2.56

Frequency Missing = 16328.447103

LIQUOR, TWO OR MORE AT ONE TIME		
Q20d Frequency Percent		
Never	23E4	90.94
1 time	11873	4.69
2 times	4611	1.82
3+ times	6460	2.55

Frequency Missing = 16335.44777

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State - 6th Grade Only
Spring 2010**

MISSED SCHOOL WITHOUT PARENT'S CONSENT		
Q21	Frequency	Percent
No	249E3	95.52
Yes	11672	4.48

Frequency Missing = 9030.122918

PARENTS FEEL ABOUT KIDS USING MARIJUANA		
q25 Frequency Percent		
Don't like it	227E3	87.20
Don't care	4107	1.58
Think it's O.K.	942	0.36
Don't know	28229	10.86

Frequency Missing = 9489.8047086

SENT TO PRINCIPAL/DEAN SINCE SEPTEMBER		
Q22	Frequency	Percent
No	183E3	70.39
Yes	77101	29.61

Frequency Missing = 9036.5235231

PARENTS FEEL ABOUT KIDS SMOKING CIGARETTES		
Q23 Frequency Percent		
Don't like it	225E3	86.55
Don't care	5478	2.11
Think it's O.K.	909	0.35
Don't know	28555	10.99

Frequency Missing = 9688.0062809

PARENTS FEEL ABOUT KIDS DRINKING BEER		
Q24 Frequency Percent		
Don't like it	209E3	80.67
Don't care	10456	4.03
Think it's O.K.	3841	1.48
Don't know	35819	13.81

Frequency Missing = 10158.397535

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Texas School Survey
of Drug and Alcohol Use
2010
Aubrey ISD**

Secondary Complete Report

- **Introduction**
- **Secondary District Level Executive Summary with Graphics**
- **Secondary District Level Report**
- **Statewide Report with Comparative Tables**

2010 Texas School Survey of Drug and Alcohol Use

Introduction

The Texas School Survey of Drug and Alcohol Use is sponsored by the Department of State Health Services (DSHS) and implemented by the Public Policy Research Institute (PPRI) at Texas A&M University. The *Texas School Survey* project is conducted in two parts. First, a statewide survey is administered every two years in a sample of districts throughout the state. The statewide survey helps inform policymakers about the extent and nature of the substance use problem in Texas schools. It also gives districts conducting local surveys a standard of comparison for interpreting their own drug and alcohol survey findings.

The second component of the *Texas School Survey* makes drug and alcohol surveys available for administration in individual school districts. The *Texas School Survey* is offered annually to every school district in the state. DSHS partially supports these district-level administrations by absorbing the cost of instrument development, funding the preparation of an executive summary of the local results, and providing state survey data as a basis for interpreting local findings. A local administration of the *Texas School Survey* was conducted in your school district during the spring of 2010. Your local survey results are presented in this report. Findings from the statewide assessment, which was conducted in the spring of 2010, are also presented in the report.

Organization of the Report

The report is divided into three major sections. Part I, District Results, contains a set of tables and margins summarizing the secondary and (if applicable) elementary survey data for your district. Part II, State Results, is bound as a companion volume. It will contain a complete set of tables and margins presenting state results in a format similar to your local report. Part III, Executive Summary, will contain a customized written synopsis of the local survey results and a complete set of corresponding figures comparing those local results to the state survey data.

Prior to presenting the results, there are a number of important points that should be considered with regard to the data cited in this report. These issues relate both to the 2010 statewide survey as well as to the district-level data from this year. This section briefly presents some basic information regarding the development of the report and the limitations of the data.

Background on Local Survey Administration

The *Texas School Survey* is offered for students in grades four through twelve. Two versions of the survey instrument have been developed to accommodate both older and younger students. Districts were asked to limit survey administration to one of a fixed set of grade combinations. Below are brief descriptions of the elementary and secondary survey instruments and a review of acceptable grade combinations.

The *Texas School Survey* Instrument

Two versions of the *Texas School Survey* are available. The first, a six-page questionnaire, is designed for secondary students in grades seven through twelve. The secondary survey instrument explores usage patterns of twelve drugs including tobacco and alcohol products, inhalants, marijuana, powdered cocaine, crack, hallucinogens, uppers, downers, Rohypnol, steroids, ecstasy, and heroin. Other questions pertain to behavioral and demographic correlates of substance use, problems associated with substance use, and sources of information about help for substance-related problems.

The secondary survey instrument was revised as part of the 1998 assessment. This revision was largely a rewording and/or a reformatting of the existing questions in such a manner as to not disrupt local or statewide over-time analyses. There were, however, a number of additions that were made as part of this overhaul: Rohypnol and heroin were added to the matrix of illicit substances students were asked about; a new question was added dealing with parental attitudes toward cigarette; a new question was added to ascertain the delivery-system methods most commonly used by those students who smoke marijuana; and several brief questions were added to gauge the gambling habits of the student population.

A streamlined, three-page instrument is available for students in grades four through six. The questions in the elementary survey are similar to those found in the secondary version, but they have been adapted to be more easily understood by younger respondents (i.e., the language has been simplified wherever possible, students have been asked about fewer drug alternatives, and some complex questions have been omitted).

Standard Grade Combinations

In order to make state and local comparisons of substance use across all grades, both the state and local aggregate percentages must be based upon the same combinations of grades. Otherwise, state and local data is comparable by individual grade, but overall scores can not be compared directly. Because the 2010 state survey data was run in only a limited number of grade combinations, districts were encouraged to administer their local surveys in the following grade groupings:

<u>Elementary</u>	<u>Secondary</u>
4 through 6	7 through 12
4 through 5	9 through 12
	8, 10, and 12

If your district did not survey one of the above grade combinations, be aware that you can only compare your district results to the state data by individual grade. Where districts chose to do other combinations of grades, no comparable overall percentages for the state data are available. This will be an especially critical issue for small districts who only receive aggregate data.

Limitations of the Data

A number of subtle factors, such as sampling error and the limitations of self-reported data, can have a major bearing on the meaning and/or conclusions of the data. In addition, an awareness of the precise population to which findings can be generalized is also valuable because knowing who *was not* included in the survey can be as important as knowing who *was* included. In the following paragraphs, some of the most significant caveats relating to both the statewide and local findings are discussed.

Survey Population

In generalizing the results of the state and local surveys, it should be remembered that the data were collected in public schools. Neither private school students nor drop-outs were sampled though both represent significant components of the youthful population of Texas. These limitations should be kept in mind when considering the implications of the data. The findings do, however, represent reasonable estimates of drug use among the public school population of Texas and offer a suitable basis of comparison for public school districts.

Self-Reported Data

The drug and alcohol use data are entirely based on self-reported information. While a number of studies have established the usefulness of self-reported information for estimating the incidence and prevalence of drug use, the validity of these data ultimately depends on the truthfulness, recall, and comprehension of respondents. This study is carefully designed to minimize the impact of these potential sources of error. For example, students who report impossibly high levels of substance use or use of non-existent drugs are eliminated from the analysis. Further, differences in recall or comprehension are assumed to be constant across both the state and local survey samples. Any reporting bias in the data should therefore be approximately equal in both assessments, and comparisons between district and state data should be valid. Nonetheless, the limitations of self-reported information should be considered when drawing conclusions about the data.

Sampling Error

The 2010 statewide survey data is based on a sample of Texas secondary and elementary students. Because a sample rather than the entire population of students was surveyed, a certain amount of error is introduced when generalizing findings from the sample to the population. To gauge the size of this error, confidence intervals for all estimates are ascertained. In general, however, small differences of a few percentage points are usually not statistically meaningful. Attention should be focused on large differences of five percentage points or more.

Survey Protocols and Administration

Finally, the accuracy of the data is dependent upon whether school staff followed *Texas School Survey* protocols for the sampling of students.

Analytic Guidelines

In processing the drug and alcohol survey data, there are a number of analytic issues that should be addressed. These include questions such as how to identify students who are exaggerating their drug or alcohol use, how best to calculate average substance use figures, how to handle surveys from students in grades that are not technically being surveyed, and how to classify data for students who fail to report their grade level. This section will review some rules established to deal with these matters.

Handling of Exaggerators

As discussed above, the survey data presented herein is based entirely upon a respondent's description of his or her own behavior. It is inevitable that some students will under- or over-report their use of drugs or alcohol. To the extent possible, an attempt is made to identify and eliminate data from those respondents. Two checks have been incorporated into the data analysis program to identify exaggerators. First, data from students claiming to have used "Oxaril," a non-existent drug, is considered suspect and dropped from the analyses. Second, students claiming impossibly high levels of drug or alcohol use are also dropped from the analyses. Unbelievably high substance use among secondary students is based on the following criteria: (1) students report in that they have consumed two or more alcoholic beverages every day five or more times; (2) students report that they have consumed three or more alcoholic beverages every day; or (3) students report that they have used three or more illicit drugs (other than tobacco, alcohol, inhalants, marijuana, or steroids) on a daily basis. Elementary students are considered exaggerators, and are excluded, if they indicated that they have used five or more substances 11 or more times in either their lifetimes or during the past school year.

Weighted Aggregate Data

In many districts, the percentage of all enrolled students that actually take the survey varies substantially by grade. Though patterns are different for each district, typically a larger proportion of younger students complete the survey compared to their older peers. If a simple average is taken when calculating overall levels of use, older students may not be represented in proportion to their numbers. Since these are the very students most likely to use drugs or alcohol, their under-representation in the aggregate scores results in artificially lower overall levels of substance use.

To achieve more representative percentages when calculating overall or aggregate levels of substance use, a "weighted average" procedure is used. Prior to calculating the averages, scores for each grade surveyed are weighted by the total enrollment for that grade. By weighting averages by actual enrollment, over- or under-sampling in aggregate scores is partially alleviated.

Surveys from "Out-of-Range" Grades

Occasionally, students from a grade that is not technically being surveyed are included in the district sample. This is primarily a problem where the survey is administered in a non-contiguous grade combination (e.g., 8, 10, and 12). In these instances, the final sample often contains a few students who are in "out of range" grade levels. Generally, data for these students is not thrown out. Rather, it is re-coded and included with the next contiguous grade level. A conservative approach is used whereby younger students can be grouped with their older peers, but older students can not be re-coded to a lower grade. This prevents artificially high levels of reported substance use in lower grades.

There are two cases in which the "out-of-range" data is dropped from the analyses rather than being re-coded: (1) if there is no contiguous higher grade with which to combine the data; and (2) if the number of respondents in "out-of-range" students is greater than ten percent of the grade with which they are being grouped. This latter measure is designed to prevent a large number of "out of range" grades from obscuring the true grade-level values.

Surveys in Which No Grade Level Was Reported

When students failed to report their grade level, it is not possible to determine unequivocally with what grade these students' data should be analyzed. Where grade level is missing, students' data are retained in the sample and an estimate of grade is made based on his or her age. Students that are at age level for beginning a grade are included with that grade. If both grade and age are missing, the data are dropped from the analyses.

Overview of the Data

The *Texas School Survey* findings for your school district are summarized in this section. Survey findings are presented in three formats: figures, tables, and margins. Figures portray both state and local survey results in a "side-by-side" format, allowing for direct comparisons to be made. There are a total of six elementary and thirteen secondary figures, although not all of these can be produced for every school district. All of the figures that can be generated for your district have been produced.

Two sets of primary and/or secondary tables are available. The first set, the General Substance Tables, are divided into five groupings---tobacco, alcohol, illicit drugs, inhalants, and miscellaneous. In each of these groupings are tables that illustrate general information about substance use patterns in the district and include prevalence of use, frequency of use, and age of first use. In addition, these tables highlight certain perceptions, attitudes and, behaviors from the data such as perceived availability and peer use of various substances, parental attitudes, attending class or operating a motor vehicle while under the influence of drugs or alcohol, and the use of intoxicants at parties.

The second set, Prevalence Tables, contains fourteen tables showing the percentage of students who have used specific drugs or alcohol in the past month, past school year, and during their lifetimes. All tables are available for each participating district. Tables showing the same data for the state are provided in a companion volume. The only change to these tables made as part of the reformatting, and applicable only with regard to the secondary reports, was to the percentages listed under the “School Year” heading. Previously, the percentages in this category *excluded* those found under the “Past Month” heading. As reformatted, these “School Year” percentages *include* the “Past Month” percentages as well.

Additional data are presented in the margins, which contain the raw percentages of students who gave each response option for all questions. Keep in mind that if your district under-sampled a particular grade(s), your overall percentages will represent "weighted averages." As a result, the raw percentages presented in your margins may reflect weighted counts rather than actual raw counts.

Standards of Data Presentation

A wide variety of school districts took part in the *Texas School Survey*. In order to accommodate the diversity of participants, guidelines for organizing and presenting the data were established. These include standards for handling data from small and mid-sized districts and for determining which tables and figures should be produced for each. These guidelines are reviewed below.

Data Aggregation

In some districts, too few students are surveyed to allow for reliable grade-level analyses to be performed. Where this occurs, data from several grades are grouped together. Grade groupings are established so as to (1) maximize the number of valid between-group comparisons possible and (2) protect students' confidentiality. One of three possible data presentation formats is selected for each district, depending on the number of students per grade. In districts where the number of students per grade varies widely, a format is selected based on the size of the *majority* of grades surveyed. However, if one or more grades fall below a total of thirty students, the next lower level of aggregation is automatically selected.

The guidelines used for data aggregation are as follows:

Secondary

- Small:*** When there are fewer than thirty students per grade, a single percentage is shown representing all students.
- Medium:*** When there are thirty to ninety students per grade, percentages are aggregated into grade groupings (e.g., combining grades 7 and 8 and grades 9 - 12).
- Large:*** When there are more than ninety students per grade, separate percentages are shown for each grade level surveyed.

Elementary

- Small:*** When there are fewer than sixty students per grade, a single percentage is shown for all students.
- Large:*** When there are more than sixty students per grade, separate percentages are shown for each grade level surveyed.

Availability of Graphics

According to the data aggregation rules outlined above, graphics illustrating data by grade can not be produced for districts surveying fewer than thirty students per grade. As a consequence, figures that show grade-level breakdowns are omitted from both the elementary and secondary versions of reports for small districts. With these exceptions, all other figures and tables are produced for every district regardless of size.

Conventions Used in Data Presentation

Throughout the report, a number of conventions were adopted to maintain consistency in reporting. A common terminology is employed and a standard set of symbols is used in each table and figure. These terms and symbols are described in the following paragraphs, beginning with a set of general definitions and followed by a discussion of specific conventions used in tables and margins.

Definitions

There are several terms used throughout the report that, though seemingly straightforward, may have some bearing on how the data is understood and interpreted. These definitions are outlined below.

Alcohol. When the category "Alcohol" appears in a figure or table, it represents the combined use of beer, wine, wine coolers, and liquor. Each of these alcoholic substances may be referenced individually, as well.

Cocaine or Crack. This reference is found only in the prevalence tables (Tables B1-B14). It refers to students that report using *either* cocaine *or* crack, or *both* cocaine *and* crack. Since there is some overlap between students who have used cocaine and those who have used crack, the percentages of respondents in the "Cocaine or Crack" category should *not* be a simple sum of percentages in the individual "Cocaine" and "Crack" categories. It should, however, be at least as great as the larger of the two individual categories.

Illicit Drugs. These are defined as controlled substances and include marijuana, powdered cocaine, crack, uppers, downers, Rohypnol, hallucinogens, ecstasy, and heroin.

Inhalants. The overall inhalant use percentages presented in the prevalence tables have been adjusted to reflect reported use of both specific inhalants and inhalant use generally. Such adjustments are necessary because some students respond in the positive to specific use (i.e., spray paint, correction fluid, gasoline, freon, poppers, shoe shine, glue, paint thinner, other sprays, or other inhalants) without responding in the positive to generic use (i.e., "How many times have you used inhalants?"), while others respond in the positive to generic use but not to the use of specific inhalants.

Marijuana Only. This reference is found only in the prevalence tables (Tables B1-B14). It refers to students who report using marijuana but *no other* illicit substances. The reference to "Marijuana," in contrast, includes all students using that substance regardless of whether they used other substances or not.

Prevalence. The percentage of students who report having used a substance or substances.

Tobacco. The category "tobacco" includes the combined use of cigarettes and smokeless tobacco.

Conventional Symbols and Format

In addition to figures, there are two types of tables in which data may be presented. These include general substance use tables (Tables T1-T7, A1-A15, D1-D17, I1-I9, X1-X5) and prevalence tables (Tables B1-B14). Data is also available in its raw form in the margins. What follows are several conventions of data presentation that apply chiefly to tables and margins.

The Meaning of an Asterisk (*) in Tables. When an asterisk appears in a table, *not* in the Executive Summary (See Below), in place of a percentage, it typically means that fewer than ten students responded to that item. Asterisks may also appear if data is not available for a district. This would be the case, for instance, if a district does not survey all the grades in one of the standard acceptable grade combinations (see "Standard Grade Combinations" in the previous section).

The Meaning of an Asterisk (*) in The Executive Summary (Part III). When an asterisk appears alongside a percentage in the Executive Summary component of the report, it means that the data so marked are estimated to be statistically significant at the .01 level from the comparable data for the state as a whole. This means that in only one of a hundred samples would a difference this large have occurred when there was no difference between the district and state data. Differences in very small districts will seldom be statistically significant due to the small number of cases. Differences that are *not* marked may be important, but should be treated with more caution than those that are so marked.

Never Used/Ever Used Notations. In all prevalence tables, a standard approach is used for presenting incidence and prevalence information. An "Ever Used" category shows the total percentage of students who say they have used a substance at all, regardless of when or how many times. A "Never Used" category shows the total percentage of students who have never used a

substance. The percentages shown in the "Ever Used" and "Never Used" categories always sum to one hundred percent.

Additional columns then provide further information about those students who say they have "Ever Used" the substance. This includes information such as when or how often use occurred. These additional columns, when considered together, do *not* sum to the total percentage of students in the "Ever Used" category in the secondary reports due to the inclusion of the "Past Month" percentage *within* the "School Year" percentage (See Discussion Above).

Margins. The raw percentage of students who responded to each survey item as found in the tables that comprise the final section of each report. Frequency and percent are shown for each individual response option. The frequency shows the absolute number of students who gave the indicated response. The percent is the frequency converted into a percentage of all students who answered the question. Again, bear in mind that if your district under-sampled a particular grade(s), your overall percentages will represent "weighted averages." As a result, the raw percentages presented in your margins may reflect weighted counts rather than actual raw counts.

Surveys excluded from analyses as exaggerators are *not* included in the margins.

**Texas School Survey
of Drug and Alcohol Use
2010
Aubrey ISD
Part III: Executive Summary**

**Secondary
Executive Summary
Graphics**

**Texas School Survey
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Part III: Executive Summary**

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Texas School Survey of Drug and Alcohol Use

Aubrey ISD

Secondary Executive Summary

Introduction

The Texas School Survey is an annual collection of self-reported tobacco, alcohol, inhalant, and substance use data from among elementary and/or secondary students in individual districts throughout the state of Texas. The survey, conducted by the Public Policy Research Institute (PPRI) in conjunction with the Texas Department of State Health Services (DSHS), is also administered every other year to a representative sample of Texas students in grades 4 through 6 and grades 7 through 12.

Data from the statewide sampling, administered in the spring of 2010, are incorporated into an over-time database maintained by DSHS to track trends in substance use so that policymakers at the state level have up-to-date information upon which to base decisions and establish prevention strategies. These data also serve as an overall standard of comparison for use by those at the district level to interpret and act upon, local survey findings in a similar way.

The executive summary begins with a section containing a general demographic overview of those who took the survey in the participating district, followed by sections dealing with the various substances covered by the survey---tobacco, alcohol, inhalants, and illicit drugs. The next section explores selected characteristics associated with substance use in the district. The summary concludes with a section on where students gain knowledge about drugs and alcohol and to whom they might turn if they thought they were having a problem.

For a contextual viewpoint, each section dealing with substance use will begin with a brief timeline of the statewide trends over the last decade and a half. The data are subsequently analyzed using environmental and behavioral factors. Items that are generally recognized as contributing to the environment in which substance use is most likely to occur include availability, peer use and parental attitudes. Included in the behavioral category are activities such as "binge drinking" (the consumption of five or more alcoholic beverages at one time), attending class drunk or stoned, use of alcohol or illicit drugs at parties, or operating a motor vehicle while under the influence of alcohol or drugs.

As for the actual, self-reported use of each substance, it is important to note the frequency of such use. Is it experimental, a once-in-a-lifetime act or is it casual use, a once-in-a-while behavior? Alternatively, is it regular use; a monthly, weekly, or---in the case of tobacco products in particular---a daily habit? Further, data are used to differentiate between those who smoke cigarettes from those who use a smokeless tobacco product, those who drink beer from those who drink wine coolers, those who sniff correction fluid from those who sniff glue, and those who smoke marijuana from those who snort powdered cocaine.

Three final points should be noted about the data. First, due to the differences in rounding procedures, there may be slight discrepancies between the percentages referred to in the tables and those reflected in the executive summary and in the corresponding figures. Second, due to the small number of students surveyed in this district, no between-grade comparisons can be made---although comparisons between grade groupings (7 and 8; 9 through 12) can be made.

Finally, some data in this report are marked with an asterisk. Data so marked are estimated to be statistically significant at the .01 level from the comparable data for the state as a whole. This means that in only one of a hundred samples would a difference this large have occurred when there was no difference between the district and state data. Differences in very small districts will seldom be statistically significant due to the small number of cases. Differences that are not marked may be important, but should be treated with more caution than those that are statistically significant.

The percentages referred to in the executive summary that follows were taken from the tables found in "Part I: District Survey Results." Figures referenced throughout this report are included in "Part III: Executive Summary."

Demographic Overview

In the spring of 2010, the Texas School Survey was administered to students in grades 7 through 12 in the Aubrey Independent School District. Texas School Survey protocols, formulated to ensure that the data used in this analysis has an acceptable probability of error, called for the district to administer the survey to a predetermined, class-specific sampling of secondary students. In addition, data accuracy is dependent on the school staff administering the survey using established protocols.

A total of 485 students completed the questionnaire. Of that number, 32 surveys were excluded from analysis because students did not indicate their grade or age, or because they were identified as exaggerators (i.e., claimed to have used a non-existent drug or reported overly excessive drug use). The final number of surveys included in the overall district analysis was 453, consisting of:

- A total of 17 percent are 7th graders, 18 percent are 8th graders, 19 percent are 9th graders, 15 percent are 10th graders, 17 percent are 11th graders, and 14 percent are 12th graders;
- A total of (49 percent) male and (51 percent) female students;
- An ethnic breakdown that is 74 percent White, 2 percent African-American, 16 percent Mexican-American, 1 percent Asian-American, 4 percent Native American, and 4 percent other;
- A total of 65 percent say they live in a two-parent home, and 70 percent report they have lived in the district for three or more years;
- A total of 50 percent say their parent(s) are college graduates, and 22 percent indicate they qualify for free/reduced lunches at school.

Tobacco

General tobacco use includes both cigarettes and smokeless tobacco products.

Statewide Overview

Well over half of secondary students statewide reported experimental use of tobacco products throughout the 1990's. In 2000, however, the number of these students who reported such use declined slightly (51 percent). This downward trend continued through the 2002 (45 percent), 2004 (39 percent), 2006 (35 percent), and 2008 (32 percent) statewide assessments. The prevalence of those secondary students reporting past-month general tobacco use, which had been increasing through 1996, leveled off in 1998, and began a steady, incremental decline in the 2000 (22 percent), 2002 (18 percent), 2004 (17 percent), 2006 (15 percent), and 2008 (13 percent) statewide surveys. In the most recent statewide assessment in 2010, the prevalence of secondary students reporting lifetime tobacco use fell to 30 percent, while past-month use stayed continuous at 12 percent.

Environment

A total of 59* percent of Aubrey ISD students reported that cigarettes are somewhat or very easy to get (50 percent statewide), while 10 percent said most or all of their close friends smoke cigarettes (9 percent statewide). A total of 47* percent of district students indicated that smokeless tobacco products are somewhat or very easy to get (33 percent statewide), and 7 percent said most or all of their close friends use smokeless tobacco (4 percent statewide).

Students were asked about parental attitudes toward the use of cigarettes by "kids your age." 83 percent of Aubrey ISD students said their parents strongly or mildly disapprove of kids smoking (85 percent statewide), while 7 percent said their parents neither approve nor disapprove (6 percent statewide), and 8 percent of district students said they "don't know" how their parents feel about kids their age smoking cigarettes (7 percent statewide).

A total of 47 percent of Aubrey ISD students believe that tobacco use is "very dangerous" (53 percent statewide) (Fig. 11).

Use

A total of 33 percent of Aubrey ISD students reported general tobacco use at least once during their lifetimes (30 percent statewide) (Fig. 1-A). Experimental use of a tobacco product was reported by 19 percent of district 7th and 8th graders (19 percent statewide) and 41 percent of Aubrey ISD 9th through 12th graders (36 percent statewide) (Fig. 2-A).

A total of 17 percent of Aubrey ISD students said they had used a tobacco product during the past month (12 percent statewide) (Fig. 1-B). Past-month general tobacco use was reported by 6 percent of Aubrey ISD 7th and 8th grade students (6 percent statewide) and 23* percent of district 9th through 12th grade students (16 percent statewide) (Fig. 2-B).

A total of 31 percent of Aubrey ISD students reported smoking cigarettes at least once during their lifetimes (29 percent statewide), while 15 percent said they had smoked cigarettes during

the past month (11 percent statewide), and 3 percent reported smoking cigarettes on a daily basis (2 percent statewide). Daily cigarette use was indicated by 0 percent of district 7th and 8th graders (1 percent statewide) and 5 percent of Aubrey ISD 9th through 12th graders (3 percent statewide).

Experimental use of smokeless tobacco products was reported by 14* percent of Aubrey ISD students (9 percent statewide), 7* percent said they had used a smokeless tobacco product during the past month (4 percent statewide), and 2 percent reported using a smokeless tobacco product on a daily basis (1 percent statewide).

Alcohol

Alcohol is the most widely used substance among students statewide and in the Aubrey ISD.

Statewide Overview

As the 1990's began, 81 percent of secondary students statewide reported experimental alcohol use and over the decade that followed, the number of these students reporting such use decreased in each successive statewide assessment. This downward trend in lifetime alcohol use leveled off at 71 percent in the 2000 and 2002 statewide assessments, but picked up again in the 2004 (68 percent), 2006 (66 percent), and 2008 (63 percent) statewide data. On the other hand, past-month alcohol use among secondary students statewide has been more varied throughout the same period, beginning with 43 percent of these students in 1990, dropping to 37 percent in 1992, increasing to 39 percent in 1994, staying constant in 1996 and 1998 at 38 percent, and decreasing to 36 percent in 2000, 35 percent in 2002, 33 percent in 2004, 32 percent in 2006, and 30 percent in 2008. In the most recent statewide assessment in 2010, the downward trend continued with lifetime alcohol use decreasing to 62 percent and past month alcohol use falling to 29 percent.

Environment

A total of 28 percent of district students reported most or all of their close friends drink alcohol (29 percent statewide), and 65 percent said alcohol (beer, wine coolers, wine, and liquor) was somewhat easy or very easy to obtain (62 percent statewide).

Students who said they consume alcohol were asked where they obtained such a beverage all or most of the time. A total of 31 percent of district students said they obtain alcohol "at parties" (29 percent statewide), while 27 percent responded that they get it "from friends" (22 percent statewide); and 8 percent reported they get alcohol "from the store" (6 percent statewide).

Parental attitudes can be a major factor in whether or not a student uses alcohol. When asked how their parents feel about kids their age drinking beer, 77 percent of Aubrey ISD students said their parents strongly or mildly disapprove (79 percent statewide), while 12 percent said their parents neither approve nor disapprove of such behavior (10 percent statewide), and 7 percent said they "don't know" how their parents feel about kids their age drinking beer (6 percent statewide) (Fig. 13-A).

A total of 43 percent of Aubrey ISD students feel that it is "very dangerous" to use alcohol (48 percent statewide) (Fig. 11).

Use

A total of 59 percent of Aubrey ISD students reported consuming alcohol at least once during their lifetimes (62 percent statewide) (Fig. 1-A). Experimental use of alcohol was reported by 36* percent of district 7th and 8th grade students (49 percent statewide) and 71 percent of Aubrey ISD 9th through 12th grade students (69 percent statewide) (Fig. 3-A).

A total of 28 percent of Aubrey ISD students said they had consumed alcohol during the past month (29 percent statewide) (Fig. 1-B). Past-month alcohol use was reported by 10* percent of Aubrey ISD 7th and 8th graders (18 percent statewide) and 37 percent of district 9th through 12th graders (35 percent statewide) (Fig. 3-B).

The alcoholic beverages most often consumed by Aubrey ISD students are beer (46 percent/46 percent statewide) and wine coolers (43 percent/40 percent statewide). 27 percent of Aubrey ISD students said they drink beer on a weekly or monthly basis (25 percent statewide), and 22 percent said they drink wine coolers weekly or monthly (21 percent statewide).

Behavior Associated With Use

"Binge drinking" is the consumption of five or more beers, wine coolers, servings of wine, or drinks with liquor at one time. A total of 15 percent said they usually drink five or more beers at a time on average when they drink (12 percent statewide). A total of 9 percent said they usually drink five or more wine coolers at a time on average when they drink (9 percent statewide) (Fig. 4).

A total of 7 percent of Aubrey ISD students reported attending at least one class during the past school year while "drunk" (7 percent statewide). Attending class intoxicated was indicated by 7 percent of Aubrey ISD 7th and 8th graders (6 percent statewide) and 6 percent of district 9th through 12th graders (8 percent statewide) (Fig. 5).

A total of 9 percent of Aubrey ISD 9th through 12th grade students said that they had driven a car after having "a good bit to drink" at least once during the past year (9 percent statewide) (Fig. 6). Driving while intoxicated four or more times during the past year was reported by 3 percent of district 9th through 12th graders (2 percent statewide).

A total of 32 percent of Aubrey ISD students said alcohol was used at most or all of the parties they attended in the past school year (27 percent statewide). Alcohol use at most or all parties was reported by 6 percent of Aubrey ISD 7th and 8th grade students (11 percent statewide) and 45* percent of district 9th through 12th grade students (36 percent statewide) (Fig. 7).

A total of 0 percent of Aubrey ISD students said they had gotten into trouble with their teacher because of alcohol use at least once during the past school year (1 percent statewide), while 3 percent reported they had gotten in trouble with the police because of their alcohol use during the past year (3 percent statewide), and 8 percent said they had "difficulties of any kind" with friends because of one's own drinking (6 percent statewide).

Illicit and Licit Substances

Illicit drugs are defined as controlled substances and include marijuana, cocaine (powdered form and crack), uppers (stimulants), downers (narcotics), Rohypnol, hallucinogens, ecstasy, and heroin. Licit substances are those legally purchased either over-the-counter (DMX or Coricidin) or via a physician's prescription (Codeine, Oxycontin, Vicodin or Valium).

Statewide Overview

Just under a quarter of secondary students statewide in 1992 reported experimental use of an illegal drug at some point in their lives (22 percent), and 10 percent said they had used an illegal substance during the previous month. These prevalence rates began to climb---the experimental use rate by 6 percent (to 28 percent) and the rise of the past-month use rate (to 14 percent)---beginning with the 1994 statewide assessment. By 1998, experimental use of illicit substances had peaked at 36 percent; however, past-month use of an illicit substance actually decreased one percentage point from its peak at 18 percent in 1996. This was followed two years later by declines in illicit drug use both in the lifetime (34 percent) and past-month (15 percent) categories. There was no change in 2002. A new downward trend for both the experimental (32 percent) and past-month (14 percent) uses were detected in 2004, continued in 2006 (28 percent for lifetime and 13 percent for past-month uses), and in 2008 (26 percent for lifetime and 12 percent for past-month uses). In the most recent statewide assessment in 2010, a reverse in trend was detected with lifetime illicit drug use increasing to 28 percent, and past month illicit drug use increasing to 13 percent.

Marijuana use by those who also report using other illicit drugs appears to have mirrored the trends for illicit drug use in general over the last decade. Such use also declined in the 2004 statewide assessment to 30 percent for those who said they had done so at least one time and 13 percent who reported having done so in the past month. This downward trend continued in 2006 (26 percent for lifetime and 11 percent for past-month uses), and in 2008 (25 percent for lifetime and 10 percent for past-month uses). In the most recent statewide assessment in 2010, a reverse in trend was detected with lifetime marijuana use rising to 26 percent, and past month marijuana use increasing to 11 percent.

Environment

Students were asked how available they believed certain substances were to obtain. A total of 38 percent of Aubrey ISD students said marijuana was somewhat or very easy to obtain (38 percent statewide); indicated that powdered cocaine was easily accessible (14 percent/16 percent statewide), 16 percent indicated that uppers were easily accessible (19 percent statewide), 15 percent indicated that downers were easily accessible (14 percent statewide), and 19 percent indicated that ecstasy was easily accessible (14 percent statewide). A total of 12 percent of district students said they believed heroin was somewhat or very easy to obtain (10 percent statewide).

With regard to the question of the effects of peer influence on substance use, 14 percent of Aubrey ISD students reported most or all of their close friends smoke marijuana (19 percent statewide). When asked about parental attitudes toward marijuana use, Aubrey ISD students

reported a disapproval rate of 87 percent (87 percent statewide). A total of 7 percent of district students said they "don't know" how their parents feel about kids their age using marijuana (6 percent statewide), while 4 percent said their parents neither approve nor disapprove (5 percent statewide) (Fig. 13-B).

A total of 56 percent of Aubrey ISD students believe that marijuana use is "very dangerous" (59 percent statewide) (Fig. 11). As for how Aubrey ISD students viewed the risks associated with the use of certain other illicit substances, 75 percent feel that use of ecstasy is "very dangerous" (77 percent statewide), 82 percent believe that powdered cocaine use is "very dangerous" (84 percent statewide), 83 percent feel that the use of crack is "very dangerous" (85 percent statewide), and 85 percent believe that heroin is "very dangerous" (86 percent statewide).

Use

The following paragraph details percentages of individuals that reported using only marijuana and no other illicit substances.

In the Aubrey ISD, 24 percent of students had reported experimental use of an illicit drug (28 percent statewide), and 12 percent of Aubrey ISD students reported smoking marijuana at least once in their lifetimes (14 percent statewide) (Fig. 1-A). Experimental use of marijuana was reported by 5 percent of district 7th and 8th grade students (7 percent statewide) and 15 percent of Aubrey ISD 9th through 12th grade students (18 percent statewide) (Fig. 8-A).

Past-month marijuana use was reported by 5 percent of Aubrey ISD students (5 percent statewide) (Fig. 1-B). Smoking marijuana during the past month was indicated by 2 percent of Aubrey ISD 7th and 8th graders (2 percent statewide) and 7 percent of district 9th through 12th graders (6 percent statewide) (Fig. 8-B).

A total of 7 percent of district students said they had used downers (6 percent statewide), 2 percent indicated they had used Rohypnol (3 percent statewide), 2 percent indicated they had used crack (2 percent statewide), and 2 percent reported using heroin (1 percent statewide), and at least once during their lifetimes.

A total of 5 percent of Aubrey ISD students said they had used powdered cocaine (5 percent statewide), 7 percent reported using uppers (5 percent statewide), 5 percent said they had used hallucinogens (5 percent statewide), 6 percent reported using ecstasy (7 percent statewide), and 3 percent said they had used steroids (1 percent statewide) at least one during their lives.

A total of 3 percent of Aubrey ISD students reported they had used methamphetamine at least one time during their lives (3 percent statewide), 1 percent said they had done so during the previous month (1 percent statewide).

Illicit use of licit substances

Students were asked whether they had used an otherwise legal product (i.e., prescription or over-the-counter drugs) for recreational purposes. A total of 10 percent of district students reported using a prescription cough syrup containing Codeine (Lean, Nods, AC/DC) at least once in their

lives to get high (12 percent statewide), 4 percent said they had done so with Oxycontin, Percodan or Percocet (3 percent statewide), 8 percent indicated they had used Vicodin or Diazepam (5 percent statewide), 4 percent reported using Valium Diazepam (2 percent statewide) and 7 percent said they had used Xanax or Alprazolam (5 percent statewide) at least once for recreational purposes.

A total of 4 percent of district students indicated that they had used the over-the-counter products DXM or Coricidin (“Triple C’s”, “Skittles”) at least one time to get high (5 percent statewide).

Behavior Associated with Use

A total of 9 percent of Aubrey ISD students reported attending at least one class in the past year while "stoned" on marijuana (11 percent statewide). Attending class while stoned was reported by 6 percent of Aubrey ISD 7th and 8th graders (6 percent statewide) and 11 percent of district 9th through 12th graders (13 percent statewide) (Fig. 9).

Driving under the influence of drugs at least once during the past year was reported by 10 percent of Aubrey ISD 9th through 12th grade students (10 percent statewide). Driving under the influence of drugs ten or more times during the past year was reported by 3 percent of district 9th through 12th graders (2 percent statewide).

A total of 13 percent of the Aubrey ISD students said that marijuana and/or other drugs were used at most or all of the parties they attended during the school year (16 percent statewide). Marijuana and/or other drug use at most or all parties was indicated by 5 percent of Aubrey ISD 7th and 8th grade students (6 percent statewide) and 17 percent of district 9th through 12th grade students (22 percent statewide).

A total of 1 percent of Aubrey ISD students said they had gotten into trouble with their teacher because of illicit drug use at least once during the past school year (2 percent statewide), while 2 percent reported they had gotten in trouble with the police because of their use of illegal drugs during the past year (2 percent statewide), and 5 percent of district students said they had gotten into "difficulties of any kind" with their friends during the past year because of their own drug use (6 percent statewide).

Inhalants

In general, inhalants are common, licit substances (paints, thinners, correction fluid, glue, etc.) which, when sniffed, huffed, or inhaled, produce an intoxicating effect.

Statewide Overview

Nearly a quarter of secondary students statewide indicated they had experimented with an inhalant substance in the 1992 assessment. The number of these students reporting such use had decreased to 19 percent in 1994 and 1996, but began to increase in 1998 (22 percent). Experimental inhalant use has been declining in the three assessments conducted in the new century---19 percent in 2000, 18 percent in 2002, and 17 percent in 2004. This downward trend in experimental use appears to have stayed constant at 17 percent, according to the 2006 survey. Past-month inhalant use stayed consistent at 5 percent through 1996, increased to 8 percent two years later, and dropped one percentage point in 2000 (7 percent). The number of these students reporting past-month inhalant use has stayed continuous at 7 percent through the 2002 and 2004 surveys, and was 6 percent in the 2006 statewide assessment. In the most recent statewide assessment conducted in 2010, the prevalence of lifetime and past month inhalant use stayed continuous at 17 percent and 6 percent respectively.

Data from the statewide assessment in 2008 has **not** been added to the trend lines noted in the statewide overview above because the manner in which inhalant use was calculated changed in 2008.

Environment

A total of 53* percent of district students reported that it was somewhat or very easy to obtain an inhalant (46 percent statewide), 2 percent indicated that most or all of their close friends use inhalants (2 percent statewide), and 71 percent said that inhalant use was “very dangerous” (73 percent statewide) (Fig. 11).

Use

A total of 18 percent of Aubrey ISD students reported using inhalants at least once during their lifetimes (17 percent statewide) (Fig. 1-A). Experimental use of an inhalant was indicated by 17 percent of district 7th and 8th graders (20 percent statewide) and 18 percent of Aubrey ISD 9th through 12th graders (16 percent statewide) (Fig. 10-A).

A total of 7 percent of Aubrey ISD students said they had used inhalants during the past month (6 percent statewide) (Fig. 1-B). Past-month inhalant use was reported by 7 percent of Aubrey ISD 7th and 8th grade students (8 percent statewide) and 7 percent of district 9th through 12th grade students (5 percent statewide) (Fig. 10-B).

Drug and Alcohol Information

The influence of substance use education programs may be reflected in students' attitudes toward the use of specific substances reported above. To whom a student may feel most comfortable turning to for assistance with a substance use problem or issue may help gauge the effect these various messengers are having on those attitudes.

A total of 57 percent of Aubrey ISD students said they had received information about drugs and alcohol from any school source since classes began in the fall (61 percent statewide). Of the eight available responses as to the source of such information, two stand out from the pack. A “health class” was reported by 44 percent of district students as a source for information about drugs and alcohol (48 percent statewide), while 47 percent said the source for this information was “an assembly program” (49 percent statewide).

When asked where they would go for help with a drug or alcohol problem, Aubrey ISD students said they would seek help from their friends (73 percent/69 percent statewide), from an adult friend or relative (58 percent/62 percent statewide), or their parents (60 percent/61 percent statewide). Aubrey ISD students would also seek help for a drug or alcohol problem from a counselor or program in school (27* percent/35 percent statewide), or another adult in school, such as a teacher or nurse (31 percent/35 percent statewide) (Fig. 12).

Since school began in the fall, 6 percent of Aubrey ISD students reported seeking help for any problems connected with alcohol or drug use from someone other than family or friends (8 percent statewide).

**Texas School Survey
of Drug and Alcohol Use
2010
Part III: Executive Summary**

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Figure 1-B	Prevalence of Past 30-Day Substance Use
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Figure 3-A	Prevalence of Lifetime Alcohol Use by Grade
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Figure 4	Prevalence of Binge Drinking
Figure 5	Attending Class While Intoxicated
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Figure 7	Use of Alcohol at Parties
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Figure 9	Attending Class While “High”
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Figure 11	Students Who Think Substances are Very Dangerous
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Figure 13-A	Parental Attitudes toward Beer
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Figure 1-A
Prevalence of Lifetime Substance Use
Among Secondary Students
In AUBREY ISD

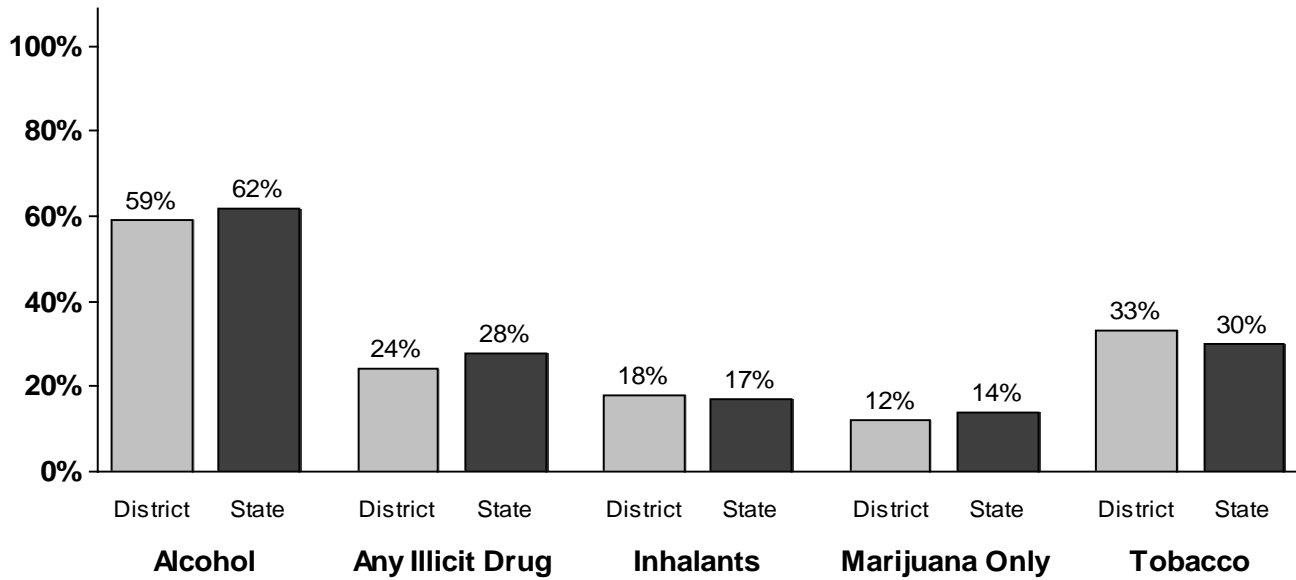


Figure 1-B
Prevalence of Past Month Substance Use
Among Secondary Students
In AUBREY ISD

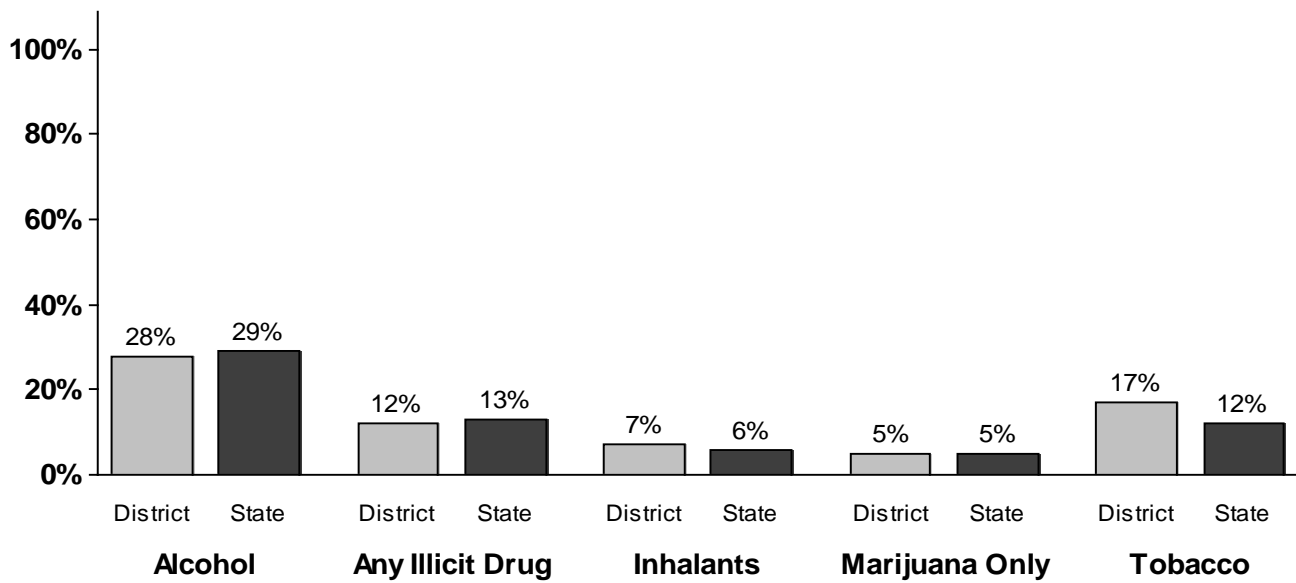


Figure 2-A
Prevalence of Lifetime Tobacco Use By Grade
Among Secondary Students
In AUBREY ISD

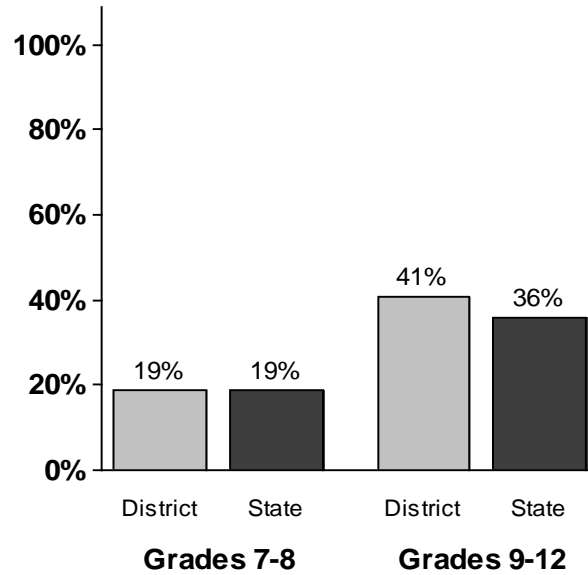


Figure 2-B
Prevalence of Past Month Tobacco Use By Grade
Among Secondary Students
In AUBREY ISD

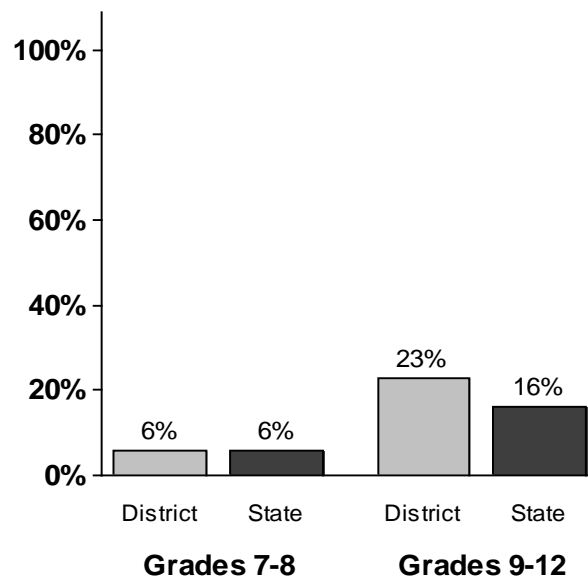


Figure 3-A
Prevalence of Lifetime Alcohol Use By Grade
Among Secondary Students
In AUBREY ISD

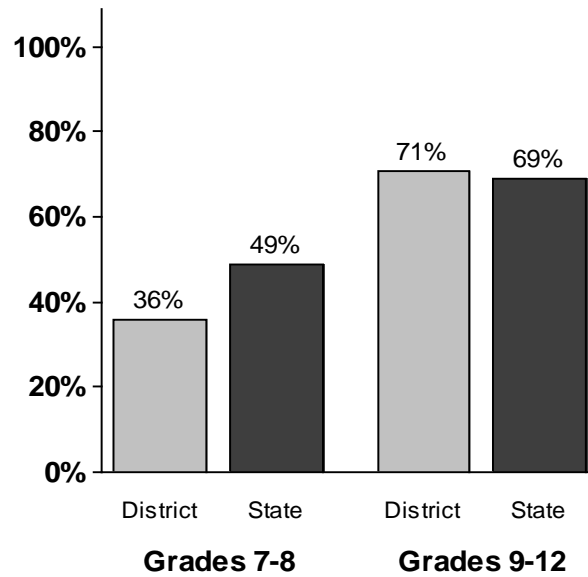


Figure 3-B
Prevalence of Past Month Alcohol Use By Grade
Among Secondary Students
In AUBREY ISD

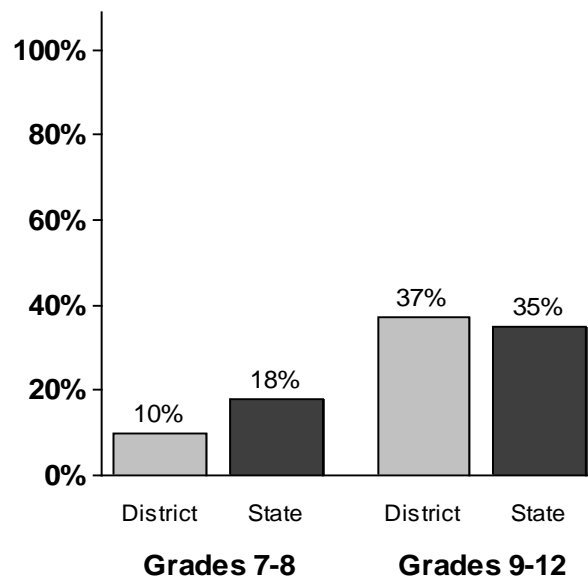


Figure 4
Prevalence of Binge Drinking
Among Secondary Students
In AUBREY ISD

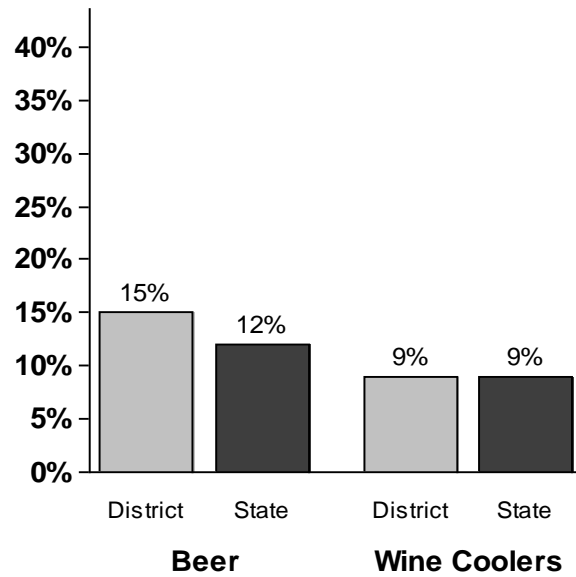


Figure 5
Percent of Secondary Students Attending Class while Intoxicated
Atleast One Day During the Past Year
In AUBREY ISD

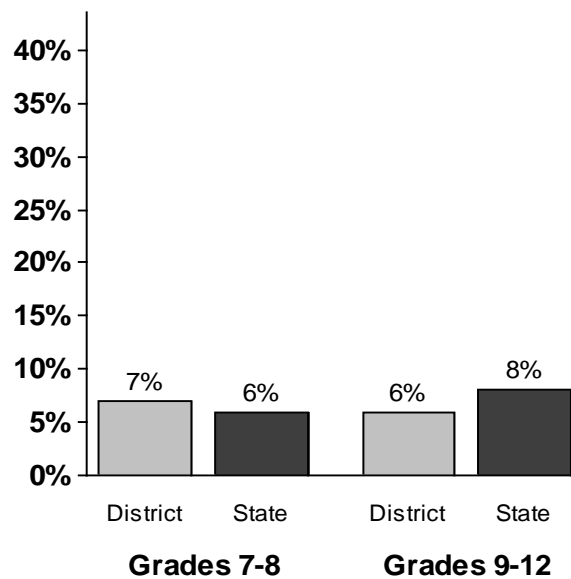


Figure 6
Percent of Secondary Students Who Have Driven Drunk
Atleast Once During the Past Year
In AUBREY ISD

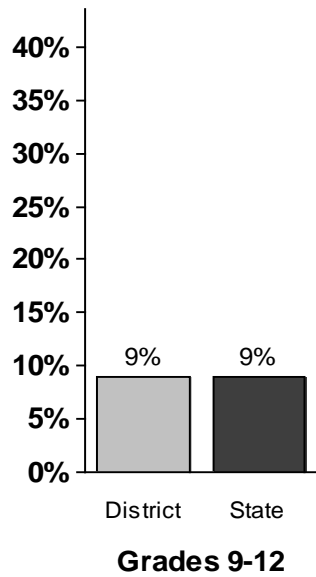


Figure 7
Alcohol Use at Most/All Parties By Grade
Among Secondary Students
In AUBREY ISD

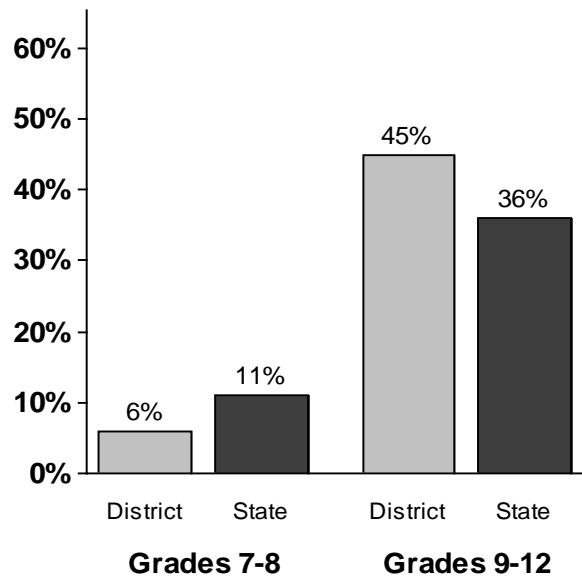


Figure 8-A
Prevalence of Lifetime Marijuana Use By Grade
Among Secondary Students
In AUBREY ISD

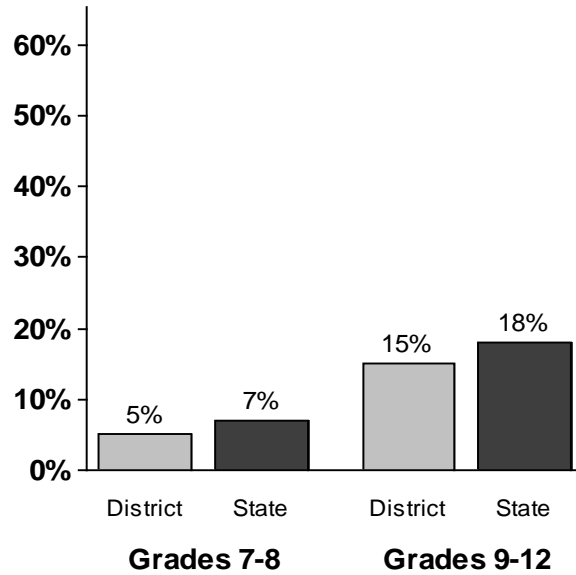


Figure 8-B
Prevalence of Past Month Marijuana Use By Grade
Among Secondary Students
In AUBREY ISD

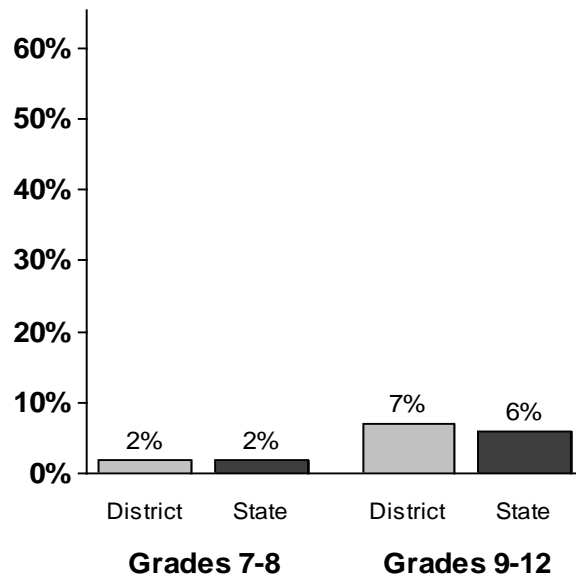


Figure 9
Percent of Secondary Students Attending Class while High
Atleast One Day During the Past Year
In AUBREY ISD

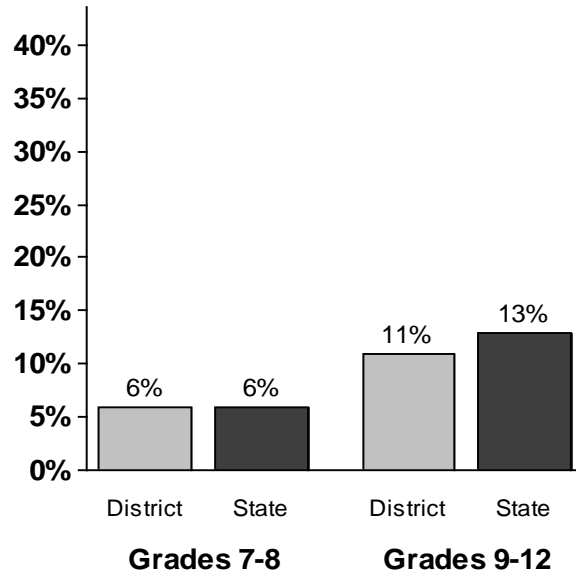


Figure 10-A
Prevalence of Lifetime Inhalant Use By Grade
Among Secondary Students
In AUBREY ISD

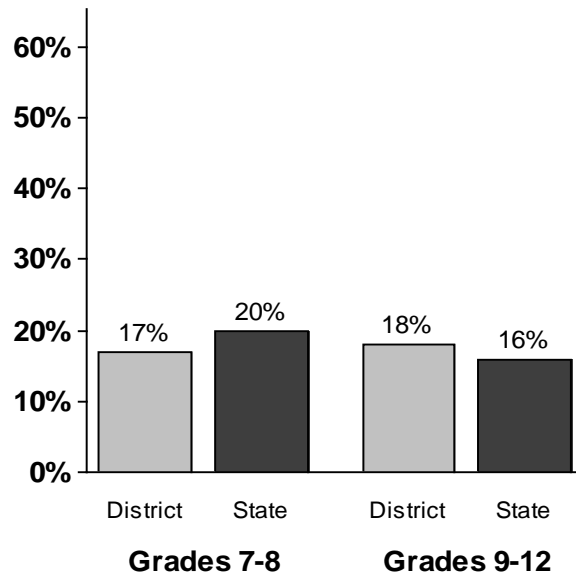


Figure 10-B
Prevalence of Past Month Inhalant Use By Grade
Among Secondary Students
In AUBREY ISD

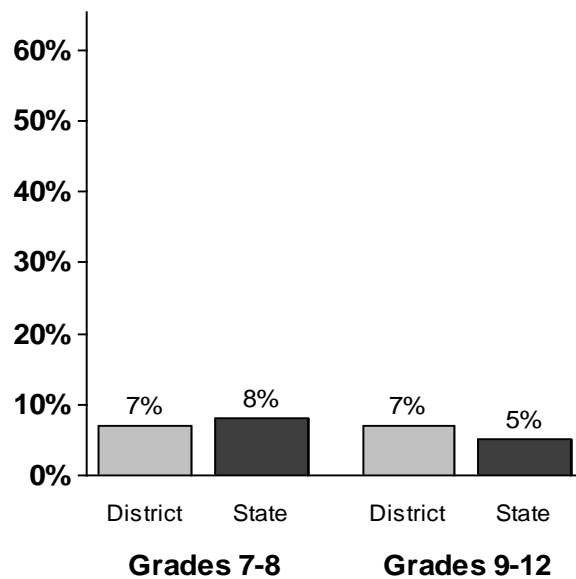


Figure 11
Percentage of Secondary Students Who Think Various Substances
Are Very Dangerous to Use
In AUBREY ISD

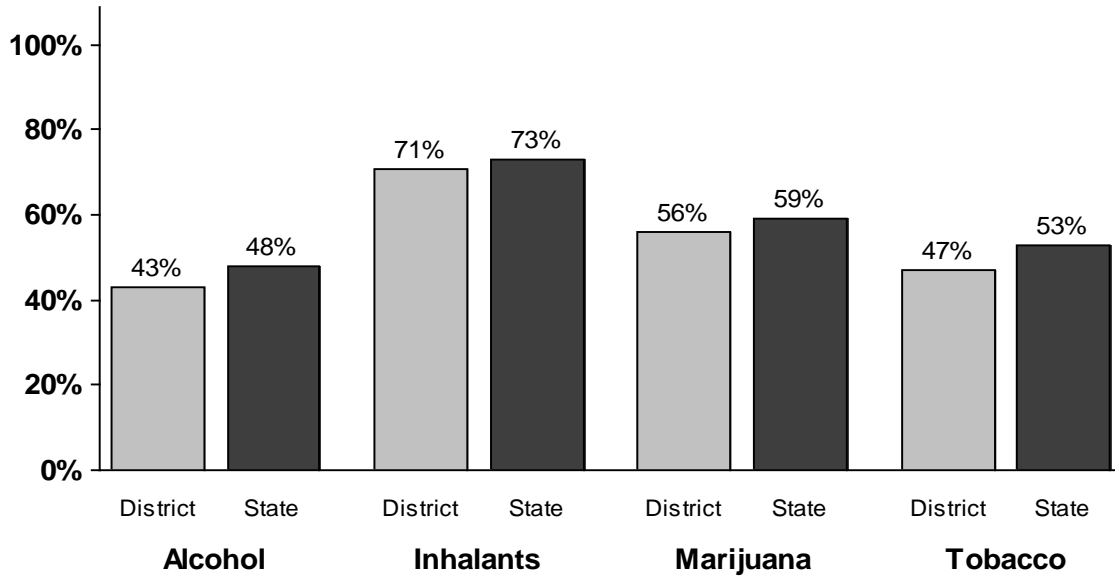


Figure 12
Where Secondary Students Would Go For Help
With a Substance Abuse Problem
In AUBREY ISD

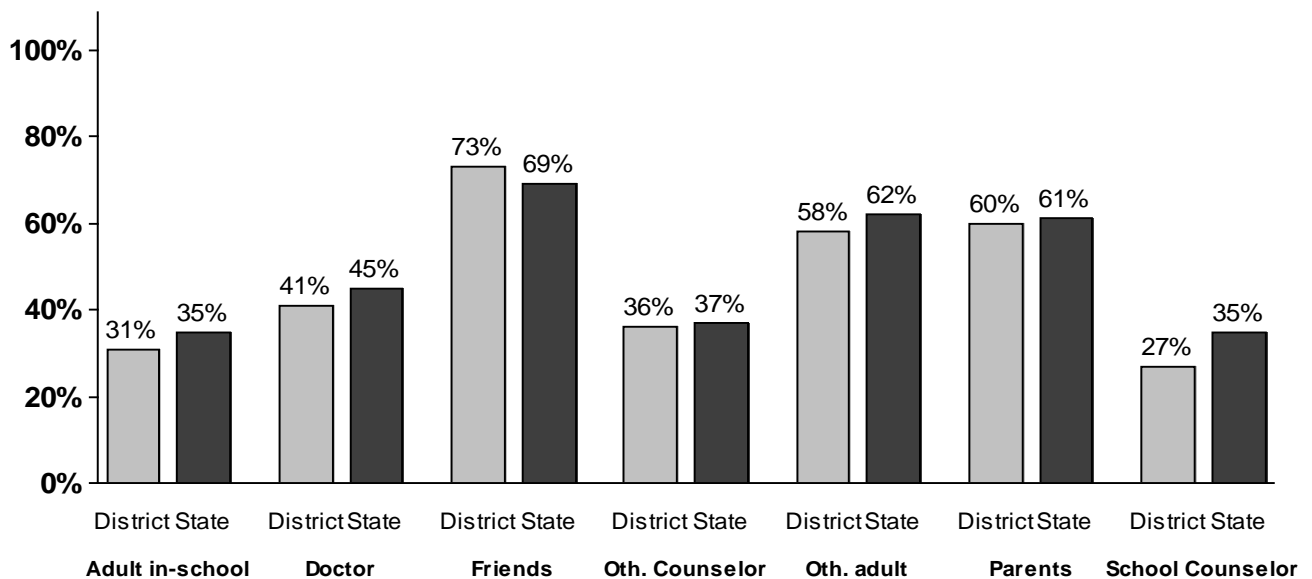


Figure 13-A
Attitudes of Parents Toward Adolescent Beer Use
Among Secondary Students
In AUBREY ISD

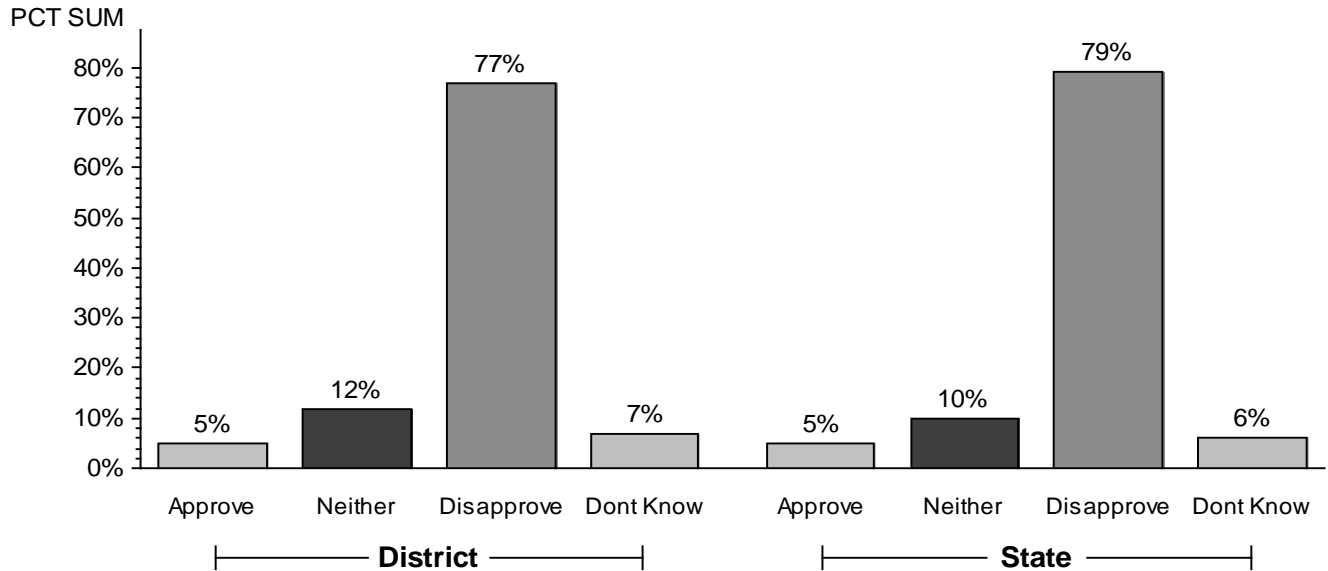
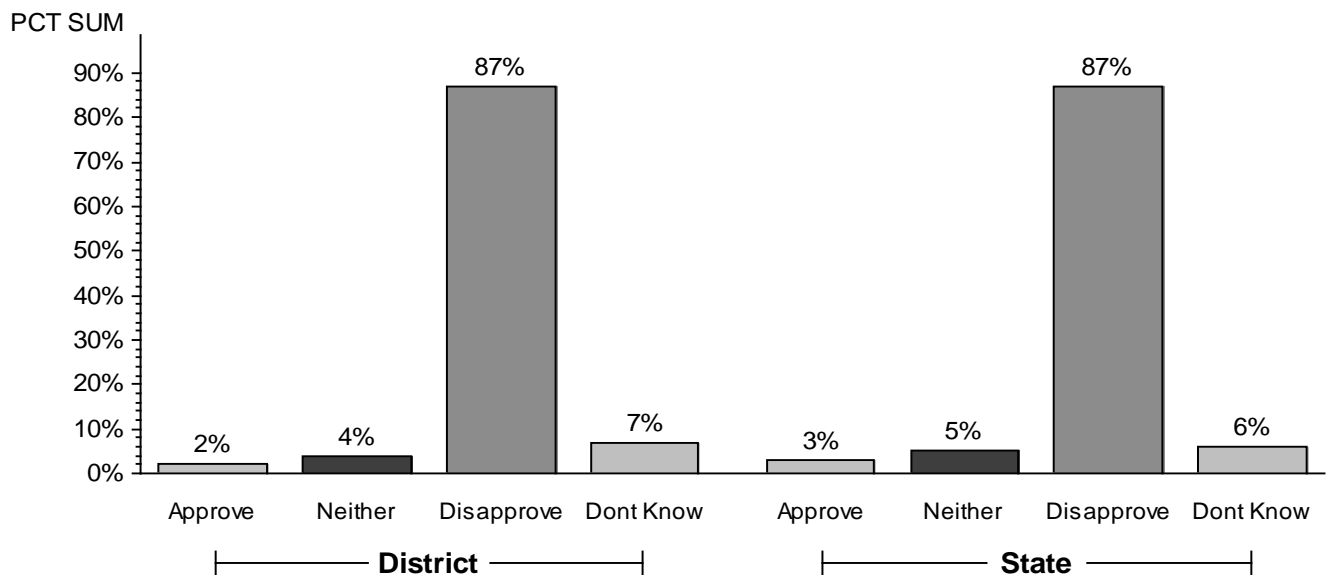


Figure 13-B
Attitudes of Parents Toward Adolescent Marijuana Use
Among Secondary Students
In AUBREY ISD



**Texas School Survey
of Drug and Alcohol Use
2010
Aubrey ISD
Part I: District Results

Secondary**

**Part I: District Results
Secondary (7-12)**

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Table B13: Students Living in Town More Than 3 Years
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Margin Tables 67-84

1. General Substance Tables

**Aubrey
SPRING 2010**

Table T-1: How recently, if ever, have you used ..

		Past Month	School Year	Ever Used	Never Used
Any tobacco product?					
	All	17.0%	23.4%	33.5%	66.5%
	Grades 7-8	6.4%	9.8%	19.1%	80.9%
	Grades 9-12	22.6%	30.7%	41.2%	58.8%
Cigarettes?					
	All	14.6%	21.4%	31.3%	68.7%
	Grades 7-8	5.9%	10.0%	18.3%	81.7%
	Grades 9-12	19.2%	27.3%	38.1%	61.9%
Smokeless tobacco?					
	All	7.4%	9.6%	14.5%	85.5%
	Grades 7-8	2.4%	2.4%	6.0%	94.0%
	Grades 9-12	10.1%	13.5%	19.0%	81.0%

Table T-2: How often do you normally use ..

		Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
Any tobacco product?								
	All	69.0%	4.6%	3.7%	4.7%	6.4%	5.2%	6.4%
	Grades 7-8	83.6%	0.0%	2.3%	1.9%	1.2%	5.6%	5.4%
	Grades 9-12	61.4%	7.0%	4.4%	6.1%	9.1%	4.9%	7.0%
Cigarettes?								
	All	70.9%	3.5%	2.7%	4.3%	6.6%	5.3%	6.7%
	Grades 7-8	83.7%	0.0%	2.3%	2.0%	1.2%	5.8%	5.0%
	Grades 9-12	64.3%	5.3%	2.9%	5.5%	9.4%	5.0%	7.7%
Smokeless tobacco?								
	All	86.8%	1.5%	1.4%	1.2%	3.4%	2.6%	3.1%
	Grades 7-8	95.6%	0.0%	0.0%	1.2%	0.0%	1.3%	1.9%
	Grades 9-12	82.2%	2.3%	2.2%	1.1%	5.2%	3.3%	3.7%

Table T-3: Average age of first use of:

	grade1	grade2
Cigarettes		
	12.5	13.9
Smokeless tobacco		
	11.5	14.1
Any Tobacco		
	12.0	13.6

**Aubrey
SPRING 2010**

Table T-4: If you wanted some, how difficult would it be to get...

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Any tobacco product?							
	All	9.5%	13.9%	5.4%	10.0%	17.4%	43.8%
	Grades 7-8	10.3%	25.5%	8.0%	14.8%	20.7%	20.7%
	Grades 9-12	9.1%	7.8%	4.1%	7.4%	15.7%	55.9%
Cigarettes?							
	All	10.0%	15.4%	5.2%	10.2%	18.7%	40.5%
	Grades 7-8	10.8%	26.3%	8.1%	14.7%	20.9%	19.1%
	Grades 9-12	9.6%	9.7%	3.7%	7.9%	17.6%	51.6%
Smokeless Tobacco?							
	All	16.0%	18.2%	8.1%	10.7%	15.3%	31.7%
	Grades 7-8	18.5%	33.4%	11.7%	13.5%	13.4%	9.5%
	Grades 9-12	14.8%	10.4%	6.2%	9.2%	16.3%	43.1%

Table T-5: About how many of your close friends...

		None	A Few	Some	Most	ALL
Use any tobacco product?						
	All	44.0%	25.5%	17.3%	11.5%	1.7%
	Grades 7-8	66.5%	22.5%	6.8%	3.5%	0.6%
	Grades 9-12	32.2%	27.0%	22.8%	15.7%	2.3%
Smoke cigarettes?						
	All	46.6%	27.3%	16.1%	9.0%	1.0%
	Grades 7-8	68.3%	21.9%	5.7%	3.5%	0.6%
	Grades 9-12	35.0%	30.1%	21.7%	11.9%	1.3%
Use a smokeless tobacco product?						
	All	63.5%	17.8%	12.0%	5.3%	1.3%
	Grades 7-8	85.4%	8.0%	5.4%	1.2%	0.0%
	Grades 9-12	52.4%	22.9%	15.4%	7.4%	2.0%

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Table T-6: How do your parents feel about kids your age using tobacco?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't know
All	72.3%	10.5%	7.4%	1.5%	0.7%	7.6%
Grades 7-8	81.6%	4.3%	3.8%	0.7%	1.2%	8.4%
Grades 9-12	67.4%	13.8%	9.3%	1.9%	0.4%	7.1%

Table T-7: How dangerous do you think it is for kids your age to use tobacco?

	Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
All	46.8%	27.6%	14.2%	5.7%	5.8%
Grades 7-8	62.8%	17.2%	8.5%	4.1%	7.4%
Grades 9-12	38.5%	33.0%	17.1%	6.5%	4.9%

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Table A-1: How recently, if ever, have you used...

		Past Month	School Year	Ever Used	Never Used
Any alcohol product?					
	All	28.0%	41.3%	58.6%	41.4%
	Grades 7-8	10.3%	16.7%	35.6%	64.4%
	Grades 9-12	37.3%	54.4%	70.8%	29.2%
Beer?					
	All	20.9%	32.6%	46.8%	53.2%
	Grades 7-8	6.5%	12.9%	28.1%	71.9%
	Grades 9-12	28.5%	43.0%	56.7%	43.3%
Wine coolers?					
	All	17.4%	28.2%	42.3%	57.7%
	Grades 7-8	8.9%	13.1%	20.2%	79.8%
	Grades 9-12	21.8%	36.0%	53.9%	46.1%
Wine?					
	All	11.9%	21.3%	40.9%	59.1%
	Grades 7-8	3.8%	6.4%	25.4%	74.6%
	Grades 9-12	16.1%	29.0%	48.9%	51.1%
Liquor?					
	All	20.2%	30.8%	43.4%	56.6%
	Grades 7-8	5.4%	9.1%	17.0%	83.0%
	Grades 9-12	28.0%	42.2%	57.2%	42.8%

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Table A-2: How often do you normally use...

		Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
Any alcohol product?								
	All	44.7%	0.7%	3.8%	12.0%	15.1%	13.8%	9.8%
	Grades 7-8	69.1%	0.0%	2.4%	2.5%	6.6%	10.8%	8.6%
	Grades 9-12	32.2%	1.1%	4.5%	16.9%	19.5%	15.4%	10.5%
Beer?								
	All	54.0%	0.5%	3.0%	10.3%	13.5%	12.2%	6.4%
	Grades 7-8	74.2%	0.0%	1.2%	2.5%	5.7%	9.4%	6.9%
	Grades 9-12	43.8%	0.7%	3.9%	14.3%	17.5%	13.7%	6.1%
Wine coolers?								
	All	57.5%	0.3%	1.9%	9.3%	10.1%	13.6%	7.4%
	Grades 7-8	80.9%	0.0%	1.8%	2.5%	4.4%	6.8%	3.6%
	Grades 9-12	45.7%	0.4%	2.0%	12.6%	13.0%	17.0%	9.3%
Wine?								
	All	59.4%	0.0%	1.0%	6.0%	6.8%	15.2%	11.6%
	Grades 7-8	76.9%	0.0%	0.0%	1.9%	3.7%	8.3%	9.1%
	Grades 9-12	50.5%	0.0%	1.5%	8.0%	8.4%	18.7%	12.9%
Liquor?								
	All	55.0%	0.5%	1.8%	9.6%	12.2%	12.4%	8.4%
	Grades 7-8	79.6%	0.0%	1.3%	1.8%	3.2%	7.7%	6.4%
	Grades 9-12	42.7%	0.8%	2.0%	13.5%	16.8%	14.8%	9.5%

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Table A-3: When you drink the following alcoholic beverages, how many drinks do you usually have at one time, on average?

		Never	Ever Used	5 or More	1 to 4	Less than 1
Beer						
	All	52.0%	48.0%	15.5%	22.3%	10.1%
	Grades 7-8	71.6%	28.4%	2.4%	14.5%	11.5%
	Grades 9-12	41.8%	58.2%	22.4%	26.4%	9.4%
Wine Coolers						
	All	57.0%	43.0%	9.1%	27.6%	6.3%
	Grades 7-8	79.5%	20.5%	3.6%	14.6%	2.4%
	Grades 9-12	45.5%	54.5%	12.0%	34.2%	8.3%
Wine						
	All	59.3%	40.7%	4.3%	20.8%	15.6%
	Grades 7-8	76.2%	23.8%	1.8%	11.5%	10.6%
	Grades 9-12	50.4%	49.6%	5.6%	25.7%	18.3%
Liquor						
	All	52.4%	47.6%	13.7%	27.0%	6.9%
	Grades 7-8	77.9%	22.1%	2.6%	13.2%	6.3%
	Grades 9-12	39.4%	60.6%	19.3%	34.1%	7.2%

Table A-4: During the past 30 days, on how many days have you had five or more drinks of alcohol at one time?

		Never/None	1 day	2 days	3 to 5 days	6 to 9 days	10 or more days
Alcohol							
	All	79.8%	5.4%	5.3%	5.2%	2.7%	1.6%
	Grades 7-8	93.3%	2.6%	1.7%	1.2%	0.5%	0.6%
	Grades 9-12	72.9%	6.8%	7.1%	7.2%	3.9%	2.1%

Table A-5: Average age of first use of:

	grade1	grade2
Beer		
	10.8	13.6
Wine Coolers		
	11.1	14.0
Wine		
	11.1	13.9
Liquor		
	11.7	14.4
Any Alcohol		
	10.9	13.4

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Table A-6: If you wanted some, how difficult would it be to get...

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Beer?							
	All	9.2%	9.9%	5.8%	12.6%	23.8%	38.7%
	Grades 7-8	10.1%	22.4%	8.3%	13.5%	20.1%	25.6%
	Grades 9-12	8.8%	3.5%	4.5%	12.1%	25.7%	45.4%
Wine coolers?							
	All	13.6%	14.2%	7.1%	12.7%	20.1%	32.3%
	Grades 7-8	16.7%	29.7%	11.0%	16.4%	12.6%	13.7%
	Grades 9-12	12.0%	6.2%	5.1%	10.8%	24.0%	41.9%
Wine?							
	All	9.9%	13.8%	7.5%	16.3%	18.9%	33.6%
	Grades 7-8	9.5%	30.3%	9.3%	14.9%	19.7%	16.2%
	Grades 9-12	10.1%	5.1%	6.6%	17.0%	18.5%	42.8%
Liquor?							
	All	9.9%	14.7%	8.9%	14.3%	18.5%	33.7%
	Grades 7-8	10.5%	31.0%	13.1%	15.6%	15.3%	14.5%
	Grades 9-12	9.5%	6.2%	6.8%	13.6%	20.2%	43.7%
Any alcohol product?							
	All	8.5%	9.6%	4.5%	12.4%	21.3%	43.8%
	Grades 7-8	9.8%	22.8%	6.9%	12.4%	20.8%	27.4%
	Grades 9-12	7.8%	2.6%	3.2%	12.4%	21.6%	52.4%

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Table A-7: Since school began in the fall, on how many days (if any) have you...

	None	1-3 Times	4-9 Times	10+ Times
Attended class while drunk on alcohol?				
All	93.4%	5.0%	0.4%	1.2%
Grades 7-8	92.7%	6.6%	0.0%	0.7%
Grades 9-12	93.8%	4.2%	0.5%	1.5%
Gotten into trouble with teachers because of your drinking?				
All	99.5%	0.0%	0.2%	0.3%
Grades 7-8	99.3%	0.0%	0.7%	0.0%
Grades 9-12	99.6%	0.0%	0.0%	0.4%

Table A-8: School year use of alcohol by absences and conduct problems:

Average days absent due to illness or other reasons	
Alcohol Users:	6.0
Alcohol Non-use	4.6
Average days conduct problems reported	
Alcohol Users:	3.1
Alcohol Non-use	1.5

Table A-9: During the past twelve months, how many times have you...

	None	1-3 Times	4-9 Times	10+ Times
Driven a car when you've had a good bit to drink?				
All	90.6%	6.2%	1.9%	1.3%
Grades 9-12	90.6%	6.2%	1.9%	1.3%
Gotten into trouble with the police because of drinking?				
All	97.4%	2.0%	0.4%	0.3%
Grades 7-8	98.0%	0.7%	1.3%	0.0%
Grades 9-12	97.0%	2.6%	0.0%	0.4%

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Table A-10: About how many of your close friends use...

		None	A Few	Some	Most	ALL
Any alcohol product?						
	All	36.0%	19.8%	15.8%	20.8%	7.5%
	Grades 7-8	60.7%	23.6%	10.0%	2.8%	2.8%
	Grades 9-12	23.0%	17.8%	18.9%	30.3%	10.0%
Beer?						
	All	38.6%	19.9%	15.4%	20.0%	6.1%
	Grades 7-8	63.6%	22.5%	8.6%	3.6%	1.7%
	Grades 9-12	25.5%	18.6%	18.9%	28.6%	8.4%
Wine coolers?						
	All	51.7%	14.2%	15.6%	13.9%	4.6%
	Grades 7-8	79.8%	9.3%	6.8%	2.9%	1.2%
	Grades 9-12	37.4%	16.7%	20.1%	19.5%	6.3%
Wine?						
	All	58.2%	18.9%	12.0%	7.7%	3.3%
	Grades 7-8	79.5%	11.3%	7.4%	1.1%	0.7%
	Grades 9-12	47.2%	22.7%	14.3%	11.0%	4.7%
Liquor?						
	All	45.1%	17.7%	14.0%	17.7%	5.5%
	Grades 7-8	72.4%	14.8%	8.0%	2.9%	1.9%
	Grades 9-12	31.0%	19.1%	17.1%	25.4%	7.4%

Table A-11: During the past twelve months, how many times have you...

		None	1-3 Times	4-9 Times	10+ Times
Had difficulties of any kind with your friends because of your drinking?					
	All	92.4%	7.3%	0.3%	0.0%
	Grades 7-8	95.8%	4.2%	0.0%	0.0%
	Grades 9-12	90.6%	9.1%	0.4%	0.0%
Been criticized by someone you were dating because of drinking?					
	All	89.6%	9.2%	0.4%	0.8%
	Grades 7-8	93.7%	6.3%	0.0%	0.0%
	Grades 9-12	87.5%	10.7%	0.6%	1.3%

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Table A-12: Thinking of parties you attended this school year, how often was alcohol used?

	Never	Seldom	Half the Time	Most of the Time	Always	Don't know	Didn't attend
All	43.7%	6.0%	5.4%	12.5%	19.4%	0.9%	12.0%
Grades 7-8	73.2%	6.4%	3.7%	2.4%	3.7%	0.7%	10.0%
Grades 9-12	28.8%	5.8%	6.3%	17.6%	27.4%	1.1%	13.0%

Table A-13: How often, if ever, do you get alcoholic beverages from..

		Do Not Drink	Never	Seldom	Most of the Time	Always
At home?						
	All	46.3%	25.5%	19.3%	6.6%	2.3%
	Grades 7-8	64.7%	19.2%	9.9%	4.4%	1.8%
	Grades 9-12	37.1%	28.7%	24.0%	7.7%	2.6%
From friends?						
	All	45.3%	15.8%	12.4%	19.7%	6.8%
	Grades 7-8	67.2%	21.8%	3.8%	7.2%	0.0%
	Grades 9-12	34.5%	12.8%	16.6%	25.9%	10.2%
From a store?						
	All	46.6%	37.4%	8.2%	4.4%	3.3%
	Grades 7-8	65.9%	30.8%	3.3%	0.0%	0.0%
	Grades 9-12	37.3%	40.6%	10.6%	6.6%	5.0%
At parties?						
	All	44.2%	13.3%	11.7%	14.9%	15.8%
	Grades 7-8	63.8%	16.3%	12.6%	6.0%	1.3%
	Grades 9-12	34.9%	11.9%	11.3%	19.2%	22.7%
Other source?						
	All	47.0%	24.4%	12.4%	9.1%	7.1%
	Grades 7-8	64.4%	20.1%	9.8%	4.4%	1.4%
	Grades 9-12	38.2%	26.6%	13.7%	11.5%	10.0%

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Table A-14: How do your parents feel about kids your age drinking alcohol?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't know
All	58.3%	18.4%	11.7%	3.9%	1.2%	6.7%
Grades 7-8	72.8%	11.5%	4.5%	1.3%	1.3%	8.7%
Grades 9-12	51.0%	21.9%	15.2%	5.2%	1.1%	5.6%

Table A-15: How dangerous do you think it is for kids your age to use alcohol?

	Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
All	43.2%	31.8%	15.1%	5.8%	4.1%
Grades 7-8	62.2%	14.4%	11.3%	7.6%	4.6%
Grades 9-12	33.6%	40.7%	17.0%	4.9%	3.8%

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Table D-1: How recently, if ever, have you used...

		Past Month	School Year	Ever Used	Never Used
Marijuana?					
	All	10.0%	14.9%	22.0%	78.0%
	Grades 7-8	5.5%	7.7%	10.0%	90.0%
	Grades 9-12	12.5%	18.7%	28.4%	71.6%
Cocaine?					
	All	0.7%	3.2%	4.5%	95.5%
	Grades 7-8	1.3%	1.3%	1.3%	98.7%
	Grades 9-12	0.4%	4.2%	6.3%	93.7%
Crack?					
	All	0.3%	1.1%	2.1%	97.9%
	Grades 7-8	0.0%	0.7%	0.7%	99.3%
	Grades 9-12	0.4%	1.4%	2.9%	97.1%
Hallucinogens?					
	All	2.2%	3.0%	5.3%	94.7%
	Grades 7-8	1.2%	1.8%	2.5%	97.5%
	Grades 9-12	2.7%	3.7%	6.8%	93.2%
Uppers?					
	All	2.7%	4.5%	6.6%	93.4%
	Grades 7-8	1.7%	2.4%	2.4%	97.6%
	Grades 9-12	3.3%	5.7%	9.0%	91.0%
Downers?					
	All	3.0%	5.3%	7.3%	92.7%
	Grades 7-8	2.5%	2.5%	3.8%	96.2%
	Grades 9-12	3.3%	6.8%	9.1%	90.9%
Rohypnol?					
	All	0.7%	0.9%	2.2%	97.8%
	Grades 7-8	0.6%	1.2%	2.5%	97.5%
	Grades 9-12	0.8%	0.8%	2.1%	97.9%
Steroids?					
	All	1.4%	1.6%	3.2%	96.8%
	Grades 7-8	1.3%	1.3%	2.4%	97.6%
	Grades 9-12	1.5%	1.8%	3.5%	96.5%
Ecstasy?					
	All	3.0%	4.4%	6.2%	93.8%
	Grades 7-8	0.6%	2.0%	2.0%	98.0%
	Grades 9-12	4.2%	5.6%	8.3%	91.7%
Heroin?					
	All	0.4%	1.4%	1.8%	98.2%
	Grades 7-8	0.6%	0.6%	1.2%	98.8%
	Grades 9-12	0.4%	1.8%	2.1%	97.9%

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Table D-2: How often do you normally use...

		Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
Marijuana?								
	All	81.4%	2.8%	2.3%	4.1%	2.8%	3.3%	3.3%
	Grades 7-8	91.3%	1.3%	0.6%	2.5%	0.6%	2.6%	1.1%
	Grades 9-12	76.2%	3.5%	3.2%	5.0%	4.0%	3.7%	4.4%
Cocaine?								
	All	96.3%	0.0%	0.0%	0.2%	0.8%	0.9%	1.8%
	Grades 7-8	99.3%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%
	Grades 9-12	94.9%	0.0%	0.0%	0.0%	1.1%	1.3%	2.7%
Crack?								
	All	98.6%	0.0%	0.0%	0.0%	0.3%	0.0%	1.1%
	Grades 7-8	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grades 9-12	97.9%	0.0%	0.0%	0.0%	0.4%	0.0%	1.6%
Hallucinogens?								
	All	94.5%	0.2%	0.0%	0.4%	0.7%	1.7%	2.5%
	Grades 7-8	97.6%	0.7%	0.0%	1.1%	0.0%	0.6%	0.0%
	Grades 9-12	92.9%	0.0%	0.0%	0.0%	1.1%	2.3%	3.7%
Uppers?								
	All	93.2%	0.5%	0.0%	1.6%	1.3%	0.9%	2.5%
	Grades 7-8	98.1%	0.7%	0.0%	0.6%	0.6%	0.0%	0.0%
	Grades 9-12	90.8%	0.3%	0.0%	2.2%	1.7%	1.3%	3.8%
Downers?								
	All	93.5%	0.4%	0.4%	1.1%	1.0%	1.1%	2.5%
	Grades 7-8	97.4%	0.0%	0.0%	0.6%	0.6%	0.7%	0.7%
	Grades 9-12	91.5%	0.6%	0.6%	1.4%	1.3%	1.3%	3.4%
Rohypnol?								
	All	98.1%	0.0%	0.0%	0.2%	0.2%	0.0%	1.5%
	Grades 7-8	98.1%	0.0%	0.0%	0.6%	0.6%	0.0%	0.7%
	Grades 9-12	98.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%
Steroids?								
	All	98.1%	0.0%	0.0%	0.4%	0.4%	0.2%	1.0%
	Grades 7-8	99.4%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%
	Grades 9-12	97.4%	0.0%	0.0%	0.6%	0.6%	0.0%	1.5%
Ecstasy?								
	All	94.7%	0.0%	0.5%	1.4%	1.2%	1.3%	0.9%
	Grades 7-8	98.7%	0.0%	0.0%	0.6%	0.0%	0.7%	0.0%
	Grades 9-12	92.7%	0.0%	0.7%	1.8%	1.8%	1.6%	1.3%
Heroin?								
	All	98.4%	0.0%	0.0%	0.5%	0.0%	0.3%	0.9%
	Grades 7-8	99.4%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%
	Grades 9-12	97.8%	0.0%	0.0%	0.4%	0.0%	0.4%	1.3%

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Table D-3: Average age of first use of:

	grade1	grade2
Marijuana	13.2	14.5
Cocaine	*	15.8
Crack	*	14.0
Hallucinogens	*	15.3
Uppers	13.5	15.4
Downers	*	15.3
Rohypnol	*	*
Steroids	*	14.6
Ecstasy	*	15.3
Heroin	*	*

Table D-4: Age of first use of marijuana by family situation:

	Never	9/Under	10 to 11	12 to 13	14 to 15	16 to 17	Over 17
Two parent family							
All	84.3%	0.6%	0.3%	3.9%	4.9%	5.3%	0.7%
Grades 7-8	96.2%	0.0%	0.0%	2.7%	0.0%	0.0%	1.1%
Grades 9-12	78.4%	0.8%	0.5%	4.5%	7.4%	7.9%	0.5%
Other family situation							
All	69.6%	0.0%	1.3%	9.9%	12.9%	6.3%	0.0%
Grades 7-8	79.8%	0.0%	0.0%	18.3%	2.0%	0.0%	0.0%
Grades 9-12	64.5%	0.0%	2.0%	5.8%	18.4%	9.4%	0.0%

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Table D-5: If you wanted some, how difficult would it be to get..

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Marijuana?							
	All	12.7%	27.4%	9.8%	11.9%	13.2%	25.1%
	Grades 7-8	15.4%	42.8%	11.5%	10.1%	8.2%	11.9%
	Grades 9-12	11.3%	19.4%	8.9%	12.8%	15.8%	31.9%
Cocaine?							
	All	16.1%	34.5%	19.4%	15.9%	6.1%	7.9%
	Grades 7-8	18.6%	48.5%	15.4%	10.5%	2.7%	4.3%
	Grades 9-12	14.8%	27.5%	21.4%	18.5%	7.9%	9.8%
Crack?							
	All	16.7%	36.7%	20.8%	13.0%	5.4%	7.3%
	Grades 7-8	18.2%	50.5%	16.0%	8.5%	3.2%	3.6%
	Grades 9-12	16.0%	29.5%	23.2%	15.4%	6.6%	9.3%
Hallucinogens?							
	All	26.4%	29.2%	17.6%	10.5%	6.0%	10.3%
	Grades 7-8	30.2%	44.3%	12.3%	5.1%	4.4%	3.7%
	Grades 9-12	24.5%	21.6%	20.3%	13.2%	6.8%	13.6%
Uppers?							
	All	36.1%	25.2%	12.4%	10.7%	5.6%	10.1%
	Grades 7-8	43.3%	37.8%	7.2%	4.9%	3.1%	3.7%
	Grades 9-12	32.3%	18.7%	15.1%	13.7%	6.9%	13.3%
Downers?							
	All	37.0%	25.4%	12.8%	9.7%	4.6%	10.4%
	Grades 7-8	44.2%	37.3%	7.8%	4.3%	2.5%	3.9%
	Grades 9-12	33.4%	19.5%	15.3%	12.4%	5.7%	13.7%
Rohypnol?							
	All	34.9%	29.7%	14.6%	10.3%	3.8%	6.7%
	Grades 7-8	37.3%	41.7%	9.4%	4.3%	3.2%	4.2%
	Grades 9-12	33.7%	23.7%	17.2%	13.3%	4.2%	8.0%
Steroids?							
	All	17.3%	38.1%	14.7%	12.6%	7.0%	10.2%
	Grades 7-8	19.0%	56.2%	12.6%	5.4%	3.7%	3.1%
	Grades 9-12	16.5%	28.8%	15.8%	16.3%	8.7%	13.9%
Ecstasy?							
	All	27.1%	30.3%	13.2%	10.2%	7.8%	11.4%
	Grades 7-8	32.0%	45.0%	11.6%	5.2%	3.8%	2.4%
	Grades 9-12	24.5%	22.6%	14.1%	12.8%	9.9%	16.1%
Heroin?							
	All	22.9%	37.3%	16.8%	11.2%	4.6%	7.2%
	Grades 7-8	23.4%	50.8%	13.8%	4.6%	3.9%	3.5%
	Grades 9-12	22.7%	30.3%	18.3%	14.6%	4.9%	9.1%

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Table D-6: Since school began in the fall, on how many days (if any) have you..

	None	1-3 Times	4-9 Times	10+ Times
Attended class while high from marijuana use?				
All	90.8%	4.4%	1.6%	3.2%
Grades 7-8	94.4%	3.1%	0.6%	1.9%
Grades 9-12	89.0%	5.0%	2.1%	3.9%
Attended class while high from use of some other drug?				
All	95.0%	2.5%	1.4%	1.1%
Grades 7-8	97.5%	1.9%	0.0%	0.7%
Grades 9-12	93.8%	2.9%	2.1%	1.3%
Gotten into trouble with teachers because of your drug use?				
All	98.7%	1.1%	0.0%	0.2%
Grades 7-8	99.3%	0.7%	0.0%	0.0%
Grades 9-12	98.3%	1.3%	0.0%	0.4%

Table D-7: School year use of marijuana by absences and conduct problems:

Average days absent due to illness or other reasons	
Marijuana Users:	5.5
Marijuana Non-use	5.1

Average days conduct problems reported	
Marijuana Users:	4.3
Marijuana Non-use	1.8

Table D-8: During the past twelve months, how many times have you..

	None	1-3 Times	4-9 Times	10+ Times
Driven a car when you've felt high from drugs?				
All	89.7%	4.9%	2.0%	3.4%
Grades 9-12	89.7%	4.9%	2.0%	3.4%
Gotten into trouble with the police because of drug use?				
All	97.7%	2.0%	0.0%	0.3%
Grades 7-8	99.4%	0.6%	0.0%	0.0%
Grades 9-12	96.9%	2.7%	0.0%	0.4%

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Table D-9: About how many of your close friends use marijuana?

	None	A Few	Some	Most	ALL
All	54.7%	16.8%	14.3%	10.9%	3.3%
Grades 7-8	73.0%	14.8%	7.6%	3.5%	1.2%
Grades 9-12	45.0%	17.9%	17.9%	14.8%	4.4%

Table D-10: During the past twelve months, how many times have you..

	None	1-3 Times	4-9 Times	10+ Times
Had difficulties of any kind with your friends because of your drug use?				
All	94.6%	4.4%	0.4%	0.5%
Grades 7-8	96.9%	3.1%	0.0%	0.0%
Grades 9-12	93.5%	5.1%	0.6%	0.8%
Been criticized by someone you were dating because of drug use?				
All	94.2%	4.2%	0.4%	1.2%
Grades 7-8	96.7%	3.3%	0.0%	0.0%
Grades 9-12	93.0%	4.7%	0.6%	1.8%

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Table D-11: Thinking of parties you attended this school year, how often were marijuana and/or other drugs used?

	Never	Seldom	Half the Time	Most of the Time	Always	Don't know	Didn't attend
All	53.9%	10.3%	8.4%	6.6%	6.3%	2.2%	12.3%
Grades 7-8	78.4%	2.6%	3.5%	1.9%	3.1%	0.6%	10.0%
Grades 9-12	41.4%	14.2%	10.9%	9.0%	8.0%	3.0%	13.4%

Table D-12: How often, if ever, do you smoke marijuana in..

CATEGORY		Never	Seldom	Half the Time	Most of the Time	Always	Don't know
Joints?	All	82.8%	7.3%	5.5%	1.8%	1.6%	1.1%
	Grades 7-8	89.3%	1.9%	3.6%	1.3%	2.6%	1.3%
	Grades 9-12	79.4%	10.0%	6.5%	2.1%	1.0%	1.0%
Blunts?	All	84.1%	6.9%	3.5%	2.2%	1.9%	1.3%
	Grades 7-8	93.5%	2.0%	0.6%	0.6%	1.4%	1.9%
	Grades 9-12	79.5%	9.3%	5.0%	3.0%	2.2%	1.0%
Bongs or water pipes?	All	82.5%	5.8%	3.9%	3.8%	3.0%	0.9%
	Grades 7-8	91.0%	1.3%	1.3%	2.4%	3.3%	0.7%
	Grades 9-12	78.3%	8.0%	5.2%	4.5%	2.9%	1.0%
Pipes?	All	82.5%	3.9%	4.2%	5.2%	3.1%	1.1%
	Grades 7-8	92.3%	1.3%	1.2%	1.3%	2.7%	1.4%
	Grades 9-12	77.7%	5.2%	5.7%	7.1%	3.3%	1.0%
Some other way?	All	88.8%	5.3%	1.1%	0.5%	1.7%	2.6%
	Grades 7-8	94.2%	2.5%	0.0%	0.0%	0.7%	2.7%
	Grades 9-12	86.1%	6.8%	1.6%	0.8%	2.2%	2.5%

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Table D-13: How do your parents feel about kids your age using marijuana?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't know
All	81.2%	6.1%	4.5%	0.6%	1.1%	6.6%
Grades 7-8	85.0%	3.7%	2.0%	0.0%	1.3%	8.1%
Grades 9-12	79.3%	7.3%	5.7%	0.9%	1.0%	5.9%

Table D-14: How dangerous do you think it is for kids your age to use...

		Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
Marijuana?						
	All	55.8%	16.8%	10.0%	11.9%	5.4%
	Grades 7-8	72.5%	8.0%	7.7%	5.8%	5.9%
	Grades 9-12	47.5%	21.2%	11.2%	14.9%	5.2%
Cocaine?						
	All	81.9%	8.6%	1.8%	2.0%	5.7%
	Grades 7-8	84.4%	4.0%	2.1%	4.3%	5.1%
	Grades 9-12	80.6%	10.9%	1.7%	0.9%	6.0%
Crack?						
	All	82.7%	8.8%	1.9%	1.7%	4.9%
	Grades 7-8	84.9%	5.3%	2.1%	3.0%	4.6%
	Grades 9-12	81.6%	10.7%	1.8%	0.9%	5.1%
Ecstasy?						
	All	75.0%	10.4%	4.3%	3.2%	7.1%
	Grades 7-8	79.3%	4.2%	2.0%	4.3%	10.2%
	Grades 9-12	72.8%	13.6%	5.4%	2.6%	5.5%
Steroids?						
	All	74.8%	11.3%	4.8%	3.0%	6.1%
	Grades 7-8	76.8%	11.4%	2.1%	3.8%	5.9%
	Grades 9-12	73.8%	11.3%	6.1%	2.6%	6.2%
Heroin?						
	All	84.7%	4.7%	1.6%	1.9%	7.1%
	Grades 7-8	88.1%	2.2%	1.5%	3.1%	5.2%
	Grades 9-12	83.0%	6.0%	1.7%	1.3%	8.1%

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Table D-15: How recently, if ever, have you taken...

	Past Month	School Year	Ever Used	Never Used
Methamphetamine?				
All	0.9%	2.2%	2.8%	97.2%
Grades 7-8	1.2%	1.2%	1.2%	98.8%
Grades 9-12	0.7%	2.7%	3.7%	96.3%

Table D-16: How recently, if ever, have you taken the following PRESCRIPTION DRUGS...

	Past Month	School Year	Ever Used	Never Used
Codeine?				
All	5.1%	7.9%	10.2%	89.8%
Grades 7-8	1.4%	2.6%	4.0%	96.0%
Grades 9-12	7.0%	10.6%	13.4%	86.6%
Oxycontin, Percodan or Percocet?				
All	1.5%	3.0%	4.4%	95.6%
Grades 7-8	0.0%	0.0%	1.4%	98.6%
Grades 9-12	2.3%	4.5%	5.8%	94.2%
Vicodin, Lortab or Lorcet?				
All	3.3%	6.3%	7.8%	92.2%
Grades 7-8	1.4%	1.4%	2.1%	97.9%
Grades 9-12	4.3%	8.7%	10.6%	89.4%
Valium or Diazepam?				
All	1.8%	3.0%	3.7%	96.3%
Grades 7-8	0.0%	0.0%	0.7%	99.3%
Grades 9-12	2.6%	4.5%	5.2%	94.8%
Xanax or Alprazolam?				
All	4.1%	5.3%	6.9%	93.1%
Grades 7-8	2.0%	2.0%	3.5%	96.5%
Grades 9-12	5.0%	6.8%	8.6%	91.4%

Table D-17: How recently, if ever, have you taken the following OVER-THE COUNTER drugs...

	Past Month	School Year	Ever Used	Never Used
DXM, Triple C?				
All	1.2%	2.0%	4.3%	95.7%
Grades 7-8	0.0%	0.7%	1.9%	98.1%
Grades 9-12	1.9%	2.6%	5.5%	94.5%

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Table I-1: How recently, if ever, have you used...

		Past Month	School Year	Ever Used	Never Used
Spray paint?					
	All	1.2%	2.8%	6.5%	93.5%
	Grades 7-8	1.2%	3.6%	7.3%	92.7%
	Grades 9-12	1.2%	2.3%	6.1%	93.9%
Whiteout, correction fld?					
	All	1.9%	4.2%	9.7%	90.3%
	Grades 7-8	2.3%	6.0%	13.0%	87.0%
	Grades 9-12	1.6%	3.2%	8.1%	91.9%
Computer dusting sprays?					
	All	1.6%	2.8%	5.7%	94.3%
	Grades 7-8	0.6%	1.2%	1.2%	98.8%
	Grades 9-12	2.1%	3.7%	8.0%	92.0%
Helium, butane, propane, whippets, freon?					
	All	4.6%	6.3%	10.9%	89.1%
	Grades 7-8	5.4%	5.9%	10.3%	89.7%
	Grades 9-12	4.3%	6.5%	11.3%	88.7%
Glue?					
	All	0.5%	1.7%	2.0%	98.0%
	Grades 7-8	0.6%	3.8%	3.8%	96.2%
	Grades 9-12	0.4%	0.7%	1.1%	98.9%
Toluene, paint thinner, other solvents?					
	All	1.6%	2.7%	3.4%	96.6%
	Grades 7-8	1.9%	3.1%	4.2%	95.8%
	Grades 9-12	1.4%	2.5%	3.0%	97.0%
Gasoline, octane booster, carburetor cleaner?					
	All	0.9%	1.5%	4.4%	95.6%
	Grades 7-8	0.7%	1.2%	4.4%	95.6%
	Grades 9-12	1.1%	1.7%	4.3%	95.7%
Other aerosols/sprays?					
	All	0.7%	1.2%	2.6%	97.4%
	Grades 7-8	1.3%	1.8%	3.0%	97.0%
	Grades 9-12	0.4%	0.8%	2.3%	97.7%
Any inhalant?					
	All	7.1%	11.6%	17.9%	82.1%
	Grades 7-8	6.7%	10.0%	17.3%	82.7%
	Grades 9-12	7.2%	12.4%	18.2%	81.8%

Table I-2: How often do you normally use inhalants?

	Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
All	92.2%	0.0%	0.0%	0.7%	2.3%	1.4%	3.4%
Grades 7-8	92.4%	0.0%	0.0%	0.6%	3.8%	1.8%	1.4%
Grades 9-12	92.2%	0.0%	0.0%	0.7%	1.6%	1.1%	4.4%

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I-3: Number of different kinds of inhalants used

	None	One	Two to Three	Four Plus
All	82.4%	7.1%	6.5%	4.0%
Grades 7-8	82.9%	6.9%	5.0%	5.1%
Grades 9-12	82.1%	7.2%	7.3%	3.4%

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Table I-4: Average age of first use of:

	grade1	grade2
Inhalants		
	13.1	13.7

Table I-5: Since school began in the fall, on how many days (if any) have you attended class while high from inhalant use?

	None	1-3 Times	4-9 Times	10+ Times
All	98.0%	1.6%	0.0%	0.5%
Grades 7-8	98.2%	1.1%	0.0%	0.7%
Grades 9-12	97.8%	1.8%	0.0%	0.4%

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Table I-6: School year use of inhalants by absences and conduct problems:

Average days absent due to illness or other reasons	
Inhalants Users:	5.9
Inhalants Non-use	5.1

Average days conduct problems reported	
Inhalants Users:	4.5
Inhalants Non-use	1.8

Table I-7: About how many of your close friends use inhalants?

	None	A Few	Some	Most	ALL
All	76.8%	15.0%	6.3%	1.3%	0.6%
Grades 7-8	83.1%	8.5%	5.4%	2.4%	0.6%
Grades 9-12	73.6%	18.3%	6.8%	0.7%	0.7%

Table I-8: How dangerous do you think it is for kids your age to use inhalants?

	Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
All	71.5%	15.9%	4.3%	2.5%	5.8%
Grades 7-8	79.2%	11.7%	2.1%	2.5%	4.6%
Grades 9-12	67.5%	18.0%	5.4%	2.6%	6.5%

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Table I-9: If you wanted some, how difficult would it be to get..

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Inhalants?							
	All	14.6%	17.8%	6.3%	8.4%	13.4%	39.7%
	Grades 7-8	14.5%	34.7%	6.0%	6.4%	8.0%	30.3%
	Grades 9-12	14.6%	9.3%	6.4%	9.4%	16.1%	44.3%

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Table X-1: Since school began in the fall, have you gotten any information on drugs or alcohol from the following sources?

CATEGORY		Yes
A school health class	All	44.0%
	Grades 7-8	34.7%
	Grades 9-12	48.7%
An assembly program	All	47.4%
	Grades 7-8	69.7%
	Grades 9-12	36.1%
Guidance counselor	All	22.0%
	Grades 7-8	40.3%
	Grades 9-12	13.2%
Science class	All	23.0%
	Grades 7-8	27.7%
	Grades 9-12	20.7%
Social studies class	All	7.9%
	Grades 7-8	6.8%
	Grades 9-12	8.5%
Student group session	All	11.4%
	Grades 7-8	12.4%
	Grades 9-12	10.9%
An invited school guest	All	26.6%
	Grades 7-8	43.0%
	Grades 9-12	18.3%
Another source at school	All	22.7%
	Grades 7-8	30.2%
	Grades 9-12	19.1%
Any school source	All	56.7%
	Grades 7-8	63.0%
	Grades 9-12	53.3%

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Table X-2: If you had a drug or alcohol problem and needed help, who would you go to?

CATEGORY		Yes
Counselor/program in-school	All	27.2%
	Grades 7-8	43.2%
	Grades 9-12	19.1%
Another adult in school	All	31.0%
	Grades 7-8	37.7%
	Grades 9-12	27.6%
Counselor/program outside-school	All	36.5%
	Grades 7-8	47.8%
	Grades 9-12	30.7%
Your parents	All	60.4%
	Grades 7-8	66.6%
	Grades 9-12	57.3%
A medical doctor	All	41.4%
	Grades 7-8	51.1%
	Grades 9-12	36.7%
Your friends	All	72.8%
	Grades 7-8	64.5%
	Grades 9-12	77.0%
Another adult	All	57.7%
	Grades 7-8	53.5%
	Grades 9-12	59.8%

Table X-3: Since school began in the fall, have you sought help, other than from family or friends, for problems in any way connected with your use of alcohol, marijuana, or other drugs?

CATEGORY		Yes
Seek Help	All	6.1%
	Grades 7-8	6.8%
	Grades 9-12	5.8%

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Table X-4: About how many of your friends:

	None	A Few	Some	Most	ALL
Feel close to their parents?					
All	6.0%	26.4%	22.2%	38.1%	7.3%
Grades 7-8	8.1%	21.1%	14.9%	43.3%	12.7%
Grades 9-12	4.9%	29.2%	26.1%	35.4%	4.5%
Sometimes carry weapons?					
All	61.3%	24.2%	9.0%	4.1%	1.5%
Grades 7-8	69.3%	19.5%	5.9%	3.0%	2.2%
Grades 9-12	57.1%	26.5%	10.6%	4.6%	1.1%
Care about making good grades?					
All	4.5%	15.1%	22.8%	47.2%	10.3%
Grades 7-8	6.1%	14.0%	17.8%	44.9%	17.2%
Grades 9-12	3.6%	15.7%	25.4%	48.4%	6.9%
Belong/want to belong to a gang?					
All	82.2%	12.5%	3.1%	1.8%	0.5%
Grades 7-8	85.1%	9.7%	3.5%	1.8%	0.0%
Grades 9-12	80.7%	13.9%	2.8%	1.8%	0.7%
Wish they could drop out of school?					
All	51.6%	32.9%	6.8%	5.5%	3.2%
Grades 7-8	60.3%	27.1%	5.0%	5.2%	2.4%
Grades 9-12	47.0%	35.9%	7.8%	5.7%	3.6%

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Table X-5: How safe do you feel when you are:

		Very Safe	Somewhat Safe	Not Very Safe	Not Safe at All	Don't Know
In your home?						
	All	77.6%	18.9%	1.0%	1.4%	1.1%
	Grades 7-8	80.5%	14.0%	1.2%	2.0%	2.2%
	Grades 9-12	76.1%	21.4%	1.0%	1.0%	0.5%
Out in your neighborhood?						
	All	53.0%	37.5%	5.4%	2.2%	1.8%
	Grades 7-8	52.9%	35.0%	6.1%	3.3%	2.8%
	Grades 9-12	53.1%	38.9%	5.1%	1.7%	1.3%
At school?						
	All	46.4%	40.5%	6.7%	4.6%	1.8%
	Grades 7-8	47.2%	38.5%	6.8%	5.6%	1.8%
	Grades 9-12	46.0%	41.5%	6.6%	4.1%	1.8%

2. Prevalence Tables

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**Table B1: Prevalence and recency of use of selected substances by grade
All students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	17.0%	23.4%	33.5%	66.5%
	Grades 7-8	6.4%	9.8%	19.1%	80.9%
	Grades 9-12	22.6%	30.7%	41.2%	58.8%
Alcohol					
	All	28.0%	41.3%	58.6%	41.4%
	Grades 7-8	10.3%	16.7%	35.6%	64.4%
	Grades 9-12	37.3%	54.4%	70.8%	29.2%
Inhalants					
	All	7.1%	11.6%	17.9%	82.1%
	Grades 7-8	6.7%	10.0%	17.3%	82.7%
	Grades 9-12	7.2%	12.4%	18.2%	81.8%
Any Illicit Drug					
	All	11.7%	16.0%	23.7%	76.3%
	Grades 7-8	6.9%	8.4%	11.2%	88.8%
	Grades 9-12	14.2%	20.1%	30.4%	69.6%
Marijuana & Other Illicit Drug					
	All	10.0%	14.9%	22.0%	78.0%
	Grades 7-8	5.5%	7.7%	10.0%	90.0%
	Grades 9-12	12.5%	18.7%	28.4%	71.6%
Marijuana Only					
	All	4.9%	6.7%	12.0%	88.0%
	Grades 7-8	1.7%	3.2%	5.3%	94.7%
	Grades 9-12	6.6%	8.5%	15.5%	84.5%
Cocaine or Crack					
	All	0.9%	3.7%	5.2%	94.8%
	Grades 7-8	1.3%	1.3%	1.3%	98.7%
	Grades 9-12	0.7%	4.9%	7.3%	92.7%
Cocaine					
	All	0.7%	3.2%	4.5%	95.5%
	Grades 7-8	1.3%	1.3%	1.3%	98.7%
	Grades 9-12	0.4%	4.2%	6.3%	93.7%
Crack					
	All	0.3%	1.1%	2.1%	97.9%
	Grades 7-8	0.0%	0.7%	0.7%	99.3%
	Grades 9-12	0.4%	1.4%	2.9%	97.1%
Hallucinogens					
	All	2.2%	3.0%	5.3%	94.7%
	Grades 7-8	1.2%	1.8%	2.5%	97.5%
	Grades 9-12	2.7%	3.7%	6.8%	93.2%
Uppers					
	All	2.7%	4.5%	6.6%	93.4%
	Grades 7-8	1.7%	2.4%	2.4%	97.6%
	Grades 9-12	3.3%	5.7%	9.0%	91.0%
Downers					
	All	3.0%	5.3%	7.3%	92.7%
	Grades 7-8	2.5%	2.5%	3.8%	96.2%
	Grades 9-12	3.3%	6.8%	9.1%	90.9%

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**Table B1: Prevalence and recency of use of selected substances by grade
All students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.7%	0.9%	2.2%	97.8%
	Grades 7-8	0.6%	1.2%	2.5%	97.5%
	Grades 9-12	0.8%	0.8%	2.1%	97.9%
Steroids					
	All	1.4%	1.6%	3.2%	96.8%
	Grades 7-8	1.3%	1.3%	2.4%	97.6%
	Grades 9-12	1.5%	1.8%	3.5%	96.5%
Ecstasy					
	All	3.0%	4.4%	6.2%	93.8%
	Grades 7-8	0.6%	2.0%	2.0%	98.0%
	Grades 9-12	4.2%	5.6%	8.3%	91.7%
Heroin					
	All	0.4%	1.4%	1.8%	98.2%
	Grades 7-8	0.6%	0.6%	1.2%	98.8%
	Grades 9-12	0.4%	1.8%	2.1%	97.9%

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**Table B2: Prevalence and recency of use of selected substances by grade
Male students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	21.3%	26.7%	37.8%	62.2%
	Grades 7-8	8.1%	11.7%	22.1%	77.9%
	Grades 9-12	28.4%	34.9%	46.3%	53.7%
Alcohol					
	All	24.9%	39.2%	60.0%	40.0%
	Grades 7-8	9.4%	17.9%	44.0%	56.0%
	Grades 9-12	33.2%	50.5%	68.5%	31.5%
Inhalants					
	All	10.1%	14.8%	22.6%	77.4%
	Grades 7-8	6.8%	9.1%	18.2%	81.8%
	Grades 9-12	11.8%	17.9%	25.1%	74.9%
Any Illicit Drug					
	All	13.8%	18.5%	26.4%	73.6%
	Grades 7-8	9.1%	10.1%	13.2%	86.8%
	Grades 9-12	16.4%	23.0%	33.6%	66.4%
Marijuana & Other Illicit Drug					
	All	11.0%	16.8%	25.6%	74.4%
	Grades 7-8	7.4%	8.5%	11.8%	88.2%
	Grades 9-12	12.9%	21.3%	33.1%	66.9%
Marijuana Only					
	All	4.2%	5.2%	11.7%	88.3%
	Grades 7-8	2.2%	3.2%	6.3%	93.7%
	Grades 9-12	5.3%	6.3%	14.6%	85.4%
Cocaine or Crack					
	All	2.0%	6.4%	7.7%	92.3%
	Grades 7-8	2.7%	2.7%	2.7%	97.3%
	Grades 9-12	1.6%	8.4%	10.3%	89.7%
Cocaine					
	All	1.5%	5.4%	6.7%	93.3%
	Grades 7-8	2.8%	2.8%	2.8%	97.2%
	Grades 9-12	0.8%	6.8%	8.8%	91.2%
Crack					
	All	0.5%	2.4%	3.0%	97.0%
	Grades 7-8	0.0%	1.4%	1.4%	98.6%
	Grades 9-12	0.8%	2.9%	3.7%	96.3%
Hallucinogens					
	All	3.6%	4.6%	7.4%	92.6%
	Grades 7-8	2.5%	3.9%	3.9%	96.1%
	Grades 9-12	4.1%	4.9%	9.2%	90.8%
Uppers					
	All	4.7%	6.7%	8.1%	91.9%
	Grades 7-8	3.6%	3.6%	3.6%	96.4%
	Grades 9-12	5.3%	8.5%	10.7%	89.3%
Downers					
	All	5.4%	9.0%	10.0%	90.0%
	Grades 7-8	5.4%	5.4%	5.4%	94.6%
	Grades 9-12	5.4%	10.8%	12.2%	87.8%

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**Table B2: Prevalence and recency of use of selected substances by grade
Male students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	1.5%	1.9%	1.9%	98.1%
	Grades 7-8	1.2%	2.6%	2.6%	97.4%
	Grades 9-12	1.6%	1.6%	1.6%	98.4%
Steroids					
	All	2.6%	3.0%	5.2%	94.8%
	Grades 7-8	1.5%	1.5%	2.7%	97.3%
	Grades 9-12	3.1%	3.8%	6.5%	93.5%
Ecstasy					
	All	5.3%	7.0%	8.8%	91.2%
	Grades 7-8	1.3%	2.8%	2.8%	97.2%
	Grades 9-12	7.2%	8.9%	11.6%	88.4%
Heroin					
	All	0.9%	2.3%	2.8%	97.2%
	Grades 7-8	1.2%	1.2%	2.7%	97.3%
	Grades 9-12	0.8%	2.8%	2.8%	97.2%

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**Table B3: Prevalence and recency of use of selected substances by grade
Female students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	12.9%	20.4%	29.5%	70.5%
	Grades 7-8	4.7%	8.2%	16.3%	83.7%
	Grades 9-12	17.2%	26.8%	36.3%	63.7%
Alcohol					
	All	30.9%	43.5%	57.6%	42.4%
	Grades 7-8	11.3%	15.7%	28.1%	71.9%
	Grades 9-12	41.2%	57.9%	72.9%	27.1%
Inhalants					
	All	4.3%	8.6%	13.5%	86.5%
	Grades 7-8	6.7%	10.9%	16.6%	83.4%
	Grades 9-12	3.0%	7.4%	11.9%	88.1%
Any Illicit Drug					
	All	9.8%	13.8%	21.3%	78.7%
	Grades 7-8	4.8%	6.9%	9.3%	90.7%
	Grades 9-12	12.3%	17.4%	27.6%	72.4%
Marijuana & Other Illicit Drug					
	All	9.3%	13.2%	18.9%	81.1%
	Grades 7-8	3.7%	7.1%	8.3%	91.7%
	Grades 9-12	12.2%	16.4%	24.4%	75.6%
Marijuana Only					
	All	5.6%	8.1%	12.4%	87.6%
	Grades 7-8	1.2%	3.2%	4.4%	95.6%
	Grades 9-12	7.8%	10.7%	16.5%	83.5%
Cocaine or Crack					
	All	0.0%	1.1%	2.9%	97.1%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	1.8%	4.5%	95.5%
Cocaine					
	All	0.0%	1.2%	2.6%	97.4%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	1.8%	4.0%	96.0%
Crack					
	All	0.0%	0.0%	1.3%	98.7%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	2.1%	97.9%
Hallucinogens					
	All	1.0%	1.6%	3.5%	96.5%
	Grades 7-8	0.0%	0.0%	1.2%	98.8%
	Grades 9-12	1.5%	2.5%	4.7%	95.3%
Uppers					
	All	1.0%	2.6%	5.3%	94.7%
	Grades 7-8	0.0%	1.2%	1.2%	98.8%
	Grades 9-12	1.5%	3.3%	7.5%	92.5%
Downers					
	All	0.9%	2.0%	5.0%	95.0%
	Grades 7-8	0.0%	0.0%	2.6%	97.4%
	Grades 9-12	1.3%	3.1%	6.2%	93.8%

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**Table B3: Prevalence and recency of use of selected substances by grade
Female students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.0%	0.0%	2.5%	97.5%
	Grades 7-8	0.0%	0.0%	2.5%	97.5%
	Grades 9-12	0.0%	0.0%	2.5%	97.5%
Steroids					
	All	0.4%	0.4%	1.3%	98.7%
	Grades 7-8	1.1%	1.1%	2.2%	97.8%
	Grades 9-12	0.0%	0.0%	0.8%	99.2%
Ecstasy					
	All	1.0%	2.1%	3.9%	96.1%
	Grades 7-8	0.0%	1.3%	1.3%	98.7%
	Grades 9-12	1.5%	2.5%	5.3%	94.7%
Heroin					
	All	0.0%	0.5%	0.9%	99.1%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.8%	1.4%	98.6%

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**Table B4: Prevalence and recency of use of selected substances by grade
White students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	15.9%	22.3%	31.8%	68.2%
	Grades 7-8	4.5%	8.3%	18.6%	81.4%
	Grades 9-12	22.7%	30.8%	39.7%	60.3%
Alcohol					
	All	27.8%	38.8%	54.2%	45.8%
	Grades 7-8	8.8%	14.2%	31.9%	68.1%
	Grades 9-12	39.1%	53.6%	67.5%	32.5%
Inhalants					
	All	5.9%	9.7%	15.3%	84.7%
	Grades 7-8	5.1%	8.6%	16.7%	83.3%
	Grades 9-12	6.4%	10.3%	14.4%	85.6%
Any Illicit Drug					
	All	11.7%	14.9%	22.1%	77.9%
	Grades 7-8	5.8%	6.5%	10.0%	90.0%
	Grades 9-12	15.2%	19.9%	29.5%	70.5%
Marijuana & Other Illicit Drug					
	All	9.8%	13.8%	20.3%	79.7%
	Grades 7-8	4.0%	5.5%	8.4%	91.6%
	Grades 9-12	13.2%	18.6%	27.3%	72.7%
Marijuana Only					
	All	3.8%	5.2%	10.7%	89.3%
	Grades 7-8	0.8%	1.4%	4.1%	95.9%
	Grades 9-12	5.6%	7.4%	14.6%	85.4%
Cocaine or Crack					
	All	0.6%	3.6%	5.7%	94.3%
	Grades 7-8	0.8%	0.8%	0.8%	99.2%
	Grades 9-12	0.5%	5.2%	8.5%	91.5%
Cocaine					
	All	0.3%	2.9%	4.7%	95.3%
	Grades 7-8	0.8%	0.8%	0.8%	99.2%
	Grades 9-12	0.0%	4.1%	7.0%	93.0%
Crack					
	All	0.3%	1.2%	2.2%	97.8%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.6%	2.0%	3.6%	96.4%
Hallucinogens					
	All	2.4%	3.6%	5.9%	94.1%
	Grades 7-8	0.7%	1.5%	2.4%	97.6%
	Grades 9-12	3.4%	4.8%	8.0%	92.0%
Uppers					
	All	2.8%	4.9%	6.4%	93.6%
	Grades 7-8	1.4%	2.2%	2.2%	97.8%
	Grades 9-12	3.6%	6.6%	8.9%	91.1%
Downers					
	All	3.5%	5.1%	6.3%	93.7%
	Grades 7-8	2.3%	2.3%	3.2%	96.8%
	Grades 9-12	4.1%	6.7%	8.0%	92.0%

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**Table B4: Prevalence and recency of use of selected substances by grade
White students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.6%	0.6%	2.4%	97.6%
	Grades 7-8	0.7%	0.7%	2.4%	97.6%
	Grades 9-12	0.5%	0.5%	2.4%	97.6%
Steroids	All	1.4%	1.7%	3.0%	97.0%
	Grades 7-8	0.0%	0.0%	0.7%	99.3%
	Grades 9-12	2.1%	2.6%	4.3%	95.7%
Ecstasy	All	3.8%	5.4%	7.6%	92.4%
	Grades 7-8	0.7%	1.6%	1.6%	98.4%
	Grades 9-12	5.5%	7.5%	11.0%	89.0%
Heroin	All	0.6%	1.9%	2.2%	97.8%
	Grades 7-8	0.7%	0.7%	0.7%	99.3%
	Grades 9-12	0.5%	2.6%	3.0%	97.0%

**Table B5: Prevalence and recency of use of selected substances by grade
Black students**

Table skipped because an insufficient number of cases.

**Table B5: Prevalence and recency of use of selected substances by grade
Black students
(Continued)**

Table skipped because an insufficient number of cases.

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**Table B6: Prevalence and recency of use of selected substances by grade
Mexican/American students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	16.1%	21.2%	35.9%	64.1%
	Grades 7-8	4.8%	8.9%	18.6%	81.4%
	Grades 9-12	20.6%	26.1%	42.8%	57.2%
Alcohol					
	All	28.8%	51.6%	67.4%	32.6%
	Grades 7-8	9.3%	27.1%	50.8%	49.2%
	Grades 9-12	36.2%	61.0%	73.7%	26.3%
Inhalants					
	All	6.7%	14.6%	24.4%	75.6%
	Grades 7-8	13.0%	17.1%	21.2%	78.8%
	Grades 9-12	4.2%	13.6%	25.7%	74.3%
Any Illicit Drug					
	All	9.3%	14.7%	23.9%	76.1%
	Grades 7-8	4.8%	13.0%	13.0%	87.0%
	Grades 9-12	11.0%	15.4%	28.2%	71.8%
Marijuana & Other Illicit Drug					
	All	8.3%	13.9%	23.8%	76.2%
	Grades 7-8	4.8%	13.0%	13.0%	87.0%
	Grades 9-12	9.8%	14.3%	28.4%	71.6%
Marijuana Only					
	All	7.8%	11.5%	17.1%	82.9%
	Grades 7-8	4.8%	13.0%	13.0%	87.0%
	Grades 9-12	8.9%	11.0%	18.7%	81.3%
Cocaine or Crack					
	All	0.0%	1.6%	1.6%	98.4%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	2.3%	2.3%	97.7%
Cocaine					
	All	0.0%	1.6%	1.6%	98.4%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	2.4%	2.4%	97.6%
Crack					
	All	0.0%	0.0%	0.0%	100.0%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	0.0%	100.0%
Hallucinogens					
	All	0.0%	0.0%	3.8%	96.2%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	5.4%	94.6%
Uppers					
	All	1.6%	1.6%	3.2%	96.8%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	2.3%	2.3%	4.5%	95.5%
Downers					
	All	0.0%	1.8%	3.5%	96.5%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	2.5%	4.8%	95.2%

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**Table B6: Prevalence and recency of use of selected substances by grade
Mexican/American students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.0%	0.0%	0.0%	100.0%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	0.0%	100.0%
Steroids					
	All	1.3%	1.3%	3.6%	96.4%
	Grades 7-8	4.5%	4.5%	4.5%	95.5%
	Grades 9-12	0.0%	0.0%	3.3%	96.7%
Ecstasy					
	All	0.0%	0.0%	0.0%	100.0%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	0.0%	100.0%
Heroin					
	All	0.0%	0.0%	0.0%	100.0%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	0.0%	100.0%

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**Table B7: Prevalence and recency of use of selected substances by grade
Students reporting A grades**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	5.7%	8.0%	16.8%	83.2%
	Grades 7-8	3.7%	6.2%	12.5%	87.5%
	Grades 9-12	7.8%	10.0%	21.2%	78.8%
Alcohol					
	All	16.7%	26.2%	45.4%	54.6%
	Grades 7-8	9.9%	14.7%	30.4%	69.6%
	Grades 9-12	23.8%	38.2%	61.1%	38.9%
Inhalants					
	All	2.8%	5.1%	9.0%	91.0%
	Grades 7-8	2.6%	7.2%	10.7%	89.3%
	Grades 9-12	2.9%	2.9%	7.2%	92.8%
Any Illicit Drug					
	All	8.5%	10.7%	14.5%	85.5%
	Grades 7-8	4.7%	6.9%	9.5%	90.5%
	Grades 9-12	12.5%	14.6%	19.7%	80.3%
Marijuana & Other Illicit Drug					
	All	5.4%	8.8%	11.4%	88.6%
	Grades 7-8	2.5%	6.2%	7.5%	92.5%
	Grades 9-12	8.5%	11.6%	15.5%	84.5%
Marijuana Only					
	All	3.7%	4.8%	7.2%	92.8%
	Grades 7-8	1.1%	3.2%	4.5%	95.5%
	Grades 9-12	6.4%	6.4%	10.0%	90.0%
Cocaine or Crack					
	All	0.7%	1.4%	1.4%	98.6%
	Grades 7-8	1.3%	1.3%	1.3%	98.7%
	Grades 9-12	0.0%	1.5%	1.5%	98.5%
Cocaine					
	All	0.7%	1.5%	1.5%	98.5%
	Grades 7-8	1.4%	1.4%	1.4%	98.6%
	Grades 9-12	0.0%	1.5%	1.5%	98.5%
Crack					
	All	0.0%	0.7%	0.7%	99.3%
	Grades 7-8	0.0%	1.4%	1.4%	98.6%
	Grades 9-12	0.0%	0.0%	0.0%	100.0%
Hallucinogens					
	All	1.6%	2.4%	2.4%	97.6%
	Grades 7-8	1.4%	1.4%	1.4%	98.6%
	Grades 9-12	1.8%	3.4%	3.4%	96.6%
Uppers					
	All	3.0%	4.9%	5.7%	94.3%
	Grades 7-8	2.6%	2.6%	2.6%	97.4%
	Grades 9-12	3.4%	7.4%	9.0%	91.0%
Downers					
	All	1.6%	2.4%	3.6%	96.4%
	Grades 7-8	1.5%	1.5%	1.5%	98.5%
	Grades 9-12	1.7%	3.3%	5.5%	94.5%

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**Table B7: Prevalence and recency of use of selected substances by grade
Students reporting A grades
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.0%	0.7%	2.5%	97.5%
	Grades 7-8	0.0%	1.4%	2.8%	97.2%
	Grades 9-12	0.0%	0.0%	2.3%	97.7%
Steroids	All	0.7%	0.7%	1.3%	98.7%
	Grades 7-8	1.5%	1.5%	2.8%	97.2%
	Grades 9-12	0.0%	0.0%	0.0%	100.0%
Ecstasy	All	0.8%	2.2%	3.9%	96.1%
	Grades 7-8	0.0%	2.9%	2.9%	97.1%
	Grades 9-12	1.5%	1.5%	4.8%	95.2%
Heroin	All	0.0%	0.9%	1.6%	98.4%
	Grades 7-8	0.0%	0.0%	1.4%	98.6%
	Grades 9-12	0.0%	1.8%	1.8%	98.2%

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**Table B8: Prevalence and recency of use of selected substances by grade
Students reporting grades lower than A**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	22.4%	30.6%	41.4%	58.6%
	Grades 7-8	8.7%	12.0%	23.9%	76.1%
	Grades 9-12	27.5%	37.5%	47.9%	52.1%
Alcohol					
	All	33.6%	48.6%	65.1%	34.9%
	Grades 7-8	10.8%	17.5%	39.5%	60.5%
	Grades 9-12	41.9%	60.0%	74.5%	25.5%
Inhalants					
	All	9.2%	14.7%	22.0%	78.0%
	Grades 7-8	10.4%	12.5%	22.1%	77.9%
	Grades 9-12	8.7%	15.6%	21.9%	78.1%
Any Illicit Drug					
	All	13.0%	18.4%	28.0%	72.0%
	Grades 7-8	8.9%	9.9%	12.8%	87.2%
	Grades 9-12	14.5%	21.6%	33.7%	66.3%
Marijuana & Other Illicit Drug					
	All	11.9%	17.4%	26.7%	73.3%
	Grades 7-8	8.1%	9.1%	12.1%	87.9%
	Grades 9-12	13.3%	20.5%	32.2%	67.8%
Marijuana Only					
	All	5.1%	7.3%	14.0%	86.0%
	Grades 7-8	2.3%	3.2%	6.1%	93.9%
	Grades 9-12	6.2%	8.8%	16.9%	83.1%
Cocaine or Crack					
	All	1.1%	4.8%	7.0%	93.0%
	Grades 7-8	1.2%	1.2%	1.2%	98.8%
	Grades 9-12	1.0%	6.1%	9.2%	90.8%
Cocaine					
	All	0.7%	4.1%	6.0%	94.0%
	Grades 7-8	1.2%	1.2%	1.2%	98.8%
	Grades 9-12	0.5%	5.1%	7.9%	92.1%
Crack					
	All	0.4%	1.3%	2.8%	97.2%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.5%	1.8%	3.8%	96.2%
Hallucinogens					
	All	2.5%	3.4%	6.7%	93.3%
	Grades 7-8	1.0%	2.2%	3.5%	96.5%
	Grades 9-12	3.1%	3.8%	8.0%	92.0%
Uppers					
	All	2.6%	4.4%	7.1%	92.9%
	Grades 7-8	1.0%	2.2%	2.2%	97.8%
	Grades 9-12	3.3%	5.3%	9.1%	90.9%
Downers					
	All	3.7%	6.7%	9.1%	90.9%
	Grades 7-8	3.3%	3.3%	5.8%	94.2%
	Grades 9-12	3.8%	8.0%	10.3%	89.7%

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**Table B8: Prevalence and recency of use of selected substances by grade
Students reporting grades lower than A
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	1.0%	1.0%	2.1%	97.9%
	Grades 7-8	1.1%	1.1%	2.3%	97.7%
	Grades 9-12	1.0%	1.0%	2.0%	98.0%
Steroids	All	1.7%	2.1%	4.0%	96.0%
	Grades 7-8	1.0%	1.0%	2.1%	97.9%
	Grades 9-12	2.0%	2.4%	4.8%	95.2%
Ecstasy	All	4.1%	5.5%	7.4%	92.6%
	Grades 7-8	1.1%	1.1%	1.1%	98.9%
	Grades 9-12	5.1%	7.0%	9.5%	90.5%
Heroin	All	0.6%	1.6%	1.9%	98.1%
	Grades 7-8	1.1%	1.1%	1.1%	98.9%
	Grades 9-12	0.5%	1.8%	2.2%	97.8%

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**Table B9: Prevalence and recency of use of selected substances by grade
Students living with two parents**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	14.2%	19.8%	27.6%	72.4%
	Grades 7-8	3.6%	5.5%	13.9%	86.1%
	Grades 9-12	19.6%	27.2%	34.7%	65.3%
Alcohol					
	All	26.1%	38.3%	52.8%	47.2%
	Grades 7-8	8.3%	12.8%	27.5%	72.5%
	Grades 9-12	35.1%	51.1%	65.5%	34.5%
Inhalants					
	All	5.3%	8.1%	13.7%	86.3%
	Grades 7-8	5.4%	8.8%	13.3%	86.7%
	Grades 9-12	5.3%	7.7%	14.0%	86.0%
Any Illicit Drug					
	All	10.3%	14.2%	19.2%	80.8%
	Grades 7-8	3.6%	4.4%	6.2%	93.8%
	Grades 9-12	13.8%	19.2%	25.8%	74.2%
Marijuana & Other Illicit Drug					
	All	9.1%	12.9%	17.2%	82.8%
	Grades 7-8	1.8%	3.7%	4.5%	95.5%
	Grades 9-12	12.9%	17.6%	23.9%	76.1%
Marijuana Only					
	All	4.7%	6.3%	9.6%	90.4%
	Grades 7-8	0.0%	0.8%	1.6%	98.4%
	Grades 9-12	7.2%	9.1%	13.7%	86.3%
Cocaine or Crack					
	All	0.4%	1.8%	3.9%	96.1%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.6%	2.8%	5.9%	94.1%
Cocaine					
	All	0.4%	1.9%	3.6%	96.4%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.6%	2.8%	5.4%	94.6%
Crack					
	All	0.0%	0.6%	1.7%	98.3%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.9%	2.6%	97.4%
Hallucinogens					
	All	2.4%	3.1%	4.1%	95.9%
	Grades 7-8	0.9%	1.9%	1.9%	98.1%
	Grades 9-12	3.2%	3.8%	5.2%	94.8%
Uppers					
	All	2.1%	3.6%	4.7%	95.3%
	Grades 7-8	0.9%	0.9%	0.9%	99.1%
	Grades 9-12	2.7%	5.1%	6.8%	93.2%
Downers					
	All	2.9%	4.1%	5.7%	94.3%
	Grades 7-8	1.8%	1.8%	1.8%	98.2%
	Grades 9-12	3.4%	5.2%	7.7%	92.3%

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**Table B9: Prevalence and recency of use of selected substances by grade
Students living with two parents
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.7%	0.7%	2.0%	98.0%
	Grades 7-8	0.9%	0.9%	1.9%	98.1%
	Grades 9-12	0.6%	0.6%	2.1%	97.9%
Steroids	All	0.6%	0.9%	2.1%	97.9%
	Grades 7-8	0.0%	0.0%	0.9%	99.1%
	Grades 9-12	0.8%	1.3%	2.7%	97.3%
Ecstasy	All	3.0%	3.4%	5.9%	94.1%
	Grades 7-8	0.9%	2.0%	2.0%	98.0%
	Grades 9-12	4.0%	4.0%	7.7%	92.3%
Heroin	All	0.3%	1.7%	1.7%	98.3%
	Grades 7-8	0.9%	0.9%	0.9%	99.1%
	Grades 9-12	0.0%	2.1%	2.1%	97.9%

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**Table B10: Prevalence and recency of use of selected substances by grade
Students not living with two parents**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	21.8%	29.3%	43.9%	56.1%
	Grades 7-8	11.3%	17.9%	28.9%	71.1%
	Grades 9-12	27.7%	35.8%	52.2%	47.8%
Alcohol					
	All	31.7%	47.2%	69.0%	31.0%
	Grades 7-8	14.4%	24.5%	48.9%	51.1%
	Grades 9-12	41.4%	59.7%	80.1%	19.9%
Inhalants					
	All	9.9%	17.7%	24.9%	75.1%
	Grades 7-8	9.4%	12.5%	25.3%	74.7%
	Grades 9-12	10.1%	20.6%	24.7%	75.3%
Any Illicit Drug					
	All	13.8%	19.3%	32.1%	67.9%
	Grades 7-8	13.0%	15.9%	20.4%	79.6%
	Grades 9-12	14.3%	21.1%	38.5%	61.5%
Marijuana & Other Illicit Drug					
	All	11.3%	18.2%	30.6%	69.4%
	Grades 7-8	12.4%	15.5%	20.3%	79.7%
	Grades 9-12	10.7%	19.7%	36.0%	64.0%
Marijuana Only					
	All	5.4%	7.7%	16.8%	83.2%
	Grades 7-8	4.8%	7.7%	12.2%	87.8%
	Grades 9-12	5.7%	7.7%	19.4%	80.6%
Cocaine or Crack					
	All	1.3%	6.5%	7.1%	92.9%
	Grades 7-8	3.7%	3.7%	3.7%	96.3%
	Grades 9-12	0.0%	8.0%	9.0%	91.0%
Cocaine					
	All	1.3%	5.8%	6.4%	93.6%
	Grades 7-8	3.7%	3.7%	3.7%	96.3%
	Grades 9-12	0.0%	6.9%	7.9%	92.1%
Crack					
	All	0.0%	1.5%	2.1%	97.9%
	Grades 7-8	0.0%	1.9%	1.9%	98.1%
	Grades 9-12	0.0%	1.3%	2.2%	97.8%
Hallucinogens					
	All	1.9%	2.9%	7.7%	92.3%
	Grades 7-8	1.8%	1.8%	3.7%	96.3%
	Grades 9-12	1.9%	3.5%	10.0%	90.0%
Uppers					
	All	3.9%	6.3%	10.2%	89.8%
	Grades 7-8	3.3%	5.1%	5.1%	94.9%
	Grades 9-12	4.2%	6.9%	13.1%	86.9%
Downers					
	All	2.6%	7.0%	9.6%	90.4%
	Grades 7-8	3.9%	3.9%	7.7%	92.3%
	Grades 9-12	2.0%	8.6%	10.6%	89.4%

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**Table B10: Prevalence and recency of use of selected substances by grade
Students not living with two parents
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.0%	0.7%	1.9%	98.1%
	Grades 7-8	0.0%	1.9%	3.9%	96.1%
	Grades 9-12	0.0%	0.0%	0.9%	99.1%
Steroids					
	All	2.3%	2.3%	3.9%	96.1%
	Grades 7-8	3.5%	3.5%	3.5%	96.5%
	Grades 9-12	1.6%	1.6%	4.1%	95.9%
Ecstasy					
	All	2.4%	5.7%	6.3%	93.7%
	Grades 7-8	0.0%	1.9%	1.9%	98.1%
	Grades 9-12	3.6%	7.6%	8.5%	91.5%
Heroin					
	All	0.0%	0.0%	1.2%	98.8%
	Grades 7-8	0.0%	0.0%	1.8%	98.2%
	Grades 9-12	0.0%	0.0%	0.9%	99.1%

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**Table B11: Prevalence and recency of use of selected substances by grade
Students would seek help from adults for substance abuse problems**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	16.1%	21.9%	30.8%	69.2%
	Grades 7-8	3.1%	5.6%	12.7%	87.3%
	Grades 9-12	22.9%	30.4%	40.2%	59.8%
Alcohol					
	All	27.2%	38.9%	55.5%	44.5%
	Grades 7-8	6.4%	11.9%	29.8%	70.2%
	Grades 9-12	38.0%	53.0%	68.9%	31.1%
Inhalants					
	All	5.7%	10.3%	16.0%	84.0%
	Grades 7-8	4.5%	6.7%	12.0%	88.0%
	Grades 9-12	6.4%	12.2%	18.2%	81.8%
Any Illicit Drug					
	All	9.1%	14.1%	21.9%	78.1%
	Grades 7-8	3.1%	4.5%	6.1%	93.9%
	Grades 9-12	12.3%	19.2%	30.3%	69.7%
Marijuana & Other Illicit Drug					
	All	7.4%	12.8%	20.2%	79.8%
	Grades 7-8	0.9%	3.2%	4.1%	95.9%
	Grades 9-12	10.7%	17.8%	28.4%	71.6%
Marijuana Only					
	All	4.1%	6.0%	11.0%	89.0%
	Grades 7-8	0.8%	2.2%	3.1%	96.9%
	Grades 9-12	5.8%	8.0%	15.2%	84.8%
Cocaine or Crack					
	All	0.0%	3.7%	5.1%	94.9%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	5.6%	7.7%	92.3%
Cocaine					
	All	0.0%	3.4%	4.5%	95.5%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	5.1%	6.8%	93.2%
Crack					
	All	0.0%	0.9%	1.5%	98.5%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	1.3%	2.2%	97.8%
Hallucinogens					
	All	1.4%	2.2%	4.6%	95.4%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	2.2%	3.4%	7.1%	92.9%
Uppers					
	All	2.7%	4.4%	6.6%	93.4%
	Grades 7-8	0.7%	0.7%	0.7%	99.3%
	Grades 9-12	3.8%	6.3%	9.7%	90.3%
Downers					
	All	2.2%	4.7%	6.0%	94.0%
	Grades 7-8	0.8%	0.8%	0.8%	99.2%
	Grades 9-12	2.9%	6.7%	8.5%	91.5%

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Table B11: Prevalence and recency of use of selected substances by grade
Students would seek help from adults for substance abuse problems
(Continued)

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.0%	0.0%	0.6%	99.4%
	Grades 7-8	0.0%	0.0%	0.9%	99.1%
	Grades 9-12	0.0%	0.0%	0.4%	99.6%
Steroids					
	All	0.8%	0.8%	1.8%	98.2%
	Grades 7-8	0.8%	0.8%	1.6%	98.4%
	Grades 9-12	0.7%	0.7%	1.9%	98.1%
Ecstasy					
	All	3.1%	4.7%	6.4%	93.6%
	Grades 7-8	0.0%	1.0%	1.0%	99.0%
	Grades 9-12	4.7%	6.5%	9.0%	91.0%
Heroin					
	All	0.0%	0.5%	0.8%	99.2%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.7%	1.2%	98.8%

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Table B12: Prevalence and recency of use of selected substances by grade
Students would not seek help from adults for substance abuse problems

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	16.9%	25.5%	41.3%	58.7%
	Grades 7-8	11.2%	14.3%	34.7%	65.3%
	Grades 9-12	19.7%	31.1%	44.6%	55.4%
Alcohol					
	All	28.1%	47.6%	69.3%	30.7%
	Grades 7-8	18.9%	28.1%	57.1%	42.9%
	Grades 9-12	32.7%	57.3%	75.4%	24.6%
Inhalants					
	All	9.5%	14.1%	21.2%	78.8%
	Grades 7-8	11.2%	19.4%	31.1%	68.9%
	Grades 9-12	8.6%	11.6%	16.4%	83.6%
Any Illicit Drug					
	All	17.8%	19.4%	28.6%	71.4%
	Grades 7-8	14.7%	14.7%	22.6%	77.4%
	Grades 9-12	19.3%	21.6%	31.5%	68.5%
Marijuana & Other Illicit Drug					
	All	16.4%	17.3%	25.6%	74.4%
	Grades 7-8	14.7%	14.7%	22.6%	77.4%
	Grades 9-12	17.2%	18.7%	27.1%	72.9%
Marijuana Only					
	All	9.2%	9.2%	17.0%	83.0%
	Grades 7-8	5.6%	5.6%	13.3%	86.7%
	Grades 9-12	10.8%	10.8%	18.7%	81.3%
Cocaine or Crack					
	All	1.1%	1.1%	3.5%	96.5%
	Grades 7-8	3.1%	3.1%	3.1%	96.9%
	Grades 9-12	0.0%	0.0%	3.7%	96.3%
Cocaine					
	All	1.1%	1.1%	3.5%	96.5%
	Grades 7-8	3.1%	3.1%	3.1%	96.9%
	Grades 9-12	0.0%	0.0%	3.7%	96.3%
Crack					
	All	0.0%	0.0%	1.3%	98.7%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.0%	2.0%	98.0%
Hallucinogens					
	All	2.2%	2.2%	3.5%	96.5%
	Grades 7-8	2.9%	2.9%	2.9%	97.1%
	Grades 9-12	1.9%	1.9%	3.8%	96.2%
Uppers					
	All	2.3%	4.0%	4.0%	96.0%
	Grades 7-8	2.6%	2.6%	2.6%	97.4%
	Grades 9-12	2.1%	4.8%	4.8%	95.2%
Downers					
	All	4.4%	4.4%	8.4%	91.6%
	Grades 7-8	6.3%	6.3%	9.8%	90.2%
	Grades 9-12	3.4%	3.4%	7.7%	92.3%

**Aubrey
SPRING 2010**

Table B12: Prevalence and recency of use of selected substances by grade
Students would not seek help from adults for substance abuse problems
 (Continued)

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.9%	0.9%	4.0%	96.0%
	Grades 7-8	2.8%	2.8%	2.8%	97.2%
	Grades 9-12	0.0%	0.0%	4.5%	95.5%
Steroids					
	All	1.7%	2.7%	6.3%	93.7%
	Grades 7-8	0.0%	0.0%	2.8%	97.2%
	Grades 9-12	2.6%	4.1%	8.0%	92.0%
Ecstasy					
	All	0.9%	0.9%	3.7%	96.3%
	Grades 7-8	3.0%	3.0%	3.0%	97.0%
	Grades 9-12	0.0%	0.0%	4.0%	96.0%
Heroin					
	All	0.9%	3.5%	3.5%	96.5%
	Grades 7-8	2.8%	2.8%	2.8%	97.2%
	Grades 9-12	0.0%	3.8%	3.8%	96.2%

**Aubrey
SPRING 2010**

**Table B13: Prevalence and recency of use of selected substances by grade
Students living in town three years or less**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	20.9%	26.7%	40.9%	59.1%
	Grades 7-8	8.9%	10.7%	21.8%	78.2%
	Grades 9-12	28.7%	37.1%	53.1%	46.9%
Alcohol					
	All	29.4%	42.7%	62.8%	37.2%
	Grades 7-8	15.3%	22.4%	42.1%	57.9%
	Grades 9-12	38.2%	55.3%	75.8%	24.2%
Inhalants					
	All	9.8%	17.1%	25.8%	74.2%
	Grades 7-8	8.3%	11.4%	19.4%	80.6%
	Grades 9-12	10.8%	20.7%	29.8%	70.2%
Any Illicit Drug					
	All	14.8%	20.8%	29.7%	70.3%
	Grades 7-8	8.7%	11.8%	18.1%	81.9%
	Grades 9-12	18.7%	26.6%	37.2%	62.8%
Marijuana & Other Illicit Drug					
	All	14.1%	20.2%	29.6%	70.4%
	Grades 7-8	7.6%	10.8%	17.4%	82.6%
	Grades 9-12	18.2%	26.3%	37.3%	62.7%
Marijuana Only					
	All	6.8%	8.7%	15.1%	84.9%
	Grades 7-8	1.8%	4.8%	11.2%	88.8%
	Grades 9-12	9.9%	11.2%	17.6%	82.4%
Cocaine or Crack					
	All	2.3%	7.2%	8.6%	91.4%
	Grades 7-8	3.9%	3.9%	3.9%	96.1%
	Grades 9-12	1.4%	9.3%	11.6%	88.4%
Cocaine					
	All	1.5%	5.5%	6.2%	93.8%
	Grades 7-8	3.9%	3.9%	3.9%	96.1%
	Grades 9-12	0.0%	6.5%	7.7%	92.3%
Crack					
	All	0.9%	2.6%	4.1%	95.9%
	Grades 7-8	0.0%	2.0%	2.0%	98.0%
	Grades 9-12	1.4%	3.1%	5.5%	94.5%
Hallucinogens					
	All	1.5%	3.6%	7.7%	92.3%
	Grades 7-8	2.0%	4.0%	4.0%	96.0%
	Grades 9-12	1.2%	3.3%	10.1%	89.9%
Uppers					
	All	3.8%	5.0%	7.0%	93.0%
	Grades 7-8	3.6%	3.6%	3.6%	96.4%
	Grades 9-12	4.0%	6.0%	9.2%	90.8%
Downers					
	All	3.6%	5.8%	7.3%	92.7%
	Grades 7-8	4.2%	4.2%	4.2%	95.8%
	Grades 9-12	3.3%	6.7%	9.1%	90.9%

**Aubrey
SPRING 2010**

**Table B13: Prevalence and recency of use of selected substances by grade
Students living in town three years or less
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.8%	1.6%	2.3%	97.7%
	Grades 7-8	0.0%	2.0%	2.0%	98.0%
	Grades 9-12	1.4%	1.4%	2.5%	97.5%
Steroids					
	All	2.3%	3.0%	3.0%	97.0%
	Grades 7-8	3.8%	3.8%	3.8%	96.2%
	Grades 9-12	1.4%	2.5%	2.5%	97.5%
Ecstasy					
	All	3.7%	7.6%	9.0%	91.0%
	Grades 7-8	0.0%	2.2%	2.2%	97.8%
	Grades 9-12	5.7%	10.7%	12.9%	87.1%
Heroin					
	All	0.8%	0.8%	2.3%	97.7%
	Grades 7-8	0.0%	0.0%	1.9%	98.1%
	Grades 9-12	1.4%	1.4%	2.5%	97.5%

**Aubrey
SPRING 2010**

**Table B14: Prevalence and recency of use of selected substances by grade
Students living in town more than three years**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	15.3%	22.1%	30.4%	69.6%
	Grades 7-8	5.1%	9.4%	17.7%	82.3%
	Grades 9-12	20.3%	28.3%	36.7%	63.3%
Alcohol					
	All	27.2%	40.6%	56.7%	43.3%
	Grades 7-8	7.9%	13.9%	32.4%	67.6%
	Grades 9-12	36.7%	53.8%	68.7%	31.3%
Inhalants					
	All	5.6%	9.0%	14.4%	85.6%
	Grades 7-8	5.9%	9.3%	16.2%	83.8%
	Grades 9-12	5.5%	8.9%	13.5%	86.5%
Any Illicit Drug					
	All	10.5%	14.1%	21.4%	78.6%
	Grades 7-8	6.0%	6.7%	7.6%	92.4%
	Grades 9-12	12.7%	17.8%	28.2%	71.8%
Marijuana & Other Illicit Drug					
	All	8.4%	12.7%	18.9%	81.1%
	Grades 7-8	4.5%	6.2%	6.2%	93.8%
	Grades 9-12	10.3%	15.8%	25.1%	74.9%
Marijuana Only					
	All	4.1%	5.9%	10.7%	89.3%
	Grades 7-8	1.7%	2.4%	2.4%	97.6%
	Grades 9-12	5.3%	7.6%	14.9%	85.1%
Cocaine or Crack					
	All	0.3%	2.2%	3.8%	96.2%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.5%	3.3%	5.7%	94.3%
Cocaine					
	All	0.4%	2.2%	3.8%	96.2%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.5%	3.3%	5.7%	94.3%
Crack					
	All	0.0%	0.5%	1.3%	98.7%
	Grades 7-8	0.0%	0.0%	0.0%	100.0%
	Grades 9-12	0.0%	0.8%	1.9%	98.1%
Hallucinogens					
	All	2.5%	2.8%	4.4%	95.6%
	Grades 7-8	0.8%	0.8%	1.8%	98.2%
	Grades 9-12	3.3%	3.8%	5.7%	94.3%
Uppers					
	All	2.3%	4.3%	6.5%	93.5%
	Grades 7-8	0.8%	1.8%	1.8%	98.2%
	Grades 9-12	3.0%	5.6%	9.0%	91.0%
Downers					
	All	2.8%	5.1%	7.3%	92.7%
	Grades 7-8	1.7%	1.7%	3.7%	96.3%
	Grades 9-12	3.3%	6.8%	9.0%	91.0%

**Aubrey
SPRING 2010**

**Table B14: Prevalence and recency of use of selected substances by grade
Students living in town more than three years
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.6%	0.6%	2.2%	97.8%
	Grades 7-8	0.8%	0.8%	2.8%	97.2%
	Grades 9-12	0.5%	0.5%	1.9%	98.1%
Steroids					
	All	1.0%	1.0%	3.2%	96.8%
	Grades 7-8	0.0%	0.0%	1.7%	98.3%
	Grades 9-12	1.5%	1.5%	4.0%	96.0%
Ecstasy					
	All	2.8%	3.1%	5.1%	94.9%
	Grades 7-8	0.9%	1.9%	1.9%	98.1%
	Grades 9-12	3.6%	3.6%	6.5%	93.5%
Heroin					
	All	0.3%	1.6%	1.6%	98.4%
	Grades 7-8	0.8%	0.8%	0.8%	99.2%
	Grades 9-12	0.0%	1.9%	1.9%	98.1%

3. Margin Tables

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The FREQ Procedure

GENDER		
q1	Frequency	Percent
Female	230	50.90
Male	221	49.10

Frequency Missing = 2.0977423684

GRADE		
q2	Frequency	Percent
Grade 7	76	16.76
Grade 8	81	17.84
Grade 9	86	18.92
Grade 10	70	15.41
Grade 11	77	16.89
Grade 12	64	14.19

LIVE WITH BOTH PARENTS		
q3	Frequency	Percent
No	157	35.07
Yes	290	64.93

Frequency Missing = 6.5627875125

AGE		
q4	Frequency	Percent
12	17	3.69
13	67	14.81
14	84	18.55
15	84	18.51
16	70	15.45
17	73	16.15
18	54	11.96
19 or older	4	0.89

Frequency Missing = 1.0340577064

ETHNICITY		
q5	Frequency	Percent
African/American	10	2.19
Asian/American	5	1.15
Mexican/American	69	15.61
Native/American	16	3.70
Other	17	3.75
White	327	73.60

Frequency Missing = 9.2973683473

ON AVERAGE WHAT GRADES DO YOU GET		
q6	Frequency	Percent
Mostly A's	143	31.82
Mostly B's	223	49.79
Mostly C's	74	16.48
Mostly D's	7	1.51
Mostly F's	2	0.41

Frequency Missing = 4.1658577811

LENGTH OF TIME IN THIS DISTRICT		
q7	Frequency	Percent
<1 year	47	10.46
2-3 years	88	19.46
>4 years	315	70.07

Frequency Missing = 3.0645334186

DO YOU HAVE A JOB		
q8	Frequency	Percent
No	300	66.95
Yes	148	33.05

Frequency Missing = 4.8196419683

DO YOU GET AN ALLOWANCE		
q9	Frequency	Percent
No	330	74.76
Yes	112	25.24

Frequency Missing = 11.161291832

EITHER PARENT COLLEGE GRADUATE		
q10	Frequency	Percent
Don't Know	61	13.55
No	163	36.43
Yes	224	50.02

Frequency Missing = 5.997342314

QUALIFY FOR FREE/REDUCED PRICE LUNCH		
q11	Frequency	Percent
Don't Know	68	15.45
No	275	62.14
Yes	99	22.41

Frequency Missing = 9.6533759789

PARTICIPATE IN SCHOOL ATHLETICS		
q12a	Frequency	Percent
No	186	43.02
Yes	247	56.98

Frequency Missing = 20.059549174

PARTICIPATE IN SCHOOL BAND/ORCHESTRA		
q12b	Frequency	Percent
No	293	73.73
Yes	104	26.27

Frequency Missing = 55.326608286

PARTICIPATE IN SCHOOL CHOIR		
q12c	Frequency	Percent
No	363	96.62
Yes	13	3.38

Frequency Missing = 77.124371592

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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PARTICIPATE IN DRAMA/SPEECH/ART CLUBS		
q12d	Frequency	Percent
No	303	78.30
Yes	84	21.70

Frequency Missing = 65.879287419

PARTICIPATE IN DRILL TEAM/CHEERLEADING		
q12e	Frequency	Percent
No	355	91.21
Yes	34	8.79

Frequency Missing = 64.252373167

PARTICIPATE IN STUDENT GOVERNMENT		
q12f	Frequency	Percent
No	358	94.06
Yes	23	5.94

Frequency Missing = 72.446025192

PARTICIPATE IN SCHOOL NEWSPAPER/YEARBOOK		
q12g	Frequency	Percent
No	362	94.55
Yes	21	5.45

Frequency Missing = 70.010096255

PARTICIPATE IN ACADEMIC CLUBS/SOCIETIES		
q12h	Frequency	Percent
No	340	87.24
Yes	50	12.76

Frequency Missing = 63.092974842

PARTICIPATE IN ACADEMIC COMPETITION GROUPS		
q12i	Frequency	Percent
No	320	81.46
Yes	73	18.54

Frequency Missing = 60.561511798

PARTICIPATE IN SCHOOL SERVICE CLUBS		
q12j	Frequency	Percent
No	364	93.55
Yes	25	6.45

Frequency Missing = 63.871721295

PARTICIPATE IN OTHER SCHOOL CLUBS OR GROUPS		
q12k	Frequency	Percent
No	308	78.25
Yes	86	21.75

Frequency Missing = 59.694698898

PARTICIPATE IN ATHLETIC TEAMS OUTSIDE OF SCHOOL		
q12l	Frequency	Percent
No	260	64.35
Yes	144	35.65

Frequency Missing = 48.409422745

PARTICIPATE IN OTHER CLUBS OR GROUPS OUTSIDE OF SCHOOL		
q12m	Frequency	Percent
No	297	76.23
Yes	92	23.77

Frequency Missing = 64.010163186

DO YOU FEEL SAFE IN YOUR HOME		
q13a	Frequency	Percent
Very Safe	348	77.63
Somewhat Safe	84	18.86
Not Very Safe	5	1.04
Not Safe At All	6	1.36
Don't Know	5	1.11

Frequency Missing = 5.2259705353

DO YOU FEEL SAFE IN YOUR NEIGHBORHOOD		
q13b	Frequency	Percent
Very Safe	237	53.03
Somewhat Safe	168	37.50
Not Very Safe	24	5.41
Not Safe At All	10	2.24
Don't Know	8	1.81

Frequency Missing = 6.1655682725

DO YOU FEEL SAFE AT SCHOOL		
q13c	Frequency	Percent
Very Safe	207	46.41
Somewhat Safe	181	40.51
Not Very Safe	30	6.66
Not Safe At All	21	4.61
Don't Know	8	1.81

Frequency Missing = 7.3158572715

FRIENDS FEELING CLOSE TO THEIR PARENTS		
q14a	Frequency	Percent
None	26	5.98
A Few	117	26.37
Some	98	22.24
Most	169	38.09
All	32	7.32

Frequency Missing = 10.479176066

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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HOW MANY FRIENDS CARRY WEAPONS		
q14b Frequency Percent		
None	268	61.27
A Few	105	24.15
Some	39	9.01
Most	18	4.07
All	7	1.50

Frequency Missing = 16.301472451

HOW MANY FRIENDS CARE ABOUT GOOD GRADES		
q14c Frequency Percent		
None	19	4.45
A Few	66	15.15
Some	99	22.83
Most	205	47.22
All	45	10.35

Frequency Missing = 19.326849551

HOW MANY FRIENDS BELONG TO A GANG		
q14d Frequency Percent		
None	361	82.19
A Few	55	12.48
Some	13	3.05
Most	8	1.81
All	2	0.47

Frequency Missing = 14.009449076

FRIENDS WISHING TO DROP OUT OF SCHOOL		
q14e Frequency Percent		
None	228	51.58
A Few	145	32.86
Some	30	6.84
Most	24	5.54
All	14	3.17

Frequency Missing = 11.582892389

PARENTS ATTEND PTA/SCHOOL OPEN HOUSES		
q15 Frequency Percent		
No	214	56.65
Yes	164	43.35

Frequency Missing = 75.828756604

RECENT INHALANT USE - SPRAY PAINT		
Q16A Frequency Percent		
Never Heard/Used	406	93.52
In Your Lifetime	16	3.71
Since School Began	7	1.57
In the Past Month	5	1.21

Frequency Missing = 19.05549357

RECENT INHALANT USE - WHITEOUT, CORRECTION FLUID, MAGIC MARKERS		
Q16B Frequency Percent		
Never Heard/Used	393	90.27
In Your Lifetime	24	5.57
Since School Began	10	2.30
In the Past Month	8	1.86

Frequency Missing = 17.395422138

RECENT INHALANT USE - COMPUTER DUSTING SPRAYS		
Q16C Frequency Percent		
Never Heard/Used	404	94.29
In Your Lifetime	12	2.87
Since School Began	5	1.25
In the Past Month	7	1.59

Frequency Missing = 24.537589779

RECENT INHALANT USE - HELIUM, BUTANE, PROPANE, WHIPPETS, REFRIGERANTS/FREON		
Q16D Frequency Percent		
Never Heard/Used	388	89.06
In Your Lifetime	20	4.67
Since School Began	7	1.63
In the Past Month	20	4.64

Frequency Missing = 17.521901023

RECENT INHALANT USE - GLUE		
Q16E Frequency Percent		
Never Heard/Used	420	98.01
In Your Lifetime	1	0.27
Since School Began	5	1.26
In the Past Month	2	0.46

Frequency Missing = 23.990228566

RECENT INHALANT USE - TOLUENE, PAINT THINNER, OTHER SOLVENTS		
Q16F Frequency Percent		
Never Heard/Used	411	96.59
In Your Lifetime	3	0.72
Since School Began	5	1.13
In the Past Month	7	1.55

Frequency Missing = 27.973883776

RECENT INHALANT USE - GASOLINE, OCTANE BOOSTER, CARBURETOR CLEANER		
Q16G Frequency Percent		
Never Heard/Used	404	95.63
In Your Lifetime	12	2.82
Since School Began	3	0.60
In the Past Month	4	0.95

Frequency Missing = 30.60084245

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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RECENT INHALANT USE - OTHER AEROSOLS/SPRAYS

Q16H Frequency Percent

Never Heard/Used	419	97.44
In Your Lifetime	6	1.40
Since School Began	2	0.45
In the Past Month	3	0.71

Frequency Missing = 22.907206223

RECENT CIGARETTE USE

Q17A Frequency Percent

Never Heard/Used	301	68.74
In Your Lifetime	43	9.88
Since School Began	30	6.76
In the Past Month	64	14.61

Frequency Missing = 15.734773557

RECENT SMOKELESS TOBACCO USE

Q17B Frequency Percent

Never Heard/Used	366	85.53
In Your Lifetime	21	4.87
Since School Began	9	2.20
In the Past Month	32	7.40

Frequency Missing = 24.946791263

RECENT BEER USE

Q17C Frequency Percent

Never Heard/Used	231	53.17
In Your Lifetime	62	14.26
Since School Began	51	11.66
In the Past Month	91	20.91

Frequency Missing = 19.29223988

RECENT WINE COOLER USE

Q17D Frequency Percent

Never Heard/Used	245	57.66
In Your Lifetime	60	14.17
Since School Began	46	10.76
In the Past Month	74	17.41

Frequency Missing = 27.448252204

RECENT WINE USE

Q17E Frequency Percent

Never Heard/Used	248	59.13
In Your Lifetime	82	19.56
Since School Began	39	9.38
In the Past Month	50	11.93

Frequency Missing = 34.273725644

RECENT LIQUOR USE

Q17F Frequency Percent

Never Heard/Used	241	56.62
In Your Lifetime	53	12.55
Since School Began	45	10.63
In the Past Month	86	20.20

Frequency Missing = 26.925429421

RECENT INHALANT USE

Q17G Frequency Percent

Never Heard/Used	382	90.34
In Your Lifetime	21	4.97
Since School Began	7	1.68
In the Past Month	13	3.01

Frequency Missing = 29.86294849

RECENT MARIJUANA USE

Q18A Frequency Percent

Never Heard/Used	333	77.96
In Your Lifetime	31	7.16
Since School Began	21	4.83
In the Past Month	43	10.05

Frequency Missing = 25.32088288

RECENT COCAINE USE

Q18B Frequency Percent

Never Heard/Used	398	95.47
In Your Lifetime	6	1.34
Since School Began	10	2.50
In the Past Month	3	0.70

Frequency Missing = 35.738756158

RECENT CRACK USE

Q18C Frequency Percent

Never Heard/Used	400	97.90
In Your Lifetime	4	0.96
Since School Began	4	0.88
In the Past Month	1	0.25

Frequency Missing = 44.32947031

RECENT HALLUCINOGEN USE

Q18E Frequency Percent

Never Heard/Used	395	94.68
In Your Lifetime	10	2.28
Since School Began	3	0.83
In the Past Month	9	2.21

Frequency Missing = 35.307626238

RECENT UPPER USE

Q18F Frequency Percent

Never Heard/Used	386	93.36
In Your Lifetime	9	2.11
Since School Began	7	1.81
In the Past Month	11	2.72

Frequency Missing = 40.062611544

RECENT DOWNER USE

Q18G Frequency Percent

Never Heard/Used	384	92.68
In Your Lifetime	8	1.99
Since School Began	10	2.32
In the Past Month	12	3.01

Frequency Missing = 38.987060068

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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RECENT ROHYPNOL USE		
Q18H Frequency Percent		
Never Heard/Used	403	97.77
In Your Lifetime	5	1.31
Since School Began	1	0.23
In the Past Month	3	0.69

Frequency Missing = 40.967160336

RECENT STEROID USE		
Q18I Frequency Percent		
Never Heard/Used	396	96.85
In Your Lifetime	6	1.53
Since School Began	1	0.21
In the Past Month	6	1.41

Frequency Missing = 44.210103178

RECENT ECSTASY USE		
Q18J Frequency Percent		
Never Heard/Used	384	93.77
In Your Lifetime	7	1.82
Since School Began	6	1.39
In the Past Month	12	3.02

Frequency Missing = 43.733853071

RECENT HEROIN USE		
Q18K Frequency Percent		
Never Heard/Used	410	98.22
In Your Lifetime	2	0.43
Since School Began	4	0.91
In the Past Month	2	0.44

Frequency Missing = 35.649278904

TOBACCO USE IN PAST MONTH		
q19a Frequency Percent		
Never Heard/Used	359	83.51
1-2 times	27	6.18
3-10 times	13	3.12
11+ times	31	7.19

Frequency Missing = 23.549027405

ALCOHOL USE IN PAST MONTH		
q19b Frequency Percent		
Never Heard/Used	299	68.88
1-2 times	78	18.02
3-10 times	42	9.76
11+ times	14	3.34

Frequency Missing = 19.588499817

INHALANT USE IN PAST MONTH		
q19c Frequency Percent		
Never Heard/Used	410	95.53
1-2 times	14	3.36
3-10 times	3	0.69
11+ times	2	0.42

Frequency Missing = 23.538779813

MARIJUANA USE IN PAST MONTH		
q19d Frequency Percent		
Never Heard/Used	381	89.40
1-2 times	14	3.30
3-10 times	14	3.28
11+ times	17	4.02

Frequency Missing = 26.442461948

COCAINE USE IN PAST MONTH		
q19e Frequency Percent		
Never Heard/Used	423	98.72
1-2 times	5	1.28

Frequency Missing = 24.277452924

CRACK USE IN PAST MONTH		
q19f Frequency Percent		
Never Heard/Used	427	99.51
1-2 times	2	0.49

Frequency Missing = 23.947763263

CLOSE FRIENDS USE CIGARETTES		
q20a Frequency Percent		
Never heard/None	201	46.56
A few	118	27.29
Some	70	16.12
Most	39	8.98
All	5	1.04

Frequency Missing = 20.997630294

CLOSE FRIENDS USE SMOKELESS TOBACCO		
q20b Frequency Percent		
Never heard/None	268	63.53
A few	75	17.84
Some	51	12.03
Most	22	5.27
All	6	1.33

Frequency Missing = 30.9966092

CLOSE FRIENDS USE BEER		
q20c Frequency Percent		
Never heard/None	163	38.57
A few	84	19.90
Some	65	15.39
Most	84	19.99
All	26	6.15

Frequency Missing = 31.45850434

CLOSE FRIENDS USE WINE COOLERS		
q20d Frequency Percent		
Never heard/None	218	51.71
A few	60	14.19
Some	66	15.64
Most	58	13.86
All	19	4.60

Frequency Missing = 30.869594849

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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CLOSE FRIENDS USE WINE		
	q20e Frequency	Percent
Never heard/None	244	58.16
A few	79	18.86
Some	50	12.00
Most	32	7.67
All	14	3.31

Frequency Missing = 34.128409274

CLOSE FRIENDS USE LIQUOR		
	q20f Frequency	Percent
Never heard/None	189	45.10
A few	74	17.68
Some	59	13.98
Most	74	17.70
All	23	5.54

Frequency Missing = 34.147964989

CLOSE FRIENDS USE INHALANTS		
	q20g Frequency	Percent
Never heard/None	325	76.81
A few	64	15.00
Some	27	6.29
Most	5	1.27
All	3	0.64

Frequency Missing = 29.644183562

CLOSE FRIENDS USE MARIJUANA		
	q20h Frequency	Percent
Never heard/None	233	54.72
A few	72	16.82
Some	61	14.31
Most	46	10.89
All	14	3.27

Frequency Missing = 27.721987319

DIFFICULT TO GET CIGARETTES		
	q21a Frequency	Percent
Never heard of	43	10.00
Impossible	66	15.36
Very difficult	23	5.22
Somewhat diff	44	10.23
Somewhat easy	81	18.72
Very easy	175	40.47

Frequency Missing = 20.392310548

DIFFICULT TO GET SMOKELESS TOBACCO		
	q21b Frequency	Percent
Never heard of	69	16.05
Impossible	78	18.19
Very difficult	35	8.06
Somewhat diff	46	10.68
Somewhat easy	66	15.31
Very easy	136	31.71

Frequency Missing = 24.862181294

DIFFICULT TO GET BEER		
	q21c Frequency	Percent
Never heard of	40	9.25
Impossible	43	9.94
Very difficult	25	5.78
Somewhat diff	54	12.60
Somewhat easy	102	23.76
Very easy	166	38.67

Frequency Missing = 23.922583557

DIFFICULT TO GET WINE COOLERS		
	q21d Frequency	Percent
Never heard of	58	13.59
Impossible	61	14.17
Very difficult	31	7.11
Somewhat diff	55	12.73
Somewhat easy	86	20.11
Very easy	139	32.29

Frequency Missing = 23.921329862

DIFFICULT TO GET WINE		
	q21e Frequency	Percent
Never heard of	42	9.88
Impossible	58	13.82
Very difficult	32	7.52
Somewhat diff	69	16.28
Somewhat easy	80	18.89
Very easy	142	33.61

Frequency Missing = 31.452005007

DIFFICULT TO GET LIQUOR		
	q21f Frequency	Percent
Never heard of	42	9.87
Impossible	63	14.66
Very difficult	38	8.91
Somewhat diff	61	14.29
Somewhat easy	79	18.54
Very easy	144	33.73

Frequency Missing = 25.211689593

DIFFICULT TO GET INHALANTS		
	q21g Frequency	Percent
Never heard of	62	14.55
Impossible	75	17.75
Very difficult	27	6.26
Somewhat diff	36	8.41
Somewhat easy	57	13.37
Very easy	169	39.66

Frequency Missing = 27.72511354

DIFFICULT TO GET MARIJUANA		
	q21h Frequency	Percent
Never heard of	54	12.68
Impossible	117	27.44
Very difficult	42	9.77
Somewhat diff	51	11.85
Somewhat easy	56	13.17
Very easy	107	25.09

Frequency Missing = 26.065981577

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DIFFICULT TO GET COCAINE		
q21i	Frequency	Percent
Never heard of	67	16.08
Impossible	144	34.55
Very difficult	81	19.42
Somewhat diff	66	15.87
Somewhat easy	26	6.14
Very easy	33	7.94

Frequency Missing = 35.95078448

DIFFICULT TO GET CRACK		
q21j	Frequency	Percent
Never heard of	70	16.72
Impossible	153	36.70
Very difficult	87	20.77
Somewhat diff	54	13.03
Somewhat easy	23	5.43
Very easy	31	7.35

Frequency Missing = 35.866572103

DIFFICULT TO GET HALLUCINOGENS		
q21l	Frequency	Percent
Never heard of	110	26.41
Impossible	121	29.17
Very difficult	73	17.65
Somewhat diff	43	10.46
Somewhat easy	25	5.98
Very easy	43	10.33

Frequency Missing = 37.889349296

DIFFICULT TO GET UPPERS		
q21m	Frequency	Percent
Never heard of	148	36.05
Impossible	103	25.18
Very difficult	51	12.41
Somewhat diff	44	10.69
Somewhat easy	23	5.60
Very easy	41	10.07

Frequency Missing = 43.523809499

DIFFICULT TO GET DOWNERS		
q21n	Frequency	Percent
Never heard of	154	37.01
Impossible	106	25.42
Very difficult	53	12.81
Somewhat diff	40	9.71
Somewhat easy	19	4.60
Very easy	43	10.44

Frequency Missing = 36.605444009

DIFFICULT TO GET ROHYPNOL		
q21o	Frequency	Percent
Never heard of	145	34.89
Impossible	123	29.73
Very difficult	60	14.56
Somewhat diff	43	10.29
Somewhat easy	16	3.83
Very easy	28	6.69

Frequency Missing = 38.616582041

DIFFICULT TO GET STEROIDS		
q21p	Frequency	Percent
Never heard of	72	17.35
Impossible	159	38.13
Very difficult	61	14.71
Somewhat diff	52	12.61
Somewhat easy	29	6.96
Very easy	43	10.24

Frequency Missing = 36.962432793

DIFFICULT TO GET ECSTASY		
q21q	Frequency	Percent
Never heard of	112	27.05
Impossible	125	30.30
Very difficult	55	13.24
Somewhat diff	42	10.19
Somewhat easy	32	7.80
Very easy	47	11.42

Frequency Missing = 39.148135798

DIFFICULT TO GET HEROIN		
q21r	Frequency	Percent
Never heard of	96	22.92
Impossible	157	37.34
Very difficult	71	16.78
Somewhat diff	47	11.19
Somewhat easy	19	4.57
Very easy	30	7.19

Frequency Missing = 32.709592323

AGE WHEN FIRST USED CIGARETTES		
q22a	Frequency	Percent
9 or younger	10	7.36
10 years old	5	3.96
11 years old	6	4.27
12 years old	22	16.64
13 years old	21	15.56
14 years old	15	11.56
15 years old	26	19.15
16 years old	15	10.96
17 years old	9	6.36
18 or older	6	4.18

Frequency Missing = 319.14540141

AGE WHEN FIRST USED SMOKELESS TOBACCO		
q22b	Frequency	Percent
9 or younger	8	14.07
10 years old	3	5.11
11 years old	3	5.58
12 years old	6	9.44
13 years old	5	8.39
14 years old	5	8.09
15 years old	10	16.45
16 years old	11	17.86
17 years old	7	11.02
18 or older	2	3.98

Frequency Missing = 393.55784204

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AGE WHEN FIRST USED BEER		
q22c Frequency Percent		
9 or younger	30	14.52
10 years old	13	6.57
11 years old	10	4.71
12 years old	29	14.03
13 years old	23	11.47
14 years old	33	16.35
15 years old	30	14.50
16 years old	24	12.01
17 years old	8	3.95
18 or older	4	1.90

Frequency Missing = 249.3204576

AGE WHEN FIRST USED WINE COOLERS		
q22d Frequency Percent		
9 or younger	15	8.26
10 years old	13	7.24
11 years old	5	2.85
12 years old	25	13.33
13 years old	26	14.05
14 years old	26	13.90
15 years old	33	17.71
16 years old	25	13.55
17 years old	11	6.22
18 or older	5	2.90

Frequency Missing = 268.24926066

AGE WHEN FIRST USED WINE		
q22e Frequency Percent		
9 or younger	18	10.19
10 years old	14	7.80
11 years old	13	7.03
12 years old	19	10.63
13 years old	20	10.82
14 years old	24	13.29
15 years old	30	16.67
16 years old	24	13.49
17 years old	12	6.60
18 or older	6	3.47

Frequency Missing = 271.77634012

AGE WHEN FIRST USED LIQUOR		
q22f Frequency Percent		
9 or younger	11	5.48
10 years old	8	3.91
11 years old	6	2.93
12 years old	18	8.93
13 years old	20	9.91
14 years old	44	22.15
15 years old	43	22.06
16 years old	31	15.81
17 years old	11	5.61
18 or older	6	3.20

Frequency Missing = 256.10713384

AGE WHEN FIRST USED INHALANTS		
q22g Frequency Percent		
9 or younger	1	2.17
11 years old	6	15.88
12 years old	9	22.60
13 years old	6	15.42
14 years old	6	15.01
15 years old	3	6.68
16 years old	5	12.46
17 years old	1	3.72
18 or older	2	6.06

Frequency Missing = 412.80307318

AGE WHEN FIRST USED MARIJUANA		
q22h Frequency Percent		
9 or younger	1	1.73
10 years old	1	1.01
11 years old	2	2.20
12 years old	11	12.15
13 years old	14	16.35
14 years old	11	13.03
15 years old	22	24.82
16 years old	21	23.70
17 years old	3	2.92
18 or older	2	2.09

Frequency Missing = 366.37247777

AGE WHEN FIRST USED COCAINE		
q22i Frequency Percent		
12 years old	1	7.23
14 years old	3	21.25
16 years old	6	37.04
17 years old	3	18.68
18 or older	3	15.80

Frequency Missing = 436.99207489

AGE WHEN FIRST USED CRACK		
q22j Frequency Percent		
11 years old	1	15.70
13 years old	1	20.85
14 years old	1	20.85
15 years old	1	15.70
16 years old	1	26.91

Frequency Missing = 447.44423399

AGE WHEN FIRST USED HALLUCINOGENS		
q22i Frequency Percent		
11 years old	1	3.52
13 years old	4	17.16
14 years old	2	9.04
15 years old	5	22.51
16 years old	5	23.63
17 years old	4	19.96
18 or older	1	4.18

Frequency Missing = 430.53419373

AGE WHEN FIRST USED UPPERS		
q22m Frequency Percent		
12 years old	4	11.27
13 years old	3	7.94
14 years old	3	9.54
15 years old	8	24.28
16 years old	7	20.98
17 years old	7	20.65
18 or older	2	5.33

Frequency Missing = 419.03623195

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AGE WHEN FIRST USED DOWNERS		
q22n Frequency Percent		
11 years old	1	4.26
12 years old	1	2.91
13 years old	1	2.91
14 years old	4	16.40
15 years old	9	33.51
16 years old	5	20.09
17 years old	3	10.98
18 or older	2	8.94

Frequency Missing = 425.78181842

AGE WHEN FIRST USED ROHYPNOL		
q22o Frequency Percent		
12 years old	1	11.08
13 years old	1	9.32
14 years old	4	50.89
16 years old	1	17.63
18 or older	1	11.08

Frequency Missing = 444.51928073

AGE WHEN FIRST USED STERIODS		
q22p Frequency Percent		
9 or younger	2	14.03
10 years old	1	6.67
12 years old	2	16.44
13 years old	2	17.12
16 years old	1	12.61
17 years old	1	12.61
18 or older	2	20.53

Frequency Missing = 441.14287871

AGE WHEN FIRST USED ECSTASY		
q22q Frequency Percent		
9 or younger	1	5.04
12 years old	1	5.04
13 years old	2	7.94
14 years old	3	14.17
15 years old	4	15.89
16 years old	3	14.80
17 years old	5	20.01
18 or older	4	17.10

Frequency Missing = 430.02458765

AGE WHEN FIRST USED HEROIN		
q22r Frequency Percent		
11 years old	1	18.06
13 years old	1	12.33
14 years old	1	18.06
15 years old	1	13.60
16 years old	1	23.31
18 or older	1	14.65

Frequency Missing = 446.58625788

HOW OFTEN NORMALLY USE CIGARETTES		
q23a Frequency Percent		
Every day	15	3.50
Several times/wk	11	2.68
Several times/mo	18	4.30
About once/month	28	6.60
About once/year	22	5.28
< once/year	28	6.75
Never used	297	70.89

Frequency Missing = 34.371757521

HOW OFTEN NORMALLY USE SMOKELESS TOBACCO		
q23b Frequency Percent		
Every day	6	1.54
Several times/wk	6	1.43
Several times/mo	5	1.15
About once/month	14	3.41
About once/year	11	2.62
< once/year	13	3.08
Never used	361	86.77

Frequency Missing = 37.081694116

HOW OFTEN NORMALLY USE BEER		
q23c Frequency Percent		
Every day	2	0.50
Several times/wk	12	2.98
Several times/mo	43	10.33
About once/month	56	13.53
About once/year	51	12.25
< once/year	27	6.38
Never used	225	54.04

Frequency Missing = 36.456398619

HOW OFTEN NORMALLY USE WINE COOLERS		
q23d Frequency Percent		
Every day	1	0.27
Several times/wk	8	1.92
Several times/mo	39	9.27
About once/month	43	10.11
About once/year	57	13.57
< once/year	31	7.36
Never used	243	57.50

Frequency Missing = 29.62729235

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

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HOW OFTEN NORMALLY USE WINE		
q23e	Frequency	Percent
Several times/wk	4	1.00
Several times/mo	25	5.98
About once/month	28	6.81
About once/year	62	15.20
< once/year	48	11.63
Never used	243	59.37

Frequency Missing = 43.013985382

HOW OFTEN NORMALLY USE LIQUOR		
q23f	Frequency	Percent
Every day	2	0.50
Several times/wk	7	1.76
Several times/mo	40	9.61
About once/month	51	12.23
About once/year	51	12.43
< once/year	35	8.43
Never used	227	55.03

Frequency Missing = 39.674803031

HOW OFTEN NORMALLY USE INHALANTS		
q23g	Frequency	Percent
Several times/mo	3	0.67
About once/month	9	2.34
About once/year	6	1.39
< once/year	14	3.38
Never used	372	92.23

Frequency Missing = 49.931212606

HOW OFTEN NORMALLY USE MARIJUANA		
q23h	Frequency	Percent
Every day	11	2.76
Several times/wk	9	2.29
Several times/mo	17	4.12
About once/month	11	2.83
About once/year	13	3.31
< once/year	13	3.26
Never used	327	81.43

Frequency Missing = 51.201474744

HOW OFTEN NORMALLY USE COCAINE		
q23i	Frequency	Percent
Several times/mo	1	0.24
About once/month	3	0.76
About once/year	3	0.86
< once/year	7	1.80
Never used	380	96.34

Frequency Missing = 58.717993719

HOW OFTEN NORMALLY USE CRACK		
q23j	Frequency	Percent
About once/month	1	0.29
< once/year	4	1.10
Never used	396	98.62

Frequency Missing = 51.705613948

HOW OFTEN NORMALLY USE HALLUCINOGENS		
q23l	Frequency	Percent
Every day	1	0.23
Several times/mo	2	0.39
About once/month	3	0.72
About once/year	7	1.69
< once/year	10	2.45
Never used	384	94.52

Frequency Missing = 47.269435847

HOW OFTEN NORMALLY USE UPPERS		
q23m	Frequency	Percent
Every day	2	0.46
Several times/mo	7	1.64
About once/month	5	1.31
About once/year	3	0.85
< once/year	10	2.52
Never used	371	93.21

Frequency Missing = 55.019732023

HOW OFTEN NORMALLY USE DOWNERS		
q23n	Frequency	Percent
Every day	1	0.37
Several times/wk	2	0.43
Several times/mo	4	1.11
About once/month	4	1.04
About once/year	4	1.07
< once/year	10	2.50
Never used	378	93.48

Frequency Missing = 48.8364998

HOW OFTEN NORMALLY USE ROHYPNOL		
q23o	Frequency	Percent
Several times/mo	1	0.20
About once/month	1	0.20
< once/year	6	1.50
Never used	390	98.10

Frequency Missing = 55.789048512

HOW OFTEN NORMALLY USE STEROIDS		
q23p	Frequency	Percent
Several times/mo	1	0.37
About once/month	1	0.37
About once/year	1	0.19
< once/year	4	0.99
Never used	401	98.08

Frequency Missing = 43.958245197

HOW OFTEN NORMALLY USE ECSTASY		
q23q	Frequency	Percent
Several times/wk	2	0.48
Several times/mo	6	1.38
About once/month	5	1.22
About once/year	5	1.29
< once/year	4	0.88
Never used	379	94.75

Frequency Missing = 53.233245834

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HOW OFTEN NORMALLY USE HEROIN		
q23r Frequency Percent		
Several times/mo	2	0.48
About once/year	1	0.28
< once/year	4	0.87
Never used	400	98.37

Frequency Missing = 45.878389357

AMOUNT OF BEER AT ONE TIME		
q24a Frequency Percent		
Never drink this	219	52.04
12+ drinks	11	2.70
9-11 drinks	12	2.78
5-8 drinks	42	10.02
3-4 drinks	37	8.85
2 drinks	29	6.82
1 drink	28	6.63
< 1 drink	43	10.15

Frequency Missing = 32.391602744

AMOUNT OF WINE COOLERS AT ONE TIME		
q24b Frequency Percent		
Never drink this	237	57.02
12+ drinks	11	2.58
9-11 drinks	9	2.21
5-8 drinks	18	4.35
3-4 drinks	41	9.85
2 drinks	35	8.36
1 drink	39	9.35
< 1 drink	26	6.28

Frequency Missing = 38.070894559

AMOUNT OF WINE AT ONE TIME		
q24c Frequency Percent		
Never drink this	246	59.32
12+ drinks	5	1.32
9-11 drinks	2	0.55
5-8 drinks	10	2.43
3-4 drinks	12	2.92
2 drinks	23	5.51
1 drink	51	12.33
< 1 drink	65	15.63

Frequency Missing = 37.518787903

AMOUNT OF LIQUOR AT ONE TIME		
q24d Frequency Percent		
Never drink this	217	52.41
12+ drinks	10	2.51
9-11 drinks	12	2.89
5-8 drinks	34	8.28
3-4 drinks	42	10.06
2 drinks	35	8.36
1 drink	36	8.62
< 1 drink	28	6.88

Frequency Missing = 39.403719592

HOW MANY 5+ DRINKS IN PAST 30 DAYS		
q25 Frequency Percent		
Never 5+ at time	189	43.72
None	156	36.10
1 day	23	5.35
2 days	23	5.30
3 to 5 days	22	5.18
6 to 9 days	12	2.74
10 or more days	7	1.61

Frequency Missing = 21.73038122

GET ALCOHOLIC BEVERAGES FROM HOME		
q26a Frequency Percent		
Do not Drink	194	46.26
Never	107	25.52
Seldom	81	19.31
Most of the Time	28	6.59
Always	10	2.31

Frequency Missing = 34.592019829

GET ALCOHOLIC BEVERAGES FROM FRIENDS		
q26b Frequency Percent		
Do not Drink	186	45.30
Never	65	15.77
Seldom	51	12.36
Most of the Time	81	19.73
Always	28	6.85

Frequency Missing = 41.544087583

GET ALCOHOLIC BEVERAGES FROM A STORE		
q26c Frequency Percent		
Do not Drink	190	46.64
Never	152	37.39
Seldom	33	8.20
Most of the Time	18	4.43
Always	14	3.35

Frequency Missing = 45.399865927

GET ALCOHOLIC BEVERAGES AT PARTIES		
q26d Frequency Percent		
Do not Drink	180	44.24
Never	54	13.29
Seldom	48	11.71
Most of the Time	61	14.92
Always	64	15.84

Frequency Missing = 46.142790698

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GET ALCOHOLIC BEVERAGES FROM OTHER SOURCES		
q26e	Frequency	Percent
Do not Drink	192	46.97
Never	100	24.43
Seldom	51	12.37
Most of the Time	37	9.10
Always	29	7.13

Frequency Missing = 43.942373613

USE MARIJUANA AS JOINTS		
q27a	Frequency	Percent
Never	338	82.76
Seldom	30	7.26
Half the time	23	5.52
Most of the time	7	1.80
Always	6	1.56
Don't know	5	1.10

Frequency Missing = 43.991819207

USE MARIJUANA AS BLUNTS		
q27b	Frequency	Percent
Never	350	84.14
Seldom	29	6.88
Half the time	15	3.53
Most of the time	9	2.21
Always	8	1.94
Don't know	5	1.31

Frequency Missing = 36.579767314

USE MARIJUANA IN BONGS OR WATER PIPES		
q27c	Frequency	Percent
Never	340	82.49
Seldom	24	5.79
Half the time	16	3.93
Most of the time	16	3.85
Always	13	3.04
Don't know	4	0.90

Frequency Missing = 41.420000658

USE MARIJUANA IN PIPES		
q27d	Frequency	Percent
Never	338	82.54
Seldom	16	3.89
Half the time	17	4.17
Most of the time	21	5.18
Always	13	3.08
Don't know	5	1.14

Frequency Missing = 43.847913644

USE MARIJUANA OTHER WAYS		
q27e	Frequency	Percent
Never	359	88.79
Seldom	22	5.33
Half the time	4	1.09
Most of the time	2	0.50
Always	7	1.72
Don't know	10	2.58

Frequency Missing = 48.686357828

USED METHAMPHETAMINE EVEN ONE TIME		
q28	Frequency	Percent
Never heard/used	413	97.17
At least once/month	4	0.89
At least once/year	6	1.31
At least once/life	3	0.62

Frequency Missing = 28.201100723

RECENT PRESCRIPTION DRUG USE - CODEINE		
q29a	Frequency	Percent
Never heard/used	369	89.77
At least once/month	21	5.12
At least once/year	12	2.82
At least once/life	9	2.29

Frequency Missing = 41.596082249

RECENT PRESCRIPTION DRUG USE - OXYCONTIN ETC		
q29b	Frequency	Percent
Never heard/used	385	95.64
At least once/month	6	1.55
At least once/year	6	1.46
At least once/life	5	1.35

Frequency Missing = 50.748669692

RECENT PRESCRIPTION DRUG USE - VICODIN ETC		
q29c	Frequency	Percent
Never heard/used	374	92.18
At least once/month	14	3.34
At least once/year	12	3.00
At least once/life	6	1.48

Frequency Missing = 47.82231524

RECENT PRESCRIPTION DRUG USE - VALIUM ETC		
q29d	Frequency	Percent
Never heard/used	389	96.26
At least once/month	7	1.75
At least once/year	5	1.28
At least once/life	3	0.70

Frequency Missing = 48.394205264

RECENT PRESCRIPTION DRUG USE - XANAX ETC		
q29e	Frequency	Percent
Never heard/used	377	93.07
At least once/month	16	4.05
At least once/year	5	1.21
At least once/life	7	1.67

Frequency Missing = 48.423726409

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
Spring 2010**

TAKE DXM, TRIPLE CS, ETC. TO GET HIGH		
q30	Frequency	Percent
Never heard/used	402	95.66
At least once/month	5	1.25
At least once/year	3	0.71
At least once/life	10	2.38

Frequency Missing = 32.414784875

DANGEROUS FOR KIDS TO USE MARIJUANA		
q31d	Frequency	Percent
Very	220	55.77
Somewhat	66	16.81
Not very	40	10.04
Not at all	47	11.93
Don't know	21	5.45

Frequency Missing = 59.111265904

DANGEROUS FOR KIDS TO USE STEROIDS		
q31h	Frequency	Percent
Very	296	74.79
Somewhat	45	11.30
Not very	19	4.81
Not at all	12	2.98
Don't know	24	6.13

Frequency Missing = 57.566348421

DANGEROUS FOR KIDS TO USE TOBACCO		
q31a	Frequency	Percent
Very	193	46.76
Somewhat	114	27.60
Not very	59	14.16
Not at all	24	5.72
Don't know	24	5.76

Frequency Missing = 39.649620118

DANGEROUS FOR KIDS TO USE COCAINE		
q31e	Frequency	Percent
Very	323	81.87
Somewhat	34	8.58
Not very	7	1.83
Not at all	8	2.04
Don't know	22	5.68

Frequency Missing = 58.403431761

DANGEROUS FOR KIDS TO USE HEROIN		
q31i	Frequency	Percent
Very	329	84.70
Somewhat	18	4.71
Not very	6	1.61
Not at all	7	1.85
Don't know	28	7.13

Frequency Missing = 64.67223266

DANGEROUS FOR KIDS TO USE ALCOHOL		
q31b	Frequency	Percent
Very	174	43.19
Somewhat	128	31.85
Not very	61	15.11
Not at all	23	5.79
Don't know	16	4.07

Frequency Missing = 50.615390074

DANGEROUS FOR KIDS TO USE CRACK		
q31f	Frequency	Percent
Very	317	82.72
Somewhat	34	8.82
Not very	7	1.88
Not at all	6	1.65
Don't know	19	4.92

Frequency Missing = 70.23065355

DANGEROUS FOR KIDS TO USE METHAMPHETAMINE		
q31j	Frequency	Percent
Very	324	81.53
Somewhat	21	5.22
Not very	8	2.14
Not at all	8	2.05
Don't know	36	9.07

Frequency Missing = 55.824078219

DANGEROUS FOR KIDS TO USE INHALANTS		
q31c	Frequency	Percent
Very	284	71.50
Somewhat	63	15.85
Not very	17	4.30
Not at all	10	2.53
Don't know	23	5.82

Frequency Missing = 56.105409249

DANGEROUS FOR KIDS TO USE ECSTASY		
q31g	Frequency	Percent
Very	291	75.03
Somewhat	40	10.41
Not very	17	4.25
Not at all	12	3.20
Don't know	28	7.11

Frequency Missing = 64.54316302

DAYS SKIPPED SINCE SEPTEMBER		
q32a	Frequency	Percent
None	263	61.66
1-3 days	113	26.55
4-9 days	42	9.81
10+ days	8	1.98

Frequency Missing = 26.963989353

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
Spring 2010**

DAYS ILL SINCE SEPTEMBER		
q32b Frequency Percent		
None	92	21.85
1-3 days	201	47.58
4-9 days	95	22.40
10+ days	34	8.16

Frequency Missing = 30.451639947

OTHER REASON FOR DAYS MISSED SINCE SEPTEMBER		
q32c Frequency Percent		
None	112	26.69
1-3 days	237	56.41
4-9 days	55	13.14
10+ days	16	3.75

Frequency Missing = 33.085043445

SENT TO PRINCIPAL/DEAN SINCE SEPTEMBER		
q32d Frequency Percent		
None	365	85.88
1-3 days	47	11.11
4-9 days	5	1.09
10+ days	8	1.93

Frequency Missing = 28.56458884

SOMEONE CALLED HOME SINCE SEPTEMBER		
q32e Frequency Percent		
None	369	90.60
1-3 days	29	7.10
4-9 days	4	0.87
10+ days	6	1.43

Frequency Missing = 45.93634789

IN TROUBLE FOR DRINKING SINCE SEPTEMBER		
q32f Frequency Percent		
None	411	99.52
4-9 days	1	0.23
10+ days	1	0.25

Frequency Missing = 39.686567241

IN TROUBLE FOR DRUG USE SINCE SEPTEMBER		
q32g Frequency Percent		
None	417	98.69
1-3 days	5	1.07
10+ days	1	0.24

Frequency Missing = 30.494262363

TROUBLE WITH FRIENDS BECAUSE OF DRINKING		
q33a Frequency Percent		
None	379	92.40
1-3 times	30	7.35
4-9 times	1	0.25

Frequency Missing = 42.802377096

DRIVEN A CAR AFTER A GOOD BIT TO DRINK		
q33b Frequency Percent		
None	383	93.38
1-3 times	18	4.29
4-9 times	5	1.23
10+ times	5	1.10

Frequency Missing = 43.005809112

CRITICIZED BY DATE BECAUSE OF DRINKING		
q33c Frequency Percent		
None	362	89.61
1-3 times	37	9.18
4-9 times	1	0.37
10+ times	3	0.84

Frequency Missing = 48.92815098

TROUBLE WITH POLICE BECAUSE OF DRINKING		
q33d Frequency Percent		
None	394	97.35
1-3 times	8	1.96
4-9 times	2	0.43
10+ times	1	0.26

Frequency Missing = 48.002231662

TROUBLE WITH FRIENDS BECAUSE OF DRUG USE		
q33e Frequency Percent		
None	381	94.64
1-3 times	18	4.44
4-9 times	1	0.37
10+ times	2	0.55

Frequency Missing = 50.796181838

DRIVEN A CAR WHILE HIGH FROM DRUGS		
q33f Frequency Percent		
None	358	92.84
1-3 times	13	3.40
4-9 times	6	1.56
10+ times	9	2.21

Frequency Missing = 67.711310624

CRITICIZED BY DATE BECAUSE OF DRUG USE		
q33g Frequency Percent		
None	367	94.25
1-3 times	16	4.19
4-9 times	1	0.38
10+ times	5	1.17

Frequency Missing = 64.126170032

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
Spring 2010**

TROUBLE WITH POLICE BECAUSE OF DRUG USE		
q33h Frequency Percent		
None	379	97.72
1-3 times	8	2.01
10+ times	1	0.27

Frequency Missing = 34.578876875

ALCOHOL USE AT PARTIES THIS SCHOOL YEAR		
q35a Frequency Percent		
Never	183	43.72
Seldom	25	6.00
Half the time	23	5.41
Most of the time	52	12.50
Always	81	19.44
Don't know	4	0.93
Didn't attend	50	12.01

Frequency Missing = 35.275126365

DRUG USE AT PARTIES THIS SCHOOL YEAR		
q35b Frequency Percent		
Never	225	53.87
Seldom	43	10.27
Half the time	35	8.42
Most of the time	28	6.63
Always	26	6.34
Don't know	9	2.20
Didn't attend	51	12.28

Frequency Missing = 36.147457446

CLASS DAYS HIGH ON MARIJUANA SINCE SEPT		
q34b Frequency Percent		
None	382	90.85
1-3 days	18	4.36
4-9 days	7	1.56
10+ days	14	3.23

Frequency Missing = 28.83658289

Frequency Missing = 31.968382965

Frequency Missing = 34.268261972

CLASS DAYS HIGH ON OTHER DRUG(S)		
q34d Frequency Percent		
None	398	95.02
1-3 days	11	2.54
4-9 days	6	1.37
10+ days	5	1.08

WOULD SEEK HELP FROM ANOTHER ADULT IN SCHOOL		
q37b Frequency Percent		
No	283	69.00
Yes	127	31.00

Frequency Missing = 42.817921628

WOULD SEEK HELP FROM COUNSELOR OR PROGRAM OUTSIDE SCHOOL		
q37c Frequency Percent		
No	256	63.52
Yes	147	36.48

Frequency Missing = 50.341879406

WOULD SEEK HELP FROM PARENTS		
q37d Frequency Percent		
No	163	39.61
Yes	248	60.39

Frequency Missing = 41.731490903

WOULD SEEK HELP FROM A MEDICAL DOCTOR		
q37e Frequency Percent		
No	237	58.55
Yes	168	41.45

Frequency Missing = 47.786188951

WOULD SEEK HELP FROM FRIENDS		
q37f Frequency Percent		
No	110	27.21
Yes	294	72.79

Frequency Missing = 49.548777987

SOUGHT HELP FOR DRUG/ALCOHOL PROBLEM		
q36	Frequency Percent	
No	369	93.87
Yes	24	6.13

Frequency Missing = 59.798207272

WOULD SEEK HELP FROM SCHOOL COUNSELOR		
q37a Frequency Percent		
No	301	72.77
Yes	113	27.23

Frequency Missing = 39.031083672

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Aubrey
Spring 2010**

WOULD SEEK HELP FROM ANOTHER ADULT		
q37g	Frequency	Percent
No	172	42.34
Yes	234	57.66

Frequency Missing = 46.858018754

WOULD NOT SEEK HELP		
q37h	Frequency	Percent
No	343	83.41
Yes	68	16.59

Frequency Missing = 41.468804976

DRUG/ALCOHOL INFO--SCHOOL HEALTH CLASS		
q38a	Frequency	Percent
No	208	56.04
Yes	163	43.96

Frequency Missing = 81.108084517

DRUG/ALCOHOL INFO--SCHOOL ASSEMBLY PROGRAM		
q38b	Frequency	Percent
No	192	52.61
Yes	173	47.39

Frequency Missing = 88.660790702

DRUG/ALCOHOL INFO--SCHOOL GUIDANCE COUNSELOR		
q38c	Frequency	Percent
No	279	77.95
Yes	79	22.05

Frequency Missing = 94.5362617

DRUG/ALCOHOL INFO--SCIENCE CLASS		
q38d	Frequency	Percent
No	276	77.00
Yes	82	23.00

Frequency Missing = 95.116279898

DRUG/ALCOHOL INFO--SOCIAL STUDIES CLASS		
q38e	Frequency	Percent
No	324	92.08
Yes	28	7.92

Frequency Missing = 100.6582264

DRUG/ALCOHOL INFO--SCHOOL STUDENT GROUP OR CLUB		
q38f	Frequency	Percent
No	318	88.63
Yes	41	11.37

Frequency Missing = 94.437748866

DRUG/ALCOHOL INFO--INVITED SCHOOL GUEST		
q38g	Frequency	Percent
No	265	73.42
Yes	96	26.58

Frequency Missing = 91.41486633

DRUG/ALCOHOL INFO--ANOTHER SCHOOL SOURCE		
q38h	Frequency	Percent
No	284	77.31
Yes	83	22.69

Frequency Missing = 86.081491668

PARENTS FEEL ABOUT KIDS SMOKING CIGARETTES		
q39a	Frequency	Percent
Strong disapprove	297	72.29
Mild disapprove	43	10.55
Neither	31	7.43
Mildly approve	6	1.46
Strongly approve	3	0.70
Don't know	31	7.57

Frequency Missing = 41.95344618

PARENTS FEEL ABOUT KIDS DRINKING BEER		
q39b	Frequency	Percent
Strong disapprove	241	58.25
Mild disapprove	76	18.42
Neither	48	11.65
Mildly approve	16	3.86
Strongly approve	5	1.16
Don't know	27	6.66

Frequency Missing = 40.045701093

PARENTS FEEL ABOUT KIDS USING MARIJUANA		
q39c	Frequency	Percent
Strong disapprove	334	81.17
Mild disapprove	25	6.08
Neither	18	4.48
Mildly approve	3	0.61
Strongly approve	4	1.07
Don't know	27	6.60

Frequency Missing = 41.432839006

TESTED FOR DRUG USE AT SCHOOL		
q40	Frequency	Percent
No	199	46.91
Yes	225	53.09

Frequency Missing = 28.413308602

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**Texas School Survey
of Drug and Alcohol Use
2010
Part II: State Results**

1. General Substance Tables

**State: Grades 7-12 Medium
SPRING 2010**

Table T-1: How recently, if ever, have you used ..

		Past Month	School Year	Ever Used	Never Used
Any tobacco product?					
	All	12.5%	17.6%	30.5%	69.5%
	Grades 7-8	6.1%	8.9%	19.1%	80.9%
	Grades 9-12	15.9%	22.2%	36.5%	63.5%
Cigarettes?					
	All	11.2%	16.0%	28.7%	71.3%
	Grades 7-8	5.4%	8.0%	17.9%	82.1%
	Grades 9-12	14.3%	20.2%	34.4%	65.6%
Smokeless tobacco?					
	All	3.7%	5.5%	9.5%	90.5%
	Grades 7-8	1.8%	2.6%	5.1%	94.9%
	Grades 9-12	4.7%	7.0%	11.8%	88.2%

Table T-2: How often do you normally use ..

		Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
Any tobacco product?								
	All	72.5%	2.9%	2.7%	3.7%	5.3%	4.7%	8.1%
	Grades 7-8	83.1%	0.6%	1.4%	2.1%	3.6%	3.4%	5.8%
	Grades 9-12	66.9%	4.1%	3.4%	4.5%	6.3%	5.5%	9.3%
Cigarettes?								
	All	74.0%	2.3%	2.4%	3.5%	5.2%	4.5%	8.0%
	Grades 7-8	84.1%	0.5%	1.2%	2.0%	3.4%	3.2%	5.6%
	Grades 9-12	68.6%	3.3%	3.1%	4.3%	6.2%	5.2%	9.3%
Smokeless tobacco?								
	All	91.4%	0.8%	0.7%	0.9%	1.5%	1.6%	3.0%
	Grades 7-8	95.7%	0.1%	0.4%	0.5%	0.9%	0.9%	1.5%
	Grades 9-12	89.2%	1.2%	0.9%	1.1%	1.8%	2.0%	3.8%

Table T-3: Average age of first use of:

	grade1	grade2
Cigarettes		
	11.3	13.5
Smokeless tobacco		
	11.6	14.1
Any Tobacco		
	11.2	13.4

**State: Grades 7-12 Medium
SPRING 2010**

Table T-4: If you wanted some, how difficult would it be to get...

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Any tobacco product?							
	All	14.7%	17.7%	6.4%	9.4%	16.8%	35.0%
	Grades 7-8	19.4%	29.3%	9.3%	10.6%	14.0%	17.5%
	Grades 9-12	12.3%	11.5%	4.9%	8.8%	18.2%	44.2%
Cigarettes?							
	All	15.0%	18.3%	6.7%	9.8%	17.0%	33.2%
	Grades 7-8	19.7%	30.4%	9.4%	10.7%	13.7%	16.2%
	Grades 9-12	12.5%	12.0%	5.2%	9.4%	18.8%	42.1%
Smokeless Tobacco?							
	All	26.1%	22.4%	8.2%	9.8%	11.9%	21.6%
	Grades 7-8	31.3%	35.4%	10.0%	8.6%	7.2%	7.4%
	Grades 9-12	23.4%	15.5%	7.3%	10.4%	14.3%	29.1%

Table T-5: About how many of your close friends...

		None	A Few	Some	Most	ALL
Use any tobacco product?						
	All	43.3%	30.4%	16.1%	8.6%	1.6%
	Grades 7-8	62.2%	24.9%	8.7%	3.5%	0.7%
	Grades 9-12	33.4%	33.3%	20.0%	11.3%	2.0%
Smoke cigarettes?						
	All	46.1%	30.7%	14.6%	7.3%	1.3%
	Grades 7-8	64.3%	24.3%	7.6%	3.1%	0.6%
	Grades 9-12	36.5%	34.0%	18.3%	9.5%	1.6%
Use a smokeless tobacco product?						
	All	69.8%	17.8%	8.4%	3.3%	0.7%
	Grades 7-8	83.4%	11.4%	3.8%	1.2%	0.3%
	Grades 9-12	62.7%	21.1%	10.9%	4.4%	0.9%

**State: Grades 7-12 Medium
SPRING 2010**

Table T-6: How do your parents feel about kids your age using tobacco?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't know
All	76.7%	8.0%	6.5%	1.1%	0.9%	6.8%
Grades 7-8	83.9%	3.8%	2.8%	0.6%	0.8%	8.1%
Grades 9-12	72.8%	10.2%	8.5%	1.5%	0.9%	6.1%

Table T-7: How dangerous do you think it is for kids your age to use tobacco?

	Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
All	53.2%	25.6%	12.2%	3.5%	5.5%
Grades 7-8	66.4%	19.4%	6.4%	1.8%	5.9%
Grades 9-12	46.2%	28.9%	15.2%	4.4%	5.3%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-1: How recently, if ever, have you used...

		Past Month	School Year	Ever Used	Never Used
Any alcohol product?					
	All	29.0%	40.2%	61.8%	38.2%
	Grades 7-8	18.4%	25.4%	48.5%	51.5%
	Grades 9-12	34.7%	48.0%	68.8%	31.2%
Beer?					
	All	19.9%	29.2%	48.2%	51.8%
	Grades 7-8	11.1%	16.6%	35.9%	64.1%
	Grades 9-12	24.5%	35.9%	54.8%	45.2%
Wine coolers?					
	All	17.5%	26.6%	43.7%	56.3%
	Grades 7-8	10.8%	15.9%	30.6%	69.4%
	Grades 9-12	21.0%	32.3%	50.6%	49.4%
Wine?					
	All	12.4%	20.6%	40.4%	59.6%
	Grades 7-8	8.4%	13.1%	29.5%	70.5%
	Grades 9-12	14.5%	24.5%	46.1%	53.9%
Liquor?					
	All	18.8%	28.6%	43.5%	56.5%
	Grades 7-8	9.0%	14.0%	26.1%	73.9%
	Grades 9-12	24.0%	36.3%	52.8%	47.2%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-2: How often do you normally use...

		Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
Any alcohol product?								
	All	44.4%	0.6%	4.2%	12.4%	14.4%	13.5%	10.5%
	Grades 7-8	59.2%	0.5%	2.8%	6.3%	9.6%	11.1%	10.6%
	Grades 9-12	36.6%	0.7%	5.0%	15.6%	17.0%	14.8%	10.4%
Beer?								
	All	54.3%	0.3%	3.3%	9.6%	11.9%	10.5%	10.2%
	Grades 7-8	67.7%	0.2%	2.0%	4.5%	7.6%	8.4%	9.6%
	Grades 9-12	47.2%	0.3%	3.9%	12.3%	14.1%	11.7%	10.5%
Wine coolers?								
	All	59.9%	0.2%	2.1%	7.3%	11.0%	11.0%	8.6%
	Grades 7-8	74.7%	0.2%	1.5%	3.5%	6.2%	7.3%	6.6%
	Grades 9-12	52.0%	0.2%	2.4%	9.3%	13.5%	13.0%	9.6%
Wine?								
	All	61.9%	0.1%	1.4%	5.1%	8.2%	12.5%	10.9%
	Grades 7-8	74.1%	0.1%	1.1%	2.9%	5.3%	8.3%	8.2%
	Grades 9-12	55.3%	0.1%	1.5%	6.2%	9.8%	14.7%	12.4%
Liquor?								
	All	59.0%	0.2%	2.5%	8.7%	11.4%	10.7%	7.5%
	Grades 7-8	76.8%	0.1%	1.3%	3.5%	5.8%	6.7%	5.8%
	Grades 9-12	49.5%	0.2%	3.1%	11.5%	14.4%	12.8%	8.4%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-3: When you drink the following alcoholic beverages, how many drinks do you usually have at one time, on average?

		Never	Ever Used	5 or More	1 to 4	Less than 1
Beer						
	All	51.0%	49.0%	12.3%	23.9%	12.8%
	Grades 7-8	62.4%	37.6%	5.2%	18.5%	13.8%
	Grades 9-12	44.9%	55.1%	16.0%	26.8%	12.3%
Wine Coolers						
	All	56.3%	43.7%	8.8%	26.2%	8.7%
	Grades 7-8	70.1%	29.9%	4.7%	16.7%	8.6%
	Grades 9-12	48.9%	51.1%	11.0%	31.4%	8.8%
Wine						
	All	58.9%	41.1%	3.6%	21.8%	15.6%
	Grades 7-8	69.8%	30.2%	2.5%	14.5%	13.2%
	Grades 9-12	53.1%	46.9%	4.2%	25.8%	16.9%
Liquor						
	All	55.4%	44.6%	11.6%	24.0%	9.0%
	Grades 7-8	73.0%	27.0%	4.5%	14.0%	8.5%
	Grades 9-12	46.0%	54.0%	15.3%	29.4%	9.3%

Table A-4: During the past 30 days, on how many days have you had five or more drinks of alcohol at one time?

		Never/None	1 day	2 days	3 to 5 days	6 to 9 days	10 or more days
Alcohol							
	All	79.7%	6.9%	4.5%	4.6%	2.0%	2.3%
	Grades 7-8	88.7%	4.5%	2.4%	2.2%	0.9%	1.3%
	Grades 9-12	74.9%	8.1%	5.6%	5.9%	2.6%	2.8%

Table A-5: Average age of first use of:

	grade1	grade2
Beer		
	11.0	13.2
Wine Coolers		
	11.5	13.5
Wine		
	11.4	13.4
Liquor		
	11.9	14.1
Any Alcohol		
	10.9	13.0

**State: Grades 7-12 Medium
SPRING 2010**

Table A-6: If you wanted some, how difficult would it be to get...

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Beer?							
	All	12.8%	13.6%	6.1%	11.5%	20.6%	35.4%
	Grades 7-8	17.4%	22.6%	8.5%	11.7%	15.8%	24.1%
	Grades 9-12	10.4%	8.9%	4.9%	11.5%	23.0%	41.3%
Wine coolers?							
	All	17.4%	15.7%	7.2%	12.1%	18.7%	28.9%
	Grades 7-8	25.2%	25.9%	9.2%	11.0%	12.2%	16.5%
	Grades 9-12	13.3%	10.3%	6.1%	12.7%	22.2%	35.4%
Wine?							
	All	15.0%	16.3%	8.0%	12.9%	18.2%	29.5%
	Grades 7-8	20.0%	27.1%	10.3%	11.7%	12.8%	18.2%
	Grades 9-12	12.5%	10.7%	6.8%	13.5%	21.1%	35.4%
Liquor?							
	All	14.6%	18.2%	8.5%	11.7%	17.3%	29.7%
	Grades 7-8	20.7%	30.8%	10.4%	10.0%	11.5%	16.6%
	Grades 9-12	11.4%	11.6%	7.5%	12.6%	20.3%	36.6%
Any alcohol product?							
	All	11.6%	11.2%	5.0%	10.0%	19.9%	42.3%
	Grades 7-8	15.8%	18.9%	7.6%	11.2%	16.8%	29.7%
	Grades 9-12	9.3%	7.1%	3.6%	9.4%	21.6%	48.9%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-7: Since school began in the fall, on how many days (if any) have you...

	None	1-3 Times	4-9 Times	10+ Times
Attended class while drunk on alcohol?				
All	92.5%	5.7%	0.9%	0.8%
Grades 7-8	93.6%	5.0%	0.7%	0.7%
Grades 9-12	91.9%	6.1%	1.1%	0.9%
Gotten into trouble with teachers because of your drinking?				
All	98.9%	0.7%	0.1%	0.3%
Grades 7-8	98.9%	0.7%	0.1%	0.3%
Grades 9-12	98.8%	0.8%	0.1%	0.3%

Table A-8: School year use of alcohol by absences and conduct problems:

Average days absent due to illness or other reasons	
Alcohol Users:	4.6
Alcohol Non-use	3.6
Average days conduct problems reported	
Alcohol Users:	3.2
Alcohol Non-use	1.1

Table A-9: During the past twelve months, how many times have you...

	None	1-3 Times	4-9 Times	10+ Times
Driven a car when you've had a good bit to drink?				
All	90.8%	6.9%	1.2%	1.0%
Grades 9-12	90.8%	6.9%	1.2%	1.0%
Gotten into trouble with the police because of drinking?				
All	97.3%	2.2%	0.3%	0.2%
Grades 7-8	98.5%	1.1%	0.2%	0.2%
Grades 9-12	96.6%	2.8%	0.3%	0.2%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-10: About how many of your close friends use...

		None	A Few	Some	Most	ALL
Any alcohol product?						
	All	29.0%	23.1%	19.2%	20.3%	8.4%
	Grades 7-8	47.3%	25.0%	14.1%	9.9%	3.8%
	Grades 9-12	19.3%	22.1%	21.8%	25.8%	10.9%
Beer?						
	All	34.3%	23.1%	18.5%	17.9%	6.3%
	Grades 7-8	53.6%	23.7%	12.2%	7.9%	2.6%
	Grades 9-12	24.2%	22.8%	21.8%	23.0%	8.2%
Wine coolers?						
	All	46.6%	20.7%	15.8%	12.3%	4.6%
	Grades 7-8	65.9%	17.3%	9.1%	5.6%	2.1%
	Grades 9-12	36.5%	22.4%	19.4%	15.8%	5.9%
Wine?						
	All	54.7%	23.0%	12.6%	7.0%	2.8%
	Grades 7-8	69.4%	18.0%	7.3%	3.8%	1.4%
	Grades 9-12	47.0%	25.5%	15.4%	8.6%	3.5%
Liquor?						
	All	42.2%	20.7%	16.0%	15.4%	5.8%
	Grades 7-8	64.8%	18.3%	9.0%	5.9%	2.1%
	Grades 9-12	30.4%	21.9%	19.6%	20.3%	7.8%

Table A-11: During the past twelve months, how many times have you...

		None	1-3 Times	4-9 Times	10+ Times
Had difficulties of any kind with your friends because of your drinking?					
	All	93.8%	5.4%	0.5%	0.3%
	Grades 7-8	96.2%	3.3%	0.3%	0.2%
	Grades 9-12	92.5%	6.5%	0.7%	0.4%
Been criticized by someone you were dating because of drinking?					
	All	93.1%	5.7%	0.7%	0.6%
	Grades 7-8	96.2%	3.1%	0.3%	0.3%
	Grades 9-12	91.4%	7.1%	0.8%	0.7%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-12: Thinking of parties you attended this school year, how often was alcohol used?

	Never	Seldom	Half the Time	Most of the Time	Always	Don't know	Didn't attend
All	42.8%	9.9%	7.0%	11.4%	15.8%	1.9%	11.1%
Grades 7-8	61.9%	10.3%	6.0%	6.0%	4.5%	2.3%	9.0%
Grades 9-12	32.7%	9.7%	7.6%	14.3%	21.7%	1.7%	12.3%

Table A-13: How often, if ever, do you get alcoholic beverages from..

		Do Not Drink	Never	Seldom	Most of the Time	Always
At home?						
	All	45.7%	25.2%	20.2%	6.2%	2.7%
	Grades 7-8	54.5%	23.1%	15.9%	4.8%	1.7%
	Grades 9-12	41.0%	26.4%	22.5%	7.0%	3.2%
From friends?						
	All	42.9%	19.5%	16.0%	15.6%	6.0%
	Grades 7-8	54.9%	25.0%	10.7%	7.3%	2.1%
	Grades 9-12	36.5%	16.5%	18.8%	20.0%	8.2%
From a store?						
	All	45.0%	41.4%	7.2%	4.2%	2.2%
	Grades 7-8	56.1%	38.1%	3.6%	1.4%	0.8%
	Grades 9-12	39.1%	43.1%	9.2%	5.7%	3.0%
At parties?						
	All	41.1%	16.8%	13.0%	14.9%	14.3%
	Grades 7-8	51.8%	20.4%	11.8%	9.8%	6.3%
	Grades 9-12	35.4%	14.8%	13.6%	17.6%	18.5%
Other source?						
	All	45.3%	26.9%	13.1%	7.9%	6.8%
	Grades 7-8	54.9%	26.1%	9.6%	5.3%	4.0%
	Grades 9-12	40.1%	27.3%	15.0%	9.2%	8.3%

**State: Grades 7-12 Medium
SPRING 2010**

Table A-14: How do your parents feel about kids your age drinking alcohol?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't know
All	64.0%	14.8%	10.3%	3.4%	1.2%	6.5%
Grades 7-8	72.8%	9.8%	6.2%	2.1%	1.1%	8.1%
Grades 9-12	59.2%	17.4%	12.4%	4.1%	1.2%	5.6%

Table A-15: How dangerous do you think it is for kids your age to use alcohol?

	Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
All	47.7%	30.2%	14.3%	3.7%	4.1%
Grades 7-8	54.7%	24.4%	12.7%	3.6%	4.6%
Grades 9-12	44.1%	33.2%	15.1%	3.7%	3.8%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-1: How recently, if ever, have you used...

		Past Month	School Year	Ever Used	Never Used
Marijuana?					
	All	11.4%	16.9%	26.2%	73.8%
	Grades 7-8	5.3%	7.7%	13.0%	87.0%
	Grades 9-12	14.6%	21.7%	33.2%	66.8%
Cocaine?					
	All	1.5%	2.5%	5.0%	95.0%
	Grades 7-8	0.8%	1.3%	2.3%	97.7%
	Grades 9-12	1.8%	3.2%	6.4%	93.6%
Crack?					
	All	0.5%	0.7%	1.6%	98.4%
	Grades 7-8	0.6%	0.8%	1.6%	98.4%
	Grades 9-12	0.4%	0.7%	1.6%	98.4%
Hallucinogens?					
	All	1.5%	2.5%	4.6%	95.4%
	Grades 7-8	0.8%	1.2%	2.3%	97.7%
	Grades 9-12	1.9%	3.2%	5.9%	94.1%
Uppers?					
	All	2.2%	3.4%	5.3%	94.7%
	Grades 7-8	0.9%	1.2%	1.9%	98.1%
	Grades 9-12	2.9%	4.5%	7.0%	93.0%
Downers?					
	All	2.4%	3.6%	5.7%	94.3%
	Grades 7-8	0.9%	1.3%	2.0%	98.0%
	Grades 9-12	3.2%	4.8%	7.6%	92.4%
Rohypnol?					
	All	1.0%	1.5%	2.6%	97.4%
	Grades 7-8	0.8%	1.2%	2.0%	98.0%
	Grades 9-12	1.2%	1.7%	3.0%	97.0%
Steroids?					
	All	0.5%	0.7%	1.4%	98.6%
	Grades 7-8	0.4%	0.6%	1.4%	98.6%
	Grades 9-12	0.5%	0.7%	1.4%	98.6%
Ecstasy?					
	All	2.5%	4.0%	6.8%	93.2%
	Grades 7-8	1.3%	1.9%	3.4%	96.6%
	Grades 9-12	3.2%	5.1%	8.6%	91.4%
Heroin?					
	All	0.5%	0.8%	1.4%	98.6%
	Grades 7-8	0.6%	0.8%	1.6%	98.4%
	Grades 9-12	0.5%	0.7%	1.3%	98.7%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-2: How often do you normally use...

		Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
Marijuana?								
	All	76.2%	2.8%	3.2%	4.3%	4.5%	4.1%	5.0%
	Grades 7-8	88.2%	1.1%	1.8%	2.4%	2.3%	2.0%	2.2%
	Grades 9-12	69.8%	3.7%	3.9%	5.3%	5.7%	5.2%	6.4%
Cocaine?								
	All	96.1%	0.1%	0.3%	0.5%	0.7%	1.0%	1.4%
	Grades 7-8	98.3%	0.0%	0.2%	0.2%	0.3%	0.5%	0.5%
	Grades 9-12	95.0%	0.1%	0.3%	0.6%	0.9%	1.2%	1.9%
Crack?								
	All	98.7%	0.0%	0.1%	0.2%	0.2%	0.3%	0.5%
	Grades 7-8	98.7%	0.0%	0.1%	0.2%	0.3%	0.3%	0.3%
	Grades 9-12	98.7%	0.1%	0.1%	0.1%	0.2%	0.2%	0.5%
Hallucinogens?								
	All	96.2%	0.1%	0.1%	0.3%	0.8%	1.3%	1.2%
	Grades 7-8	98.2%	0.0%	0.1%	0.3%	0.4%	0.5%	0.5%
	Grades 9-12	95.2%	0.1%	0.1%	0.4%	1.0%	1.7%	1.6%
Uppers?								
	All	95.0%	0.1%	0.4%	0.8%	1.2%	1.2%	1.2%
	Grades 7-8	98.1%	0.1%	0.2%	0.4%	0.4%	0.4%	0.5%
	Grades 9-12	93.3%	0.2%	0.5%	1.1%	1.6%	1.7%	1.7%
Downers?								
	All	94.8%	0.2%	0.4%	0.9%	1.3%	1.1%	1.2%
	Grades 7-8	98.1%	0.2%	0.2%	0.3%	0.5%	0.3%	0.4%
	Grades 9-12	93.1%	0.2%	0.5%	1.2%	1.7%	1.6%	1.7%
Rohypnol?								
	All	97.9%	0.0%	0.2%	0.3%	0.4%	0.5%	0.5%
	Grades 7-8	98.5%	0.0%	0.2%	0.3%	0.4%	0.4%	0.3%
	Grades 9-12	97.7%	0.0%	0.2%	0.4%	0.4%	0.6%	0.7%
Steroids?								
	All	98.9%	0.1%	0.1%	0.1%	0.1%	0.2%	0.4%
	Grades 7-8	99.0%	0.1%	0.1%	0.1%	0.1%	0.2%	0.4%
	Grades 9-12	98.9%	0.1%	0.1%	0.1%	0.1%	0.2%	0.5%
Ecstasy?								
	All	93.8%	0.1%	0.4%	0.9%	1.4%	1.7%	1.7%
	Grades 7-8	97.1%	0.1%	0.3%	0.5%	0.6%	0.8%	0.7%
	Grades 9-12	92.1%	0.1%	0.5%	1.0%	1.8%	2.3%	2.3%
Heroin?								
	All	98.9%	0.1%	0.1%	0.1%	0.2%	0.3%	0.4%
	Grades 7-8	98.9%	0.1%	0.1%	0.1%	0.2%	0.3%	0.4%
	Grades 9-12	98.9%	0.1%	0.1%	0.1%	0.1%	0.2%	0.4%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-3: Average age of first use of:

	grade1	grade2
Marijuana		
	12.0	14.0
Cocaine		
	12.2	14.6
Crack		
	12.0	14.2
Hallucinogens		
	12.2	14.8
Uppers		
	12.2	14.5
Downers		
	12.2	14.5
Rohypnol		
	12.2	14.2
Steroids		
	11.4	13.7
Ecstasy		
	12.5	15.1
Heroin		
	12.0	13.9

Table D-4: Age of first use of marijuana by family situation:

		Never	9/Under	10 to 11	12 to 13	14 to 15	16 to 17	Over 17
Two parent family								
	All	79.2%	0.8%	1.7%	5.6%	7.9%	4.4%	0.3%
	Grades 7-8	90.8%	0.7%	1.9%	5.2%	1.4%	0.0%	0.0%
	Grades 9-12	72.9%	0.9%	1.6%	5.9%	11.4%	6.8%	0.5%
Other family situation								
	All	64.6%	2.3%	3.9%	10.4%	12.5%	5.7%	0.7%
	Grades 7-8	80.6%	2.4%	4.8%	9.4%	2.8%	0.0%	0.0%
	Grades 9-12	57.0%	2.2%	3.5%	10.9%	17.1%	8.4%	1.0%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-5: If you wanted some, how difficult would it be to get..

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Marijuana?							
	All	17.0%	27.3%	8.2%	9.1%	12.6%	25.8%
	Grades 7-8	22.8%	43.3%	8.5%	6.9%	7.0%	11.5%
	Grades 9-12	13.9%	19.0%	8.0%	10.2%	15.5%	33.4%
Cocaine?							
	All	22.6%	36.6%	14.0%	10.9%	7.1%	8.7%
	Grades 7-8	26.7%	49.7%	10.5%	5.7%	3.5%	4.0%
	Grades 9-12	20.5%	29.8%	15.9%	13.6%	9.0%	11.2%
Crack?							
	All	24.4%	37.5%	14.6%	10.6%	6.0%	6.9%
	Grades 7-8	27.9%	49.5%	10.3%	5.6%	3.1%	3.6%
	Grades 9-12	22.5%	31.1%	16.9%	13.2%	7.5%	8.7%
Hallucinogens?							
	All	38.4%	27.7%	11.5%	9.1%	6.3%	7.0%
	Grades 7-8	50.0%	32.7%	7.4%	4.3%	2.6%	2.9%
	Grades 9-12	32.3%	25.0%	13.6%	11.7%	8.3%	9.1%
Uppers?							
	All	49.6%	21.2%	8.1%	7.0%	5.9%	8.2%
	Grades 7-8	60.0%	26.1%	5.4%	3.3%	2.3%	3.0%
	Grades 9-12	44.1%	18.6%	9.6%	9.0%	7.9%	10.9%
Downers?							
	All	49.5%	21.1%	8.1%	6.9%	5.9%	8.4%
	Grades 7-8	60.2%	25.9%	5.4%	3.2%	2.2%	3.1%
	Grades 9-12	43.8%	18.6%	9.6%	8.9%	7.8%	11.2%
Rohypnol?							
	All	46.5%	25.3%	10.2%	7.1%	4.6%	6.3%
	Grades 7-8	56.1%	29.5%	6.0%	3.5%	2.0%	2.9%
	Grades 9-12	41.4%	23.1%	12.4%	9.0%	6.0%	8.0%
Steroids?							
	All	27.2%	38.0%	13.3%	9.7%	5.5%	6.3%
	Grades 7-8	30.8%	48.5%	9.4%	5.3%	2.7%	3.2%
	Grades 9-12	25.3%	32.5%	15.3%	12.1%	7.0%	7.9%
Ecstasy?							
	All	33.4%	28.8%	10.5%	8.5%	7.5%	11.2%
	Grades 7-8	47.5%	33.9%	6.9%	4.3%	3.1%	4.4%
	Grades 9-12	26.0%	26.2%	12.4%	10.8%	9.9%	14.7%
Heroin?							
	All	32.0%	37.4%	13.2%	7.6%	4.1%	5.7%
	Grades 7-8	38.1%	44.3%	8.3%	4.0%	2.3%	3.1%
	Grades 9-12	28.8%	33.8%	15.8%	9.5%	5.0%	7.1%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-6: Since school began in the fall, on how many days (if any) have you..

	None	1-3 Times	4-9 Times	10+ Times
Attended class while high from marijuana use?				
All	89.1%	5.8%	2.0%	3.1%
Grades 7-8	93.7%	3.9%	1.1%	1.4%
Grades 9-12	86.6%	6.9%	2.5%	4.0%
Attended class while high from use of some other drug?				
All	94.2%	3.7%	1.0%	1.1%
Grades 7-8	96.1%	2.6%	0.5%	0.7%
Grades 9-12	93.2%	4.3%	1.2%	1.3%
Gotten into trouble with teachers because of your drug use?				
All	98.4%	1.1%	0.2%	0.3%
Grades 7-8	98.6%	0.9%	0.2%	0.3%
Grades 9-12	98.3%	1.2%	0.2%	0.3%

Table D-7: School year use of marijuana by absences and conduct problems:

Average days absent due to illness or other reasons	
Marijuana Users:	4.9
Marijuana Non-use	3.8

Average days conduct problems reported	
Marijuana Users:	4.8
Marijuana Non-use	1.4

Table D-8: During the past twelve months, how many times have you..

	None	1-3 Times	4-9 Times	10+ Times
Driven a car when you've felt high from drugs?				
All	90.5%	5.9%	1.4%	2.2%
Grades 9-12	90.5%	5.9%	1.4%	2.2%
Gotten into trouble with the police because of drug use?				
All	97.5%	1.9%	0.2%	0.3%
Grades 7-8	98.1%	1.3%	0.3%	0.3%
Grades 9-12	97.3%	2.2%	0.2%	0.3%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-9: About how many of your close friends use marijuana?

	None	A Few	Some	Most	ALL
All	48.4%	18.6%	14.3%	13.3%	5.4%
Grades 7-8	68.1%	14.3%	8.0%	6.8%	2.7%
Grades 9-12	38.1%	20.9%	17.5%	16.7%	6.7%

Table D-10: During the past twelve months, how many times have you..

	None	1-3 Times	4-9 Times	10+ Times
Had difficulties of any kind with your friends because of your drug use?				
All	94.2%	4.7%	0.7%	0.4%
Grades 7-8	96.0%	3.3%	0.4%	0.3%
Grades 9-12	93.3%	5.5%	0.8%	0.4%
Been criticized by someone you were dating because of drug use?				
All	93.4%	5.1%	0.8%	0.7%
Grades 7-8	96.3%	2.9%	0.4%	0.4%
Grades 9-12	91.9%	6.3%	1.0%	0.9%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-11: Thinking of parties you attended this school year, how often were marijuana and/or other drugs used?

	Never	Seldom	Half the Time	Most of the Time	Always	Don't know	Didn't attend
All	53.8%	9.2%	6.6%	7.6%	8.8%	2.7%	11.2%
Grades 7-8	73.2%	6.1%	3.4%	3.3%	2.9%	2.2%	9.0%
Grades 9-12	43.5%	10.9%	8.2%	9.9%	12.0%	3.0%	12.4%

Table D-12: How often, if ever, do you smoke marijuana in..

CATEGORY		Never	Seldom	Half the Time	Most of the Time	Always	Don't know
Joints?	All	79.6%	8.1%	4.6%	4.0%	2.9%	0.8%
	Grades 7-8	88.4%	3.8%	2.7%	2.5%	1.8%	0.7%
	Grades 9-12	74.9%	10.4%	5.6%	4.8%	3.4%	0.9%
Blunts?	All	79.6%	6.6%	4.1%	4.5%	4.4%	0.8%
	Grades 7-8	89.0%	3.1%	2.6%	2.4%	2.1%	0.8%
	Grades 9-12	74.6%	8.4%	4.9%	5.6%	5.6%	0.9%
Bongs or water pipes?	All	84.7%	5.8%	3.2%	3.1%	2.5%	0.6%
	Grades 7-8	93.0%	2.4%	1.5%	1.4%	1.1%	0.6%
	Grades 9-12	80.3%	7.7%	4.1%	4.1%	3.3%	0.6%
Pipes?	All	83.6%	5.2%	3.2%	4.3%	3.2%	0.6%
	Grades 7-8	92.2%	2.4%	1.7%	1.7%	1.4%	0.6%
	Grades 9-12	79.0%	6.6%	4.0%	5.6%	4.1%	0.7%
Some other way?	All	87.6%	5.2%	1.7%	1.6%	2.0%	1.8%
	Grades 7-8	93.3%	2.1%	1.2%	1.1%	1.2%	1.2%
	Grades 9-12	84.6%	7.0%	2.0%	1.9%	2.5%	2.1%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-13: How do your parents feel about kids your age using marijuana?

	Strongly Disapprove	Mildly Disapprove	Neither	Mildly Approve	Strongly Approve	Don't know
All	81.4%	5.2%	4.6%	1.2%	1.3%	6.3%
Grades 7-8	85.0%	2.7%	2.6%	0.7%	1.2%	7.8%
Grades 9-12	79.5%	6.5%	5.7%	1.4%	1.4%	5.5%

Table D-14: How dangerous do you think it is for kids your age to use...

		Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
Marijuana?						
	All	58.9%	15.1%	11.4%	10.4%	4.3%
	Grades 7-8	74.4%	10.5%	5.7%	4.6%	4.8%
	Grades 9-12	50.8%	17.4%	14.4%	13.4%	4.1%
Cocaine?						
	All	83.7%	8.9%	1.6%	0.9%	4.9%
	Grades 7-8	85.4%	7.1%	1.5%	0.8%	5.2%
	Grades 9-12	82.8%	9.8%	1.7%	0.9%	4.7%
Crack?						
	All	85.2%	7.5%	1.3%	0.8%	5.1%
	Grades 7-8	85.7%	6.6%	1.3%	0.9%	5.5%
	Grades 9-12	84.9%	8.0%	1.3%	0.8%	5.0%
Ecstasy?						
	All	77.0%	10.9%	3.5%	1.5%	7.1%
	Grades 7-8	79.7%	7.4%	2.4%	1.3%	9.2%
	Grades 9-12	75.5%	12.8%	4.1%	1.6%	6.0%
Steroids?						
	All	75.1%	13.2%	4.1%	1.5%	6.2%
	Grades 7-8	78.3%	10.7%	3.0%	1.3%	6.7%
	Grades 9-12	73.4%	14.5%	4.6%	1.6%	5.9%
Heroin?						
	All	86.1%	5.9%	1.1%	0.7%	6.2%
	Grades 7-8	85.4%	5.6%	1.1%	0.8%	7.2%
	Grades 9-12	86.5%	6.1%	1.0%	0.7%	5.6%

**State: Grades 7-12 Medium
SPRING 2010**

Table D-15: How recently, if ever, have you taken...

	Past Month	School Year	Ever Used	Never Used
Methamphetamine?				
All	0.8%	1.3%	3.0%	97.0%
Grades 7-8	0.8%	1.2%	2.4%	97.6%
Grades 9-12	0.8%	1.4%	3.3%	96.7%

Table D-16: How recently, if ever, have you taken the following PRESCRIPTION DRUGS...

	Past Month	School Year	Ever Used	Never Used
Codeine?				
All	4.8%	8.2%	12.3%	87.7%
Grades 7-8	3.8%	5.7%	8.6%	91.4%
Grades 9-12	5.4%	9.4%	14.3%	85.7%
Oxycontin, Percodan or Percocet?				
All	1.0%	1.8%	3.1%	96.9%
Grades 7-8	0.5%	0.8%	1.4%	98.6%
Grades 9-12	1.2%	2.4%	4.0%	96.0%
Vicodin, Lortab or Lorcet?				
All	1.8%	3.5%	5.3%	94.7%
Grades 7-8	0.6%	1.0%	1.6%	98.4%
Grades 9-12	2.5%	4.7%	7.2%	92.8%
Valium or Diazepam?				
All	0.7%	1.4%	2.4%	97.6%
Grades 7-8	0.5%	0.7%	1.1%	98.9%
Grades 9-12	0.9%	1.7%	3.0%	97.0%
Xanax or Alprazolam?				
All	1.7%	3.0%	4.5%	95.5%
Grades 7-8	0.8%	1.1%	1.7%	98.3%
Grades 9-12	2.2%	4.0%	6.0%	94.0%

Table D-17: How recently, if ever, have you taken the following OVER-THE COUNTER drugs...

	Past Month	School Year	Ever Used	Never Used
DXM, Triple C?				
All	1.9%	3.1%	5.4%	94.6%
Grades 7-8	1.9%	2.7%	4.4%	95.6%
Grades 9-12	2.0%	3.4%	5.9%	94.1%

**State: Grades 7-12 Medium
SPRING 2010**

Table I-1: How recently, if ever, have you used...

		Past Month	School Year	Ever Used	Never Used
Spray paint?					
	All	1.0%	1.7%	5.0%	95.0%
	Grades 7-8	1.3%	2.1%	5.8%	94.2%
	Grades 9-12	0.9%	1.4%	4.5%	95.5%
Whiteout, correction fld?					
	All	2.6%	4.2%	10.0%	90.0%
	Grades 7-8	4.4%	6.6%	13.5%	86.5%
	Grades 9-12	1.7%	2.9%	8.1%	91.9%
Computer dusting sprays?					
	All	0.9%	1.6%	3.3%	96.7%
	Grades 7-8	0.8%	1.3%	2.4%	97.6%
	Grades 9-12	0.9%	1.7%	3.8%	96.2%
Helium, butane, propane, whippets, freon?					
	All	2.2%	3.8%	7.8%	92.2%
	Grades 7-8	2.5%	4.0%	7.8%	92.2%
	Grades 9-12	2.1%	3.7%	7.9%	92.1%
Glue?					
	All	0.6%	1.0%	2.4%	97.6%
	Grades 7-8	0.9%	1.5%	3.2%	96.8%
	Grades 9-12	0.4%	0.7%	2.0%	98.0%
Toluene, paint thinner, other solvents?					
	All	0.6%	1.1%	2.4%	97.6%
	Grades 7-8	0.9%	1.4%	2.6%	97.4%
	Grades 9-12	0.5%	0.9%	2.3%	97.7%
Gasoline, octane booster, carburetor cleaner?					
	All	1.1%	1.6%	3.5%	96.5%
	Grades 7-8	1.5%	2.2%	4.3%	95.7%
	Grades 9-12	0.8%	1.3%	3.1%	96.9%
Other aerosols/sprays?					
	All	1.1%	1.8%	4.0%	96.0%
	Grades 7-8	1.7%	2.7%	5.2%	94.8%
	Grades 9-12	0.8%	1.3%	3.4%	96.6%
Any inhalant?					
	All	6.1%	8.9%	17.2%	82.8%
	Grades 7-8	8.5%	11.5%	20.2%	79.8%
	Grades 9-12	4.8%	7.6%	15.6%	84.4%

Table I-2: How often do you normally use inhalants?

	Never Used	Every Day	Several Times a Week	Several Times a Month	About Once a Month	About Once a Year	Less than Once a Year
All	92.9%	0.2%	0.4%	0.7%	1.2%	1.6%	3.0%
Grades 7-8	91.2%	0.3%	0.7%	1.2%	1.8%	2.0%	2.9%
Grades 9-12	93.8%	0.1%	0.2%	0.5%	0.9%	1.4%	3.1%

**State: Grades 7-12 Medium
SPRING 2010**

I-3: Number of different kinds of inhalants used

	None	One	Two to Three	Four Plus
All	83.1%	8.1%	6.0%	2.8%
Grades 7-8	80.0%	9.3%	7.4%	3.3%
Grades 9-12	84.7%	7.5%	5.2%	2.6%

**State: Grades 7-12 Medium
SPRING 2010**

Table I-4: Average age of first use of:

	grade1	grade2
Inhalants		
	11.3	12.9

Table I-5: Since school began in the fall, on how many days (if any) have you attended class while high from inhalant use?

	None	1-3 Times	4-9 Times	10+ Times
All	97.7%	1.6%	0.3%	0.4%
Grades 7-8	97.0%	2.1%	0.5%	0.5%
Grades 9-12	98.1%	1.3%	0.3%	0.3%

**State: Grades 7-12 Medium
SPRING 2010**

Table I-6: School year use of inhalants by absences and conduct problems:

Average days absent due to illness or other reasons	
Inhalants Users:	4.8
Inhalants Non-use	3.9

Average days conduct problems reported	
Inhalants Users:	4.4
Inhalants Non-use	1.7

Table I-7: About how many of your close friends use inhalants?

	None	A Few	Some	Most	ALL
All	80.8%	12.7%	4.4%	1.6%	0.5%
Grades 7-8	80.2%	12.2%	5.0%	2.0%	0.7%
Grades 9-12	81.1%	12.9%	4.1%	1.4%	0.5%

Table I-8: How dangerous do you think it is for kids your age to use inhalants?

	Very Dangerous	Somewhat Dangerous	Not very Dangerous	Not at All Dangerous	Do Not Know
All	72.8%	14.9%	4.7%	1.7%	6.0%
Grades 7-8	72.8%	13.6%	5.5%	2.0%	6.1%
Grades 9-12	72.7%	15.6%	4.3%	1.5%	5.9%

**State: Grades 7-12 Medium
SPRING 2010**

Table I-9: If you wanted some, how difficult would it be to get..

		Never Heard Of	Impossible	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Inhalants?							
	All	24.0%	18.3%	5.0%	7.0%	10.9%	34.9%
	Grades 7-8	27.2%	26.2%	5.3%	6.4%	8.9%	26.1%
	Grades 9-12	22.4%	14.1%	4.9%	7.3%	11.9%	39.5%

**State: Grades 7-12 Medium
SPRING 2010**

Table X-1: Since school began in the fall, have you gotten any information on drugs or alcohol from the following sources?

CATEGORY		Yes
A school health class	All	47.9%
	Grades 7-8	45.7%
	Grades 9-12	49.0%
An assembly program	All	49.5%
	Grades 7-8	55.2%
	Grades 9-12	46.5%
Guidance counselor	All	27.2%
	Grades 7-8	35.0%
	Grades 9-12	23.2%
Science class	All	30.7%
	Grades 7-8	32.8%
	Grades 9-12	29.5%
Social studies class	All	15.4%
	Grades 7-8	15.3%
	Grades 9-12	15.5%
Student group session	All	15.4%
	Grades 7-8	14.7%
	Grades 9-12	15.8%
An invited school guest	All	36.0%
	Grades 7-8	41.3%
	Grades 9-12	33.2%
Another source at school	All	32.6%
	Grades 7-8	32.8%
	Grades 9-12	32.5%
Any school source	All	61.1%
	Grades 7-8	62.5%
	Grades 9-12	60.4%

**State: Grades 7-12 Medium
SPRING 2010**

Table X-2: If you had a drug or alcohol problem and needed help, who would you go to?

CATEGORY		Yes
Counselor/program in-school	All	35.0%
	Grades 7-8	43.4%
	Grades 9-12	30.5%
Another adult in school	All	34.7%
	Grades 7-8	39.7%
	Grades 9-12	32.1%
Counselor/program outside-school	All	37.0%
	Grades 7-8	38.9%
	Grades 9-12	36.0%
Your parents	All	60.7%
	Grades 7-8	64.5%
	Grades 9-12	58.6%
A medical doctor	All	45.4%
	Grades 7-8	49.8%
	Grades 9-12	43.0%
Your friends	All	69.3%
	Grades 7-8	63.3%
	Grades 9-12	72.6%
Another adult	All	61.7%
	Grades 7-8	61.2%
	Grades 9-12	61.9%

Table X-3: Since school began in the fall, have you sought help, other than from family or friends, for problems in any way connected with your use of alcohol, marijuana, or other drugs?

CATEGORY		Yes
Seek Help	All	8.0%
	Grades 7-8	8.3%
	Grades 9-12	7.9%

**State: Grades 7-12 Medium
SPRING 2010**

Table X-4: About how many of your friends:

	None	A Few	Some	Most	ALL
Feel close to their parents?					
All	5.3%	25.6%	26.2%	33.8%	9.0%
Grades 7-8	6.9%	25.2%	23.6%	31.9%	12.4%
Grades 9-12	4.5%	25.8%	27.6%	34.8%	7.3%
Sometimes carry weapons?					
All	66.2%	20.4%	8.8%	3.2%	1.3%
Grades 7-8	73.7%	17.3%	5.9%	2.1%	1.0%
Grades 9-12	62.3%	22.1%	10.3%	3.8%	1.5%
Care about making good grades?					
All	3.1%	13.9%	22.6%	42.8%	17.7%
Grades 7-8	3.9%	16.2%	21.6%	37.2%	21.1%
Grades 9-12	2.6%	12.7%	23.1%	45.8%	15.9%
Belong/want to belong to a gang?					
All	69.6%	17.0%	8.1%	3.9%	1.4%
Grades 7-8	70.3%	16.6%	7.6%	3.9%	1.5%
Grades 9-12	69.2%	17.2%	8.3%	3.9%	1.4%
Wish they could drop out of school?					
All	58.5%	27.2%	9.2%	3.4%	1.7%
Grades 7-8	63.9%	23.1%	7.8%	3.3%	1.9%
Grades 9-12	55.6%	29.4%	10.0%	3.5%	1.6%

**State: Grades 7-12 Medium
SPRING 2010**

Table X-5: How safe do you feel when you are:

		Very Safe	Somewhat Safe	Not Very Safe	Not Safe at All	Don't Know
In your home?						
	All	81.4%	16.1%	1.2%	0.4%	1.0%
	Grades 7-8	79.8%	17.3%	1.3%	0.4%	1.2%
	Grades 9-12	82.2%	15.4%	1.1%	0.4%	0.9%
Out in your neighborhood?						
	All	41.2%	46.8%	7.8%	2.1%	2.1%
	Grades 7-8	37.2%	48.6%	9.0%	2.3%	2.9%
	Grades 9-12	43.3%	45.9%	7.1%	2.0%	1.7%
At school?						
	All	42.3%	44.3%	7.1%	3.4%	2.9%
	Grades 7-8	46.6%	40.4%	6.6%	3.2%	3.3%
	Grades 9-12	40.1%	46.4%	7.4%	3.5%	2.7%

2. Prevalence Tables

**State: Grades 7-12 Medium
SPRING 2010**

**Table B1: Prevalence and recency of use of selected substances by grade
All students**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	12.5%	17.6%	30.5%	69.5%
	Grades 7-8	6.1%	8.9%	19.1%	80.9%
	Grades 9-12	15.9%	22.2%	36.5%	63.5%
Alcohol	All	29.0%	40.2%	61.8%	38.2%
	Grades 7-8	18.4%	25.4%	48.5%	51.5%
	Grades 9-12	34.7%	48.0%	68.8%	31.2%
Inhalants	All	6.1%	8.9%	17.2%	82.8%
	Grades 7-8	8.5%	11.5%	20.2%	79.8%
	Grades 9-12	4.8%	7.6%	15.6%	84.4%
Any Illicit Drug	All	13.1%	18.5%	27.9%	72.1%
	Grades 7-8	7.0%	9.5%	15.2%	84.8%
	Grades 9-12	16.3%	23.2%	34.6%	65.4%
Marijuana	All	11.4%	16.9%	26.2%	73.8%
	Grades 7-8	5.3%	7.7%	13.0%	87.0%
	Grades 9-12	14.6%	21.7%	33.2%	66.8%
Marijuana Only	All	4.7%	7.7%	13.9%	86.1%
	Grades 7-8	2.3%	3.5%	7.0%	93.0%
	Grades 9-12	6.0%	9.9%	17.6%	82.4%
Cocaine or Crack	All	1.7%	2.7%	5.4%	94.6%
	Grades 7-8	1.1%	1.6%	2.9%	97.1%
	Grades 9-12	2.0%	3.3%	6.7%	93.3%
Cocaine	All	1.5%	2.5%	5.0%	95.0%
	Grades 7-8	0.8%	1.3%	2.3%	97.7%
	Grades 9-12	1.8%	3.2%	6.4%	93.6%
Crack	All	0.5%	0.7%	1.6%	98.4%
	Grades 7-8	0.6%	0.8%	1.6%	98.4%
	Grades 9-12	0.4%	0.7%	1.6%	98.4%
Hallucinogens	All	1.5%	2.5%	4.6%	95.4%
	Grades 7-8	0.8%	1.2%	2.3%	97.7%
	Grades 9-12	1.9%	3.2%	5.9%	94.1%
Uppers	All	2.2%	3.4%	5.3%	94.7%
	Grades 7-8	0.9%	1.2%	1.9%	98.1%
	Grades 9-12	2.9%	4.5%	7.0%	93.0%
Downers	All	2.4%	3.6%	5.7%	94.3%
	Grades 7-8	0.9%	1.3%	2.0%	98.0%
	Grades 9-12	3.2%	4.8%	7.6%	92.4%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B1: Prevalence and recency of use of selected substances by grade
All students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	1.0%	1.5%	2.6%	97.4%
	Grades 7-8	0.8%	1.2%	2.0%	98.0%
	Grades 9-12	1.2%	1.7%	3.0%	97.0%
Steroids	All	0.5%	0.7%	1.4%	98.6%
	Grades 7-8	0.4%	0.6%	1.4%	98.6%
	Grades 9-12	0.5%	0.7%	1.4%	98.6%
Ecstasy	All	2.5%	4.0%	6.8%	93.2%
	Grades 7-8	1.3%	1.9%	3.4%	96.6%
	Grades 9-12	3.2%	5.1%	8.6%	91.4%
Heroin	All	0.5%	0.8%	1.4%	98.6%
	Grades 7-8	0.6%	0.8%	1.6%	98.4%
	Grades 9-12	0.5%	0.7%	1.3%	98.7%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B2: Prevalence and recency of use of selected substances by grade
Male students**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	15.2%	20.6%	33.7%	66.3%
	Grades 7-8	7.0%	10.0%	21.0%	79.0%
	Grades 9-12	19.5%	26.2%	40.5%	59.5%
Alcohol	All	29.1%	39.8%	60.9%	39.1%
	Grades 7-8	17.9%	25.1%	48.3%	51.7%
	Grades 9-12	35.1%	47.5%	67.6%	32.4%
Inhalants	All	6.0%	8.8%	16.7%	83.3%
	Grades 7-8	7.6%	10.5%	18.6%	81.4%
	Grades 9-12	5.1%	7.9%	15.7%	84.3%
Any Illicit Drug	All	14.9%	20.6%	30.8%	69.2%
	Grades 7-8	7.3%	10.1%	16.6%	83.4%
	Grades 9-12	18.9%	26.2%	38.3%	61.7%
Marijuana	All	13.2%	19.1%	29.6%	70.4%
	Grades 7-8	5.9%	8.5%	14.9%	85.1%
	Grades 9-12	17.0%	24.6%	37.3%	62.7%
Marijuana Only	All	5.4%	8.7%	15.8%	84.2%
	Grades 7-8	2.8%	4.1%	8.5%	91.5%
	Grades 9-12	6.7%	11.2%	19.6%	80.4%
Cocaine or Crack	All	1.9%	3.1%	6.0%	94.0%
	Grades 7-8	1.0%	1.5%	2.7%	97.3%
	Grades 9-12	2.4%	4.0%	7.8%	92.2%
Cocaine	All	1.7%	2.9%	5.7%	94.3%
	Grades 7-8	0.8%	1.2%	2.2%	97.8%
	Grades 9-12	2.3%	3.8%	7.5%	92.5%
Crack	All	0.4%	0.7%	1.6%	98.4%
	Grades 7-8	0.4%	0.6%	1.3%	98.7%
	Grades 9-12	0.4%	0.7%	1.8%	98.2%
Hallucinogens	All	2.0%	3.4%	6.0%	94.0%
	Grades 7-8	0.9%	1.4%	2.7%	97.3%
	Grades 9-12	2.6%	4.4%	7.7%	92.3%
Uppers	All	2.5%	3.6%	5.6%	94.4%
	Grades 7-8	0.9%	1.2%	1.9%	98.1%
	Grades 9-12	3.3%	4.9%	7.6%	92.4%
Downers	All	2.7%	4.0%	6.3%	93.7%
	Grades 7-8	0.9%	1.3%	1.9%	98.1%
	Grades 9-12	3.7%	5.5%	8.6%	91.4%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B2: Prevalence and recency of use of selected substances by grade
Male students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	1.1%	1.6%	2.7%	97.3%
	Grades 7-8	0.9%	1.2%	2.1%	97.9%
	Grades 9-12	1.3%	1.8%	3.0%	97.0%
Steroids	All	0.7%	1.0%	1.8%	98.2%
	Grades 7-8	0.4%	0.7%	1.6%	98.4%
	Grades 9-12	0.8%	1.1%	2.0%	98.0%
Ecstasy	All	2.8%	4.3%	7.2%	92.8%
	Grades 7-8	1.2%	1.9%	3.5%	96.5%
	Grades 9-12	3.7%	5.6%	9.1%	90.9%
Heroin	All	0.5%	0.7%	1.4%	98.6%
	Grades 7-8	0.4%	0.7%	1.4%	98.6%
	Grades 9-12	0.6%	0.8%	1.5%	98.5%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B3: Prevalence and recency of use of selected substances by grade
Female students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	10.0%	14.8%	27.4%	72.6%
	Grades 7-8	5.3%	7.8%	17.4%	82.6%
	Grades 9-12	12.5%	18.4%	32.7%	67.3%
Alcohol					
	All	28.9%	40.6%	62.7%	37.3%
	Grades 7-8	18.8%	25.7%	48.7%	51.3%
	Grades 9-12	34.3%	48.5%	70.0%	30.0%
Inhalants					
	All	6.1%	9.1%	17.6%	82.4%
	Grades 7-8	9.3%	12.6%	21.7%	78.3%
	Grades 9-12	4.5%	7.3%	15.5%	84.5%
Any Illicit Drug					
	All	11.5%	16.5%	25.2%	74.8%
	Grades 7-8	6.7%	9.0%	13.9%	86.1%
	Grades 9-12	14.0%	20.4%	31.2%	68.8%
Marijuana					
	All	9.8%	14.8%	23.2%	76.8%
	Grades 7-8	4.8%	6.9%	11.1%	88.9%
	Grades 9-12	12.4%	19.0%	29.5%	70.5%
Marijuana Only					
	All	4.1%	6.8%	12.2%	87.8%
	Grades 7-8	1.9%	2.9%	5.6%	94.4%
	Grades 9-12	5.3%	8.8%	15.7%	84.3%
Cocaine or Crack					
	All	1.4%	2.4%	4.8%	95.2%
	Grades 7-8	1.2%	1.8%	3.1%	96.9%
	Grades 9-12	1.5%	2.7%	5.7%	94.3%
Cocaine					
	All	1.3%	2.1%	4.3%	95.7%
	Grades 7-8	0.9%	1.3%	2.3%	97.7%
	Grades 9-12	1.4%	2.6%	5.3%	94.7%
Crack					
	All	0.5%	0.7%	1.6%	98.4%
	Grades 7-8	0.7%	1.0%	2.0%	98.0%
	Grades 9-12	0.4%	0.6%	1.5%	98.5%
Hallucinogens					
	All	1.0%	1.7%	3.4%	96.6%
	Grades 7-8	0.8%	1.0%	2.0%	98.0%
	Grades 9-12	1.2%	2.1%	4.1%	95.9%
Uppers					
	All	1.9%	3.1%	4.9%	95.1%
	Grades 7-8	0.8%	1.2%	2.0%	98.0%
	Grades 9-12	2.5%	4.1%	6.5%	93.5%
Downers					
	All	2.1%	3.2%	5.1%	94.9%
	Grades 7-8	0.9%	1.4%	2.1%	97.9%
	Grades 9-12	2.7%	4.1%	6.7%	93.3%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B3: Prevalence and recency of use of selected substances by grade
Female students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	1.0%	1.4%	2.6%	97.4%
	Grades 7-8	0.8%	1.1%	1.9%	98.1%
	Grades 9-12	1.1%	1.6%	2.9%	97.1%
Steroids	All	0.3%	0.5%	1.0%	99.0%
	Grades 7-8	0.4%	0.6%	1.3%	98.7%
	Grades 9-12	0.2%	0.4%	0.9%	99.1%
Ecstasy	All	2.3%	3.7%	6.5%	93.5%
	Grades 7-8	1.4%	2.0%	3.3%	96.7%
	Grades 9-12	2.7%	4.6%	8.1%	91.9%
Heroin	All	0.5%	0.8%	1.4%	98.6%
	Grades 7-8	0.8%	1.0%	1.8%	98.2%
	Grades 9-12	0.4%	0.6%	1.2%	98.8%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B4: Prevalence and recency of use of selected substances by grade
White students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	14.1%	19.1%	30.3%	69.7%
	Grades 7-8	5.0%	7.2%	15.9%	84.1%
	Grades 9-12	18.8%	25.2%	37.5%	62.5%
Alcohol					
	All	26.4%	38.1%	58.5%	41.5%
	Grades 7-8	12.2%	19.4%	41.1%	58.9%
	Grades 9-12	33.5%	47.5%	67.3%	32.7%
Inhalants					
	All	5.3%	8.1%	16.2%	83.8%
	Grades 7-8	6.7%	9.4%	16.9%	83.1%
	Grades 9-12	4.5%	7.4%	15.9%	84.1%
Any Illicit Drug					
	All	11.0%	16.1%	23.6%	76.4%
	Grades 7-8	3.6%	5.7%	9.4%	90.6%
	Grades 9-12	14.8%	21.3%	30.7%	69.3%
Marijuana					
	All	9.9%	15.1%	22.4%	77.6%
	Grades 7-8	2.7%	4.5%	7.6%	92.4%
	Grades 9-12	13.5%	20.4%	29.9%	70.1%
Marijuana Only					
	All	3.7%	6.5%	11.5%	88.5%
	Grades 7-8	1.1%	2.0%	4.2%	95.8%
	Grades 9-12	5.1%	8.8%	15.2%	84.8%
Cocaine or Crack					
	All	0.9%	1.7%	3.6%	96.4%
	Grades 7-8	0.3%	0.6%	1.4%	98.6%
	Grades 9-12	1.2%	2.3%	4.7%	95.3%
Cocaine					
	All	0.8%	1.6%	3.2%	96.8%
	Grades 7-8	0.2%	0.3%	0.8%	99.2%
	Grades 9-12	1.1%	2.2%	4.4%	95.6%
Crack					
	All	0.2%	0.4%	1.2%	98.8%
	Grades 7-8	0.2%	0.3%	0.9%	99.1%
	Grades 9-12	0.3%	0.5%	1.3%	98.7%
Hallucinogens					
	All	1.7%	3.0%	5.5%	94.5%
	Grades 7-8	0.6%	1.0%	2.1%	97.9%
	Grades 9-12	2.3%	4.0%	7.2%	92.8%
Uppers					
	All	2.5%	4.0%	6.2%	93.8%
	Grades 7-8	0.5%	0.8%	1.5%	98.5%
	Grades 9-12	3.5%	5.6%	8.6%	91.4%
Downers					
	All	2.5%	3.9%	6.1%	93.9%
	Grades 7-8	0.5%	0.9%	1.4%	98.6%
	Grades 9-12	3.6%	5.4%	8.6%	91.4%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B4: Prevalence and recency of use of selected substances by grade
White students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.5%	0.8%	1.6%	98.4%
	Grades 7-8	0.2%	0.4%	0.9%	99.1%
	Grades 9-12	0.7%	1.0%	1.9%	98.1%
Steroids	All	0.5%	0.8%	1.7%	98.3%
	Grades 7-8	0.3%	0.7%	1.7%	98.3%
	Grades 9-12	0.6%	0.9%	1.7%	98.3%
Ecstasy	All	1.9%	3.2%	5.8%	94.2%
	Grades 7-8	0.7%	1.1%	2.1%	97.9%
	Grades 9-12	2.5%	4.3%	7.6%	92.4%
Heroin	All	0.4%	0.6%	1.2%	98.8%
	Grades 7-8	0.3%	0.5%	1.1%	98.9%
	Grades 9-12	0.4%	0.6%	1.3%	98.7%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B5: Prevalence and recency of use of selected substances by grade
Black students**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	6.9%	11.5%	23.8%	76.2%
	Grades 7-8	4.9%	7.4%	17.8%	82.2%
	Grades 9-12	7.9%	13.6%	26.8%	73.2%
Alcohol					
	All	25.3%	36.6%	59.5%	40.5%
	Grades 7-8	18.7%	24.9%	50.0%	50.0%
	Grades 9-12	28.6%	42.6%	64.4%	35.6%
Inhalants					
	All	5.5%	7.4%	13.3%	86.7%
	Grades 7-8	8.2%	10.2%	17.6%	82.4%
	Grades 9-12	4.1%	5.9%	11.1%	88.9%
Any Illicit Drug					
	All	13.1%	19.1%	30.7%	69.3%
	Grades 7-8	7.8%	10.2%	17.6%	82.4%
	Grades 9-12	15.8%	23.6%	37.4%	62.6%
Marijuana					
	All	11.7%	18.0%	29.8%	70.2%
	Grades 7-8	6.2%	8.4%	15.8%	84.2%
	Grades 9-12	14.5%	22.8%	36.9%	63.1%
Marijuana Only					
	All	7.3%	12.2%	21.7%	78.3%
	Grades 7-8	3.7%	5.4%	11.3%	88.7%
	Grades 9-12	9.1%	15.6%	27.0%	73.0%
Cocaine or Crack					
	All	0.6%	1.0%	1.7%	98.3%
	Grades 7-8	0.6%	1.0%	1.9%	98.1%
	Grades 9-12	0.6%	0.9%	1.7%	98.3%
Cocaine					
	All	0.6%	0.9%	1.6%	98.4%
	Grades 7-8	0.5%	1.0%	1.8%	98.2%
	Grades 9-12	0.6%	0.8%	1.5%	98.5%
Crack					
	All	0.3%	0.4%	0.7%	99.3%
	Grades 7-8	0.5%	0.5%	0.9%	99.1%
	Grades 9-12	0.3%	0.4%	0.6%	99.4%
Hallucinogens					
	All	0.8%	1.2%	2.2%	97.8%
	Grades 7-8	1.0%	1.2%	1.6%	98.4%
	Grades 9-12	0.7%	1.2%	2.5%	97.5%
Uppers					
	All	1.2%	1.7%	2.6%	97.4%
	Grades 7-8	0.9%	1.2%	1.8%	98.2%
	Grades 9-12	1.3%	2.0%	2.9%	97.1%
Downers					
	All	1.5%	2.0%	3.1%	96.9%
	Grades 7-8	1.0%	1.2%	1.7%	98.3%
	Grades 9-12	1.7%	2.4%	3.8%	96.2%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B5: Prevalence and recency of use of selected substances by grade
Black students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.5%	0.8%	1.1%	98.9%
	Grades 7-8	0.5%	0.6%	1.1%	98.9%
	Grades 9-12	0.5%	0.8%	1.1%	98.9%
Steroids	All	0.5%	0.8%	1.5%	98.5%
	Grades 7-8	0.6%	0.7%	1.4%	98.6%
	Grades 9-12	0.5%	0.8%	1.5%	98.5%
Ecstasy	All	1.7%	2.8%	4.6%	95.4%
	Grades 7-8	1.0%	2.0%	3.1%	96.9%
	Grades 9-12	2.1%	3.2%	5.3%	94.7%
Heroin	All	0.4%	0.6%	0.9%	99.1%
	Grades 7-8	0.4%	0.7%	1.2%	98.8%
	Grades 9-12	0.4%	0.6%	0.8%	99.2%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B6: Prevalence and recency of use of selected substances by grade
Mexican/American students**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	13.1%	18.4%	33.0%	67.0%
	Grades 7-8	7.5%	10.7%	22.1%	77.9%
	Grades 9-12	16.2%	22.7%	39.0%	61.0%
Alcohol	All	32.4%	43.3%	65.6%	34.4%
	Grades 7-8	22.9%	30.1%	53.9%	46.1%
	Grades 9-12	37.7%	50.6%	72.0%	28.0%
Inhalants	All	6.8%	10.1%	19.1%	80.9%
	Grades 7-8	9.9%	13.5%	23.5%	76.5%
	Grades 9-12	5.1%	8.2%	16.6%	83.4%
Any Illicit Drug	All	14.8%	20.2%	30.6%	69.4%
	Grades 7-8	9.4%	12.1%	18.9%	81.1%
	Grades 9-12	17.7%	24.6%	37.0%	63.0%
Marijuana	All	12.4%	17.9%	28.2%	71.8%
	Grades 7-8	7.0%	9.8%	16.0%	84.0%
	Grades 9-12	15.4%	22.4%	34.9%	65.1%
Marijuana Only	All	4.7%	7.4%	13.6%	86.4%
	Grades 7-8	2.8%	4.0%	7.9%	92.1%
	Grades 9-12	5.8%	9.2%	16.7%	83.3%
Cocaine or Crack	All	2.5%	4.1%	8.0%	92.0%
	Grades 7-8	1.8%	2.6%	4.4%	95.6%
	Grades 9-12	2.9%	4.9%	9.9%	90.1%
Cocaine	All	2.3%	3.7%	7.4%	92.6%
	Grades 7-8	1.4%	2.0%	3.5%	96.5%
	Grades 9-12	2.8%	4.7%	9.6%	90.4%
Crack	All	0.7%	1.0%	2.2%	97.8%
	Grades 7-8	0.9%	1.2%	2.4%	97.6%
	Grades 9-12	0.6%	0.9%	2.2%	97.8%
Hallucinogens	All	1.5%	2.5%	4.6%	95.4%
	Grades 7-8	0.9%	1.3%	2.6%	97.4%
	Grades 9-12	1.9%	3.1%	5.6%	94.4%
Uppers	All	2.2%	3.4%	5.3%	94.7%
	Grades 7-8	1.1%	1.5%	2.3%	97.7%
	Grades 9-12	2.8%	4.4%	7.0%	93.0%
Downers	All	2.5%	3.8%	6.1%	93.9%
	Grades 7-8	1.2%	1.7%	2.6%	97.4%
	Grades 9-12	3.3%	5.0%	8.1%	91.9%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B6: Prevalence and recency of use of selected substances by grade
Mexican/American students
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	1.6%	2.3%	3.9%	96.1%
	Grades 7-8	1.4%	1.9%	3.1%	96.9%
	Grades 9-12	1.7%	2.5%	4.4%	95.6%
Steroids	All	0.4%	0.5%	1.1%	98.9%
	Grades 7-8	0.4%	0.5%	1.1%	98.9%
	Grades 9-12	0.4%	0.6%	1.1%	98.9%
Ecstasy	All	3.3%	4.9%	8.2%	91.8%
	Grades 7-8	1.8%	2.5%	4.3%	95.7%
	Grades 9-12	4.1%	6.2%	10.3%	89.7%
Heroin	All	0.7%	0.9%	1.7%	98.3%
	Grades 7-8	0.9%	1.2%	2.1%	97.9%
	Grades 9-12	0.6%	0.8%	1.5%	98.5%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B7: Prevalence and recency of use of selected substances by grade
Students reporting A grades**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	6.7%	10.0%	18.7%	81.3%
	Grades 7-8	2.2%	3.5%	9.3%	90.7%
	Grades 9-12	9.3%	13.9%	24.3%	75.7%
Alcohol					
	All	20.4%	30.7%	51.8%	48.2%
	Grades 7-8	10.4%	16.1%	37.5%	62.5%
	Grades 9-12	26.3%	39.2%	60.2%	39.8%
Inhalants					
	All	3.7%	5.9%	11.8%	88.2%
	Grades 7-8	5.1%	7.6%	13.6%	86.4%
	Grades 9-12	2.9%	4.9%	10.7%	89.3%
Any Illicit Drug					
	All	6.8%	10.2%	16.1%	83.9%
	Grades 7-8	2.6%	3.8%	6.5%	93.5%
	Grades 9-12	9.2%	14.0%	21.7%	78.3%
Marijuana					
	All	5.7%	9.2%	15.0%	85.0%
	Grades 7-8	1.7%	2.8%	5.2%	94.8%
	Grades 9-12	8.1%	13.0%	20.7%	79.3%
Marijuana Only					
	All	2.5%	4.7%	8.7%	91.3%
	Grades 7-8	0.7%	1.3%	3.0%	97.0%
	Grades 9-12	3.6%	6.6%	12.0%	88.0%
Cocaine or Crack					
	All	0.6%	1.0%	2.2%	97.8%
	Grades 7-8	0.4%	0.5%	0.9%	99.1%
	Grades 9-12	0.7%	1.4%	2.9%	97.1%
Cocaine					
	All	0.5%	0.9%	1.9%	98.1%
	Grades 7-8	0.2%	0.4%	0.7%	99.3%
	Grades 9-12	0.7%	1.3%	2.7%	97.3%
Crack					
	All	0.2%	0.3%	0.8%	99.2%
	Grades 7-8	0.3%	0.3%	0.6%	99.4%
	Grades 9-12	0.2%	0.3%	0.9%	99.1%
Hallucinogens					
	All	0.9%	1.4%	2.7%	97.3%
	Grades 7-8	0.5%	0.6%	1.2%	98.8%
	Grades 9-12	1.2%	1.9%	3.6%	96.4%
Uppers					
	All	1.2%	1.9%	3.0%	97.0%
	Grades 7-8	0.5%	0.6%	1.0%	99.0%
	Grades 9-12	1.6%	2.7%	4.2%	95.8%
Downers					
	All	1.2%	1.9%	3.1%	96.9%
	Grades 7-8	0.5%	0.6%	1.0%	99.0%
	Grades 9-12	1.7%	2.6%	4.3%	95.7%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B7: Prevalence and recency of use of selected substances by grade
Students reporting A grades
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.4%	0.5%	1.0%	99.0%
	Grades 7-8	0.3%	0.4%	0.9%	99.1%
	Grades 9-12	0.4%	0.6%	1.1%	98.9%
Steroids	All	0.4%	0.6%	1.3%	98.7%
	Grades 7-8	0.3%	0.5%	1.2%	98.8%
	Grades 9-12	0.5%	0.7%	1.4%	98.6%
Ecstasy	All	1.2%	2.0%	3.4%	96.6%
	Grades 7-8	0.5%	1.0%	1.4%	98.6%
	Grades 9-12	1.6%	2.6%	4.5%	95.5%
Heroin	All	0.3%	0.4%	0.7%	99.3%
	Grades 7-8	0.2%	0.3%	0.6%	99.4%
	Grades 9-12	0.3%	0.4%	0.8%	99.2%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B8: Prevalence and recency of use of selected substances by grade
Students reporting grades lower than A**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	15.2%	21.0%	35.9%	64.1%
	Grades 7-8	8.1%	11.6%	24.2%	75.8%
	Grades 9-12	18.7%	25.7%	41.8%	58.2%
Alcohol	All	33.1%	44.7%	66.6%	33.4%
	Grades 7-8	22.5%	30.3%	54.4%	45.6%
	Grades 9-12	38.3%	51.9%	72.7%	27.3%
Inhalants	All	7.1%	10.3%	19.7%	80.3%
	Grades 7-8	10.2%	13.5%	23.6%	76.4%
	Grades 9-12	5.5%	8.7%	17.7%	82.3%
Any Illicit Drug	All	16.0%	22.3%	33.4%	66.6%
	Grades 7-8	9.3%	12.4%	19.7%	80.3%
	Grades 9-12	19.4%	27.1%	40.2%	59.8%
Marijuana	All	14.0%	20.3%	31.4%	68.6%
	Grades 7-8	7.2%	10.2%	16.9%	83.1%
	Grades 9-12	17.4%	25.4%	38.7%	61.3%
Marijuana Only	All	5.7%	9.1%	16.4%	83.6%
	Grades 7-8	3.1%	4.6%	9.1%	90.9%
	Grades 9-12	7.0%	11.4%	20.0%	80.0%
Cocaine or Crack	All	2.1%	3.5%	6.9%	93.1%
	Grades 7-8	1.5%	2.2%	4.0%	96.0%
	Grades 9-12	2.5%	4.2%	8.4%	91.6%
Cocaine	All	1.9%	3.2%	6.4%	93.6%
	Grades 7-8	1.1%	1.7%	3.1%	96.9%
	Grades 9-12	2.3%	4.0%	8.0%	92.0%
Crack	All	0.6%	0.9%	2.0%	98.0%
	Grades 7-8	0.7%	1.1%	2.2%	97.8%
	Grades 9-12	0.5%	0.8%	1.9%	98.1%
Hallucinogens	All	1.8%	3.0%	5.5%	94.5%
	Grades 7-8	1.0%	1.5%	2.9%	97.1%
	Grades 9-12	2.1%	3.7%	6.8%	93.2%
Uppers	All	2.6%	4.0%	6.3%	93.7%
	Grades 7-8	1.0%	1.5%	2.4%	97.6%
	Grades 9-12	3.4%	5.3%	8.2%	91.8%
Downers	All	2.9%	4.4%	6.9%	93.1%
	Grades 7-8	1.1%	1.7%	2.6%	97.4%
	Grades 9-12	3.9%	5.7%	9.1%	90.9%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B8: Prevalence and recency of use of selected substances by grade
Students reporting grades lower than A
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	1.3%	2.0%	3.4%	96.6%
	Grades 7-8	1.1%	1.5%	2.6%	97.4%
	Grades 9-12	1.5%	2.2%	3.8%	96.2%
Steroids	All	0.5%	0.8%	1.5%	98.5%
	Grades 7-8	0.5%	0.7%	1.5%	98.5%
	Grades 9-12	0.5%	0.8%	1.5%	98.5%
Ecstasy	All	3.2%	4.9%	8.4%	91.6%
	Grades 7-8	1.7%	2.5%	4.4%	95.6%
	Grades 9-12	3.9%	6.1%	10.4%	89.6%
Heroin	All	0.6%	0.9%	1.8%	98.2%
	Grades 7-8	0.8%	1.1%	2.1%	97.9%
	Grades 9-12	0.6%	0.8%	1.6%	98.4%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B9: Prevalence and recency of use of selected substances by grade
Students living with two parents**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	10.4%	14.7%	25.7%	74.3%
	Grades 7-8	4.7%	6.6%	14.9%	85.1%
	Grades 9-12	13.6%	19.1%	31.7%	68.3%
Alcohol					
	All	26.3%	36.2%	57.0%	43.0%
	Grades 7-8	16.1%	22.0%	43.2%	56.8%
	Grades 9-12	32.0%	44.2%	64.7%	35.3%
Inhalants					
	All	5.4%	7.9%	15.3%	84.7%
	Grades 7-8	7.4%	10.1%	18.1%	81.9%
	Grades 9-12	4.2%	6.6%	13.7%	86.3%
Any Illicit Drug					
	All	10.4%	14.8%	22.4%	77.6%
	Grades 7-8	5.3%	7.1%	11.5%	88.5%
	Grades 9-12	13.3%	19.0%	28.4%	71.6%
Marijuana					
	All	8.8%	13.2%	20.6%	79.4%
	Grades 7-8	3.7%	5.4%	9.2%	90.8%
	Grades 9-12	11.6%	17.5%	26.9%	73.1%
Marijuana Only					
	All	3.7%	6.1%	10.9%	89.1%
	Grades 7-8	1.5%	2.3%	4.8%	95.2%
	Grades 9-12	4.9%	8.2%	14.3%	85.7%
Cocaine or Crack					
	All	1.4%	2.3%	4.6%	95.4%
	Grades 7-8	0.9%	1.3%	2.4%	97.6%
	Grades 9-12	1.6%	2.9%	5.9%	94.1%
Cocaine					
	All	1.2%	2.1%	4.2%	95.8%
	Grades 7-8	0.6%	1.0%	1.8%	98.2%
	Grades 9-12	1.5%	2.7%	5.6%	94.4%
Crack					
	All	0.4%	0.7%	1.5%	98.5%
	Grades 7-8	0.5%	0.7%	1.4%	98.6%
	Grades 9-12	0.4%	0.6%	1.5%	98.5%
Hallucinogens					
	All	1.2%	2.0%	3.7%	96.3%
	Grades 7-8	0.6%	0.9%	1.8%	98.2%
	Grades 9-12	1.5%	2.6%	4.8%	95.2%
Uppers					
	All	1.6%	2.4%	3.9%	96.1%
	Grades 7-8	0.6%	0.7%	1.3%	98.7%
	Grades 9-12	2.2%	3.4%	5.3%	94.7%
Downers					
	All	1.7%	2.6%	4.3%	95.7%
	Grades 7-8	0.7%	1.0%	1.5%	98.5%
	Grades 9-12	2.3%	3.6%	5.8%	94.2%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B9: Prevalence and recency of use of selected substances by grade
Students living with two parents
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	0.8%	1.2%	2.1%	97.9%
	Grades 7-8	0.7%	0.9%	1.6%	98.4%
	Grades 9-12	0.9%	1.3%	2.4%	97.6%
Steroids	All	0.4%	0.7%	1.3%	98.7%
	Grades 7-8	0.3%	0.5%	1.2%	98.8%
	Grades 9-12	0.5%	0.7%	1.4%	98.6%
Ecstasy	All	2.0%	3.2%	5.4%	94.6%
	Grades 7-8	1.0%	1.5%	2.5%	97.5%
	Grades 9-12	2.6%	4.1%	6.9%	93.1%
Heroin	All	0.4%	0.6%	1.2%	98.8%
	Grades 7-8	0.5%	0.6%	1.3%	98.7%
	Grades 9-12	0.4%	0.5%	1.1%	98.9%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B10: Prevalence and recency of use of selected substances by grade
Students not living with two parents**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	15.7%	22.1%	37.9%	62.1%
	Grades 7-8	8.5%	12.6%	26.3%	73.7%
	Grades 9-12	19.2%	26.6%	43.5%	56.5%
Alcohol	All	33.4%	46.6%	69.6%	30.4%
	Grades 7-8	22.3%	31.3%	57.7%	42.3%
	Grades 9-12	38.8%	53.9%	75.3%	24.7%
Inhalants	All	7.1%	10.6%	20.3%	79.7%
	Grades 7-8	10.3%	14.0%	24.0%	76.0%
	Grades 9-12	5.6%	9.0%	18.5%	81.5%
Any Illicit Drug	All	17.4%	24.3%	36.8%	63.2%
	Grades 7-8	10.0%	13.5%	21.6%	78.4%
	Grades 9-12	21.0%	29.5%	44.0%	56.0%
Marijuana	All	15.6%	22.7%	35.2%	64.8%
	Grades 7-8	8.1%	11.6%	19.4%	80.6%
	Grades 9-12	19.2%	28.0%	42.9%	57.1%
Marijuana Only	All	6.4%	10.3%	18.7%	81.3%
	Grades 7-8	3.7%	5.5%	10.9%	89.1%
	Grades 9-12	7.7%	12.6%	22.5%	77.5%
Cocaine or Crack	All	2.1%	3.4%	6.6%	93.4%
	Grades 7-8	1.5%	2.2%	3.9%	96.1%
	Grades 9-12	2.4%	4.0%	7.9%	92.1%
Cocaine	All	1.9%	3.2%	6.2%	93.8%
	Grades 7-8	1.2%	1.8%	3.1%	96.9%
	Grades 9-12	2.3%	3.8%	7.6%	92.4%
Crack	All	0.6%	0.8%	1.8%	98.2%
	Grades 7-8	0.7%	1.0%	2.0%	98.0%
	Grades 9-12	0.5%	0.7%	1.8%	98.2%
Hallucinogens	All	2.0%	3.4%	6.1%	93.9%
	Grades 7-8	1.2%	1.8%	3.3%	96.7%
	Grades 9-12	2.4%	4.1%	7.4%	92.6%
Uppers	All	3.1%	4.8%	7.5%	92.5%
	Grades 7-8	1.3%	2.0%	3.1%	96.9%
	Grades 9-12	3.9%	6.2%	9.6%	90.4%
Downers	All	3.5%	5.1%	7.9%	92.1%
	Grades 7-8	1.3%	1.9%	2.9%	97.1%
	Grades 9-12	4.5%	6.6%	10.4%	89.6%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B10: Prevalence and recency of use of selected substances by grade
Students not living with two parents
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	1.4%	2.1%	3.5%	96.5%
	Grades 7-8	1.1%	1.6%	2.7%	97.3%
	Grades 9-12	1.5%	2.3%	3.9%	96.1%
Steroids					
	All	0.5%	0.8%	1.5%	98.5%
	Grades 7-8	0.6%	0.9%	1.7%	98.3%
	Grades 9-12	0.5%	0.8%	1.4%	98.6%
Ecstasy					
	All	3.4%	5.3%	9.1%	90.9%
	Grades 7-8	1.9%	2.8%	4.8%	95.2%
	Grades 9-12	4.1%	6.5%	11.2%	88.8%
Heroin					
	All	0.7%	1.0%	1.8%	98.2%
	Grades 7-8	0.8%	1.1%	2.1%	97.9%
	Grades 9-12	0.6%	0.9%	1.6%	98.4%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B11: Prevalence and recency of use of selected substances by grade
Students would seek help from adults for substance abuse problems**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	10.8%	15.3%	27.7%	72.3%
	Grades 7-8	4.5%	6.8%	15.9%	84.1%
	Grades 9-12	14.2%	19.9%	34.2%	65.8%
Alcohol	All	26.8%	37.7%	59.6%	40.4%
	Grades 7-8	15.8%	22.1%	44.9%	55.1%
	Grades 9-12	32.9%	46.2%	67.6%	32.4%
Inhalants	All	5.0%	7.6%	15.1%	84.9%
	Grades 7-8	6.8%	9.4%	17.3%	82.7%
	Grades 9-12	4.0%	6.6%	14.0%	86.0%
Any Illicit Drug	All	11.1%	15.9%	24.7%	75.3%
	Grades 7-8	5.4%	7.4%	12.2%	87.8%
	Grades 9-12	14.2%	20.5%	31.6%	68.4%
Marijuana	All	9.6%	14.6%	23.2%	76.8%
	Grades 7-8	4.1%	6.0%	10.4%	89.6%
	Grades 9-12	12.7%	19.3%	30.2%	69.8%
Marijuana Only	All	4.1%	6.9%	13.0%	87.0%
	Grades 7-8	1.9%	2.9%	6.0%	94.0%
	Grades 9-12	5.3%	9.1%	16.7%	83.3%
Cocaine or Crack	All	1.2%	2.1%	4.3%	95.7%
	Grades 7-8	0.7%	1.1%	2.1%	97.9%
	Grades 9-12	1.5%	2.6%	5.5%	94.5%
Cocaine	All	1.1%	1.9%	4.0%	96.0%
	Grades 7-8	0.6%	0.9%	1.7%	98.3%
	Grades 9-12	1.4%	2.5%	5.2%	94.8%
Crack	All	0.3%	0.5%	1.1%	98.9%
	Grades 7-8	0.4%	0.5%	1.1%	98.9%
	Grades 9-12	0.3%	0.5%	1.2%	98.8%
Hallucinogens	All	1.1%	1.9%	3.7%	96.3%
	Grades 7-8	0.6%	0.8%	1.6%	98.4%
	Grades 9-12	1.4%	2.6%	4.9%	95.1%
Uppers	All	1.7%	2.7%	4.4%	95.6%
	Grades 7-8	0.6%	0.8%	1.3%	98.7%
	Grades 9-12	2.2%	3.8%	6.1%	93.9%
Downers	All	1.9%	2.9%	4.7%	95.3%
	Grades 7-8	0.6%	1.0%	1.4%	98.6%
	Grades 9-12	2.5%	3.9%	6.4%	93.6%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B11: Prevalence and recency of use of selected substances by grade
Students would seek help from adults for substance abuse problems
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	0.8%	1.2%	2.1%	97.9%
	Grades 7-8	0.6%	0.9%	1.6%	98.4%
	Grades 9-12	0.9%	1.3%	2.4%	97.6%
Steroids					
	All	0.3%	0.5%	1.1%	98.9%
	Grades 7-8	0.3%	0.4%	1.0%	99.0%
	Grades 9-12	0.4%	0.6%	1.2%	98.8%
Ecstasy					
	All	2.0%	3.3%	5.7%	94.3%
	Grades 7-8	0.9%	1.4%	2.5%	97.5%
	Grades 9-12	2.6%	4.3%	7.5%	92.5%
Heroin					
	All	0.4%	0.6%	1.1%	98.9%
	Grades 7-8	0.5%	0.6%	1.1%	98.9%
	Grades 9-12	0.4%	0.5%	1.0%	99.0%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B12: Prevalence and recency of use of selected substances by grade
Students would not seek help from adults for substance abuse problems**

		Past Month	School Year	Ever Used	Never Used
Tobacco	All	18.6%	25.7%	40.1%	59.9%
	Grades 7-8	12.1%	17.1%	31.3%	68.7%
	Grades 9-12	21.6%	29.9%	44.4%	55.6%
Alcohol	All	37.4%	49.8%	69.9%	30.1%
	Grades 7-8	29.3%	39.6%	63.4%	36.6%
	Grades 9-12	41.2%	54.6%	73.0%	27.0%
Inhalants	All	9.7%	13.8%	24.4%	75.6%
	Grades 7-8	15.0%	20.3%	31.6%	68.4%
	Grades 9-12	7.2%	10.6%	21.0%	79.0%
Any Illicit Drug	All	20.5%	27.8%	39.2%	60.8%
	Grades 7-8	13.2%	17.9%	27.2%	72.8%
	Grades 9-12	24.0%	32.5%	44.9%	55.1%
Marijuana	All	17.7%	25.1%	36.9%	63.1%
	Grades 7-8	10.0%	14.2%	22.9%	77.1%
	Grades 9-12	21.4%	30.3%	43.5%	56.5%
Marijuana Only	All	6.9%	11.0%	17.9%	82.1%
	Grades 7-8	3.5%	5.7%	11.1%	88.9%
	Grades 9-12	8.5%	13.4%	21.2%	78.8%
Cocaine or Crack	All	3.1%	4.9%	8.9%	91.1%
	Grades 7-8	2.3%	3.4%	5.7%	94.3%
	Grades 9-12	3.5%	5.7%	10.4%	89.6%
Cocaine	All	2.7%	4.4%	8.1%	91.9%
	Grades 7-8	1.6%	2.3%	4.2%	95.8%
	Grades 9-12	3.3%	5.4%	10.0%	90.0%
Crack	All	1.1%	1.5%	3.3%	96.7%
	Grades 7-8	1.4%	2.0%	3.8%	96.2%
	Grades 9-12	0.9%	1.3%	3.0%	97.0%
Hallucinogens	All	2.9%	4.7%	7.9%	92.1%
	Grades 7-8	2.0%	2.8%	4.9%	95.1%
	Grades 9-12	3.4%	5.6%	9.4%	90.6%
Uppers	All	4.0%	5.8%	8.4%	91.6%
	Grades 7-8	1.8%	2.7%	4.2%	95.8%
	Grades 9-12	5.1%	7.3%	10.5%	89.5%
Downers	All	4.3%	6.0%	9.1%	90.9%
	Grades 7-8	1.8%	2.5%	4.1%	95.9%
	Grades 9-12	5.5%	7.8%	11.6%	88.4%

**State: Grades 7-12 Medium
SPRING 2010**

Table B12: Prevalence and recency of use of selected substances by grade
Students would not seek help from adults for substance abuse problems
(Continued)

		Past Month	School Year	Ever Used	Never Used
Rohypnol	All	2.0%	2.6%	4.4%	95.6%
	Grades 7-8	1.6%	2.0%	3.4%	96.6%
	Grades 9-12	2.1%	2.9%	4.9%	95.1%
Steroids	All	1.0%	1.3%	2.5%	97.5%
	Grades 7-8	1.2%	1.6%	3.1%	96.9%
	Grades 9-12	0.9%	1.2%	2.3%	97.7%
Ecstasy	All	4.6%	6.8%	10.6%	89.4%
	Grades 7-8	3.2%	4.2%	6.7%	93.3%
	Grades 9-12	5.3%	8.1%	12.5%	87.5%
Heroin	All	1.0%	1.4%	2.8%	97.2%
	Grades 7-8	1.3%	1.9%	3.6%	96.4%
	Grades 9-12	0.9%	1.2%	2.4%	97.6%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B13: Prevalence and recency of use of selected substances by grade
Students living in town three years or less**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	12.8%	17.8%	32.0%	68.0%
	Grades 7-8	7.2%	10.0%	21.9%	78.1%
	Grades 9-12	16.2%	22.5%	38.3%	61.7%
Alcohol					
	All	28.9%	39.4%	62.1%	37.9%
	Grades 7-8	19.5%	26.5%	50.4%	49.6%
	Grades 9-12	34.6%	47.4%	69.3%	30.7%
Inhalants					
	All	6.7%	9.6%	18.7%	81.3%
	Grades 7-8	8.8%	11.7%	20.6%	79.4%
	Grades 9-12	5.4%	8.3%	17.5%	82.5%
Any Illicit Drug					
	All	14.2%	19.6%	30.5%	69.5%
	Grades 7-8	8.7%	11.4%	18.1%	81.9%
	Grades 9-12	17.5%	24.6%	38.2%	61.8%
Marijuana					
	All	12.2%	17.8%	28.8%	71.2%
	Grades 7-8	6.8%	9.4%	15.6%	84.4%
	Grades 9-12	15.5%	23.0%	36.9%	63.1%
Marijuana Only					
	All	4.9%	7.8%	15.0%	85.0%
	Grades 7-8	3.1%	4.3%	8.4%	91.6%
	Grades 9-12	6.1%	10.0%	19.0%	81.0%
Cocaine or Crack					
	All	1.8%	2.9%	5.9%	94.1%
	Grades 7-8	1.2%	1.9%	3.6%	96.4%
	Grades 9-12	2.1%	3.5%	7.4%	92.6%
Cocaine					
	All	1.5%	2.6%	5.3%	94.7%
	Grades 7-8	0.9%	1.4%	2.7%	97.3%
	Grades 9-12	1.9%	3.3%	7.0%	93.0%
Crack					
	All	0.5%	0.8%	2.0%	98.0%
	Grades 7-8	0.6%	1.0%	2.0%	98.0%
	Grades 9-12	0.4%	0.7%	2.0%	98.0%
Hallucinogens					
	All	1.7%	2.8%	5.3%	94.7%
	Grades 7-8	1.3%	1.6%	3.0%	97.0%
	Grades 9-12	2.0%	3.6%	6.8%	93.2%
Uppers					
	All	2.4%	3.8%	5.9%	94.1%
	Grades 7-8	1.2%	1.7%	2.6%	97.4%
	Grades 9-12	3.2%	5.1%	8.0%	92.0%
Downers					
	All	2.6%	4.0%	6.2%	93.8%
	Grades 7-8	1.0%	1.5%	2.4%	97.6%
	Grades 9-12	3.7%	5.6%	8.6%	91.4%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B13: Prevalence and recency of use of selected substances by grade
Students living in town three years or less
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	1.3%	1.8%	3.1%	96.9%
	Grades 7-8	1.0%	1.4%	2.4%	97.6%
	Grades 9-12	1.5%	2.1%	3.5%	96.5%
Steroids					
	All	0.5%	0.8%	1.5%	98.5%
	Grades 7-8	0.5%	0.8%	1.6%	98.4%
	Grades 9-12	0.5%	0.7%	1.4%	98.6%
Ecstasy					
	All	2.9%	4.4%	7.6%	92.4%
	Grades 7-8	1.4%	2.2%	4.0%	96.0%
	Grades 9-12	3.7%	5.8%	9.8%	90.2%
Heroin					
	All	0.7%	1.0%	1.8%	98.2%
	Grades 7-8	0.8%	1.1%	2.0%	98.0%
	Grades 9-12	0.6%	1.0%	1.7%	98.3%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B14: Prevalence and recency of use of selected substances by grade
Students living in town more than three years**

		Past Month	School Year	Ever Used	Never Used
Tobacco					
	All	12.4%	17.5%	30.0%	70.0%
	Grades 7-8	5.7%	8.4%	18.0%	82.0%
	Grades 9-12	15.7%	22.0%	35.9%	64.1%
Alcohol					
	All	29.1%	40.5%	61.8%	38.2%
	Grades 7-8	17.9%	25.0%	47.9%	52.1%
	Grades 9-12	34.7%	48.2%	68.7%	31.3%
Inhalants					
	All	5.8%	8.7%	16.7%	83.3%
	Grades 7-8	8.3%	11.5%	20.1%	79.9%
	Grades 9-12	4.6%	7.3%	15.0%	85.0%
Any Illicit Drug					
	All	12.8%	18.1%	27.0%	73.0%
	Grades 7-8	6.4%	8.8%	14.0%	86.0%
	Grades 9-12	15.9%	22.7%	33.4%	66.6%
Marijuana					
	All	11.1%	16.5%	25.4%	74.6%
	Grades 7-8	4.8%	7.0%	11.9%	88.1%
	Grades 9-12	14.3%	21.2%	32.0%	68.0%
Marijuana Only					
	All	4.6%	7.7%	13.6%	86.4%
	Grades 7-8	2.0%	3.2%	6.5%	93.5%
	Grades 9-12	5.9%	9.9%	17.1%	82.9%
Cocaine or Crack					
	All	1.6%	2.7%	5.2%	94.8%
	Grades 7-8	1.0%	1.5%	2.6%	97.4%
	Grades 9-12	1.9%	3.2%	6.5%	93.5%
Cocaine					
	All	1.5%	2.5%	4.8%	95.2%
	Grades 7-8	0.8%	1.2%	2.1%	97.9%
	Grades 9-12	1.8%	3.1%	6.2%	93.8%
Crack					
	All	0.5%	0.7%	1.5%	98.5%
	Grades 7-8	0.6%	0.7%	1.5%	98.5%
	Grades 9-12	0.4%	0.7%	1.5%	98.5%
Hallucinogens					
	All	1.4%	2.4%	4.4%	95.6%
	Grades 7-8	0.7%	1.1%	2.1%	97.9%
	Grades 9-12	1.8%	3.1%	5.6%	94.4%
Uppers					
	All	2.1%	3.2%	5.0%	95.0%
	Grades 7-8	0.7%	1.0%	1.7%	98.3%
	Grades 9-12	2.8%	4.3%	6.7%	93.3%
Downers					
	All	2.3%	3.5%	5.5%	94.5%
	Grades 7-8	0.8%	1.3%	1.9%	98.1%
	Grades 9-12	3.0%	4.5%	7.3%	92.7%

**State: Grades 7-12 Medium
SPRING 2010**

**Table B14: Prevalence and recency of use of selected substances by grade
Students living in town more than three years
(Continued)**

		Past Month	School Year	Ever Used	Never Used
Rohypnol					
	All	1.0%	1.4%	2.5%	97.5%
	Grades 7-8	0.8%	1.1%	1.8%	98.2%
	Grades 9-12	1.1%	1.6%	2.8%	97.2%
Steroids					
	All	0.5%	0.7%	1.4%	98.6%
	Grades 7-8	0.4%	0.5%	1.3%	98.7%
	Grades 9-12	0.5%	0.7%	1.4%	98.6%
Ecstasy					
	All	2.4%	3.9%	6.6%	93.4%
	Grades 7-8	1.3%	1.9%	3.2%	96.8%
	Grades 9-12	3.0%	4.8%	8.2%	91.8%
Heroin					
	All	0.5%	0.6%	1.3%	98.7%
	Grades 7-8	0.5%	0.7%	1.4%	98.6%
	Grades 9-12	0.4%	0.6%	1.2%	98.8%

3. Margin Tables

The frequencies have been weighted so that the analysis reflects
the distribution of students by grade level in the district

The frequencies have been weighted so that the analysis reflects
the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

The FREQ Procedure

GENDER		
q1	Frequency	Percent
?	1	0.00
Female	805E3	51.77
Male	75E4	48.23

Frequency Missing = 4385.3456419

GRADE		
q2	Frequency	Percent
Grade 7	27E4	17.34
Grade 8	265E3	17.02
Grade 9	303E3	19.42
Grade 10	259E3	16.58
Grade 11	238E3	15.29
Grade 12	224E3	14.34

LIVE WITH BOTH PARENTS		
q3	Frequency	Percent
No	601E3	38.86
Yes	946E3	61.14

Frequency Missing = 11620.808946

AGE		
q4	Frequency	Percent
11 or younger	1646	0.11
12	83594	5.39
13	235E3	15.16
14	273E3	17.59
15	282E3	18.15
16	266E3	17.12
17	246E3	15.85
18	149E3	9.60
19 or older	16095	1.04

Frequency Missing = 7130.9154181

ETHNICITY		
q5	Frequency	Percent
.	239	0.02
African/American	219E3	14.39
Asian/American	17478	1.15
Mexican/American	694E3	45.50
Native/American	6029	0.40
Other	38905	2.55
White	549E3	36.00

Frequency Missing = 34897.893243

ON AVERAGE WHAT GRADES DO YOU GET		
q6	Frequency	Percent
?	39	0.00
Mostly A's	485E3	31.56
Mostly B's	789E3	51.31
Mostly C's	226E3	14.72
Mostly D's	26573	1.73
Mostly F's	10634	0.69

Frequency Missing = 20882.864677

LENGTH OF TIME IN THIS DISTRICT		
q7	Frequency	Percent
<1 year	141E3	9.17
2-3 years	264E3	17.11
>4 years	114E4	73.72

Frequency Missing = 18571.654926

DO YOU HAVE A JOB		
q8	Frequency	Percent
No	126E4	81.35
Yes	288E3	18.65

Frequency Missing = 15756.235048

DO YOU GET AN ALLOWANCE		
q9	Frequency	Percent
No	1E6	65.47
Yes	529E3	34.53

Frequency Missing = 27578.689565

EITHER PARENT COLLEGE GRADUATE		
q10	Frequency	Percent
Don't Know	256E3	16.60
No	618E3	40.14
Yes	666E3	43.26

Frequency Missing = 19132.383858

QUALIFY FOR FREE/REDUCED PRICE LUNCH		
q11	Frequency	Percent
Don't Know	237E3	15.40
No	63E4	40.94
Yes	672E3	43.66

Frequency Missing = 20110.31824

PARTICIPATE IN SCHOOL ATHLETICS		
q12a	Frequency	Percent
No	708E3	48.88
Yes	741E3	51.12

Frequency Missing = 109875.08632

PARTICIPATE IN SCHOOL BAND/ORCHESTRA		
q12b	Frequency	Percent
No	108E4	80.82
Yes	257E3	19.18

Frequency Missing = 221978.54269

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

PARTICIPATE IN SCHOOL CHOIR		
q12c	Frequency	Percent
No	115E4	88.57
Yes	149E3	11.43

Frequency Missing = 258714.44499

PARTICIPATE IN ACADEMIC CLUBS/SOCIETIES		
q12h	Frequency	Percent
No	107E4	81.10
Yes	25E4	18.90

Frequency Missing = 238631.38024

PARTICIPATE IN OTHER CLUBS OR GROUPS OUTSIDE OF SCHOOL		
q12m	Frequency	Percent
No	967E3	72.20
Yes	372E3	27.80

Frequency Missing = 220313.43841

PARTICIPATE IN DRAMA/SPEECH/ART CLUBS		
q12d	Frequency	Percent
No	107E4	81.97
Yes	236E3	18.03

Frequency Missing = 251809.41216

PARTICIPATE IN ACADEMIC COMPETITION GROUPS		
q12i	Frequency	Percent
No	111E4	84.19
Yes	209E3	15.81

Frequency Missing = 237979.18949

DO YOU FEEL SAFE IN YOUR HOME		
q13a	Frequency	Percent
Very Safe	125E4	81.35
Somewhat Safe	247E3	16.08
Not Very Safe	18055	1.18
Not Safe At All	6160	0.40
Don't Know	15228	0.99

Frequency Missing = 24649.703988

PARTICIPATE IN DRILL TEAM/CHEERLEADING		
q12e	Frequency	Percent
No	119E4	91.25
Yes	114E3	8.75

Frequency Missing = 260075.59495

PARTICIPATE IN SCHOOL SERVICE CLUBS		
q12j	Frequency	Percent
?	6	0.00
No	119E4	91.00
Yes	118E3	9.00

Frequency Missing = 249088.10579

DO YOU FEEL SAFE IN YOUR NEIGHBORHOOD		
q13b	Frequency	Percent
Very Safe	628E3	41.22
Somewhat Safe	714E3	46.82
Not Very Safe	118E3	7.77
Not Safe At All	32045	2.10
Don't Know	31914	2.09

Frequency Missing = 34398.854735

PARTICIPATE IN STUDENT GOVERNMENT		
q12f	Frequency	Percent
No	123E4	95.55
Yes	57411	4.45

Frequency Missing = 269920.99002

PARTICIPATE IN OTHER SCHOOL CLUBS OR GROUPS		
q12k	Frequency	Percent
No	103E4	78.09
Yes	288E3	21.91

Frequency Missing = 242916.17171

PARTICIPATE IN SCHOOL NEWSPAPER/YEARBOOK		
q12g	Frequency	Percent
No	123E4	95.05
Yes	63968	4.95

Frequency Missing = 268124.27647

PARTICIPATE IN ATHLETIC TEAMS OUTSIDE OF SCHOOL		
q12l	Frequency	Percent
No	875E3	64.29
Yes	486E3	35.71

Frequency Missing = 198447.78536

DO YOU FEEL SAFE AT SCHOOL		
q13c	Frequency	Percent
Very Safe	644E3	42.31
Somewhat Safe	674E3	44.29
Not Very Safe	108E3	7.12
Not Safe At All	51665	3.39
Don't Know	43812	2.88

Frequency Missing = 37240.762912

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

FRIENDS FEELING CLOSE TO THEIR PARENTS		
q14a	Frequency	Percent
None	81041	5.31
A Few	391E3	25.64
Some	4E5	26.21
Most	516E3	33.82
All	138E3	9.03

Frequency Missing = 33934.014363

HOW MANY FRIENDS CARRY WEAPONS		
q14b	Frequency	Percent
None	991E3	66.23
A Few	306E3	20.44
Some	132E3	8.81
Most	48469	3.24
All	19335	1.29

Frequency Missing = 62181.111234

HOW MANY FRIENDS CARE ABOUT GOOD GRADES		
q14c	Frequency	Percent
None	45244	3.05
A Few	206E3	13.87
Some	335E3	22.56
Most	635E3	42.82
All	262E3	17.70

Frequency Missing = 76116.464011

HOW MANY FRIENDS BELONG TO A GANG		
q14d	Frequency	Percent
None	105E4	69.57
A Few	258E3	17.02
Some	122E3	8.08
Most	59296	3.91
All	21521	1.42

Frequency Missing = 43213.01321

FRIENDS WISHING TO DROP OUT OF SCHOOL		
q14e	Frequency	Percent
None	884E3	58.46
A Few	411E3	27.21
Some	139E3	9.21
Most	51570	3.41
All	25901	1.71

Frequency Missing = 47680.471497

PARENTS ATTEND PTA/SCHOOL OPEN HOUSES		
q15	Frequency	Percent
No	807E3	59.12
Yes	558E3	40.88

Frequency Missing = 194378.99518

RECENT INHALANT USE - SPRAY PAINT		
Q16A	Frequency	Percent
Never Heard/Used	144E4	95.05
In Your Lifetime	49661	3.29
Since School Began	9573	0.63
In the Past Month	15617	1.03

Frequency Missing = 48070.470763

RECENT INHALANT USE - WHITEOUT, CORRECTION FLUID, MAGIC MARKERS		
Q16B	Frequency	Percent
Never Heard/Used	135E4	90.03
In Your Lifetime	86802	5.80
Since School Began	23057	1.54
In the Past Month	39316	2.63

Frequency Missing = 63667.63187

RECENT INHALANT USE - COMPUTER DUSTING SPRAYS		
Q16C	Frequency	Percent
Never Heard/Used	143E4	96.68
In Your Lifetime	26158	1.77
Since School Began	10117	0.68
In the Past Month	12866	0.87

Frequency Missing = 80637.526382

RECENT INHALANT USE - HELIUM, BUTANE, PROPANE, WHIPPETS, REFRIGERANTS/FREON		
Q16D	Frequency	Percent
Never Heard/Used	137E4	92.16
In Your Lifetime	60941	4.09
Since School Began	23072	1.55
In the Past Month	32989	2.21

Frequency Missing = 67561.43858

RECENT INHALANT USE - GLUE		
Q16E	Frequency	Percent
Never Heard/Used	143E4	97.61
In Your Lifetime	20560	1.40
Since School Began	6109	0.42
In the Past Month	8442	0.57

Frequency Missing = 91070.541976

RECENT INHALANT USE - TOLUENE, PAINT THINNER, OTHER SOLVENTS		
Q16F	Frequency	Percent
Never Heard/Used	143E4	97.63
In Your Lifetime	18742	1.28
Since School Began	6489	0.44
In the Past Month	9507	0.65

Frequency Missing = 90655.881751

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

RECENT INHALANT USE - GASOLINE, OCTANE BOOSTER, CARBURETOR CLEANER		
Q16G Frequency Percent		
Never Heard/Used	142E4	96.50
In Your Lifetime	27728	1.89
Since School Began	7894	0.54
In the Past Month	15836	1.08

Frequency Missing = 90710.044066

RECENT INHALANT USE - OTHER AEROSOLS/SPRAYS		
Q16H Frequency Percent		
Never Heard/Used	143E4	95.95
In Your Lifetime	33486	2.24
Since School Began	10104	0.68
In the Past Month	16826	1.13

Frequency Missing = 65794.100217

RECENT CIGARETTE USE		
Q17A Frequency Percent		
Never Heard/Used	108E4	71.32
In Your Lifetime	192E3	12.69
Since School Began	71811	4.75
In the Past Month	17E4	11.24

Frequency Missing = 48984.937469

RECENT SMOKELESS TOBACCO USE		
Q17B Frequency Percent		
Never Heard/Used	134E4	90.54
In Your Lifetime	59383	4.00
Since School Began	26702	1.80
In the Past Month	54364	3.66

Frequency Missing = 74810.853061

RECENT BEER USE		
Q17C Frequency Percent		
Never Heard/Used	763E3	51.75
In Your Lifetime	281E3	19.03
Since School Began	138E3	9.34
In the Past Month	293E3	19.88

Frequency Missing = 84183.908337

RECENT WINE COOLER USE		
Q17D Frequency Percent		
Never Heard/Used	839E3	56.30
In Your Lifetime	254E3	17.07
Since School Began	136E3	9.13
In the Past Month	261E3	17.50

Frequency Missing = 69490.353576

RECENT WINE USE		
Q17E Frequency Percent		
Never Heard/Used	869E3	59.62
In Your Lifetime	288E3	19.78
Since School Began	12E4	8.20
In the Past Month	181E3	12.40

Frequency Missing = 101207.37826

RECENT LIQUOR USE		
Q17F Frequency Percent		
Never Heard/Used	839E3	56.48
In Your Lifetime	222E3	14.94
Since School Began	146E3	9.80
In the Past Month	279E3	18.79

Frequency Missing = 73874.686784

RECENT INHALANT USE		
Q17G Frequency Percent		
Never Heard/Used	135E4	91.17
In Your Lifetime	75258	5.07
Since School Began	21222	1.43
In the Past Month	34529	2.33

Frequency Missing = 76143.942352

RECENT MARIJUANA USE		
Q18A Frequency Percent		
Never Heard/Used	111E4	73.75
In Your Lifetime	141E3	9.40
Since School Began	81765	5.44
In the Past Month	171E3	11.41

Frequency Missing = 56581.637024

RECENT COCAINE USE		
Q18B Frequency Percent		
Never Heard/Used	141E4	95.03
In Your Lifetime	36581	2.47
Since School Began	14987	1.01
In the Past Month	22083	1.49

Frequency Missing = 77465.77495

RECENT CRACK USE		
Q18C Frequency Percent		
Never Heard/Used	144E4	98.38
In Your Lifetime	13255	0.91
Since School Began	3585	0.25
In the Past Month	6830	0.47

Frequency Missing = 97662.12493

RECENT HALLUCINOGEN USE		
Q18E Frequency Percent		
Never Heard/Used	14E5	95.37
In Your Lifetime	31052	2.12
Since School Began	14661	1.00
In the Past Month	22063	1.51

Frequency Missing = 94770.065236

RECENT UPPER USE		
Q18F Frequency Percent		
Never Heard/Used	137E4	94.74
In Your Lifetime	27537	1.90
Since School Began	17175	1.19
In the Past Month	31497	2.17

Frequency Missing = 110689.44333

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

Frequency Missing = 93949.535187

RECENT DOWNER USE		
Q18G Frequency Percent		
Never Heard/Used	136E4	94.32
In Your Lifetime	30295	2.10
Since School Began	17096	1.19
In the Past Month	34550	2.40

Frequency Missing = 117452.51797

RECENT ROHYPNOL USE		
Q18H Frequency Percent		
Never Heard/Used	142E4	97.35
In Your Lifetime	16338	1.12
Since School Began	7126	0.49
In the Past Month	15242	1.04

Frequency Missing = 97395.228756

RECENT STEROID USE		
Q18I Frequency Percent		
Never Heard/Used	142E4	98.58
In Your Lifetime	10306	0.71
Since School Began	3379	0.23
In the Past Month	6790	0.47

Frequency Missing = 115678.74226

RECENT ECSTASY USE		
Q18J Frequency Percent		
Never Heard/Used	135E4	93.19
In Your Lifetime	40947	2.82
Since School Began	21007	1.45
In the Past Month	36889	2.54

Frequency Missing = 108573.23345

RECENT HEROIN USE		
Q18K Frequency Percent		
Never Heard/Used	144E4	98.57
In Your Lifetime	9920	0.68
Since School Began	3206	0.22
In the Past Month	7844	0.54

TOBACCO USE IN PAST MONTH		
q19a Frequency Percent		
Never Heard/Used	13E5	85.77
1-2 times	98557	6.52
3-10 times	49686	3.29
11+ times	66940	4.43

Frequency Missing = 47426.274543

ALCOHOL USE IN PAST MONTH		
q19b Frequency Percent		
Never Heard/Used	998E3	66.25
1-2 times	299E3	19.86
3-10 times	151E3	10.04
11+ times	58000	3.85

Frequency Missing = 52556.201656

INHALANT USE IN PAST MONTH		
q19c Frequency Percent		
Never Heard/Used	144E4	96.24
1-2 times	43589	2.91
3-10 times	9468	0.63
11+ times	3236	0.22

Frequency Missing = 62142.077503

MARIJUANA USE IN PAST MONTH		
q19d Frequency Percent		
Never Heard/Used	125E4	83.76
1-2 times	107E3	7.20
3-10 times	63025	4.23
11+ times	71548	4.81

Frequency Missing = 70997.546097

COCAINE USE IN PAST MONTH		
q19e Frequency Percent		
Never Heard/Used	146E4	97.73
1-2 times	22723	1.52
3-10 times	6923	0.46
11+ times	4287	0.29

Frequency Missing = 65084.365209

CRACK USE IN PAST MONTH		
q19f Frequency Percent		
Never Heard/Used	149E4	99.11
1-2 times	9571	0.64
3-10 times	2168	0.14
11+ times	1566	0.10

Frequency Missing = 57981.938854

CLOSE FRIENDS USE CIGARETTES		
q20a Frequency Percent		
Never heard/None	682E3	46.09
A few	455E3	30.70
Some	216E3	14.60
Most	109E3	7.33
All	18989	1.28

Frequency Missing = 78382.766193

CLOSE FRIENDS USE SMOKELESS TOBACCO		
q20b Frequency Percent		
Never heard/None	102E4	69.79
A few	26E4	17.79
Some	123E3	8.44
Most	47696	3.26
All	10450	0.71

Frequency Missing = 97283.377089

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

CLOSE FRIENDS USE BEER		
q20c Frequency Percent		
Never heard/None	501E3	34.28
A few	337E3	23.08
Some	27E4	18.50
Most	261E3	17.86
All	91707	6.28

Frequency Missing = 98231.055076

CLOSE FRIENDS USE WINE COOLERS		
q20d Frequency Percent		
Never heard/None	68E4	46.59
A few	302E3	20.67
Some	231E3	15.84
Most	179E3	12.28
All	67278	4.61

Frequency Missing = 99711.542736

CLOSE FRIENDS USE WINE		
q20e Frequency Percent		
Never heard/None	789E3	54.66
A few	331E3	22.97
Some	182E3	12.59
Most	101E3	6.98
All	40418	2.80

Frequency Missing = 116256.28932

CLOSE FRIENDS USE LIQUOR		
q20f Frequency Percent		
Never heard/None	614E3	42.18
A few	301E3	20.66
Some	233E3	15.97
Most	224E3	15.35
All	84940	5.83

Frequency Missing = 103292.3341

CLOSE FRIENDS USE INHALANTS		
q20g Frequency Percent		
Never heard/None	117E4	80.77
A few	185E3	12.70
Some	64029	4.40
Most	23289	1.60
All	7706	0.53

Frequency Missing = 105602.57251

CLOSE FRIENDS USE MARIJUANA		
q20h Frequency Percent		
Never heard/None	707E3	48.42
A few	272E3	18.63
Some	208E3	14.27
Most	195E3	13.33
All	78142	5.35

Frequency Missing = 98759.947738

DIFFICULT TO GET CIGARETTES		
q21a Frequency Percent		
Never heard of	219E3	14.99
Impossible	267E3	18.31
Very difficult	97336	6.67
Somewhat diff	143E3	9.83
Somewhat easy	248E3	17.03
Very easy	484E3	33.16

Frequency Missing = 100433.61738

DIFFICULT TO GET SMOKELESS TOBACCO		
q21b Frequency Percent		
Never heard of	376E3	26.11
Impossible	323E3	22.41
Very difficult	119E3	8.24
Somewhat diff	141E3	9.77
Somewhat easy	171E3	11.86
Very easy	311E3	21.61

Frequency Missing = 118370.0082

DIFFICULT TO GET BEER		
q21c Frequency Percent		
Never heard of	183E3	12.79
Impossible	195E3	13.61
Very difficult	87924	6.13
Somewhat diff	166E3	11.54
Somewhat easy	295E3	20.56
Very easy	508E3	35.37

Frequency Missing = 124254.91778

DIFFICULT TO GET WINE COOLERS		
q21d Frequency Percent		
Never heard of	251E3	17.41
Impossible	226E3	15.65
Very difficult	104E3	7.18
Somewhat diff	175E3	12.14
Somewhat easy	27E4	18.74
Very easy	417E3	28.88

Frequency Missing = 116564.41097

DIFFICULT TO GET WINE		
q21e Frequency Percent		
Never heard of	214E3	15.04
Impossible	232E3	16.33
Very difficult	114E3	8.02
Somewhat diff	184E3	12.91
Somewhat easy	26E4	18.24
Very easy	419E3	29.46

Frequency Missing = 136536.07601

DIFFICULT TO GET LIQUOR		
q21f Frequency Percent		
Never heard of	211E3	14.61
Impossible	263E3	18.21
Very difficult	123E3	8.50
Somewhat diff	169E3	11.71
Somewhat easy	249E3	17.28
Very easy	429E3	29.68

Frequency Missing = 115444.46693

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DIFFICULT TO GET INHALANTS		
q21g	Frequency	Percent
Never heard of	344E3	24.03
Impossible	261E3	18.25
Very difficult	72072	5.03
Somewhat diff	99598	6.95
Somewhat easy	156E3	10.89
Very easy	499E3	34.85

Frequency Missing = 126550.23483

DIFFICULT TO GET MARIJUANA		
q21h	Frequency	Percent
Never heard of	241E3	16.96
Impossible	389E3	27.35
Very difficult	117E3	8.20
Somewhat diff	129E3	9.07
Somewhat easy	179E3	12.60
Very easy	368E3	25.83

Frequency Missing = 135334.0793

DIFFICULT TO GET COCAINE		
q21i	Frequency	Percent
Never heard of	321E3	22.63
Impossible	519E3	36.64
Very difficult	199E3	14.05
Somewhat diff	154E3	10.90
Somewhat easy	1E5	7.09
Very easy	123E3	8.69

Frequency Missing = 142292.66472

DIFFICULT TO GET CRACK		
q21j	Frequency	Percent
Never heard of	344E3	24.37
Impossible	529E3	37.47
Very difficult	206E3	14.62
Somewhat diff	149E3	10.60
Somewhat easy	84868	6.02
Very easy	97758	6.93

Frequency Missing = 148444.24447

DIFFICULT TO GET HALLUCINOGENS		
q21l	Frequency	Percent
Never heard of	545E3	38.42
Impossible	393E3	27.69
Very difficult	163E3	11.47
Somewhat diff	13E4	9.14
Somewhat easy	89776	6.33
Very easy	98641	6.96

Frequency Missing = 141575.06596

DIFFICULT TO GET UPERS		
q21m	Frequency	Percent
Never heard of	695E3	49.57
Impossible	297E3	21.16
Very difficult	114E3	8.14
Somewhat diff	98359	7.02
Somewhat easy	83233	5.94
Very easy	115E3	8.17

Frequency Missing = 157761.01806

DIFFICULT TO GET DOWNERS		
q21n	Frequency	Percent
Never heard of	695E3	49.46
Impossible	297E3	21.15
Very difficult	114E3	8.12
Somewhat diff	97575	6.95
Somewhat easy	82755	5.89
Very easy	118E3	8.43

Frequency Missing = 154859.28464

DIFFICULT TO GET ROHYPNOL		
q21o	Frequency	Percent
Never heard of	653E3	46.51
Impossible	355E3	25.32
Very difficult	143E3	10.22
Somewhat diff	99492	7.09
Somewhat easy	64393	4.59
Very easy	87963	6.27

Frequency Missing = 156080.73406

DIFFICULT TO GET STEROIDS		
q21p	Frequency	Percent
Never heard of	381E3	27.18
Impossible	532E3	37.98
Very difficult	186E3	13.26
Somewhat diff	136E3	9.74
Somewhat easy	77592	5.54
Very easy	88260	6.30

Frequency Missing = 158633.04502

DIFFICULT TO GET ECSTASY		
q21q	Frequency	Percent
Never heard of	47E4	33.41
Impossible	406E3	28.83
Very difficult	148E3	10.53
Somewhat diff	12E4	8.53
Somewhat easy	106E3	7.52
Very easy	157E3	11.18

Frequency Missing = 152363.14798

DIFFICULT TO GET HEROIN		
q21r	Frequency	Percent
Never heard of	45E4	31.97
Impossible	526E3	37.38
Very difficult	186E3	13.23
Somewhat diff	107E3	7.59
Somewhat easy	57465	4.09
Very easy	80621	5.73

Frequency Missing = 153060.68815

AGE WHEN FIRST USED CIGARETTES		
q22a	Frequency	Percent
9 or younger	56867	12.92
10 years old	32427	7.37
11 years old	32256	7.33
12 years old	53492	12.15
13 years old	70560	16.03
14 years old	61541	13.98
15 years old	58598	13.31
16 years old	43409	9.86
17 years old	22637	5.14
18 or older	8416	1.91

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Frequency Missing = 1119026.0189

AGE WHEN FIRST USED SMOKELESS TOBACCO		
q22b Frequency Percent		
9 or younger	9817	7.23
10 years old	7426	5.47
11 years old	7661	5.64
12 years old	13699	10.09
13 years old	20570	15.15
14 years old	21976	16.18
15 years old	22277	16.40
16 years old	19169	14.12
17 years old	9746	7.18
18 or older	3462	2.55

Frequency Missing = 1423425.4026

AGE WHEN FIRST USED BEER		
q22c Frequency Percent		
9 or younger	138E3	18.49
10 years old	56403	7.53
11 years old	54346	7.26
12 years old	90055	12.03
13 years old	11E4	14.64
14 years old	107E3	14.25
15 years old	97580	13.03
16 years old	60406	8.07
17 years old	26613	3.55
18 or older	8673	1.16

Frequency Missing = 810353.96309

AGE WHEN FIRST USED WINE COOLERS		
q22d Frequency Percent		
9 or younger	64958	10.15
10 years old	44036	6.88
11 years old	49324	7.71
12 years old	86032	13.44
13 years old	109E3	16.97
14 years old	103E3	16.11
15 years old	94981	14.84
16 years old	56764	8.87
17 years old	24298	3.80
18 or older	7805	1.22

Frequency Missing = 919297.96683

AGE WHEN FIRST USED WINE		
q22e Frequency Percent		
9 or younger	69925	11.43
10 years old	46341	7.58
11 years old	48610	7.95
12 years old	84225	13.77
13 years old	104E3	16.94
14 years old	93242	15.25
15 years old	81848	13.38
16 years old	53704	8.78
17 years old	21911	3.58
18 or older	8170	1.34

Frequency Missing = 947668.52368

AGE WHEN FIRST USED LIQUOR		
q22f Frequency Percent		
9 or younger	39023	6.06
10 years old	27341	4.25
11 years old	36412	5.66
12 years old	70116	10.89
13 years old	109E3	16.86
14 years old	119E3	18.50
15 years old	116E3	18.09
16 years old	79476	12.35
17 years old	36668	5.70
18 or older	10603	1.65

Frequency Missing = 915600.67314

AGE WHEN FIRST USED INHALANTS		
q22g Frequency Percent		
9 or younger	19200	15.28
10 years old	11135	8.86
11 years old	14128	11.24
12 years old	22508	17.91
13 years old	22666	18.03
14 years old	17104	13.61
15 years old	10369	8.25
16 years old	6018	4.79
17 years old	1949	1.55
18 or older	606	0.48

Frequency Missing = 1433544.6289

AGE WHEN FIRST USED MARIJUANA		
q22h Frequency Percent		
9 or younger	19901	5.27
10 years old	15028	3.98
11 years old	21688	5.74
12 years old	40758	10.79
13 years old	65888	17.45
14 years old	71730	19.00
15 years old	66177	17.52
16 years old	47994	12.71
17 years old	21626	5.73
18 or older	6834	1.81

Frequency Missing = 1181604.6649

AGE WHEN FIRST USED COCAINE		
q22i Frequency Percent		
9 or younger	1533	2.28
10 years old	1848	2.75
11 years old	2497	3.72
12 years old	5423	8.08
13 years old	9737	14.51
14 years old	12538	18.68
15 years old	14604	21.76
16 years old	11658	17.37
17 years old	5636	8.40
18 or older	1641	2.45

Frequency Missing = 1492113.1409

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Frequency Missing = 1482604.4269

AGE WHEN FIRST USED CRACK		
q22j Frequency Percent		
9 or younger	1176	5.92
10 years old	1053	5.30
11 years old	1145	5.76
12 years old	2269	11.42
13 years old	3954	19.89
14 years old	3732	18.78
15 years old	3078	15.49
16 years old	2173	10.93
17 years old	1116	5.61
18 or older	180	0.91

Frequency Missing = 1539352.2339

AGE WHEN FIRST USED HALLUCINOGENS		
q22i Frequency Percent		
9 or younger	1965	3.28
10 years old	1247	2.08
11 years old	1773	2.96
12 years old	4229	7.05
13 years old	7962	13.28
14 years old	10917	18.21
15 years old	12967	21.63
16 years old	11334	18.90
17 years old	5730	9.55
18 or older	1840	3.07

Frequency Missing = 1499263.9809

AGE WHEN FIRST USED UPPERS		
q22m Frequency Percent		
9 or younger	2283	2.98
10 years old	1817	2.37
11 years old	2754	3.59
12 years old	5160	6.73
13 years old	11443	14.93
14 years old	14581	19.03
15 years old	17609	22.98
16 years old	13472	17.58
17 years old	6277	8.19
18 or older	1229	1.60

AGE WHEN FIRST USED DOWNERS		
q22n Frequency Percent		
9 or younger	2199	2.75
10 years old	1763	2.21
11 years old	2689	3.37
12 years old	5256	6.58
13 years old	11682	14.63
14 years old	16751	20.98
15 years old	18319	22.94
16 years old	13499	16.90
17 years old	6335	7.93
18 or older	1367	1.71

Frequency Missing = 1479367.7625

AGE WHEN FIRST USED ROHYPNOL		
q22o Frequency Percent		
9 or younger	1308	4.07
10 years old	1373	4.27
11 years old	2126	6.62
12 years old	3190	9.93
13 years old	5093	15.86
14 years old	6554	20.41
15 years old	6530	20.33
16 years old	3839	11.95
17 years old	1619	5.04
18 or older	483	1.50

Frequency Missing = 1527114.4451

AGE WHEN FIRST USED STERIODS		
q22p Frequency Percent		
9 or younger	3333	18.46
10 years old	1067	5.91
11 years old	1284	7.11
12 years old	1872	10.37
13 years old	2180	12.07
14 years old	2269	12.57
15 years old	2244	12.43
16 years old	2141	11.86
17 years old	1322	7.32
18 or older	344	1.90

Frequency Missing = 1541173.0194

AGE WHEN FIRST USED ECSTASY		
q22q Frequency Percent		
9 or younger	1454	1.53
10 years old	1906	2.01
11 years old	2787	2.94
12 years old	6478	6.84
13 years old	11690	12.34
14 years old	16085	16.97
15 years old	20000	21.10
16 years old	18817	19.86
17 years old	12189	12.86
18 or older	3361	3.55

Frequency Missing = 1464461.6962

AGE WHEN FIRST USED HEROIN		
q22r Frequency Percent		
9 or younger	1394	8.47
10 years old	1021	6.21
11 years old	1328	8.07
12 years old	2086	12.68
13 years old	2707	16.45
14 years old	2667	16.21
15 years old	2595	15.78
16 years old	1391	8.46
17 years old	927	5.63
18 or older	336	2.04

Frequency Missing = 1542775.8844

HOW OFTEN NORMALLY USE CIGARETTES		
q23a Frequency Percent		
Every day	34074	2.35
Several times/wk	35175	2.43
Several times/mo	50660	3.49
About once/month	75492	5.21
About once/year	65710	4.53
< once/year	116E3	8.00
Never used	107E4	73.99

Frequency Missing = 108868.69879

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HOW OFTEN NORMALLY USE SMOKELESS TOBACCO		
q23b Frequency Percent		
Every day	11483	0.80
Several times/wk	10433	0.73
Several times/mo	12788	0.90
About once/month	21304	1.49
About once/year	23195	1.62
< once/year	42990	3.01
Never used	131E4	91.44

Frequency Missing = 131653.40875

HOW OFTEN NORMALLY USE BEER		
q23c Frequency Percent		
Every day	4033	0.28
Several times/wk	46483	3.26
Several times/mo	137E3	9.61
About once/month	169E3	11.86
About once/year	15E4	10.52
< once/year	145E3	10.17
Never used	775E3	54.30

Frequency Missing = 132089.84345

HOW OFTEN NORMALLY USE WINE COOLERS		
q23d Frequency Percent		
Every day	2728	0.19
Several times/wk	29832	2.08
Several times/mo	105E3	7.30
About once/month	157E3	10.97
About once/year	158E3	11.02
< once/year	123E3	8.57
Never used	858E3	59.86

Frequency Missing = 125543.102

HOW OFTEN NORMALLY USE WINE		
q23e Frequency Percent		
Every day	1047	0.07
Several times/wk	19388	1.37
Several times/mo	71501	5.06
About once/month	116E3	8.22
About once/year	176E3	12.47
< once/year	155E3	10.95
Never used	874E3	61.85

Frequency Missing = 146800.69363

HOW OFTEN NORMALLY USE LIQUOR		
q23f Frequency Percent		
Every day	3076	0.21
Several times/wk	35574	2.48
Several times/mo	125E3	8.73
About once/month	163E3	11.40
About once/year	153E3	10.68
< once/year	108E3	7.50
Never used	846E3	58.98

Frequency Missing = 125685.99292

HOW OFTEN NORMALLY USE INHALANTS		
q23g Frequency Percent		
Every day	2213	0.16
Several times/wk	5323	0.38
Several times/mo	10560	0.75
About once/month	17444	1.23
About once/year	22799	1.61
< once/year	42595	3.01
Never used	131E4	92.86

Frequency Missing = 145460.2696

HOW OFTEN NORMALLY USE MARIJUANA		
q23h Frequency Percent		
Every day	39015	2.78
Several times/wk	44293	3.16
Several times/mo	60358	4.30
About once/month	63156	4.50
About once/year	57238	4.08
< once/year	69938	4.98
Never used	107E4	76.21

Frequency Missing = 155441.45394

HOW OFTEN NORMALLY USE COCAINE		
q23i Frequency Percent		
Every day	1147	0.08
Several times/wk	3639	0.26
Several times/mo	6379	0.46
About once/month	9794	0.70
About once/year	13423	0.97
< once/year	19608	1.41
Never used	134E4	96.12

Frequency Missing = 168950.57565

HOW OFTEN NORMALLY USE CRACK		
q23j Frequency Percent		
Every day	642	0.05
Several times/wk	1227	0.09
Several times/mo	2284	0.16
About once/month	3252	0.23
About once/year	3726	0.27
< once/year	6461	0.46
Never used	137E4	98.73

Frequency Missing = 169431.99926

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HOW OFTEN NORMALLY USE HALLUCINOGENS		
q23l Frequency Percent		
Every day	905	0.06
Several times/wk	1710	0.12
Several times/mo	4680	0.33
About once/month	10564	0.75
About once/year	17754	1.27
< once/year	17055	1.22
Never used	135E4	96.24

Frequency Missing = 158753.01927

HOW OFTEN NORMALLY USE UPPERS		
q23m Frequency Percent		
Every day	2060	0.15
Several times/wk	5345	0.39
Several times/mo	11460	0.83
About once/month	16629	1.21
About once/year	16775	1.22
< once/year	17034	1.24
Never used	131E4	94.97

Frequency Missing = 181001.53858

HOW OFTEN NORMALLY USE DOWNERS		
q23n Frequency Percent		
Every day	2771	0.20
Several times/wk	5634	0.41
Several times/mo	12320	0.89
About once/month	17848	1.29
About once/year	15713	1.14
< once/year	16972	1.23
Never used	131E4	94.84

Frequency Missing = 177643.83587

HOW OFTEN NORMALLY USE ROHYPNOL		
q23o Frequency Percent		
Every day	549	0.04
Several times/wk	2699	0.19
Several times/mo	4788	0.34
About once/month	5751	0.41
About once/year	7231	0.52
< once/year	7499	0.54
Never used	136E4	97.95

Frequency Missing = 168926.09173

HOW OFTEN NORMALLY USE STEROIDS		
q23p Frequency Percent		
Every day	1696	0.12
Several times/wk	1195	0.09
Several times/mo	1391	0.10
About once/month	1599	0.12
About once/year	2776	0.20
< once/year	6094	0.44
Never used	136E4	98.93

Frequency Missing = 182128.46682

HOW OFTEN NORMALLY USE ECSTASY		
q23q Frequency Percent		
Every day	1365	0.10
Several times/wk	5600	0.40
Several times/mo	11901	0.86
About once/month	19073	1.38
About once/year	24129	1.74
< once/year	23777	1.72
Never used	13E5	93.81

Frequency Missing = 173067.02352

HOW OFTEN NORMALLY USE HEROIN		
q23r Frequency Percent		
Every day	824	0.06
Several times/wk	1537	0.11
Several times/mo	1500	0.11
About once/month	2252	0.16
About once/year	3586	0.26
< once/year	5627	0.40
Never used	139E4	98.91

Frequency Missing = 156777.2398

AMOUNT OF BEER AT ONE TIME		
q24a Frequency Percent		
Never drink this	732E3	50.97
12+ drinks	54761	3.81
9-11 drinks	37887	2.64
5-8 drinks	83850	5.84
3-4 drinks	109E3	7.61
2 drinks	107E3	7.46
1 drink	127E3	8.83
< 1 drink	184E3	12.84

Frequency Missing = 123021.24748

AMOUNT OF WINE COOLERS AT ONE TIME		
q24b Frequency Percent		
Never drink this	802E3	56.28
12+ drinks	33582	2.36
9-11 drinks	25611	1.80
5-8 drinks	65761	4.61
3-4 drinks	115E3	8.09
2 drinks	124E3	8.67
1 drink	135E3	9.48
< 1 drink	124E3	8.71

Frequency Missing = 134155.51309

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AMOUNT OF WINE AT ONE TIME		
q24c Frequency Percent		
Never drink this	833E3	58.91
12+ drinks	16567	1.17
9-11 drinks	9965	0.70
5-8 drinks	24559	1.74
3-4 drinks	53813	3.80
2 drinks	85266	6.03
1 drink	17E4	12.01
< 1 drink	221E3	15.63

Frequency Missing = 144929.50662

AMOUNT OF LIQUOR AT ONE TIME		
q24d Frequency Percent		
Never drink this	786E3	55.37
12+ drinks	46930	3.30
9-11 drinks	35491	2.50
5-8 drinks	81675	5.75
3-4 drinks	125E3	8.83
2 drinks	104E3	7.31
1 drink	112E3	7.90
< 1 drink	128E3	9.03

Frequency Missing = 139090.07528

HOW MANY 5+ DRINKS IN PAST 30 DAYS		
q25 Frequency Percent		
Never 5+ at time	648E3	44.35
None	515E3	35.30
1 day	1E5	6.88
2 days	65660	4.50
3 to 5 days	67657	4.63
6 to 9 days	29624	2.03
10 or more days	33606	2.30

Frequency Missing = 99060.43003

GET ALCOHOLIC BEVERAGES FROM HOME		
q26a Frequency Percent		
Do not Drink	654E3	45.66
Never	361E3	25.21
Seldom	289E3	20.20
Most of the Time	89533	6.25
Always	38399	2.68

Frequency Missing = 126578.84853

GET ALCOHOLIC BEVERAGES FROM FRIENDS		
q26b Frequency Percent		
Do not Drink	606E3	42.92
Never	275E3	19.50
Seldom	226E3	15.98
Most of the Time	22E4	15.57
Always	85170	6.03

Frequency Missing = 147016.15438

GET ALCOHOLIC BEVERAGES FROM A STORE		
q26c Frequency Percent		
Do not Drink	633E3	45.00
Never	582E3	41.37
Seldom	102E3	7.22
Most of the Time	58992	4.19
Always	31303	2.22

Frequency Missing = 151791.92917

GET ALCOHOLIC BEVERAGES AT PARTIES		
q26d Frequency Percent		
Do not Drink	581E3	41.14
Never	237E3	16.77
Seldom	183E3	12.96
Most of the Time	21E4	14.86
Always	201E3	14.27

Frequency Missing = 147176.29675

GET ALCOHOLIC BEVERAGES FROM OTHER SOURCES		
q26e Frequency Percent		
Do not Drink	637E3	45.29
Never	379E3	26.91
Seldom	184E3	13.11
Most of the Time	111E3	7.86
Always	95997	6.82

Frequency Missing = 152430.76274

USE MARIJUANA AS JOINTS		
q27a Frequency Percent		
Never	113E4	79.62
Seldom	116E3	8.13
Half the time	65092	4.57
Most of the time	57158	4.01
Always	40816	2.87
Don't know	11492	0.81

Frequency Missing = 134614.91414

USE MARIJUANA AS BLUNTS		
q27b Frequency Percent		
Never	113E4	79.59
Seldom	92685	6.55
Half the time	58617	4.14
Most of the time	63293	4.48
Always	62347	4.41
Don't know	11691	0.83

Frequency Missing = 144944.27724

USE MARIJUANA IN BONGS OR WATER PIPES		
q27c Frequency Percent		
Never	119E4	84.71
Seldom	81593	5.83
Half the time	44558	3.18
Most of the time	43928	3.14
Always	35353	2.53
Don't know	8575	0.61

Frequency Missing = 159774.96339

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

USE MARIJUANA IN PIPES		
q27d Frequency Percent		
Never	117E4	83.59
Seldom	72184	5.17
Half the time	44371	3.18
Most of the time	59619	4.27
Always	44186	3.16
Don't know	8920	0.64

Frequency Missing = 162200.37563

USE MARIJUANA OTHER WAYS		
q27e Frequency Percent		
Never	122E4	87.64
Seldom	73209	5.25
Half the time	23632	1.69
Most of the time	22929	1.64
Always	28238	2.02
Don't know	24473	1.75

Frequency Missing = 163552.15335

USED METHAMPHETAMINE EVEN ONE TIME		
q28 Frequency Percent		
Never heard/used	142E4	97.01
At least once/month	11563	0.79
At least once/year	7849	0.54
At least once/life	24270	1.66

Frequency Missing = 97080.691375

RECENT PRECRIPTION DRUG USE - CODEINE		
q29a Frequency Percent		
Never heard/used	126E4	87.68
At least once/month	69233	4.83
At least once/year	47608	3.32
At least once/life	59613	4.16

Frequency Missing = 126797.53373

RECENT PRECRIPTION DRUG USE - OXYCONTIN ETC		
q29b Frequency Percent		
Never heard/used	137E4	96.91
At least once/month	13857	0.98
At least once/year	12219	0.86
At least once/life	17633	1.25

Frequency Missing = 146628.65129

RECENT PRECRIPTION DRUG USE - VICODIN ETC		
q29c Frequency Percent		
Never heard/used	133E4	94.71
At least once/month	25578	1.82
At least once/year	22905	1.63
At least once/life	25634	1.83

Frequency Missing = 157667.06296

RECENT PRECRIPTION DRUG USE - VALIUM ETC		
q29d Frequency Percent		
Never heard/used	137E4	97.64
At least once/month	10487	0.75
At least once/year	8977	0.64
At least once/life	13678	0.97

Frequency Missing = 156083.56155

RECENT PRECRIPTION DRUG USE - XANAX ETC		
q29e Frequency Percent		
Never heard/used	134E4	95.47
At least once/month	24213	1.72
At least once/year	17664	1.26
At least once/life	21899	1.56

Frequency Missing = 152194.59778

TAKE DXM, TRIPLE CS, ETC. TO GET HIGH		
q30 Frequency Percent		
Never heard/used	135E4	94.63
At least once/month	27510	1.93
At least once/year	17221	1.21
At least once/life	31883	2.23

Frequency Missing = 131426.99164

DANGEROUS FOR KIDS TO USE TOBACCO		
q31a Frequency Percent		
Very	757E3	53.17
Somewhat	365E3	25.64
Not very	173E3	12.17
Not at all	50018	3.51
Don't know	78566	5.52

Frequency Missing = 135195.50213

DANGEROUS FOR KIDS TO USE ALCOHOL		
q31b Frequency Percent		
Very	672E3	47.74
Somewhat	425E3	30.20
Not very	201E3	14.27
Not at all	51804	3.68
Don't know	57787	4.10

Frequency Missing = 150733.77819

DANGEROUS FOR KIDS TO USE INHALANTS		
q31c Frequency Percent		
Very	101E4	72.76
Somewhat	206E3	14.89
Not very	65255	4.71
Not at all	22945	1.66
Don't know	82788	5.98

Frequency Missing = 174835.30736

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

DANGEROUS FOR KIDS TO USE MARIJUANA		
q31d Frequency Percent		
Very	813E3	58.88
Somewhat	208E3	15.06
Not very	157E3	11.38
Not at all	143E3	10.38
Don't know	59395	4.30

Frequency Missing = 178182.05137

DANGEROUS FOR KIDS TO USE STEROIDS		
q31h Frequency Percent		
Very	103E4	75.09
Somewhat	18E4	13.18
Not very	55990	4.09
Not at all	19925	1.46
Don't know	84626	6.19

Frequency Missing = 191009.71802

DAYS ILL SINCE SEPTEMBER		
q32b Frequency Percent		
None	388E3	27.19
1-3 days	735E3	51.50
4-9 days	245E3	17.16
10+ days	59261	4.15

Frequency Missing = 132518.29122

DANGEROUS FOR KIDS TO USE COCAINE		
q31e Frequency Percent		
Very	114E4	83.69
Somewhat	121E3	8.89
Not very	22444	1.65
Not at all	12146	0.89
Don't know	66548	4.89

Frequency Missing = 196960.5702

DANGEROUS FOR KIDS TO USE HEROIN		
q31i Frequency Percent		
Very	118E4	86.13
Somewhat	81097	5.92
Not very	14401	1.05
Not at all	10153	0.74
Don't know	84415	6.16

Frequency Missing = 189131.38771

OTHER REASON FOR DAYS MISSED SINCE SEPTEMBER		
q32c Frequency Percent		
None	552E3	39.05
1-3 days	703E3	49.73
4-9 days	119E3	8.38
10+ days	40113	2.84

Frequency Missing = 145083.8199

DANGEROUS FOR KIDS TO USE CRACK		
q31f Frequency Percent		
Very	116E4	85.16
Somewhat	103E3	7.55
Not very	17861	1.31
Not at all	11575	0.85
Don't know	69969	5.14

Frequency Missing = 196709.66146

DANGEROUS FOR KIDS TO USE METHAMPHETAMINE		
q31j Frequency Percent		
Very	117E4	83.82
Somewhat	79075	5.69
Not very	13817	0.99
Not at all	10553	0.76
Don't know	121E3	8.74

Frequency Missing = 168812.34282

SENT TO PRINCIPAL/DEAN SINCE SEPTEMBER		
q32d Frequency Percent		
None	118E4	82.43
1-3 days	185E3	12.97
4-9 days	38150	2.67
10+ days	27479	1.92

Frequency Missing = 130936.64651

DANGEROUS FOR KIDS TO USE ECSTASY		
q31g Frequency Percent		
Very	105E4	76.97
Somewhat	149E3	10.92
Not very	47505	3.49
Not at all	20912	1.54
Don't know	96197	7.08

Frequency Missing = 199714.53601

DAYS SKIPPED SINCE SEPTEMBER		
q32a Frequency Percent		
None	107E4	74.41
1-3 days	266E3	18.52
4-9 days	61633	4.30
10+ days	39789	2.77

Frequency Missing = 125198.07684

SOMEONE CALLED HOME SINCE SEPTEMBER		
q32e Frequency Percent		
None	121E4	85.56
1-3 days	157E3	11.10
4-9 days	28176	1.99
10+ days	19016	1.34

Frequency Missing = 145262.34067

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

IN TROUBLE FOR DRINKING SINCE SEPTEMBER		
q32f	Frequency	Percent
None	139E4	98.86
1-3 days	10402	0.74
4-9 days	2069	0.15
10+ days	3591	0.26

Frequency Missing = 155357.62896

IN TROUBLE FOR DRUG USE SINCE SEPTEMBER		
q32g	Frequency	Percent
None	138E4	98.43
1-3 days	15642	1.11
4-9 days	2389	0.17
10+ days	4077	0.29

Frequency Missing = 152858.21391

TROUBLE WITH FRIENDS BECAUSE OF DRINKING		
q33a	Frequency	Percent
None	133E4	93.78
1-3 times	76225	5.39
4-9 times	7365	0.52
10+ times	4456	0.31

Frequency Missing = 144424.20025

DRIVEN A CAR AFTER A GOOD BIT TO DRINK		
q33b	Frequency	Percent
None	13E5	93.22
1-3 times	71655	5.14
4-9 times	12311	0.88
10+ times	10574	0.76

Frequency Missing = 164348.14929

CRITICIZED BY DATE BECAUSE OF DRINKING		
q33c	Frequency	Percent
None	129E4	93.07
1-3 times	79224	5.72
4-9 times	9088	0.66
10+ times	7676	0.55

Frequency Missing = 174518.20679

TROUBLE WITH POLICE BECAUSE OF DRINKING		
q33d	Frequency	Percent
None	134E4	97.27
1-3 times	30729	2.24
4-9 times	3459	0.25
10+ times	3276	0.24

Frequency Missing = 185981.9222

TROUBLE WITH FRIENDS BECAUSE OF DRUG USE		
q33e	Frequency	Percent
None	129E4	94.21
1-3 times	65045	4.73
4-9 times	9081	0.66
10+ times	5445	0.40

Frequency Missing = 184726.40775

DRIVEN A CAR WHILE HIGH FROM DRUGS		
q33f	Frequency	Percent
None	126E4	93.13
1-3 times	58704	4.33
4-9 times	13733	1.01
10+ times	20825	1.53

Frequency Missing = 202435.0097

CRITICIZED BY DATE BECAUSE OF DRUG USE		
q33g	Frequency	Percent
None	126E4	93.39
1-3 times	69002	5.12
4-9 times	10448	0.78
10+ times	9547	0.71

Frequency Missing = 211946.4426

TROUBLE WITH POLICE BECAUSE OF DRUG USE		
q33h	Frequency	Percent
None	132E4	97.55
1-3 times	25845	1.91
4-9 times	3361	0.25
10+ times	4026	0.30

Frequency Missing = 204181.8899

CLASS DAYS DRUNK ON ALCOHOL SINCE SEPT		
q34a	Frequency	Percent
None	131E4	92.52
1-3 days	81183	5.72
4-9 days	13106	0.92
10+ days	11853	0.84

Frequency Missing = 140210.28371

CLASS DAYS HIGH ON MARIJUANA SINCE SEPT		
q34b	Frequency	Percent
None	126E4	89.08
1-3 days	82344	5.84
4-9 days	28281	2.01
10+ days	43294	3.07

Frequency Missing = 149165.17774

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

CLASS DAYS HIGH ON INHALANTS SINCE SEPT		
q34c Frequency Percent		
None	137E4	97.71
1-3 days	22569	1.61
4-9 days	4530	0.32
10+ days	5092	0.36

Frequency Missing = 155141.26661

CLASS DAYS HIGH ON OTHER DRUG(S)		
q34d Frequency Percent		
None	133E4	94.24
1-3 days	51851	3.69
4-9 days	13694	0.97
10+ days	15471	1.10

Frequency Missing = 152932.34719

ALCOHOL USE AT PARTIES THIS SCHOOL YEAR		
q35a Frequency Percent		
Never	607E3	42.84
Seldom	141E3	9.95
Half the time	99481	7.02
Most of the time	161E3	11.40
Always	223E3	15.76
Don't know	26955	1.90
Didn't attend	158E3	11.13

Frequency Missing = 143005.63058

DRUG USE AT PARTIES THIS SCHOOL YEAR		
q35b Frequency Percent		
Never	761E3	53.84
Seldom	13E4	9.21
Half the time	92650	6.55
Most of the time	108E3	7.62
Always	125E3	8.83
Don't know	38301	2.71
Didn't attend	159E3	11.25

Frequency Missing = 145160.77317

SOUGHT HELP FOR DRUG/ALCOHOL PROBLEM		
q36 Frequency Percent		
?	1	0.00
No	121E4	91.98
Yes	105E3	8.02

Frequency Missing = 248742.38533

WOULD SEEK HELP FROM SCHOOL COUNSELOR		
q37a Frequency Percent		
?	9	0.00
No	901E3	65.04
Yes	484E3	34.96

Frequency Missing = 173776.62243

WOULD SEEK HELP FROM ANOTHER ADULT IN SCHOOL		
q37b Frequency Percent		
No	9E5	65.30
Yes	478E3	34.70

Frequency Missing = 181449.2203

WOULD SEEK HELP FROM COUNSELOR OR PROGRAM OUTSIDE SCHOOL		
q37c Frequency Percent		
?	5	0.00
No	855E3	62.99
Yes	502E3	37.01

Frequency Missing = 202608.51316

WOULD SEEK HELP FROM PARENTS		
q37d Frequency Percent		
?	5	0.00
No	537E3	39.33
Yes	828E3	60.67

Frequency Missing = 194617.71173

WOULD SEEK HELP FROM A MEDICAL DOCTOR		
q37e Frequency Percent		
No	738E3	54.61
Yes	613E3	45.39

Frequency Missing = 208140.15874

WOULD SEEK HELP FROM FRIENDS		
q37f Frequency Percent		
No	417E3	30.66
Yes	944E3	69.34

Frequency Missing = 197963.36714

WOULD SEEK HELP FROM ANOTHER ADULT		
q37g Frequency Percent		
?	6	0.00
No	524E3	38.31
Yes	843E3	61.69

Frequency Missing = 192297.10492

WOULD NOT SEEK HELP		
q37h Frequency Percent		
No	114E4	84.37
Yes	211E3	15.63

Frequency Missing = 212465.67165

DRUG/ALCOHOL INFO--SCHOOL HEALTH CLASS		
q38a Frequency Percent		
No	65E4	52.14
Yes	597E3	47.86

Frequency Missing = 311647.45635

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

**State: Grades 7-12 Medium
Spring 2010**

DRUG/ALCOHOL INFO--SCHOOL ASSEMBLY PROGRAM		
q38b	Frequency	Percent
No	62E4	50.53
Yes	607E3	49.47

Frequency Missing = 332537.45826

DRUG/ALCOHOL INFO--SCHOOL GUIDANCE COUNSELOR		
q38c	Frequency	Percent
No	882E3	72.79
Yes	33E4	27.21

Frequency Missing = 346920.0247

DRUG/ALCOHOL INFO--SCIENCE CLASS		
q38d	Frequency	Percent
No	838E3	69.34
Yes	371E3	30.66

Frequency Missing = 350357.10922

DRUG/ALCOHOL INFO--SOCIAL STUDIES CLASS		
q38e	Frequency	Percent
No	102E4	84.57
Yes	186E3	15.43

Frequency Missing = 356794.96761

DRUG/ALCOHOL INFO--SCHOOL STUDENT GROUP OR CLUB		
q38f	Frequency	Percent
No	102E4	84.61
Yes	186E3	15.39

Frequency Missing = 351660.18194

DRUG/ALCOHOL INFO--INVITED SCHOOL GUEST		
q38g	Frequency	Percent
No	772E3	64.04
Yes	433E3	35.96

Frequency Missing = 353793.07648

DRUG/ALCOHOL INFO--ANOTHER SCHOOL SOURCE		
q38h	Frequency	Percent
No	82E4	67.43
Yes	396E3	32.57

Frequency Missing = 343042.71032

PARENTS FEEL ABOUT KIDS SMOKING CIGARETTES		
q39a Frequency Percent		
Strong disapprove	107E4	76.68
Mild disapprove	112E3	7.98
Neither	90840	6.50
Mildly approve	16063	1.15
Strongly approve	12278	0.88
Don't know	95276	6.82

Frequency Missing = 161318.25419

PARENTS FEEL ABOUT KIDS DRINKING BEER		
q39b Frequency Percent		
Strong disapprove	887E3	63.96
Mild disapprove	205E3	14.78
Neither	142E3	10.25
Mildly approve	46814	3.37
Strongly approve	15968	1.15
Don't know	90016	6.49

Frequency Missing = 171749.93552

PARENTS FEEL ABOUT KIDS USING MARIJUANA		
q39c Frequency Percent		
Strong disapprove	113E4	81.44
Mild disapprove	71242	5.16
Neither	63759	4.61
Mildly approve	16396	1.19
Strongly approve	18335	1.33
Don't know	86757	6.28

Frequency Missing = 177413.00006

TESTED FOR DRUG USE AT SCHOOL		
q40	Frequency	Percent
No	117E4	85.12
Yes	205E3	14.88

Frequency Missing = 183513.9813

The frequencies have been weighted so that the analysis reflects the distribution of students by grade level in the district

Part VIII: Glossary

Glossary

for the
Academic Excellence Indicator System
2009-10 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2010 state accountability system. Districts and campuses are evaluated on performance on the TAKS, completion rate, and annual dropout rate. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable;*
- *Not Rated: Other;* and
- *Not Rated: Data Integrity Issues.*

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*
- *AEA: Not Rated – Data Integrity Issues.*

For a more detailed explanation of the accountability system, see the *2010 Accountability Manual* available at

<http://ritter.tea.state.tx.us/perfreport/account/2010/manual/>

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 30, 2009, but moves to another campus before the TAKS test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 30, 2009, but then moved to another district before the TAKS test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that

district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset*. For additional information and examples of how the accountability subset is determined, see Chapter 2 of the *2010 Accountability Manual*. Also see *Mobile, TAKS Participation*, and *Appendix E*.

Adopted Tax Rate (calendar year 2009) (District Profile only): This is the locally adopted tax rate set for the 2009 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2010. The state value shown for the adopted tax rates is the simple average of all the district rates. (Source: *Texas Comptroller of Public Accounts, July 2010*)

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25 which states, in part:

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2008-09}}{\text{number of students in grades 9-12 who completed at least one course in 2008-09}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2010 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2007-08). For a list of advanced courses, see *Appendix C*. (Source: *PEIMS, June 2009, June 2008*)

Advanced Placement Examinations: See *AP/IB Results*.

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2008-09). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2010)*

Annual Dropout Rate: Three annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. This rate is used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2008-09 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2008-09 school year}}$$

- (2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This rate is used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12 during the 2008-09 school year}}{\text{number of grade 7-12 students who were in attendance at any time during the 2008-09 school year}}$$

- (3) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. This measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2008-09 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2008-09 school year}}$$

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2008-09* reports, available at

<http://www.tea.state.tx.us/index4.aspx?id=4080>

See also *Dropout* and *Leaver Record*. (Source: PEIMS, Oct. 2008, Oct. 2009 and June 2009)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate Organization's International Baccalaureate (IB) examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students}}$$

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores}}$$

The denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2010 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2009, Jan. 2009; *The International Baccalaureate Organization*, Aug. 2009, Aug. 2008; and *PEIMS*, Oct. 2009, Oct. 2008)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education* and *TAKS Participation*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081.) At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

number of students coded as at-risk

total number of students

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by §TEC 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments;
or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Sources: PEIMS, Oct. 2009; Texas Education Code, 81st Texas Legislature)

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2008-09}}{\text{total number of days students were in membership in 2008-09}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2010 Accountability Manual*. Attendance rates are shown for 2008-09 and 2007-08. (Source: PEIMS, June 2009, June 2008)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (Source: PEIMS, Oct. 2009)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers.* This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration.* This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support.* This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source: PEIMS, Oct. 2009)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source: PEIMS, Oct. 2009)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This

measure refers to the total number of (completed) years of professional experience for the individual in any district. (*Source: PEIMS, Oct. 2009*)

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report (*District Performance only*): Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by nine columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services.

The indicators shown are: The TAKS 2010 accountability base indicator; the SSI indicators (measures 1 and 2 only), and the Progress of Prior Year Failers (percent passing only). Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on *Section III*, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative*, and *Progress of Prior Year TAKS Failers*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2009-10;
- the percent of Hispanic students enrolled for 2009-10;
- the percent of White students enrolled for 2009-10;
- the percent of economically disadvantaged students enrolled for 2009-10;

- the percent of limited English proficient (LEP) students enrolled for 2009-10; and
- the percent of mobile students as determined from 2008-09 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

- Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;
- Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;
- Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;
- Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and
- Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group.
- Schools shown as *Not Rated: Other* do not have a campus group.
- Districts are not grouped.

In the *Performance* section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the *Profile* section of the report, the value given in the Campus Group column is the average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

See *Comparable Improvement* and *Vertical Scale Growth*.

Campus #: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00__ for high schools, 04__ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts do not report actual class size averages, but beginning with the 2009-10 PEIMS data collection, they do report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is now unique by campus ID, staff ID, service ID, and class ID number.

The methodology differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;

- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included;
- 8) elementary classes where the number of students exceeds 100 are not included.

College Admissions Tests: See *SAT/ACT Results*.

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2009) with ELA results to evaluate}}$$
- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2009) with mathematics results to evaluate}}$$
- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

number of graduates who scored at or above the *College-Ready* criteria on
both ELA & mathematics

number of graduates (class of 2009) with results in both subjects to evaluate

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated).

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2010 Accountability Manual*. (Sources: TEA Student Assessment Division, The College Board, Aug. 2009, Aug. 2010, ACT, Inc. Oct. 2009, Oct. 2008; and PEIMS, Oct. 2009, Oct. 2008)

Commended Performance: See *TAKS Commended*.

Community Services (2008-09) (District Profile only): Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B*. (Source: PEIMS, March 2010)

Comparable Improvement (Campus-level only): Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

Beginning with 2010, the Texas Growth Index (TGI) is no longer used in determining CI. To determine change, or student growth, the new Vertical Scale Growth (VSG) is used. Because the vertical scale is only available for grades 4 through 8, no comparable improvement can be calculated for schools that do not include any of those grades. This includes most high schools in Texas.

For schools that include grades 4, 5, 6, 7, and/or 8, CI is calculated separately for reading and mathematics, based on individual student VSG values. These are aggregated to the campus level to create an average VSG for each campus. The average VSG values for the 40 member group are rank ordered. Schools in the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI.

Schools that receive a *Not Rated: Other* accountability rating and schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group and are not eligible for Comparable Improvement.

Determining which campuses fall within each quartile is based on statistical analysis. There are 41 total campuses in each group—including the target campus. In the past, when using TGI, the average growth values were rounded to two decimals and each quartile consisted of 10 or 11 campuses. VSG is different; the values are shown as whole numbers, which means it is likely that some campuses will ‘tie’ with the same value. If multiple campuses are tied for 10th or 11th place in a quartile, they will all be identified in that quartile. For this reason the number of campuses within a quartile can vary, possibly from as few as 4 to as many as 16.

See Chapter 5 of the *2010 Accountability Manual* for an explanation of *Gold Performance Acknowledgments*. For an explanation of the Vertical Scale Growth, see *Appendix E* of the *2010 Accountability Manual*. See also *Campus Group*, *Vertical Scale Growth*, and *Appendix D*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Completion Rate*) or—new on the 2009-10 AEIS Reports—after five years in high school (*5-Year Extended Completion Rate*).

For the *4-Year Completion Rate*, the cohort consists of students who first attended ninth grade in 2005-06. They are followed through their expected graduation with the class of 2009.

For the *5-Year Extended Completion Rate*, the cohort consists of students who first attended ninth grade in 2004-05. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2008.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2005-06 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2005-06, but takes 6 years to graduate (*i.e.*, in May 2011) is still part of the class of 2009 cohort; they are not switched to the class of 2011 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2009. This is true as well for the 5-year extended completion cohorts.

Other important information:

- Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the new dropout definition was phased in or fully incorporated (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for prior classes, nor to each other.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- This indicator is computed and reported for districts as well as for high schools that served grade 9 and either grade 11 or grade 12 in both the first year of the cohort and in the fall following the cohort's expected graduation. Campuses that only serve some of these grades or that have been in existence for fewer than five years do not show a completion rate.

There are four student outcomes used in computing each longitudinal rate:

4-Year Completion Rate

- (1) *Graduated*. Based on the 2005-06 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2009. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2009}}{\text{number of students in the 2005-06 cohort*}}$$

- (2) *Received GED*. Based on the 2005-06 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2009. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2005-06 cohort*}}$$

- (3) *Continued High School*. Based on the 2005-06 cohort, this shows the percentage still enrolled as students in the fall of the 2009-10 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2009-10 school year}}{\text{number of students in the 2005-06 cohort*}}$$

- (4) *Dropped Out (4-yr)*. Based on the 2005-06 cohort, this shows the percentage who dropped out and did not return by the fall of the 2009-10 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2009-10 school year}}{\text{number of students in the 2005-06 cohort*}}$$

5-Year Extended Completion Rate

- (1) *Graduated*. Based on the 2004-05 cohort, this shows the percent who received their high school diploma by August 31, 2009. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2009}}{\text{number of students in the 2004-05 cohort*}}$$

- (2) *Received GED*. Based on the 2004-05 cohort, this shows the percentage who received a GED certificate by August 31, 2009. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2004-05 cohort*}}$$

- (3) *Continued High School*. Based on the 2004-05 cohort, this shows the percentage still enrolled as students in the fall of the 2009-10 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2009-10 school year}}{\text{number of students in the 2004-05 cohort*}}$$

- (4) *Dropped Out (5-yr)*. Based on the 2004-05 cohort, this shows the percentage who dropped out and did not return by the fall of the 2009-10 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2009-10 school year}}{\text{number of students in the 2004-05 cohort*}}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the following leaver reason codes. See the following table (note that the leaver reason codes vary, based on year):

School Year	Leaver reason codes <i>NOT</i> included in the longitudinal rate calculations
2004-05	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2005-06	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86
2006-07	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
2007-08	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
2008-09	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87

The four outcomes for each rate sum to 100% (some totals may not equal exactly 100% due to rounding).

In addition to the detailed breakdown of the 4-year and 5-year longitudinal rates, the 2009-10 AEIS reports show the two completion rates that are used as accountability indicators:

- (1) *Completion Rate II (Graduates, Continuers, and GED)*. This 4-year rate sums together the percent of students in the 2005-06 cohort who received their high school diplomas by August 31, 2009, those who received GEDs by August 31, 2009, and those who were still enrolled as high school students for the 2009-10 school year. This rate is used for determining the alternative education accountability ratings.
- (2) *Completion Rate I (Graduates and Continuers)*. This 4-year rate sums together the percent of students in the 2005-06 cohort who received their high school diplomas by August 31, 2009 and those who were still enrolled as high school students for the 2009-10 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through campus of accountability procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2008-09*. (Sources: PEIMS, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, Oct. 2004, June 2004, June 2003, June 2002, and General Educational Development Information File)

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (total). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see *College-Ready Graduates*.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (District Profile only): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate.* The Person Identification Database (PID) system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (October 2009).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2009)}}{\text{number of student records in PEIMS submission 1 (fall 2009)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school

graduate, moved to another Texas public school district, or returned to the district by the end of the school start window (for 2009-10 the end of the school start window was September 25, 2009). Leaver reasons include: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2008-09 school year}}$$

Under the accountability rating system, there are rating consequences for districts that exceed certain thresholds for this measure. For 2010, in order to receive a rating of *Exemplary* or *Recognized*, a district's percent and number of underreported students could not exceed 4.0% or 150, respectively.

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A dropout is a student who was enrolled in public school in grades 7-12 in the previous year but did not return to public school the following fall, and, did not graduate, was not expelled, did not receive a GED, did not re-enroll in another Texas public school, did not continue school outside the public school system, or did not begin college. Any student who died is not considered a dropout.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school, including one which indicates the student is a dropout (reason code 98). For more information, see *Annual Dropout Rate*. (Source: *PEIMS*, Oct. 2009)

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students*. (Source: *PEIMS*, Oct. 2009, Oct. 2008; and *TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: *PEIMS*, Oct. 2009)

English Language Learners Progress Indicator (2011 Preview): The ELL Progress Indicator evaluates the progress of English language learners in becoming proficient readers of English, based on their performance on either the TAKS reading test or the reading component of Texas English Language Proficiency Assessment System

(TELPAS). The indicator is shown on the AEIS reports as a preview, in anticipation of its use in the accountability system in 2011.

It is calculated as follows:

All current or monitored LEP students in grades 3-11 who met the TAKS reading standard
or met the criteria on the TELPAS reading component

All current or monitored LEP students in grades 3-11 who took the TAKS reading test
or the TELPAS reading component

Other information:

- *Grades tested.* Although the TELPAS is administered to students in grades K-12, only those tested in grades 3 through 11 are included in the calculation
- *Tests included.* Results from the English-version reading TAKS (including TAKS (Accommodated) and TAKS-M) and the TELPAS are included in the calculation.
- *Years in U.S. Schools.* Only students in at least their second year in U.S. schools are included.

See *Appendix H* for more information on the methodology for this indicator, including specifics about the TELPAS criteria used, the accountability subset rules, and other details. Also see the *ELL Frequently Asked Question* document at:

<http://ritter.tea.state.tx.us/perfreport/resources/index.html>

For information regarding the appropriate testing of LEP students, refer to the *District and Campus Coordinator Manual*, available at

<http://www.tea.state.tx.us/student.assessment/manuals/dccm/>

(Source: TEA Student Assessment Division)

Enrollment: See *Total Students*.

Equity Transfers (2008-09) (District Profile only): The amount “excluded from revenues” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount “excluded from expenditures” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B*. (Source: PEIMS, March 2010)

Ethnic Distribution: Students are reported as White, African American, Hispanic, Asian/Pacific Islander, and Native American. In the *Profile* section, both counts and percentages of the total number of students in each of these categories are shown.

Note that while TEA implemented the new federal standards for the collection of ethnicity and race information in the 2009-10 school year, this information was also collected using the old definitions. State accountability, federal accountability, and the AEIS and its related reports (such as the *School Report Card* and *Snapshot*) use the old race/ethnicity definitions for the 2009-10 reporting cycle and for 2010 accountability.

(Source: PEIMS, Oct. 2009, Oct. 2008; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information (*District Profile only*): The amount of undesignated, unreserved fund balance that existed at the end of the 2008-09 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2009-10) as specified in statute.

A district can have a negative, undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. (Source: *Financial Audit Report, Jan. 2010*)

General Fund: This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from *All Funds*. General fund reporting includes fund codes 101-199 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B*. (Source: *PEIMS, March 2010*)

Gold Performance Acknowledgment: The *Gold Performance Acknowledgment* (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. Charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) procedures are also eligible to earn GPAs. Acknowledgment is awarded for high performance on:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics

- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading (*campus only*)*
- Comparable Improvement: Mathematics (*campus only*)*
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

Schools and districts receive one of three possible categories for each indicator. *Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable* or *AEA: Academically Unacceptable*; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools or districts labeled *Not Rated* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2010 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion*, *AP/IB Results*, *Attendance Rate*, *College-Ready Graduates*, *Comparable Improvement*, *RHSP/DAP Graduates*, *SAT/ACT Results*, *Texas Success Initiative*, and *TAKS*.

Graduates (Class of 2009): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2008-09 school year, as reported by districts in the fall of 2009. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2009 could be coded with one of the following graduation types:

- Minimum High School Program

- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an IEP

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* (Recommended High School Program/Distinguished Achievement Program) indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates*, *Completion Rate*, and *RHSP/DAP Graduates*.
(Source: PEIMS, Oct. 2009)

Instructional Expenditure Ratio (2008-09) (District Profile only): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2008-09 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. (Source: PEIMS, March 2010)

Instructional Staff Percent (District Profile only): This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2009-10 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. (Source: PEIMS, Oct. 2009)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED

certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, moved to another state or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. (Source: *PEIMS, Oct. 2009; Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, Texas Education Agency*)

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 students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered limited English proficient are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix I*. See also *Campus Group* and *TAKS Participation*. (Source: *PEIMS, Oct. 2009*)

Met Standard: See *TAKS Met 2010 Standard*.

Mobile: This measure, which is part of the *TAKS Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility*, which is defined below. See also *Accountability Subset*.

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

number of mobile students in 2008-09

number of students who were in membership at any time during the 2008-09 school year

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the "district" column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. (Source: *PEIMS, June 2009*)

n/a: This indicates that data are not available or are not applicable.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: *PEIMS, Oct. 2009*)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), are paired with schools with which they have a "feeder" relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-

5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix G*.

Performance of Mobile Students (*State Performance only*): This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at <http://ritter.tea.state.tx.us/perfreport/aeis/2010/state.html>. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2010 and 2009.

This indicator is not available at the region, district, or campus level. See also *Mobile*.
(Source: TEA Student Assessment Division)

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A*. (Source: PEIMS, Oct. 2009)

Progress of Prior Year TAKS Failers: 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 (Sum of Grades 4 – 11)*. 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 2010, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2009 but passed in 2010}}{\text{number of matched students who failed in 2009}}$$

- (2) *Average Vertical Scale Growth (VSG) (Sum of Grades 4 – 8)*. 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, based on the average *Vertical Scale Growth*.

For 2010, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student VSG values for students who failed in 2009}}{\text{total number of students with VSG values who failed in 2009}}$$

For 2010, students included in these measures are those who:

- took the spring 2010 TAKS reading/ELA and/or mathematics tests in grades 4-11, including TAKS (Accommodated) tests (progress is not calculated for grade 3 test takers since that is their first TAKS test);
- are part of the 2010 Accountability Subset;
- can be matched to the spring 2009 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2009 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (<http://ritter.tea.state.tx.us/perfreport/aeis/2010/>). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Vertical Scale Growth* in this *Glossary*. For a more complete explanation of the *Vertical Scale Growth*, see *Appendix E* in the *2010 Accountability Manual*. (Source: TEA Student Assessment Division)

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2009-10 in the same grade as their grade in the last reported six-week period of the prior year (2008-09). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2008-09*, available from TEA. (Source: *PEIMS*, Oct. 2009, June 2009)

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2010 Accountability Manual*. See also *Graduates*. (Source: PEIMS, Oct. 2009, Oct. 2008)

SAT/ACT Results: These include the College Board's SAT Reasoning Test and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that "graduates" in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT mathematics and critical reading sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (3) *Average Score*. This shows the average score for the SAT total and the average score for the ACT composite, calculated as follows:

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2010 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2009, Jan. 2009; *ACT, Inc. (ACT)* Oct. 2009, Oct. 2008; and *PEIMS*, Oct. 2009, Oct. 2008)

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled (*i.e.* in membership) at the school: *elementary*, *middle* (including junior high school),

secondary, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools whose grade spans do not exactly match these, are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2010 School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2010/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report (district only):

See *Bilingual Education/English as a Second Language Report*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2009-10 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from TAKS (Accommodated) for all grades and subjects are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are shown separately on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *TAKS Special Education Assessments* and *TAKS Participation*. (Source: PEIMS, Oct. 2009, Oct. 2008, and TEA Student Assessment Division)

Special Education Compliance Status: See PBM Special Education Monitoring Results Status.

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed

to supplying instructional staff for the district. They are never employees of the reporting school district. (*Source: PEIMS, Oct. 2009*)

Standardized Local Tax Base (comptroller valuation) (*District Profile only*): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2009. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil*. This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2009. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2009.
 - Business –
 - o real property: commercial and industrial;
 - o real and tangible personal property: utilities; and
 - o personal property: commercial and industrial.
 - Residential – real property: single-family, residential; multifamily, residential; and inventory.
 - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - Oil and Gas – real property: oil, gas, and other minerals.
 - Other – tangible personal property: other; and intangible personal property.

(*Source: Texas Comptroller of Public Accounts, July 2010*)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (*Source: PEIMS, Oct. 2009*)

Student Success Initiative (SSI): For the 2009-10 school year, students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 9th grade. Students were given three

opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

- (1) *Students Requiring Accelerated Instruction*. For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

$$\frac{\text{number of eligible students who did not meet the standard in the first administration}}{\text{number of eligible students in the first administration}}$$

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. (The count of *eligible students* does not include students who have taken TAKS-Modified or TAKS-Alternate assessments, or have a LEP exemption.) Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (2) *TAKS Cumulative Met Standard*. For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the TAKS performance shown by grade in the first few pages of this AEIS report. The “by grade” results are based on the first administration of each test only.

- (3) *TAKS Failers Promoted by Grade Placement Committee (GPC)*. This shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

- (4) *TAKS Met Standard (Failed in Previous Year)*. This presents two calculations for students who failed in 2009.

For those who were promoted, the first measure shows the percentage that passed the TAKS in 2010. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2010}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage that passed the TAKS in 2010. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2010}}{\text{number of students retained and took grade 5 TAKS reading in 2010}}$$

The values include results from both the English and Spanish versions of the TAKS for grade 5.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

Some schools and districts may not have any prior year failers. In these cases, no information is printed for this measure.

This indicator is also shown in *Section III* of the reports. For more information, see TEA's Student Assessment Division SSI site at

<http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html>

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (Source: PEIMS, Oct. 2009)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2008-09 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

The following 23 reason codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 06, 07, 08, 09, 10, 11, 12, 13, 14, 15, 26, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source: PEIMS, June 2009)

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading and mathematics

- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately.

Each one of these tests is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

<http://www.tea.state.tx.us/index2.aspx?id=6148>

For 2009-10, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2010 Standard, By Grade.* The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
 - *Student Success Initiative.* Only performance from the first administration of grade 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard.*
 - *TAKS (Accommodated).* Performance on the TAKS (Accommodated) is included for all subjects and grades.
 - *Test Administrations Included.* The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
 - *All Tests Taken.* As described above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade.
- *Sum of All Grades Tested.* Several indicators are shown which sum TAKS results (by subject) across grades.

- *TAKS Met 2010 Standard (Sum of All Grades Tested)*. This is the accountability indicator used for campuses and districts evaluated under standard procedures. It includes:
 - o The cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
 - o Performance on the TAKS (Accommodated) assessments for all grades and subjects; and
 - o Performance on all TAKS Spanish versions;
 This indicator is also shown in *Section III* of the reports.
- *TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)*. This measure includes students who met the TAKS passing standard and those who failed the standard but met the Texas Projection Measure. This indicator was evaluated as part of the 2010 state accountability rating system (standard procedures). See the *2010 Accountability Manual* for details on its use. See also *Texas Projection Measure* in this Glossary for more information.
- *TAKS Commended Performance (Sum of All Grades Tested)*. This measure shows the percent of those students who met the higher “Commended” standard for each subject. See *TAKS Commended* for more information.
- *TAKS-M Met 2010 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-Modified assessment.
- *TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-Alternate assessment.
- *TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)*. This measure provides a preview of the 2011 TAKS accountability indicator for 2011, which will include:
 - o performance on all TAKS-M tests;
 - o performance on all TAKS-Alt tests;
 - o performance on TAKS-M results for the second administration of grades 5 and 8;
 The prior year data shown (2009) will differ from the 2009 data for the 2011 Preview indicator reported on the 2008-09 AEIS reports. Results differ due to inclusion of TAKS-M and TAKS-Alt tests. At the time the 2008-09 AEIS reports were published, the inclusion of TAKS-M and TAKS-Alt results in the accountability base indicator had not been determined.
- *TAKS Met 2010 Commended (Sum of All Grades Tested, INCLUDES TAKS TAKS-Modified and TAKS-Alt) (2011 Preview)*. This indicator, reported for the first time in 2009-10, provides a preview of the new TAKS Commended indicator that will be evaluated in the 2011 accountability system.

Other important information:

- *Sum of all grades tested*. This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance.* Since 2004, more stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as ">99%." In cases where performance is at or near 0%, the value is shown as "<1%." It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the "Explanation of AEIS Masking Rules" at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/masking.html>

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the "October subset" or the *Accountability Subset*. For the district, a student who moved into the district after October 30, 2009 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 30, 2009 would not have his performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.
- *All Tests Taken.* Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both "by grade" and "summed across grades." This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.
- *Changes from 2009.* Note that there is now only one administration of the grade 3 TAKS reading test, and that the grade 6 tests are no longer available in Spanish.

See also *Appendix F* and *TAKS Participation*. (Source: TEA Student Assessment Division)

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects. This year performance on all TAKS (Accommodated) tests is included in every TAKS measure shown on the AEIS. Note that prior year performance (spring 2009) has been recomputed to include TAKS (Accommodated) performance.

TAKS-Alternate (TAKS-Alt): This assessment is based on alternate academic standards and is designed for students with significant cognitive disabilities.

Performance on TAKS-Alt is shown separately in *TAKS-Alt Met 2010 Standard*. TAKS-Alt performance is also included in two 2011 preview indicators: *TAKS Met 2010 Standard* and *TAKS 2010 Commended Performance*. Accountability subset rules apply.

(Source: TEA Student Assessment Division)

TAKS Commended: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. A new 2011 preview indicator, *TAKS 2010 Commended Performance* shows 2010 and 2009 performance of students who met the commended performance on reading/ELA and mathematics. The preview indicator includes all TAKS-M and TAKS-Alt results.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAKS Commended Performance on reading/ELA, writing, mathematics, social studies, and science. This includes the performance on the TAKS (Accommodated) tests. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2010 Accountability Manual*.

TAKS Exit-level Cumulative Pass Rate (District Performance only): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2009, and eventually passed all TAKS tests taken (in the same district) by spring 2010. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) tests is included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2010:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2009.
- All special education students who took the TAKS or TAKS (Accommodated).
- All above students, whether or not they were in the *Accountability Subset* in spring 2009.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.

- Students who moved into the state after the spring of 2009 are not included, even if they took the TAKS and graduated with the class of 2010.

(Source: TEA Student Assessment Division)

TAKS Met 2010 Standard: This refers to the current TAKS scale score students must achieve in order to pass the test. For grades and subjects on the horizontal scale, a scale score of 2100 or higher is passing. For grades and subjects on the vertical scale, the scale scores required to pass vary. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2009-10 AEIS reports by subject, summed across grades in *TAKS-M Met 2010 Standard*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 3-11}}{\text{number of students who took the TAKS-M [subject] test in grades 3-11}}$$

Accountability subset rules apply. See also the preview indicator, *TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)*. (Source: TEA Student Assessment Division)

TAKS Participation: This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2010, results from the TAKS and all TAKS (Accommodated) tests were used in determining accountability ratings.

In 2010 there are two reasons that test results were excluded from the accountability system:

- *Mobile.* Students may take the TAKS or TAKS (Accommodated) but be excluded from the results reported because they were not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).
- *Non-Acct Test.* Performance on TAKS-M and TAKS-Alt tests is not used in determining accountability ratings.

Other students are not tested. Reasons for not testing are as follows:

- *Absent.* Students may have been absent during every test administration.
- *LEP Exempt.* Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other.* Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts

are required to submit a TAKS answer document for every student enrolled in grades 3 through 11. The methodology used to create *TAKS Participation* eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents. *Appendix E* provides a description for each component of *TAKS Participation*. (Source: TEA Student Assessment Division)

TAKS Progress (*AEA Campus and AEA Charter Operator Performance only*): This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. TAKS Progress is based on *tests* taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met. This indicator sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard or meet TPM (grade 3-10) or meet TGI (grade 11) and} \\ \text{number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2010. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in the prior year.

- *AEA Campus*. On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (–); the value for the *District* column is an asterisk (*) unless the campus is run by an AEA charter operator. The *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator*. On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

For more information on this measure, see Chapter 10 in the *2010 Accountability Manual*.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based on his/her individual needs. TAKS, the general assessment option that includes TAKS (Accommodated) for students receiving special education services, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with TAKS and/or TAKS (Accommodated), the TAKS–M and TAKS–Alt are the alternate assessments available to those who meet specific participation requirements.

See *TAKS (Accommodated)*, *TAKS–Alt*, and *TAKS–M*. For more information on these assessments, see the Student Assessment Division website, at

<http://www.tea.state.tx.us/index3.aspx?id=3534>

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. (Source: PEIMS, Oct. 2009)

Teachers by Highest Degree Held (*District Profile only*): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2009*)

Teachers by Program (*population served*): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2009*)

Teachers by Years of Experience (*District Profile only*): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 2009*)

Texas Growth Index (TGI): The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). Beginning in 2010, it is only used in calculating the TAKS Progress Measure under the alternative education accountability procedures.

For a detailed explanation of how TGI is determined and used, refer to *Appendix E* of the *2010 Accountability Manual*.

Texas Projection Measure: The Texas Projection Measure (TPM) is an estimate of whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade. This measure is based on (1) a student's current and prior year performance on TAKS (when two years are available) and (2) the TAKS scores from all students in the campus that a student attends. TPM was used for the first time in the 2009 accountability system for both standard and AEA procedures. See Chapters 3, 4 and 10 in the *2010 Accountability Manual* for an explanation on how it was used to determine ratings.

For more information on the Texas Projection Measure methodology, see the Student Assessment Division's TPM Frequently Asked Questions at

http://www.tea.state.tx.us/index3.aspx?id=3288&menu_id3=793

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

Students may be exempted from taking a test for the Texas Success Initiative if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English

language arts and mathematics) for 2010 and 2009. Results on the *TSI – Higher Education Readiness Component* were evaluated for GPA in the state accountability system.

Performance on exit-level TAKS (Accommodated) tests is included in determining TSI. This indicator is subject to accountability subset rules.

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on TSI. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2010 Accountability Manual*. (Source: *Division of Student Assessment*)

Total Expenditures by Object (2008-09) (District Profile only): Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2008-09 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – gross salaries or wages and benefit costs for all employees (6100);
- *Other Operating Costs* – services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – all expenditures for debt service including the retirement of debt and bond principal, and all interest expenses (6500); and
- *Capital Outlay* – expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B*. (Source: *PEIMS, March 2010*)

Total Operating Expenditures by Function (2008-09): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2008-09 students in membership. Per student operating expenditures are shown for total operating expenditures and for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – expenditures for educational resources and media, such as resource centers and libraries (12); and, curriculum development and instructional staff development (13).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Support Services - Student* – guidance, counseling, and evaluation services (31); social work services (32); and, health services (33).
- *Student Transportation* (District Profile only) – transporting students to and from school (34).
- *Food Services* – food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration* (District Profile only) – managing or governing the school district as an overall entity (41); costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92); and for Charter Schools only, fund raising (81).
- *Plant Maintenance and Operations* – keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – keeping student and staff surroundings safe (52).
- *Data Processing Services* – data processing services, whether in-house or contracted (53).
- *Other Campus Costs* – (Campus Profile only) combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B. (Source: PEIMS, March 2010)*

Total Operating Expenditures by Program (2008-09): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2008-09 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of

operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as “99” meaning “undistributed.” These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – costs to provide the basic services for education/instruction to students not in special education (11).
- *Gifted & Talented Education* – the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – services to students with disabilities. The costs incurred to evaluate, place and provide educational and/or other services to students who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ abilities and/or learning needs (23).
- *Accelerated Education* – the cost to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school and the costs incurred to provide services in support of Title I, Part A school-wide campuses with at least 40% educationally disadvantaged students. (24, 30).
- *Bilingual/ESL Education* – cost to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses (25).
- *Other* – costs incurred to provide services to students who are separated from the regular classroom to a nondisciplinary or disciplinary alternative education program (26, 28, 29).
- *Athletics/Related Activities* (District Profile only) – costs incurred to provide for participation in competitive athletic activities, including coaching costs as well as for sponsors of drill team, cheerleaders, pep squad or other organized activity to support athletics excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See *Appendix B* for details. (Source: PEIMS, March 2010)

Total Revenues by Source (2008-09) (District Profile only): Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2008-09 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – district income from local real and personal property taxes (objects 5710-5719, less functions 91 expenditures);
- *Other Local and Intermediate* – revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769);
- *State* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series); and
- *Federal* – revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B. (Source: PEIMS, March 2010)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2009*)

Total Students: This is the total number of public school students who were reported in membership on October 30, 2009, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2009*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (*District Profile only*): This percent shows the total FTE count of teachers from the fall of 2008-09 who were subsequently not employed in the district in the fall of 2009-10, divided by the total teacher FTE count for the fall of 2008-09. Social security numbers for teachers employed in the district in the fall of 2008-09 were checked to verify their employment status in the same district in the fall of 2009-10. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2009, Oct. 2008*)

Value by Category: See *Standardized Local Tax Base* (comptroller valuation).

Vertical Scale Growth (VSG): Beginning with 2010, the Texas Growth Index is no longer used to calculate *Comparable Improvement* and the *Progress of Prior Year TAKS Failers*. A vertical scale is now used for showing growth on TAKS reading and mathematics for grades 3-8.

An average VSG value for each campus is determined by aggregating the student-level VSG values to the campus level and dividing by the number of students. Included in the measure are students who:

- took the spring 2010 TAKS reading and/or mathematics tests, in grades 4 – 8.
- are part of the 2010 *Accountability Subset* (see *Chapter 2* of the *2010 Accountability Manual*);
- can be matched to the spring 2009 TAKS administration—anywhere in the state—to find their prior year performance for reading, and/or mathematics; and,
- have been promoted to one higher grade than in 2009.

Calculating average VSG:

$$\text{average VSG (reading)} = \frac{\text{sum of individual student VSG values for reading}}{\text{total number of students with VSG in reading}}$$

$$\text{average VSG (mathematics)} = \frac{\text{sum of individual student VSG values for mathematics}}{\text{total number of students with VSG in mathematics}}$$

Once the average VSG is determined, it is listed with the other 40 average VSGs of the school's comparison group. The schools are arranged from highest to lowest average VSG. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a GPA for CI. This is calculated separately by subject.

Because VSG is only available for grades 3-8, only schools that have students tested in grades 4-8 can have a CI report. VSG calculations begin with grade 4 because students must prior year results (grade 3) in order to show growth.

For a more detailed explanation of VSG, see *Appendix E* of the *2010 Accountability Manual*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of state accountability ratings is available in the *2010 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board.....	721-1800
ACT	ACT Regional Office	345-1949
Copies of AEIS reports	http://ritter.tea.state.tx.us/perfreport
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools.....	463-3070
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries.....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools.....	463-3070
Limited English Proficient Students		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	475-9581
No Child Left Behind Act	NCLB Program Coordination	475-3553
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine.....	936-7346
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Financial Audits	463-9095
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center.....	989-5300
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-5226
TELPAS	Student Assessment.....	463-9536
Texas Projection Measure	Student Assessment.....	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6100

Information on the Internet: <http://ritter.tea.state.tx.us/perfreport>

Explanation of Performance Section for 2009-10

The Academic Excellence Indicator System (AEIS) reports performance on a variety of indicators for Texas public schools. Only district reports show all indicators. Your school's report shows results for the indicators that apply, depending on the school's grade span.

TAKS (Texas Assessment of Knowledge and Skills) performance is shown by grade.

TAKS performance is also shown summed across grades tested at the school. This is the standard accountability indicator.

For 2010, the other indicators for a typical high school are: Attendance Rate; Annual Dropout Rate; Completion Rate; and the College Readiness Indicators: Advanced Course Completion; Recommended High School Program/DAP; AP/IB Results; Texas Success Initiative - Higher Education Readiness Component; SAT/ACT Results; and College-Ready Graduates.

The 5-Year Extended Completion Rate is a new indicator for 2010.

Definitions and descriptions of items found in the Performance Sections and Profile Section are available in the text portion of the *AEIS Glossary* (preceding pages).

TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2009-10 Campus Performance														
District Name: SAMPLE ISD Campus Name: SAMPLE HIGH SCHOOL Campus #: 555555444														
Section I - Page 1 Total Students: 1,885 Grade Span: 09 - 12 School Type: Secondary														
Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Education	Econ. Need
TAKS Met 2010 Standard A Grade 11													For TAKS indicators, an asterisk (*) indicates that 0 to 4 students were in this classification.	
Eng Lang Arts 2010	93%	90%	93%	91%	87%	86%	97%	*	> 99%	90%	90%	91%		
Mathematics 2010	89%	85%	87%	87%	83%	81%	94%	*	> 99%	88%	86%	86%		
Science 2010	92%	88%	90%	89%	87%	82%	99%	*	> 99%	91%	88%	88%		
Soc Studies 2010	98%	95%	98%	96%	94%	93%	> 99%	*	> 99%	96%	95%	95%		
All Tests 2010	83%	76%	81%	78%	72%	68%	91%	*	> 99%	79%	76%	76%	For TAKS indicators, > 99% masks performance at 100% or close to it. In cases where the performance would be 0% or close to it, the number is also masked, with <1%.	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA 2010	90%	86%	92%	90%	87%	83%	95%	> 99%	> 99%	88%	85%	85%		
Mathematics 2010	84%	77%	75%	71%	63%	61%	81%	71%	97%	70%	72%	72%		
Science 2010	83%	74%	80%	80%	72%	73%	93%	67%	95%	82%	77%	77%		
Soc Studies 2010	95%	93%	94%	94%	89%	93%	98%	> 99%	> 99%	94%	94%	94%		
All Tests 2010	77%	67%	69%	66%	54%	57%	77%	71%	94%	64%	54%	54%	For indicators other than TAKS, an asterisk (*) indicates that only 1 to 4 students were in this classification.	
Attendance Rate 2008-09	95.6%	93.2%	94.2%	89.9%	88.5%	88.5%	91.0%	90.7%	96.0%	89.2%	88.8%	88.8%		
Annual Dropout Rate 2008-09	2.9%	3.1%	2.1%	2.1%	1.2%	1.2%	0.9%	0.9%	4.3%	5.9%	7.9%	7.9%		
4-Year Completion Rate (Gr 9-12)														
Class of 2009	80.6%	64.8%	85.7%	69.8%	63.4%	69.2%	76.5%	*	83.3%	67.0%	72.7%	72.7%	For indicators other than TAKS, performance at 100% or 0% is not masked. So, if no students drop out, a rate of 0.0% is shown. If all students drop out, a rate of 100% is shown.	
Class of 2008	83.4%	66.8%	88.5%	67.6%	68.2%	60.1%	71.6%	*	100.0%	65.1%	70.1%	70.1%		
Received GED	2.1%	3.3%	1.2%	3.3%	2.0%	4.8%	3.4%	*	0.0%	3.7%	3.7%	3.7%		
Continued HS	2.4%	2.3%	1.1%	1.1%	0.5%	2.9%	1.0%	*	0.0%	0.6%	0.6%	0.6%		
Dropped Out	12.2%	27.5%	9.0%	27.7%	29.3%	32.2%	24.0%	*	0.0%	30.5%	24.8%	24.8%		
Completion Rate II (Graduates, Continuers, and GED)														
Class of 2009	90.6%	79.4%	93.3%	77.8%	69.5%	80.2%	81.9%	*	91.7%	77.0%	78.7%	78.7%		
Class of 2008	89.5%	77.5%	90.0%	77.7%	75.5%	77.7%	77.8%	*	100.0%	76.2%	79.2%	79.2%		
Where available, both current and prior year data are shown for the indicators. When														

Where available, both current and prior year data are shown for the indicators. When changes in methodology or standards occur from one year to the next, prior year performance is recomputed to allow for comparison across years.

College Readiness Indicators

Explanation of Performance Section for 2009-10 (continued)

COLLEGE READINESS INDICATORS

Advanced Course/Dual Enrollment Completion 2008-09 2007-08	23.9% 24.6% 19.0% 15.9%	23.9% 19.0% 13.5% 13.5%	17.7% 14.4% 15.4% 40.9% 29.6%	58.1% 41.7% 20.8% 15.6%	27.1% 22.4% 3.5% 2.3%	17.2% 11.6% 0.0% 3.5%
RHSP/DAP Graduates Class of 2009 Class of 2008	82.5% 81.4% 78.8% 81.5%	87.6% 79.2% 77.7% 75.4%	89.5% 78.9% 89.5% 82.9%	88.9% 85.7% 83.2% 76.2%	92.1% 82.1% 32.5% 13.2%	85.9% 75.2% 85.7% 50.0%
AP/IB Results Tested	21.1% 20.9% 22.6% 26.1%	15.0% 10.8% 22.7% 12.6%	14.8% 17.6% 42.9% 48.1%	61.1% 50.0% 18.3% 22.8%	26.9% 29.3% n/a n/a	n/a n/a
Examinees >= Criterion 2009 2008	51.1% 50.1% 43.4% 39.7%	43.6% 33.6% 43.4% 39.7%	37.5% 25.0% 50.0% 51.5%	63.6% 66.7% 41.9% 44.3%	n/a n/a n/a n/a	n/a n/a
Scores >= Criterion 2009 2008	47.3% 46.0% 31.0% 28.3%	32.1% 32.5% 31.0% 28.3%	26.3% 21.1% 35.5% 39.8%	33.3% 44.4% 33.9% 32.5%	n/a n/a n/a n/a	n/a n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component						
Eng Lang Arts 2010 Class of 2009	60% 63% 45% 56%	56% 56% 47% 41%	39% 48% 39% 48%	59% 81% 78% 51%	55% 61% 8% 7%	38% 56% 1% 1%
Mathematics 2010 Class of 2009	66% 62% 55% 56%	61% 53% 56% 36%	47% 49% 79% 81%	89% 89% 60% 54%	53% 58% 14% 1%	48% 56% 5% 7%
SAT/ACT Results Tested	61.5% 65.0% 54.2% 61.6%	56.1% 60.8% 54.2% 61.6%	32.1% 32.5% 57.4% 76.5%	100.0% 78.6% 46.7% 59.8%	61.2% 63.2% n/a n/a	n/a n/a
At/Above Criterion Class of 2009 Class of 2008	26.9% 27.2% 20.5% 26.8%	13.0% 20.4% 20.5% 26.8%	18.9% 39.2% 45.5% 39.2%	50.0% 36.4% 21.5% 30.8%	19.8% 23.6% n/a n/a	n/a n/a
Average SAT Score Class of 2009 Class of 2008	985 987 932 971	969 927 932 971	949 959 1040 1078	1013 1019 911 985	948 960 n/a n/a	n/a n/a
Average ACT Score Class of 2009 Class of 2008	20.5 20.5 18.0 19.2	19.9 18.9 18.0 19.2	17.6 20.1 22.3 25.2	20.6 16.8 19.1 19.2	n/a n/a n/a n/a	n/a n/a
College-Ready Graduates						
Eng Lang Arts Class of 2009 Class of 2008	62% 59% 61% 52%	59% 54% 61% 52%	57% 36% 75% 73%	63% 43% 53% 51%	69% 52% 1% 18%	53% 36% * *
Mathematics Class of 2009 Class of 2008	60% 58% 59% 59%	56% 52% 59% 59%	80% 72% 54% 54%	75% 64% 60% 61%	58% 56% 5% 11%	51% 44% * *
Both Subjects Class of 2009 Class of 2008	47% 44% 47% 44%	44% 35% 47% 44%	67% 66% 38% 31%	63% 36% 44% 45%	49% 42% 1% 1%	38% 25% * *

High schools and district reports show the *College Readiness Indicators* grouped together.

For indicators other than TAKS, a *dash (-)* indicates that no students were in that classification.

n/a - indicates that the data are not available or are not applicable.

A *question mark (?)* indicates data that are statistically improbable or were reported outside of a reasonable range.

Alternative Education Accountability Indicator

Schools and charter operators rated under the Alternative Education Accountability procedures have a different TAKS indicator, the TAKS Progress Measure. This measure only appears on reports for those schools and charter operators.

District Name: SAMPLE ISD
Campus Name: SAMPLE ALTER SCHOOL
Campus #: 555555777

Section I - Page 2
Total Students: 245
Grade Span: 10 - 12
School Type: Secondary

Indicator:	State	District	Campus	African American	Hispanic	White	Native American	Asian/Pacific	Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Progress (Sum of All Grades Tested) (AEA Indicator)	2010 2009	85% 81%	*	97% 97%	> 99% 88%	98% 97%	98% 98%	*	*	99% 97%	94% 96%	> 99% 94%	94% 91%	90% 92%

Other Indicators

T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2009-10 Campus Performance									
Section I - Page 7 Total Students: 485 Grade Span: 05 - 08 School Type: Middle									
Indicator:	State	District	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	LEP
Student Success Initiative (continued)									
Grade 8 Reading									
Students Requiring Accelerated Instruction	2010 2009	9% 7%	14% 5%	7% 7%	3% < 1%	< 1% 6%	< 1% 1%	< 1% 5%	4% *
TAKS Cumulative Met Standard (First and Second Administrations)	2010 2009	95% 85%	97% 94%	99% 95%	99% 99%	99% 97%	99% 99%	99% 98%	99% 99%
Grade 8 Mathematics									
Students Requiring Accelerated Instruction	2010 2009	19% 20%	16% 6%	20% 1%	5% 3%	< 1% 3%	< 1% 1%	4% 1%	9% 1%
TAKS Cumulative Met Standard (First and Second Administrations)	2010 2009	88% 85%	87% 95%	92% 86%	98% 99%	98% 99%	98% 99%	98% 99%	96% 99%
English Language Learners Progress Indicator									
(2011 Preview)	79%	79%	85%	99%	99%	99%	99%	99%	99%
2009-10	76%	72%	78%	86%	85%	83%	88%	86%	86%
2008-09									

English Language Learners Progress Indicator is a preview indicator in anticipation of its first use in the accountability system in 2011. Reading performance is shown summed across grades 3 to 11 for current and monitored LEP students. See *Appendix H* for more information.

For middle schools and junior high schools, the *Annual Dropout Rate* is reported for grades 7-8.

District Name: SAMPLE ISD
Campus Name: SAMPLE MIDDLE SCHOOL
Campus #: 555555777

Section I - Page 7
Total Students: 485
Grade Span: 05 - 08
School Type: Middle

Indicator:	State	District	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	LEP
Annual Dropout Rate (Gr 7-8)	0.3%	1.3%	0.0%	1.2%	0.0%	1.0%	0.0%	0.0%	0.0%
(Standard Accountability)	0.3%	1.3%	0.0%	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%
2008-09	0.3%	1.3%	0.0%	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%
2007-08	0.3%	1.3%	0.0%	0.9%	0.7%	0.0%	0.0%	0.0%	0.0%

District-only Indicator

The *At Risk* column appears on the district-, region-, and state-level reports, but not on campus reports.

The *TAKS Cumulative Pass Rate* indicator is shown at the district level only. It shows the district's success at getting all of their students to pass the TAKS exit-level test.

District Name: SAMPLE ISD
District #: 555555

Indicator:	State	District	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	LEP	At Risk
TAKS Exit-Level Cumulative Pass Rate	90%	91%	84%	81%	81%	90%	100%	84%	43%	77%
Class of 2010	86%	88%	78%	66%	78%	87%	89%	70%	36%	69%
Class of 2009										

2009-10 District Performance

Explanation of Performance Section for 2009-10 (continued)

Elementary and middle schools have a unique indicator, the *Student Success Initiative*, which covers TAKS reading and mathematics in grades 5 and 8.

For each grade and subject, up to four measures are shown. In this sample, only the performance of 5th graders who were retained is shown. Students who were promoted to 6th grade appear on the middle school report.

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004.....Assistant/Associate/Deputy Superintendent

012.....Instructional Officer

020.....Principal

028.....Teacher Supervisor

040.....Athletic Director

043.....Business Manager

044.....Tax Assessor and/or Collector

045.....Director - Personnel/Human Resources

055.....Registrar

061.....Asst/Assoc/Deputy Exec Director

062.....Component/Department Director

063.....Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002.....Art Therapist

005.....Psychological Associate

006.....Audiologist

007.....Corrective Therapist

008.....Counselor

011.....Educational Diagnostician

013.....Librarian

015.....Music Therapist

016.....Occupational Therapist

017.....Certified Orientation & Mobility Specialist

018.....Physical Therapist

019.....Physician

021.....Recreational Therapist

022.....School Nurse

023.....LSSP/Psychologist

024.....Social Worker

026.....Speech Therapist/Speech-Lang Pathologist

030.....Visiting Teacher

032.....Work-Based Learning Site Coordinator

041.....Teacher Facilitator

042.....Teacher Appraiser

054.....Department Head

056.....Athletic Trainer

058.....Other Campus Professional Personnel

064.....Specialist/Consultant

065.....Field Service Agent

079.....Other ESC Professional Personnel

080.....Other Non-Campus Professional Personnel

TEACHERS

087.....Teacher

047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide

036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) + + +	Program(s)
ACTUAL EXPENDITURE INFORMATION				
By FUNCTION				
COMMUNITY SERVICES	General and All	61	6100-6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	All
Instruction**	General and All	11,95	6100-6400	All
Instructional-Related Services**	General and All	12,13	6100-6400	All
Instructional Leadership**	General and All	21	6100-6400	All
School Leadership**	General and All	23	6100-6400	All
Support Services – Student**	General and All	31,32,33	6100-6400	All
Student Transportation	General and All	34	6100-6400	All
Food Services	General and All	35	6100-6400	All
Cocurricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs***	General and All	35,36,51-53	6100-6400	All
By OBJECT				
TOTAL EXPENDITURES	General and All	All ^{\$}	All 6000s	All
Payroll Costs	General and All	All ^{\$}	6100	All
Other Operating Costs	General and All	All ^{\$}	6200-6400	All
Debt Service	General and All	All ^{\$}	6500	All
Capital Outlay	General and All	All ^{\$}	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
By PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	11
Special Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	23
Accelerated Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	24, 30
Career & Technical Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	22
Bilingual/ESL Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	25
Gifted & Talented Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	21
Athletics/Related Activities	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	91
Other	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	26, 28, 29

continued

ACTUAL REVENUE INFORMATION				
By Source				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State	General and All	n/a	5800	n/a
Federal	General and All	n/a	5900	n/a
EQUITY TRANSFERS ^{††}	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/index4.aspx?id=1222>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses

2009-10 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
A3580200	Computer Science II
I3580200	Computer Science I
I3580300	Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2008-09 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy
I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

- All courses shown were for the 2008-09 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Art/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theatre Arts SL
I3750300	Theatre Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

- All courses shown were for the 2008-09 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3400400	Italian IV
A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3450400	Russian IV
A3490400	Chinese IV
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI
I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII

- All courses shown were for the 2008-09 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) *cont.*

03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Span Speakers
03440500	Spanish V
03440550	Spanish V For Span Speakers
03440600	Spanish VI
03440660	Spanish VI For Span Speakers
03440700	Spanish VII
03440770	Spanish VII For Span Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII

- All courses shown were for the 2008-09 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) *cont.*

03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV

- All courses shown were for the 2008-09 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2009-10 Campus Comparison Group

Appendix D

Target Campus Name: Sample Middle
Target Campus #: 999999999
District Name: Sample ISD
Campus Type: Middle School

Page 1

Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZX	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZUJ	XESZ CXNZUJ	54.1	5.7	15.2	51.9	41.8	3.7
015915043	UUTIXU MS	UUTIXU MS	54.1	10.4	20.5	58.0	21.5	3.7
020001043	FEUVOXW J	FEUVOXW J	54.1	4.2	15.0	44.4	54.9	3.7
057904103	ZUEVOS MIDDLE	ELVON ISD	54.0			54.9	37.7	
057916044	FNEHUJEC MIDDLE	FNEHUJEC ISD	54.5			26.6	51.7	
062901041	CLEUK JR HIGH	PUNOCXAN ISD	55.0			29.4	61.0	
079910041	WXSZ ONZ	UOCHUISAN ISD	55.0	62.4	15.0	34.3	0.8	
081905041	CUXUA J H	CUXUA ISD	52.9	17.5	12.1	38.4	58.8	3.8
083903041	SZEFFAUT MIDDLE	SZEFFAUT MSI	55.8	12.9	15.9	43.9	48.6	2.8
088902041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	42.9	11.5	22.8	56.9	6.2
092902042	SXMONALX J H	SXMONALX ISD	53.5	18.3	14.4	21.5	55.8	8.8
092904043	GALOEI MIDDLE	GALOEI ISD	52.8	2.4	11.7	49.7	46.9	4.6
095901041	MELUTX LEOUT MIDDLE	KOLGAUX ISD	54.4	6.6	16.4	42.7	47.6	1.1
	PONX ZUXH MIDDLE	PONX ZUXH ISD	55.0	18.0	12.2	42.9	20.9	5.6
	EXKUNZHY J H	EXKUNZHY ISD	56.0	20.3	13.6	42.4	34.2	2.7
	MXPHOS MIDDLE	MXPHOS ISD	54.8	3.4	17.2	43.5	26.1	11.9
	CEMPQXLL MIDDLE SCHOOL	CYPUSXSS-FEUQENKS ISD	54.7	8.9	16.4	42.7	29.2	9.5
	HOGHLENIS J H	GAASX CUXKX ISD	53.8	23.0	15.4	44.3	29.5	8.0
	MEYIX MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	48.8	29.5	2.9
	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	34.2	49.7	
	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	51.1	46	
130902041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	43.1	52	
133903104	Q Z WOLSAN SOXZH GUEIX S	KXUUVOLX ISD	54.4	3.1	14.7	49.4	43	
158902041	ZOIXHEVN ONZ	ZOIXHEVN ISD	55.7	5.7	15.7	55.9	33	
165901045	SET JECONZA JUNOAU HOGH	MOILENT ISD	53.6	9.3	16.1	31.3	50	
170902073	CUYEU ONZXUMXIOEZX	CANUAX ISD	52.6	15.7	17.5	31.3	59	
188901041	EUSZON MIDDLE	EMEULLA ISD	55.2	7.3	17.5	31.2	32	
220905053	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32	
220905061	LXANEUT MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41	
220912041	H F SZXVNS MIDDLE	CUAWLXY ISD	52.3	35.6	16.7	24.0	38	
220912042	ZENNEHOLL ONZ	CUAWLXY ISD	54.9	51.7	18.6	31.3	58	
246907041	JEUUXLL MIDDLE	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6	61.4	
246913042	LXENIXU MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	53.7	6.1
247901041	PLAUXSVOLX MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	1.9
		PLAUXSVOLX ISD	54.3	1.7	13.0	59.5	38.3	
	Group Average		54.4	16.4	15.7	40.3	39.6	5.7

Percent of students identified as Economically Disadvantaged

Percent of students identified as African American

Percent of students identified as Hispanic

Percent of students identified as White

Percent of students identified as Limited English proficient

The order of the columns is determined by the target campus (indicated with the ">"). The most predominant characteristic for the target campus is the first column, followed by the next most predominant, and so on.

*** Order of columns will vary on lists for other campuses ***

2009-10 Comparable Improvement

Most secondary schools will not have a page 2 because—as of 2009-10—Comparable Improvement is only available for schools with grades 4 - 8.

GPA: The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

Texas Education Agency
2009-10 Comparable Improvement:

Gold Performance Acknowledgment: Reading

Target Campus (identified by >)	Reading			Mathematics		
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Failer Avg VSG	(6) 2010 Quar- tile
QUEZAS MIDDLE	738	788	76	50	712	01
QESZUAP MIDDLE	731	774	78	43	709	01
QESZUAP ONZUN	674					01
SAMPLE MIDDLE	716					03
XESZ CNZUEL	718					03
UJILIX MS	740					04
FEQUVOXW J H	730					04
ZUEVOS MIDDLE	743					03
ENEHUEC MIDDLE	745					02
CLEUK JR HIGH	744					03
WXSZ ONZ	689					01
UOCHUISAN WXSZ J H	540	803	71	39	732	04
CUXUA J H	235	778	76	50	797	03
SZEFAUT MIDDLE	728					04
WAUZHEM MIDDLE						03
SXMONALX J H						04
GALOEI MIDDLE						02
MEUX LEUOI MIDDLE						02
PONX ZUXX MIDDLE						03
EXUNEZHY J H						02
MXPHOS MIDDLE						04
CEMPOXLL MIDDLE SCHO						01
HOGHLENTS J H						04
MIDDLE						01
CUXKK J H						04
N UENCH J H						04
K PUMPHUXY JUNO						01
UJZ MIDDLE						04
Q Z WOLSAN SOXZH GUE						01
ZOIXHEVXN ONZ						02
SET JECONZA JUNOAU H						02
CUYEU ONZXUMXLOEZ						02
EUSZON MIDDLE						01
MANNOG MIDDLE						03
LXANEJUI MIDDLE						02
H F SZXVANS MIDDLE						02
CUAWLXY MIDDLE						04
ZENNEHOLL ONZ						03
JEIUXLL MIDDLE						02
LXENTXU MIDDLE						04
PLAUXVOLLLX MIDDLE						03
Group Average	490	727	69	40	709	--

(1) Number of Matched Students: Those students at each campus whose UJILIX MS TAKS results can be found in both current and prior years.

(2) 2009 Average Scale Score: The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

(3) 2010 Average Scale Score: The sum of current year vertical scale scores of matched students, divided by the number of matched students.

(4) 2009 Failer Average Vertical Scale Growth: The average VSG for those matched students who failed the TAKS in the prior year. For information only, not used for accountability.

(5) 2010 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

(6) 2010 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (-) will be shown.

This listing is in campus ID order.

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

(4) 2009 Failer Average Vertical Scale Growth: The average VSG for those matched students who failed the TAKS in the prior year. For information only, not used for accountability.

(3) 2010 Average Scale Score: The sum of current year vertical scale scores of matched students, divided by the number of matched students.

(2) 2009 Average Scale Score: The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current and prior years.

(6) 2010 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

(5) 2010 Average VSG: The sum of the differences between the current and prior year vertical scale scores of matched students, divided by the number of matched students.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (-) will be shown.

This listing is in campus ID order.

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

2009-10 TAKS Participation

Section I - Page 4
Total Students: 1,885
Grade Span: 09 - 12
School Type: Secondary

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Performance

Native American Pacific Is Male Female Special Ed Econ Disad LEP

Tested: The percent of students who took one or more tests on any TAKS assessment.

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

Total Count: This represents the number of students who were in school during the spring 2010 TAKS administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" number of grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

Category	State	District	Campus	African American	Hispanic	White	Native American	Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Tested	98.6%	97.2%	98.7%	94.8%									
By Test Version													
TAKS (1 or more)	90.8%	89.7%	89.0%	88.0%									
Not on TAKS	7.8%	7.5%	9.7%	6.8%									
TAKS(Acc) Only	2.3%	1.4%	3.4%	1.7%									
TAKS-M Only	3.3%	3.9%	3.5%	3.3%									
TAKS-Alt Only	0.8%	0.9%	0.7%	0.9%									
Combination	1.3%	1.2%	1.6%	0.9%									
By Acct Status													
Acct System	90.0%	85.7%	90.1%	85.1%									
Non-Acct System	8.0%	11.5%	8.5%	9.7%									
Mobile	4.4%	6.6%	4.6%	5.5%									
Non-Acct Test	4.2%	4.9%	4.0%	4.2%									
Not Tested	1.4%	2.8%	1.3%	5.2%									
Absent	0.1%	0.3%	0.2%	0.7%									
LEP Exempt	0.9%	1.5%	0.4%	2.4%									
Other	0.4%	1.0%	0.7%	2.2%									
Total Count	3,175,337	4,146	796	1,433									
2009 TAKS Participation (Grades 3-11)													
Tested	98.5%	97.3%	98.8%	94.8%									
By Test Version													
TAKS (1 or more)	90.8%	89.5%	87.1%	87.1%									
Not on TAKS	7.7%	7.8%	11.1%	11.1%									
TAKS(Acc) Only	2.3%	1.4%	2.9%	2.9%									
TAKS-M Only	3.3%	4.3%	5.0%	5.0%									
TAKS-Alt Only	0.8%	0.8%	0.7%	0.7%									
Combination	1.3%	1.2%	1.5%	1.5%									
By Acct Status													
Acct System	87.3%	59.7%	86.6%	78.2%									
Non-Acct System	12.7%	40.3%	13.4%	21.8%									
Mobile	4.4%	6.6%	4.6%	5.5%									
Non-Acct Test	4.2%	4.9%	4.0%	4.2%									
Not Tested	1.4%	2.8%	1.3%	5.2%									
Absent	0.1%	0.3%	0.2%	0.7%									
LEP Exempt	0.9%	1.5%	0.4%	2.4%									
Other	0.4%	1.0%	0.7%	2.2%									
Total Count	3,132,150	4,023	494	1,519									

TAKS Raw Scores for Spring 2010 Tests

Spring 2010 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	36	21	58%
		Commended Performance		33	92%
	Grade 4	Met Standard	40	27	68%
		Commended Performance		38	95%
	Grade 5¹	Met Standard	42	29	69%
		Commended Performance		39	93%
	Grade 6	Met Standard	42	29	69%
		Commended Performance		39	93%
	Grade 7	Met Standard	48	31	65%
		Commended Performance		44	92%
	Grade 8¹	Met Standard	48	34	71%
		Commended Performance		45	94%
	Grade 9	Met Standard	42	26	62%
		Commended Performance		36	86%

Spring 2010 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	36	21	58%
		Commended Performance		32	89%
	Grade 4	Met Standard	40	26	65%
		Commended Performance		36	90%
	Grade 5¹	Met Standard	42	28	67%
		Commended Performance		37	88%

Spring 2010 TAKS English Language Arts Performance Standards²

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 10	Met Standard	73	44	60%
		Commended Performance		64	88%
	Grade 11	Met Standard	73	42	58%
		Commended Performance		62	85%

The numbers and percents shown on this table are based on the first administration of the spring 2010 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2010 TAKS Mathematics (English) Performance Standards

Mathematics (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	26	65%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	27	64%
		Commended Performance		39	93%
	Grade 5 ¹	Met Standard	44	28	64%
		Commended Performance		40	91%
	Grade 6	Met Standard	46	28	61
		Commended Performance		42	91%
	Grade 7	Met Standard	48	27	56%
		Commended Performance		43	90%
	Grade 8 ¹	Met Standard	50	29	58%
		Commended Performance		45	90%
	Grade 9	Met Standard	52	28	54%
		Commended Performance		44	85%
	Grade 10	Met Standard	56	32	57%
		Commended Performance		50	89%
	Grade 11	Met Standard	60	31	52%
		Commended Performance		52	87%

Spring 2010 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	28	70%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	30	71%
		Commended Performance		38	90%
	Grade 5 ¹	Met Standard	44	31	70%
		Commended Performance		40	91%

Spring 2010 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	15	47%
		Commended Performance		26	81%

The numbers and percents shown on this table are based on the first administration of the spring 2010 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2010 TAKS Writing (English) Performance Standards³

Writing (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	17	53%
		Commended Performance		28	88%
	Grade 7	Met Standard	44	22	50%
		Commended Performance		38	86%

Spring 2010 TAKS Social Studies Performance Standards

Social Studies		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 8	Met Standard	48	21	44%
		Commended Performance		40	83%
	Grade 10	Met Standard	50	25	50%
		Commended Performance		43	86%
	Grade 11	Met Standard	55	24	44%
		Commended Performance		47	85%

Spring 2010 TAKS Science (English) Performance Standards

Science (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Met Standard	40	29	73%
		Commended Performance		37	93%
	Grade 8	Met Standard	50	33	66%
		Commended Performance		44	88%
	Grade 10	Met Standard	55	33	60%
		Commended Performance		49	89%
	Grade 11	Met Standard	55	28	51%
		Commended Performance		49	89%

Spring 2010 TAKS Science (Spanish) Performance Standards

Science (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Met Standard	40	31	78%
		Commended Performance		37	93%

¹ First administration TAKS and TAKS (Accommodated) standards.

² An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

³ An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2010 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2009-10 AEIS report is October 2010.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Pending CIP Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the CIP, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP. TEA will monitor implementation of the CIP.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised a CIP that

continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.

- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Campus Closure.* The campus was closed as a result of TEA sanctions.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.
- No status is shown for LEAs not selected for PBM intervention for special education program areas.

Detailed Summary of English Language Learners Progress Measure 2009-10 (Preview of 2011)

Indicator Components	Details	
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS	
Subjects, Grades, Test Language	<p>Reading/ELA in grades 3-11 in English (<i>TAKS/TAKS (Accommodated)/TAKS-M</i>)</p> <p>Reading component in grades 3-11 (<i>TELPAS</i>)</p> <p>If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS only, the TELPAS result is evaluated.</p>	
Students	<p>Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments).</p> <p>For the assessments and LEP students specified, the performance of students served in special education is included.</p> <p><i>*A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.</i></p>	
Student Success Initiative	Grades 5 & 8 – includes first and second administration results (TAKS, TAKS (Accommodated), & TAKS-M)	
Years of Data (Test Administration Used)	<p>TELPAS progress – 2010 and 2009</p> <p>TELPAS met standard – 2010</p> <p>TAKS/TAKS(Accommodated)/TAKS-M met standard – 2010</p>	
Accountability Subset	<p>The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring.</p> <p>The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring.</p>	
Texas Projection Measure (TPM)	The TPM is not used in this indicator.	
Progress Criteria	<p>1) <i>Met Standard</i> on the TAKS/TAKS(Accommodated)/TAKS-M test, or</p> <p>2) Met TELPAS criteria.</p> <p>(TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. See <i>TELPAS Criteria, below.</i>)</p>	
TELPAS Criteria	<i>1st time tester</i>	<i>Previous tester</i>
1st Year in U.S. Schools	Not Evaluated	Not Evaluated
2nd Year in U.S. Schools	<i>Intermediate</i> or higher	At least one level higher than the previous year or <i>Advanced</i> or higher
3rd Year in U.S. Schools	<i>Advanced</i> or higher	<i>Advanced</i> or higher
4th or more years in U.S. Schools	<i>Advanced High</i>	<i>Advanced High</i>
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

For more information on the ELL Progress Indicator, see the *Frequently Asked Questions* at <http://ritter.tea.state.tx.us/perfreport/resources/index.html>

Appendix I

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3':

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LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2009-10 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.