



**MEQUON-THIENSVILLE SCHOOL DISTRICT
BOARD OF EDUCATION**

EXECUTIVE SUMMARY

Subject: September 2011 Standardized Assessment Report	Category: <input type="checkbox"/> Action <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information
Attachments: September 2011 Standardized Assessment Report	Date for Consideration: September 19, 2011 School Board Meeting

Executive Summary:

Please find attached the report on standardized assessments from the 2010-11 school year. Further information related to this data can be found at the following sites:

- The Department of Public Instruction (DPI) School Performance Report website available in the Superintendent's message area of the MTSD homepage: <https://apps2.dpi.wi.gov/sdpr/spr.action>
- The DPI Wisconsin Information Network for Successful Schools (WINSS) site: <http://www.dpi.wi.gov/sig/index.html>
- The School District Performance Report mailed to all district households also available on the MTSD homepage.

Highlight of data and action items in the report include the following:

- Student achievement gaps continue to exist for students on the state assessment (WKCE). Without a change in current student performance, the district may not meet the state Annual Yearly Measureable (AYP) objective by the end of the 2012-13 school year in overall performance. MTSD would receive initial sanctions under No Child Left Behind, which requires that all children in all subgroups be 100% proficient by 2013-14 (see Figure 1).
- Comparable districts outperformed MTSD students on the WKCE in multiple content and grade levels while we led comparable districts in 6th, 7th, and 8th grade math and 4th and 8th grade reading (see Figure 3).
- Using new data points such as NWEA Measure of Academic Progress (MAP), we will begin this fall to predict how students may perform on the WKCE and be able to respond to these results to improve both instruction and student achievement.
- Performance on high school standardized assessments indicates a high level of achievement, including this year's 25.6 ACT composite. Analysis of the ACT readiness benchmarks is taking place with the addition of EXPLORE testing at the middle school level and preparation for the trimester schedule at Homestead High School.
- In October, the school board can anticipate additional Advanced Placement course offering proposals for 2012-13 to add to the data of AP results (see Figure 12 and 13).

With a focus on continuous improvement, systems thinking, and change management, School Growth Plans (SGPs) developed and implemented by each Building Leadership Team will make certain all students are achieving. The SGP goals use student achievement on standardized assessments to determine greatest area of need and are indicators of goal achievement. During data analysis, groups of students are first analyzed followed by review of individual students in order to intervene in culturally response ways with small groups or individual students. This Response to Intervention (RtI) approach is a key element of the commitment to continuous improvement through effective interventions.

The School Growth Plans for 2010-2012 are a key element of the action items taken in response to this standardized assessment data. During the next year, as Building Leadership Teams both implement the current SGPs and begin development of the next SGPs, this data will again be used to determine greatest area of need and determine specific, measureable goals for school buildings. This is necessary to meet external requirements (AYP) and internal expectations for college and career readiness for all students.

Along with the current assessments contained in this report, future reports will include details of two new assessments used in the district for the purpose of screening, assessing, and progress monitoring student growth and achievement. NWEA MAP will begin in January 2012 in the elementary schools, and AIMSweb screener is beginning this month in grades K-8 for English Language Arts. The middle school began MAP in January and May. These new screeners and assessments, along with the standardized assessments included in this report, reflect a balanced assessment model to measure goal attainment.

The financial implications related to the district's assessment program, including the standardized assessment information in this report, consist of ongoing staff development for the administration of the assessment, understanding the results of the data, and core universal instruction and interventions in response to the results. Secondly, the ongoing costs include administration time along with hardware and software costs (for example, NWEA MAP and AIMSweb). Finally, the result of the assessments and use of resulting data will drive the selection of new intervention tools for those students not achieving.

If you have any questions or concerns prior to the September Board meeting, please contact me so I can provide thorough responses at the meeting.

Submitted By: Eric Dimmitt, Director of Curriculum, Instruction & Assessment	
Board of Education Action:	<input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> Research/Report Back



MEQUON-THIENSVILLE SCHOOL DISTRICT

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September 2011 Standardized Assessment School Board Report

**Prepared by Eric J. Dimmitt
Director of Curriculum, Instruction, and Assessment**

September 19, 2011 School Board Meeting

Introduction:

This report provides information on student achievement on standardized assessments from the 2010-2011 school year. The Mequon-Thiensville School District uses a number of standardized assessment tools for the purpose of screening students for instructional planning purposes, monitoring student progress in meeting achievement goals, and providing summative information on student abilities. This information is also used to monitor implementation of curriculum and instruction programs in relation to School Growth Plans (SGPs) and state mandated targets.

The following assessments are included in this report:

- The Wisconsin Knowledge and Concepts Exam (WKCE)
- The EXPLORE, PLAN, ACT
- The PSAT and SAT
- The Advanced Placement (AP) exams

Part I: Wisconsin Knowledge and Concepts Examination (WKCE)

All students in grades 3, 4, 5, 6, 7, 8, and 10 are assessed in the areas of reading and math. Students in grades 4, 8, and 10 are also assessed in additional areas of language arts, science, social studies, and writing. Students respond to selected response (multiple choice) or constructed response (short or more lengthy written passages). Time spent in testing ranges from the shortest testing time of 4.25 hours for third grade to the longest testing time of 6 hours 55 minutes for grade 8. The test is administered in a testing window from late October to mid-November.

The state annual measurable objective in 2010-11 for NCLB was 80.5% for reading and 68.5% for math at proficient and advanced when calculating adequate yearly progress (AYP) under NCLB. The chart (Figure 1) below indicates the requirement for AYP through 2014.

Figure 1: Adequate Yearly Progress for NCLB

Percentage Advanced and Proficient Scores Required for NCLB and District Goals		
	NCLB Reading	NCLB Math
Goal 2009-10	74%	58%
Goal 2010-11	80.5%	68.5%
Goal 2011-12	87%	79%
Goal 2012-13	93.5%	89.5%
Goal 2013-14	100%	100%

Actions: In response to the WKCE data in Figures 2-5, the following actions are being taken:

1. All staff participate in assessment literacy training. The training takes place during staff meetings in October and is linked to the WKCE format to improve student performance on the WKCE.
2. All 4th, 5th, 6th, 7th, 8th and 10th grade teachers provide specific assessment preparation to students through practice exams and through communication to families regarding the importance of the WKCE assessment.
3. All WKCE proctors utilize the DPI accommodations and modifications available for regular education, special education, and English Language Learners.
4. Building Leadership Teams conduct school based data analysis workshops to monitor SGP goals on the WKCE summative assessment tool.
5. The middle school staff uses NWEA MAP predictive data from the Fall 2011 administration to inform instruction prior to the 2011 WKCE test administration.
6. Administrative leadership groups share and compare assessment practices with other school districts through the North Shore High School and Middle School Principals groups, Milwaukee Metropolitan Curriculum Directors, and CESA #1 Elementary and Secondary Education Act (ESEA) group.
7. A district achievement gap committee, led by the Director of Pupil Services, has reviewed data and is preparing culturally responsive actions and instructional interventions for subgroups of students who are lagging in performance on the WKCE.
8. All Building Leadership Teams develop strategies to close the achievement gap among specific subgroups throughout the development and implementation of School Growth Plans (SGPs).

Figure 2: WKCE Results for All Students

2010-11 WKCE Proficiency Scores All Students				
	Advanced/Proficient		Basic/Minimal	
Grade 3	MTSD	State of WI	MTSD	State of WI
Reading	91.8	79.2	8.2	20.8
Math	93.1	73.0	6.9	27.0
	Advanced/Proficient		Basic/Minimal	
Grade 4	MTSD	State of WI	MTSD	State of WI
Reading	96.9	82.1	3.1	17.9
Language Arts	90.7	75.1	9.3	24.9
Math	94.7	78.4	5.3	21.6
Science	92.0	76.7	8.0	23.3
Social Studies	97.3	90.6	2.7	9.4
	Advanced/Proficient		Basic/Minimal	
Grade 5	MTSD	State of WI	MTSD	State of WI
Reading	95.1	83.5	4.9	16.5
Math	95.5	78.4	4.5	21.6
	Advanced/Proficient		Basic/Minimal	
Grade 6	MTSD	State of WI	MTSD	State of WI
Reading	96.0	85.3	4.0	14.7
Math	96.8	78.9	3.2	21.1
	Advanced/Proficient		Basic/Minimal	
Grade 7	MTSD	State of WI	MTSD	State of WI
Reading	94.7	85.8	5.3	14.2
Math	93.2	78.3	6.8	21.7
	Advanced/Proficient		Basic/Minimal	
Grade 8	MTSD	State of WI	MTSD	State of WI
Reading	98.4	85.6	1.6	14.4
Language Arts	87.5	61.2	12.5	38.8
Math	96.1	77.4	3.9	22.6
Science	95.7	76.3	4.3	23.7
Social Studies	97.3	80.9	2.7	19.1
	Advanced/Proficient		Basic/Minimal	
Grade 10	MTSD	State of WI	MTSD	State of WI
Reading	87.4	73.9	12.6	26.1
Language Arts	88.0	70.8	12.0	29.2
Math	88.9	70.1	11.1	29.9
Science	88.0	73.2	12.0	26.8
Social Studies	93.3	78.4	6.7	21.6

Figure 2 Analysis: While MTSD performs significantly better than the rest of the state on the WKCE, 5% or more of our K-8 students and over 10% of our grade 10 students are not achieving proficient and advanced on WKCE in the majority of the subject areas.

Figure 3: District Comparable Data

2010-11 District Comparisons														
School District	3 rd Grade Reading	3 rd Grade Math	4 th Grade Reading*	4 th Grade Math	5 th Grade Reading	5 th Grade Math	6 th Grade Reading	6 th Grade Math*	7 th Grade Reading	7 th Grade Math*	8 th Grade Reading*	8 th Grade Math*	10 th Grade Reading	10 th Grade Math
Mequon-Thiensville	91.8	93.1	96.9	94.7	95.1	95.5	96.0	96.8	94.7	93.2	98.4	96.1	87.4	88.9
Cedarburg	95.5	90.5	94.6	92.5	95.4	93.6	97.8	91.9	94.1	93.2	97.0	93.1	91.7	87.2
Elmbrook	90.1	90.3	91.7	92.8	93.6	96.0	93.3	92.4	92.1	93.5	96.7	92.9	87.0	85.8
Fox Point J2	92.0	89.3	95.2	92.9	90.3	92.5	93.7	91.6	97.0	92.0	92.8	90.7	--	--
Germantown	95.7	95.3	95.8	96.2	95.5	96.6	94.8	94.2	92.0	91.1	92.3	88.8	93.5	91.9
Menomonee Falls	92.5	90.8	94.3	93.6	91.9	93.3	95.8	91.0	95.3	92.1	93.2	90.4	84.6	81.1
Nicolet UHS	--	--	--	--	--	--	--	-	--	--	--	--	84.6	81.2
Whitefish Bay	92.3	89.5	93.9	91.2	93.8	91.9	95.9	94.3	95.5	93.0	93.3	92.9	93.2	89.0

Figure 3 Analysis: When compared to other school districts, we are not achieving at the same level of proficiency in all areas. On the 2010 WKCE, we were first among comparable districts in 4th and 8th grade reading and 6th, 7th, and 8th grade math.

Figure 4: Cohort Data

Cohort Data for WKCE (Classes of 2011 - 2020) - READING														
CLASS OF	Advanced/Proficient							Basic/Minimal						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR10	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 10
2011		90.0			94.5	93.7	87.8		9.0			5.5	6.3	12.2
2012		92.1		96.0	96.5	95.1	91.3		7.9		4.0	3.5	4.9	8.8
2013		96.1	92.1	95.5	94.4	95.2	87.4		3.9	7.9	4.5	5.6	4.8	12.6
2014		94.8	96.1	93.9	93.9	95.7			5.2	3.9	6.1	6.1	4.3	
2015	96.7	97.2	97.3	97.0	96.7	98.4		3.3	2.8	2.7	3.0	3.3	1.6	
2016	92.4	92.6	92.1	94.6	94.7			7.6	7.4	7.9	5.4	5.3		
2017	93.0	93.8	95.7	96.0				7.0	6.2	4.3	4.0			
2018	90.3	92.7	95.1					9.7	7.3	4.9				
2019	93.3	96.9						6.7	3.1					
2020	91.8							8.2						

Cohort Data for WKCE (Classes of 2011 - 2020) - MATHEMATICS														
CLASS OF	Advanced/Proficient							Basic/Minimal						
	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR10	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 10
2011		89.0			94.2	90.9	88.1		11.0			5.8	9.1	11.9
2012		93.4		94.8	96.5	93.2	86.9		6.6		5.2	3.5	6.8	13.1
2013		93.5	92.1	92.2	93.6	93.0	88.9		6.5	7.9	7.8	6.4	7.0	11.1
2014		93.1	90.9	92.6	93.5	93.4			6.9	9.1	7.4	6.5	6.6	
2015	92.9	94.0	92.9	93.6	94.2	96.1		7.1	6.0	7.1	6.4	5.8	3.9	
2016	93.3	91.3	91.7	92.9	93.2			6.7	8.7	8.3	7.1	6.8		
2017	92.1	95.9	95.7	96.8				7.4	4.1	4.3	3.2			
2018	93.5	96.3	95.5					6.5	3.7	4.5				
2019	95.7	94.7						4.3	5.3					
2020	93.1							6.9						

Figure 4 Analysis: The cohort data chart (Figure 4) may be used to predict the performance of the entire cohort of students in a class on the WKCE.

For example, examining the 10th grade math and reading performance for the last three years, an average decrease in the percentage of students from eighth to tenth grade is 4.4 % in mathematics (down from 5.6% in 2009-10) and 5.8% in reading (up from 4.7% in 2009-10). Therefore, it can be extrapolated from the data that this year's tenth grade students will perform at 89% (math) and 89.9% (reading).

Figure 5: Subgroup Achievement

2010 Achievement by Subgroups in Reading & Mathematics										
Reading										
Class of	% White	% African American	% Asian	% American Indian/Alaskan Native	% Hispanic	% Male	% Female	% ELL	% Students with Disabilities	% Economic Disadvantaged
2013	90.9	58.6	80.0	*	*	84.6	90.6	*	45.9	60.0
2014	-	-	-	-	-	-	-	-	-	-
2015	99.1	*	95.2	*	*	97.4	99.3	*	85.7	92.6
2016	95.5	90.0	71.4	*	*	92.1	97.1	90.9	69.4	87.0
2017	95.7	100.0	100.0	*	*	97.4	94.9	*	76.3	93.8
2018	96.2	*	*	*	*	94.8	95.4	87.5	84.2	93.3
2019	96.8	*	*	*	100.0	95.1	99.0	*	87.5	92.9
2020	93.0	83.3	87.5	*	93.3	91.1	92.7	78.6	70.0	64.7
Mathematics										
2013	93.4	51.7	86.7	*	*	87.4	90.6	*	37.8	62.2
2014	-	-	-	-	-	-	-	-	-	-
2015	96.7	*	95.2	*	*	95.6	96.5	*	75.0	96.3
2016	94.6	80.0	85.7	*	*	94.5	91.9	90.9	72.2	87.0
2017	97.6	66.7	100.0	*	*	98.3	95.7	*	81.6	87.5
2018	95.4	*	*	*	*	98.3	92.6	75.0	84.2	93.3
2019	94.4	*	*	*	83.3	93.4	96.1	*	75.0	92.9
2020	93.5	83.3	87.5	*	86.7	91.1	95.5	92.9	86.7	88.2

* Subgroup too small to publicly report

Figure 5 Analysis: The district goal of closing the achievement gap among all subcategories must be met. For example, African American, ELL, and economically disadvantaged students perform at a lower percentage than majority students (sometimes at a 10-15% difference). According to this data, males typically perform more poorly on the WKCE, especially at the upper grades.

Part II: College Entrance Exams: EXPLORE, PLAN, ACT

The EXPLORE and PLAN are used both to help prepare students for the higher stakes ACT college entrance exam and also to provide instructional data on students for planning purposes through the use of the College Readiness Benchmarks.

Actions: In response to Figures 6-9, the following actions are being taken:

1. The Homestead High School staff is using the ACT Benchmark Readiness Standards in redesigning all course curriculum in preparation for the trimester in 2012-13. The use of these standards in applicable courses will help to ensure growth in current scores. (Note: Most other Milwaukee area schools show a similar performance in the subject areas in comparison to composite score at HHS. Science is consistently the lowest level subject score among the highest performing schools although our students perform best in science when compared to other districts in Milwaukee.)
2. The Homestead High School Administration and Counseling Services has planned changes to the October college entrance test day that will allow more students to take sample ACT tests and also allow students seeking National Merit Scholarship.
3. Middle school and high school teachers have accessed and used EXPLORE, PLAN, and ACT results to plan core universal instruction necessary to achieve the goals of the middle and high school SGPs goals.
4. The District's continues to offer test preparation courses through the Recreation Department and is seeking new funding sources for test preparation courses during the school day in the 2012-2013 school year.

Figure 6: EXPLORE Results

EXPLORE (9th Grade) (1-25 Score Range)								
	HHS							National
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2010-11
English	19.1	18.6	18.9	18.3	19.3	18.6	19.1	15.5
Mathematics	20.2	19.8	19.9	19.0	18.9	19.0	19.5	16.3
Reading	18.5	18.7	18.8	18.0	17.7	18.2	18.7	15.3
Science	19.3	19.2	19.4	19.9	19.6	19.6	20.2	16.9
Composite	19.4	19.2	19.4	18.9	19.0	19.0	19.5	16.1

Figure 7: PLAN Results

PLAN (10th Grade) (1-32 Score Range)								
	HHS							National
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2010-11
English	20.4	20.9	20.6	20.2	20.4	20.8	19.9	16.9
Mathematics	21.4	22.0	21.3	21.8	21.7	21.5	21.4	17.4
Reading	20.4	20.2	20.2	20.5	20.5	19.9	20.1	16.9
Science	21.4	21.2	21.3	21.1	21.2	21.2	21.4	18.2
Composite	21.0	21.2	21.0	21.0	21.1	21.0	20.8	17.5

Figure 8: ACT Results

ACT 2011 Graduates (1-36 Score Range)														
	HHS									State of WI				
	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	06-07	07-08	08-09	09-10	10-11	
English	25.4	24.4	24.5	24.9	26.0	25.8	26.3	26.2	21.6	21.7	21.7	21.5	21.4	
Mathematics	25.2	24.5	25.1	24.9	25.8	25.0	25.7	25.2	22.2	22.3	22.2	22.0	22.0	
Reading	25.9	25.0	24.6	25.4	25.7	25.5	26.0	25.5	22.4	22.6	22.6	22.3	22.1	
Science	24.7	24.1	23.8	24.5	24.3	24.5	24.9	25.1	22.4	22.3	22.3	22.2	22.2	
Composite	25.4	24.6	24.6	25.1	25.6	25.3	25.9	25.6	22.3	22.3	22.3	22.1	22.0	

Analysis of Figures 6-8: All ninth grade EXPLORE composite and subject area scores improved for the first time in three years. The PLAN composite and subject area scores have remained reasonably stable over the last five years. The district composite has been between 25.1 to 25.9 over the last five years.

Figure 9: District Comparable Data

Class of 2011 ACT Composite Scores				
District/High School	Total Fall Enrollment Grade 12	Number Tested	% Tested	Average Score Composite
Whitefish Bay/Whitefish Bay High	216	191	88.40%	26.6
Mequon-Thiensville SD/Homestead High	373	333	89.00%	25.6
Middleton-Cross Plains Area/Middleton High	464	395	85.10%	25.5
Brookfield/East High	301	275	91.40%	25.3
Madison Metropolitan/Madison West	468	338	72.20%	25.3
Brookfield/Central High	353	300	85.00%	25.0
Arrowhead UHS/Arrowhead High	580	483	83.30%	24.8
Shorewood/Shorewood High	147	125	85.00%	24.7
Neenah Joint SD/Neenah High	573	330	57.60%	24.5
Cedarburg/Cedarburg High	269	222	82.50%	24.0
Nicolet UHS/Nicolet High	288	234	81.30%	24.0
Grafton/Grafton High	233	152	65.20%	23.6
Germantown/Germantown High	366	271	74.00%	23.4
Menomonee Falls/Menomonee Falls High	387	279	72.10%	23.1
Brown Deer/Brown Deer High	185	124	67.00%	20.7

Lighthouse School District Results – 2010-11
 Edina High School (MN) – 26.2
 New Trier (IL) – 27.5

Analysis of Figure 9: Homestead High School students continue to perform among the top of all schools in the state. Homestead was second this year in the state for ACT composite scores behind Whitefish Bay. Homestead High School is second this year in participation percentage behind Brookfield East High School.

Figure 10: PSAT Results

HHS – PSAT (Score range 20-80)							
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Verbal/Critical Reading	49.5	51.4	52.1	50.7	52.1	50.4	50.6
Mathematics	52.6	54.1	53.5	52.5	54.1	52.2	52.5
Writing	53.9	53.2	51.1	50.3	51.5	49.3	49.0
Total (v+m)	102.1	105.5	105.6	103.2	106.2	102.6	103.1

Figure 11: SAT Results

SAT (Score Range 200-800)								
	HHS							National
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2010-11
Verbal/Critical Reading	589	600	600	597	629	639		
Mathematics	592	635	607	624	641	638		
Writing		611	599	602	618	642		
Total (v+m)	1181	1235	1207	1221	1270	1277		
No of Students	111	123	124	119	78	77		

Available after
Sept. 20

Analysis of Figures 10 and 11: The total PSAT reading and math scores have been between 102.6 and 106.2 over the last five years. The SAT scores have improved over the last five years although fewer students have continued to take the assessment.

Part III: College Board Advanced Placement (AP)

The AP program provides high school students rigorous curriculum in preparation for college level courses. Achievement on the AP can lead to further college credit, depending on the institution of higher education.

Actions: In response to this data, the following actions are being taken:

1. In October 2011, three new AP courses will be presented to the Board for approval beginning in the 2012-2013 school year.
2. The Homestead High School staff, in the redesigning of all course curriculum in preparation for the trimester in 2012-13, will review the recommendation process for AP courses to determine whether students are appropriately being placed and course prerequisites being met.

Figure 12: Advanced Placement Results

Advanced Placement Testing – May 2011						
	Subject Totals					Total Exams
	5	4	3	2	1	
Total AP Students - 269						
Number of Exams	135	185	133	51	26	530
Percentage of Total	25	35	25	10	5	100
Music Theory						
English Language & Composition	5	3	1			9
English Literature & Composition	21	46	34	10		111
French Language	2	2	6	1		11
German Language	2	3		3	1	9
Spanish Language	14	20	9	1	1	45
Calculus AB	2	7	9	4	5	27
Calculus BC	21	16	10	3	6	56
Computer Science A	1					1
Statistics	6	18	16	9	3	52
Biology			2			2
Chemistry	1	3	3	2	3	12
Physics B	12	9	6	1		28
Comparative Government & Politics						
European History		2				2
Human Geography						
Macroeconomics	6	14	8	3	1	32
Microeconomics	11	27	21	12	6	77
United States Government & Politics	10	5	5	2		22
United States History	16	9	3			28
World History						
Physics C: Electricity-Magnetism	1					1
Physics C: Mechanics	1					1
Psychology	2	1				3
Chinese Language	1					1

Figure 13: AP Longitudinal Data

Advanced Placement Testing						
Year	Enrollment	Number of Students Taking Exams	% Taking Exams	# Exams Taken	# Exam Passed	% w/Score of 3 or greater
1998	1453	184	12.66	363	344	94.80
1999	1454	201	13.82	420	356	84.80
2000	1519	215	14.15	401	356	88.80
2001	1562	254	16.26	493	420	85.20
2002	1583	264	16.68	492	412	83.70
2003	1609	269	16.72	543	478	88.00
2004	1620	240	14.81	491	441	89.80
2005	1595	262	16.43	516	422	81.80
2006	1616	268	16.58	532	464	87.20
2007	1575	306	19.43	620	555	89.50
2008	1536	284	18.49	552	484	87.70
2009	1490	285	19.10	525	484	88.40
2010	1399	269	19.20	530	453	85.00
Average	1539	254	16.49	498	436	87.28

Analysis of Figures 12 and 13: The percentage of students achieving a three or more on AP exams was below the 13 year average of 87.28 for the first time in five years. Figure 13 does indicate that while the number of students available to take the exams has decreased in recent years the percentage taking exams has remained fairly stable (between 18.5-19.5% over the last four years).