

Campus Data Packet

for 2010-11 planning

Information in this packet is based on data from the 2009-10 school year.



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School Number 111

2.... Contents..... Table of Contents

STUDENTS AND STAFF

5.... Summary..... Summary of Student and Teacher Statistics
 7.... Enrollment (2)..... Enrollment Statistics by Select Student Group
 9.... Teachers..... Teacher Statistics

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard
 12.... TAKS Read (3)..... TAKS Reading: Performance by Objective
 14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
 16.... TAKS Math (3)..... TAKS Mathematics: % by Objective
 18.... SPTAKS Read (1)..... Spanish TAKS Reading: % Meeting Standard
 20.... SPTAKS Read (3)..... Spanish TAKS Reading: Performance by Objective

ITBS / ITED / LOGRAMOS

22.... Compliance..... SCE Compliance for At-Risk Students
 24.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-ile
 26.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-ile
 28.... ITBS Math (4)..... ITBS Math Computation: # At or Above the 80th %-ile
 30.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %-ile

MEASURES OF ENGLISH PROFICIENCY

31.... TELPAS..... TX English Language Proficiency Assessment System

3.... Notes..... Notes and Data Descriptions for Individual Reports

6.... Enrollment (1)..... Enrollment Statistics by Ethnicity
 8.... Attendance..... Student Attendance Statistics

11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard
 13.... TAKS Read (4)..... TAKS Reading: Percentage Commended
 15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard
 17.... TAKS Math (4)..... TAKS Mathematics: % Commended
 19.... SPTAKS Read (2)..... Spanish TAKS Reading: # Not Meeting Standard
 21.... SPTAKS Read (4)..... Spanish TAKS Reading: % Commended
 23.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-ile
 25.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-ile
 27.... ITBS Math (3)..... ITBS Math Computation: % At or Above the 40th %-ile
 29.... Logramos Read (1)..... Logramos Reading Total: % At or Above the 40th %-ile

2009-10 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2009-10. They are counted as new if they were not enrolled in a district campus before the last day of the 2008-09 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2008-09 and 2009-10.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- “Average daily membership” is the total number of school days students were ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

TAKS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- TAKS statistics include both TAKS and TAKS-Accommodated results.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- Cell shading for percentage meeting standard is based on the AEIS or AYP minimum requirement for 2011, whichever is higher for the subject test.
- READING and MATHEMATICS statistics for SSI grades (3, 5, and 8) are based on scores cumulative through the second administration.

SCE COMPLIANCE and ITBS / ITED / LOGRAMOS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Kindergarten ITBS reading and mathematics results for all three years are for the Language subtest and Mathematics subtest. All other grades' results reflect Reading Total or Mathematics Total performance. (The Reading and Mathematics Total summaries are not available with use of the level 5R form administered to kindergartners.) Logramos reading summaries are for Reading Total. The "number tested" statistics include kindergartners.
- NEED notes for Math COMPUTATION pages.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2009 to 2010, the TEA did not report the 2009 composite rating.
- If a student is rated as advanced high in 2010, the TEA does not differentiate between the advanced and advanced high levels from 2009.

STUDENT ENROLLMENT

Grade	Enrollment
PK	44
KN	46
1	57
2	60
3	47
ALL	254

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	5	2.0	3	13.6
American Indian	1	0.4	*	*
Asian	3	1.2	*	*
Hispanic	234	92.1	13	59.1
White	11	4.3	6	27.3
Other	**	**	0	0.0

*Included in category "Other."

**All students are classified in one of the five racial/ethnic groups.

STUDENT GROUP ENROLLMENT

Student Group	Number	Percentage
Economically disadvantaged students	229	90.2
Limited English proficient students	132	52.0
Special education students	13	5.1

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	40	0	0.0	0	0.0	0	0.0	38	95.0	2	5.0
	2009	40	2	5.0	0	0.0	1	2.5	36	90.0	1	2.5
	2010	44	2	4.5	0	0.0	2	4.5	38	86.4	2	4.5
KN	2008	63	1	1.6	0	0.0	0	0.0	60	95.2	2	3.2
	2009	59	1	1.7	0	0.0	0	0.0	54	91.5	4	6.8
	2010	46	1	2.2	0	0.0	1	2.2	43	93.5	1	2.2
1	2008	69	0	0.0	0	0.0	0	0.0	68	98.6	1	1.4
	2009	60	1	1.7	0	0.0	0	0.0	57	95.0	2	3.3
	2010	57	1	1.8	0	0.0	0	0.0	52	91.2	4	7.0
2	2008	58	0	0.0	2	3.4	2	3.4	52	89.7	2	3.4
	2009	54	0	0.0	1	1.9	0	0.0	51	94.4	2	3.7
	2010	60	1	1.7	1	1.7	0	0.0	56	93.3	2	3.3
3	2008	54	1	1.9	1	1.9	1	1.9	49	90.7	2	3.7
	2009	52	1	1.9	3	5.8	1	1.9	46	88.5	1	1.9
	2010	47	0	0.0	0	0.0	0	0.0	45	95.7	2	4.3
PK-3	2008	288	3	1.0	3	1.0	3	1.0	270	93.8	9	3.1
	2009	266	5	1.9	4	1.5	3	1.1	244	91.7	10	3.8
	2010	254	5	2.0	1	0.4	3	1.2	234	92.1	11	4.3

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	40	38	95.0	24	60.0	2	5.0	0	0.0	40	100.0	0.0
	2009	40	38	95.0	22	55.0	0	0.0	0	0.0	40	100.0	0.0
	2010	44	40	90.9	23	52.3	1	2.3	0	0.0	43	97.7	2.3
KN	2008	63	59	93.7	36	57.1	7	11.1	1	1.6	19	30.2	4.8
	2009	59	50	84.7	38	64.4	3	5.1	4	6.8	15	25.4	3.4
	2010	46	42	91.3	18	39.1	0	0.0	4	8.7	11	23.9	2.2
1	2008	69	64	92.8	46	66.7	5	7.2	6	8.7	4	5.8	7.2
	2009	60	54	90.0	30	50.0	4	6.7	7	11.7	0	0.0	8.3
	2010	57	48	84.2	32	56.1	1	1.8	9	15.8	4	7.0	5.3
2	2008	58	50	86.2	34	58.6	2	3.4	12	20.7	0	0.0	13.8
	2009	54	51	94.4	34	63.0	3	5.6	8	14.8	1	1.9	3.7
	2010	60	55	91.7	30	50.0	7	11.7	7	11.7	1	1.7	11.7
3	2008	54	50	92.6	36	66.7	1	1.9	10	18.5	4	7.4	1.9
	2009	52	45	86.5	29	55.8	1	1.9	16	30.8	1	1.9	0.0
	2010	47	44	93.6	29	61.7	4	8.5	14	29.8	3	6.4	0.0
PK-3	2008	288	265	92.0	177	61.5	21	7.3	29	10.1	70	24.3	6.3
	2009	266	239	89.8	153	57.5	12	4.5	35	13.2	58	21.8	3.4
	2010	254	229	90.2	132	52.0	13	5.1	34	13.4	62	24.4	4.7

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
KN	2008	63.5	13,568.1	61.5	97.0	13,004.4	95.8	7	11.0	23.5	60	11,618	94.6	85.6
	2009	58.2	13,515.0	56.8	97.6	12,939.1	95.7	9	15.5	22.5	55	11,501	94.5	85.1
	2010	45.6	13,234.2	44.0	96.5	12,616.4	95.3	8	17.5	21.6	41	11,233	89.9	84.9
1	2008	67.9	14,626.9	65.9	97.1	14,102.7	96.4	14	20.6	21.2	61	12,704	89.9	86.9
	2009	60.3	14,250.8	58.6	97.2	13,719.9	96.3	5	8.3	20.7	57	12,300	94.5	86.3
	2010	55.7	13,848.4	54.3	97.5	13,286.3	95.9	8	14.4	20.2	52	11,978	93.4	86.5
2	2008	61.3	13,708.6	59.8	97.7	13,269.8	96.8	3	4.9	19.7	56	12,043	91.4	87.9
	2009	53.8	13,950.1	52.5	97.6	13,499.0	96.8	10	18.6	18.6	49	12,231	91.1	87.7
	2010	59.8	13,440.8	58.2	97.4	12,947.4	96.3	7	11.7	19.0	59	11,794	98.7	87.7
3	2008	53.5	12,806.9	52.4	97.9	12,425.5	97.0	7	13.1	19.1	50	11,408	93.4	89.1
	2009	52.5	13,095.5	51.6	98.3	12,710.6	97.1	2	3.8	18.3	52	11,634	99.0	88.8
	2010	46.8	13,291.1	46.0	98.2	12,853.9	96.7	6	12.8	17.7	44	11,815	94.0	88.9
KN-3	2008	268.6	59,234.7	261.3	97.3	57,106.0	96.4	85	31.6	37.0	264	55,438	98.3	93.6
	2009	244.7	59,416.7	238.6	97.5	57,243.7	96.3	75	30.7	36.1	250	55,223	100.0	92.9
	2010	207.9	53,814.5	202.5	97.4	51,703.9	96.1	29	14.0	19.6	196	46,820	94.3	87.0

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	3	13.6
Hispanic	13	59.1
White	6	27.3
Other	0	0.0

Gender	Number	Percentage
Female	19	86.4
Male	3	13.6

TOTAL	22
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AVERAGE NUMBER OF ABSENCES

2008	2.7
2009	2.1
2010	3.5

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	86.2	44
	2009	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	87.1	32
	2010	*		100.0	100.0	*	*	100.0		100.0	100.0	100.0	85.4	22

NUMBER TESTED IN GRADE 3													
2008	2	1	39	40	0	26	32	0	18	26	44	10,439	
2009	1	1	26	25	1	11	16	0	12	20	32	7,580	
2010	2	0	20	19	4	5	9	0	9	13	22	7,094	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	0	0		0	0		0	0	0	1,443	44
	2009	*	*	0	0	*	0	0		0	0	0	981	32
	2010	*		0	0	*	*	0		0	0	0	1,039	22

NUMBER TESTED IN GRADE 3													
2008	2	1	39	40	0	26	32	0	18	26	44	10,439	
2009	1	1	26	25	1	11	16	0	12	20	32	7,580	
2010	2	0	20	19	4	5	9	0	9	13	22	7,094	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008	89.7	91.9	93.2	83.8
	2009	91.0	93.3	94.3	94.1
	2010	93.6	91.6	90.9	88.6

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	43.6	42.5		46.2	43.8		33.3	50.0	43.2	21.5	44
	2009	*	*	65.4	64.0	*	54.5	50.0		50.0	80.0	68.8	34.0	32
	2010	*		55.0	57.9	*	*	55.6		55.6	61.5	59.1	37.1	22

NUMBER TESTED IN GRADE 3													
2008	2	1	39	40	0	26	32	0	18	26	44	10,439	
2009	1	1	26	25	1	11	16	0	12	20	32	7,580	
2010	2	0	20	19	4	5	9	0	9	13	22	7,094	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	76.6	44
	2009	*	*	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	76.8	52
	2010	*		95.5	95.3	*	92.9	88.9		90.5	100.0	95.7	78.2	46

NUMBER TESTED IN GRADE 3													
2008	2	1	39	40	0	26	32	0	18	26	44	10,870	
2009	1	1	46	45	1	29	34	0	20	32	52	12,336	
2010	2	0	44	43	4	28	9	0	21	25	46	12,585	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) mathematics target of 67% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	0	0		0	0		0	0	0	2,542	44
	2009	*	*	0	0	*	0	0		0	0	0	2,856	52
	2010	*		2	2	*	2	1		2	0	2	2,739	46

NUMBER TESTED IN GRADE 3													
2008	2	1	39	40	0	26	32	0	18	26	44	10,870	
2009	1	1	46	45	1	29	34	0	20	32	52	12,336	
2010	2	0	44	43	4	28	9	0	21	25	46	12,585	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE					
		Numbers, Operations, and Quantitative Reasoning	Patterns, Relationships, and Algebraic Reasoning	Geometry and Spatial Reasoning	Concepts and Uses of Measurement	Probability and Statistics	Mathematical Processes and Tools
3	2008	95.0	95.5	95.8	93.6	94.9	80.7
	2009	92.7	92.6	96.8	92.0	95.7	83.9
	2010	92.8	89.9	85.9	90.9	91.8	76.9

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008	*	*	56.4	57.5		61.5	53.1		44.4	69.2	59.1	26.3	44
	2009	*	*	63.0	62.2	*	51.7	52.9		60.0	68.8	65.4	28.8	52
	2010	*		47.7	48.8	*	50.0	22.2		42.9	52.0	47.8	21.3	46

NUMBER TESTED IN GRADE 3													
2008	2	1	39	40	0	26	32	0	18	26	44	10,870	
2009	1	1	46	45	1	29	34	0	20	32	52	12,336	
2010	2	0	44	43	4	28	9	0	21	25	46	12,585	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERCENTAGE MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			100.0	100.0		100.0	100.0		100.0	*	100.0	85.4	10
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	20
	2010			100.0	100.0		100.0			100.0	100.0	100.0	84.5	25

NUMBER TESTED IN GRADE 3													
2008	0	0	10	10	0	10	10	0	7	3	10	1,640	
2009	0	0	20	20	0	18	18	0	8	12	20	4,836	
2010	0	0	25	25	0	24	0	0	13	12	25	5,572	

Cells containing passing percentages below the 2010-11 Adequate Yearly Progress (AYP) reading target of 73% are shaded.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			0	0		0	0		0	*	0	239	10
	2009			0	0		0	0		0	0	0	514	20
	2010			0	0		0			0	0	0	863	25

NUMBER TESTED IN GRADE 3													
2008	0	0	10	10	0	10	10	0	7	3	10	1,640	
2009	0	0	20	20	0	18	18	0	8	12	20	4,836	
2010	0	0	25	25	0	24	0	0	13	12	25	5,572	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Basic Understanding	Applying Knowledge of Literary Elements	Using Strategies to Analyze	Applying Critical-Thinking Skills
3	2008	91.3	87.1	88.3	80.0
	2009	89.3	92.9	91.7	89.4
	2010	91.7	96.6	95.3	92.5

PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2008			30.0	30.0		30.0	30.0		28.6	*	30.0	17.2	10
	2009			65.0	65.0		61.1	61.1		50.0	75.0	65.0	30.4	20
	2010			88.0	88.0		87.5			84.6	91.7	88.0	39.6	25

NUMBER TESTED IN GRADE 3													
2008	0	0	10	10	0	10	10	0	7	3	10	1,640	
2009	0	0	20	20	0	18	18	0	8	12	20	4,897	
2010	0	0	25	25	0	24	0	0	13	12	25	5,572	

Shaded cells indicate percentages at or above 30 percent, the Gold Performance Acknowledgment Standard for 2011.

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

		READING TOTAL (**LANGUAGE)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	*	59.1	60.9	57.6	23
	2009	14.3	75.0	56.5	41.9	23
	2010	46.2	80.0	64.3	40.0	28
1	2008	*	50.0	50.0	50.2	22
	2009	88.9	73.3	79.2	54.2	24
	2010	66.7	93.8	82.1	55.2	28
2	2008	52.4	92.9	68.6	50.2	35
	2009	41.7	87.5	60.0	47.9	20
	2010	29.4	78.6	51.6	48.6	31
1-2	2008	52.0	68.8	61.4	50.2	57
	2009	61.9	78.3	70.5	51.0	44
	2010	44.8	86.7	66.1	51.9	59

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	73.3	59.3	66.7	44.9	57
	2009	71.8	82.4	75.0	52.8	56
	2010	64.5	73.3	67.4	51.2	46
1	2008	74.5	65.0	71.6	55.5	67
	2009	50.0	88.2	74.1	50.4	27
	2010	74.4	88.2	78.6	48.8	56
2	2008	65.1	93.8	72.9	57.5	59
	2009	58.3	100.0	75.0	53.2	20
	2010	58.3	85.7	64.5	54.6	62
K-2	2008	70.8	69.8	70.5	52.7	183
	2009	65.6	88.1	74.8	52.3	103
	2010	65.3	82.6	70.1	51.5	164

Number Tested	2008	26	54	80	21,817	
	2009	28	39	67	21,148	
	2010	42	45	87	20,804	

Number Tested	2008	120	63	183	41,070	
	2009	61	42	103	30,563	
	2010	118	46	164	40,163	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2008	*	*	61.9	57.1	*	*	*		81.8	41.7	60.9	57.6	23
	2009	*	*	50.0	43.8		*	14.3		44.4	64.3	56.5	41.9	23
	2010	*	*	68.0	70.8		*	46.2		66.7	62.5	64.3	40.0	28
1	2008	*		47.6	38.9	*	*	*		57.1	46.7	50.0	50.2	22
	2009	*		78.3	85.0	*	*	88.9		80.0	78.6	79.2	54.2	24
	2010	*	*	80.0	76.2		*	66.7		63.6	94.1	82.1	55.2	28
2	2008	*		65.5	65.5	*	61.5	52.4		53.8	77.3	68.6	50.2	35
	2009	*		58.8	55.6	*	*	41.7		57.1	61.5	60.0	47.9	20
	2010	*	*	57.7	44.4	0.0	*	29.4		42.9	58.8	51.6	48.6	31
1-2	2008	*		58.0	55.3	*	60.0	52.0		55.0	64.9	61.4	50.2	57
	2009	*		70.0	71.1	*	*	61.9		70.6	70.4	70.5	51.0	44
	2010	*	*	68.6	58.3	0.0	66.7	44.8		52.0	76.5	66.1	51.9	59

Number Tested	2008	4	1	71	68	4	16	26	0	31	49	80	21,817
	2009	5	1	60	54	5	8	28	0	26	41	67	21,148
	2010	5	3	76	72	6	7	42	0	37	50	87	20,804

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2008	*	*	5	4	*	*	*		2	4	6	1,687	23
	2009	*	*	1	1		*	1		0	3	3	771	23
	2010	*	*	8	7		*	4		4	4	8	758	28
1	2008	*		3	3	*	*	*		0	4	4	1,555	22
	2009	*		12	11	*	*	3		6	7	13	1,659	24
	2010	*	*	12	9		*	2		3	12	15	1,729	28
2	2008	*		9	9	*	2	2		4	8	12	1,065	35
	2009	*		5	5	*	*	1		2	4	6	1,027	20
	2010	*	*	3	3	0	*	0		1	3	4	954	31
1-2	2008	*		12	12	*	2	2		4	12	16	2,620	57
	2009	*		17	16	*	*	4		8	11	19	2,688	44
	2010	*	*	15	12	0	2	2		4	15	19	2,683	59

Number Tested	2008	4	1	71	68	4	16	26	0	31	49	80	21,817
	2009	5	1	60	54	5	8	28	0	26	41	67	21,148
	2010	5	3	76	72	6	7	42	0	37	50	87	20,804

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2008	*	*	67.3	66.0	*	71.9	73.3		65.4	67.7	66.7	44.9	57
	2009	*	*	72.5	72.3		71.4	71.8		74.1	75.9	75.0	52.8	56
	2010	*	*	69.8	69.0		66.7	64.5		72.7	62.5	67.4	51.2	46
1	2008	*		71.2	72.6	*	75.6	74.5		74.2	69.4	71.6	55.5	67
	2009	*	*	76.0	73.9	*	*	50.0		61.5	85.7	74.1	50.4	27
	2010	*	*	76.5	76.6	*	77.4	74.4		72.0	83.9	78.6	48.8	56
2	2008	*		69.8	70.6	*	62.9	65.1		69.2	75.8	72.9	57.5	59
	2009	*		76.5	72.2	*	*	58.3		71.4	76.9	75.0	53.2	20
	2010	*	*	68.4	64.3	42.9	63.3	58.3		61.5	66.7	64.5	54.6	62
K-2	2008	*	*	69.5	69.9	28.6	70.5	70.8		69.9	71.0	70.5	52.7	183
	2009	100.0	*	74.2	72.7	*	66.7	65.6		70.2	78.6	74.8	52.3	103
	2010	71.4	*	71.5	69.7	37.5	69.6	65.3		68.5	71.4	70.1	51.5	164

Number Tested	2008	4	1	174	166	7	112	120	0	83	100	183	41,070
	2009	7	2	93	88	5	39	61	0	47	56	103	30,563
	2010	7	3	151	145	8	79	118	0	73	91	164	40,163

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K**	2008	*	*	16	15	*	9	8		8	9	17	2,788	57
	2009	*	*	14	14		13	14		10	7	17	2,455	56
	2010	*	*	13	13		6	8		6	7	13	2,358	46
1	2008	*		23	22	*	17	17		12	11	23	2,800	67
	2009	*	*	11	10	*	*	3		6	6	12	1,577	27
	2010	*	*	25	24	*	16	19		14	16	30	2,266	56
2	2008	*		18	19	*	9	11		8	15	23	2,912	59
	2009	*		5	5	*	*	2		2	5	7	1,686	20
	2010	*	*	14	13	1	7	11		10	5	15	2,484	62
K-2	2008	*	*	57	56	1	35	36		28	35	63	8,500	183
	2009	6	*	30	29	*	13	19		18	18	36	5,718	103
	2010	5	*	52	50	1	29	38		30	28	58	7,108	164

Number Tested	2008	4	1	174	166	7	112	120	0	83	100	183	41,070
	2009	7	2	93	88	5	39	61	0	47	56	103	30,563
	2010	7	3	151	145	8	79	118	0	73	91	164	40,163

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2008	*		78.8	79.0	*	84.4	83.0		87.1	72.2	79.1	65.7	67
	2009	*	*	90.9	92.0	*	92.9	92.3		91.7	90.9	91.2	66.0	57
	2010	*	*	78.4	80.9	*	83.9	79.5		76.0	83.9	80.4	63.5	56
2	2008	*		86.8	86.3	*	88.6	86.0		88.5	87.9	88.1	64.0	59
	2009	*		74.5	75.6	33.3	73.5	73.0		69.6	80.0	75.5	60.9	53
	2010	*	*	77.2	73.2	42.9	73.3	72.9		69.2	80.6	75.8	61.4	62
1-2	2008	*		82.4	82.3	66.7	86.3	84.4		87.7	79.7	83.3	64.9	126
	2009	*	*	83.0	84.2	50.0	82.3	81.0		80.9	85.7	83.6	63.5	110
	2010	83.3	*	77.8	76.7	50.0	78.7	75.9		72.5	82.1	78.0	62.5	118

Number Tested	2008	3	0	119	113	6	80	90	0	57	69	126	27,631
	2009	3	1	106	95	8	62	63	0	47	63	110	27,480
	2010	6	2	108	103	8	61	87	0	51	67	118	26,937

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2008	*		34	33	*	26	26		17	17	34	4,546	67
	2009	*	*	28	25	*	16	17		12	17	29	4,597	57
	2010	*	*	31	29	*	19	24		16	20	36	4,129	56
2	2008	*		16	17	*	12	13		5	14	19	2,557	59
	2009	*		21	19	1	14	15		5	17	22	3,822	53
	2010	*	*	30	27	3	16	23		13	18	31	3,776	62
1-2	2008	*		50	50	1	38	39		22	31	53	7,103	126
	2009	*	*	49	44	2	30	32		17	34	51	8,419	110
	2010	5	*	61	56	3	35	47		29	38	67	7,905	118

Number Tested	2008	3	0	119	113	6	80	90	0	57	69	126	27,631
	2009	3	1	106	95	8	62	63	0	47	63	110	27,480
	2010	6	2	108	103	8	61	87	0	51	67	118	26,937

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2008			100.0	100.0		100.0	100.0		100.0	100.0	100.0	87.0	38
	2009	*		96.8	96.8		96.8	96.9		94.4	100.0	97.0	88.6	33
	2010			94.4	94.4		94.1	94.4		90.0	100.0	94.4	89.3	18
1	2008			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	88.0	45
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.6	30
	2010	*		96.2	96.2	*	96.2	96.3		100.0	92.9	96.4	89.1	28
2	2008			95.8	95.5		95.5	95.5		100.0	90.9	95.8	93.4	24
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	94.0	34
	2010			100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	93.8	31
K-2	2008			99.1	99.0	*	99.0	98.9		100.0	98.1	99.1	89.3	107
	2009	*		98.9	98.9		98.9	98.9		97.9	100.0	99.0	90.4	97
	2010	*		97.3	97.3	*	97.2	97.4		97.2	97.6	97.4	90.7	77

Number Tested	2008	0	0	107	102	3	96	94	0	53	54	107	18,257
	2009	2	0	95	91	0	91	91	0	47	50	97	19,076
	2010	2	0	75	73	2	72	76	0	36	41	77	19,041

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2008			32	31		27	25		12	20	32	3,280	38
	2009	*		20	20		20	21		9	13	22	3,525	33
	2010			12	12		11	12		5	7	12	3,523	18
1	2008			27	27	*	26	26		15	12	27	2,412	45
	2009			22	20		20	20		10	12	22	2,523	30
	2010	*		13	13	*	12	13		9	5	14	2,529	28
2	2008			9	9		7	7		5	4	9	2,596	24
	2009			28	26		26	25		15	13	28	2,909	34
	2010			20	19	*	19	20		7	13	20	3,040	31
K-2	2008			68	67	*	60	58		32	36	68	8,288	107
	2009	*		70	66		66	66		34	38	72	8,957	97
	2010	*		45	44	*	42	45		21	25	46	9,092	77

Number Tested	2008	0	0	107	102	3	96	94	0	53	54	107	18,257
	2009	2	0	95	91	0	91	91	0	47	50	97	19,076
	2010	2	0	75	73	2	72	76	0	36	41	77	19,041

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (18)	Beginning	10	55.6	12	66.7	16	88.9	17	94.4	17	94.4
	Intermediate	7	38.9	5	27.8	1	5.6	0	0.0	0	0.0
	Advanced	1	5.6	1	5.6	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	1	5.6	1	5.6	1	5.6
1 (30)	Beginning	11	36.7	14	46.7	16	53.3	13	43.3	13	43.3
	Intermediate	10	33.3	8	26.7	6	20.0	8	26.7	8	26.7
	Advanced	5	16.7	4	13.3	7	23.3	5	16.7	5	16.7
	Advanced High	4	13.3	4	13.3	1	3.3	4	13.3	4	13.3
2 (30)	Beginning	8	26.7	12	40.0	13	43.3	0	0.0	0	0.0
	Intermediate	13	43.3	11	36.7	9	30.0	7	23.3	10	33.3
	Advanced	4	13.3	3	10.0	3	10.0	10	33.3	11	36.7
	Advanced High	5	16.7	4	13.3	5	16.7	13	43.3	9	30.0
3 (29)	Beginning	2	6.9	3	10.3	3	10.3	0	0.0	0	0.0
	Intermediate	3	10.3	10	34.5	10	34.5	3	10.3	3	10.3
	Advanced	17	58.6	12	41.4	10	34.5	6	20.7	7	24.1
	Advanced High	7	24.1	4	13.8	6	20.7	20	69.0	19	65.5
ALL (107)	Beginning	31	29.0	41	38.3	48	44.9	30	28.0	30	28.0
	Intermediate	33	30.8	34	31.8	26	24.3	18	16.8	21	19.6
	Advanced	27	25.2	20	18.7	20	18.7	21	19.6	23	21.5
	Advanced High	16	15.0	12	11.2	13	12.1	38	35.5	33	30.8

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
30 15 (50.0%)	Beginning	13			
	Intermediate	7	1		
	Advanced	2	2	1	
	Advanced High	3	1	0	
29 22 (75.9%)	Beginning	0			
	Intermediate	4	6		
	Advanced	2	7	1	
	Advanced High	0	1	8	
28 24 (85.7%)	Beginning	0			
	Intermediate	1	1		
	Advanced	0	4	3	
	Advanced High	0	3	16	
87 61 (70.1%)	Beginning	13			
	Intermediate	12	8		
	Advanced	4	13	5	
	Advanced High	3	5	24	

■ Indicates students who progressed at least one level from 2009 to 2010.