

Campus Data Packet

for 2010-11 planning

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



AMELIA EARHART

School Number 140

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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.

TAKS-M (Modified)

- 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.
- 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.
- 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	34
KN	34
1	45
2	46
3	49
4	50
5	37
ALL	295

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	100	33.9	16	59.3
American Indian	0	0.0	*	*
Asian	1	0.3	*	*
Hispanic	191	64.7	8	29.6
White	3	1.0	3	11.1
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	287	97.3
Limited English proficient students	148	50.2
Special education students	17	5.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	39	15	38.5	0	0.0	0	0.0	24	61.5	0	0.0
	2009	37	15	40.5	0	0.0	1	2.7	21	56.8	0	0.0
	2010	34	9	26.5	0	0.0	0	0.0	25	73.5	0	0.0
KN	2008	53	23	43.4	0	0.0	0	0.0	30	56.6	0	0.0
	2009	42	14	33.3	0	0.0	0	0.0	28	66.7	0	0.0
	2010	34	11	32.4	0	0.0	1	2.9	22	64.7	0	0.0
1	2008	49	23	46.9	0	0.0	0	0.0	26	53.1	0	0.0
	2009	49	21	42.9	0	0.0	0	0.0	28	57.1	0	0.0
	2010	45	14	31.1	0	0.0	0	0.0	31	68.9	0	0.0
2	2008	61	27	44.3	0	0.0	0	0.0	34	55.7	0	0.0
	2009	46	17	37.0	0	0.0	0	0.0	29	63.0	0	0.0
	2010	46	16	34.8	0	0.0	0	0.0	29	63.0	1	2.2
3	2008	52	30	57.7	0	0.0	0	0.0	22	42.3	0	0.0
	2009	58	20	34.5	0	0.0	0	0.0	38	65.5	0	0.0
	2010	49	19	38.8	0	0.0	0	0.0	29	59.2	1	2.0
4	2008	48	22	45.8	0	0.0	0	0.0	26	54.2	0	0.0
	2009	41	20	48.8	0	0.0	0	0.0	20	48.8	1	2.4
	2010	50	14	28.0	0	0.0	0	0.0	36	72.0	0	0.0
5	2008	74	35	47.3	0	0.0	0	0.0	39	52.7	0	0.0
	2009	47	18	38.3	0	0.0	0	0.0	29	61.7	0	0.0
	2010	37	17	45.9	0	0.0	0	0.0	19	51.4	1	2.7
PK-5	2008	376	175	46.5	0	0.0	0	0.0	201	53.5	0	0.0
	2009	320	125	39.1	0	0.0	1	0.3	193	60.3	1	0.3
	2010	295	100	33.9	0	0.0	1	0.3	191	64.7	3	1.0

Enrollment (2)

Enrollment Statistics by Select Student Group

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	39	38	97.4	21	53.8	0	0.0	0	0.0	39	100.0	0.0
	2009	37	36	97.3	19	51.4	0	0.0	0	0.0	37	100.0	0.0
	2010	34	32	94.1	21	61.8	1	2.9	0	0.0	34	100.0	0.0
KN	2008	53	53	100.0	25	47.2	1	1.9	8	15.1	19	35.8	0.0
	2009	42	41	97.6	23	54.8	2	4.8	0	0.0	10	23.8	2.4
	2010	34	32	94.1	18	52.9	1	2.9	0	0.0	10	29.4	0.0
1	2008	49	47	95.9	19	38.8	4	8.2	7	14.3	4	8.2	12.2
	2009	49	49	100.0	22	44.9	1	2.0	9	18.4	2	4.1	8.2
	2010	45	45	100.0	24	53.3	3	6.7	2	4.4	5	11.1	8.9
2	2008	61	59	96.7	27	44.3	4	6.6	8	13.1	8	13.1	4.9
	2009	46	46	100.0	21	45.7	4	8.7	6	13.0	3	6.5	6.5
	2010	46	46	100.0	23	50.0	3	6.5	8	17.4	5	10.9	6.5
3	2008	52	52	100.0	18	34.6	3	5.8	8	15.4	5	9.6	5.8
	2009	58	57	98.3	31	53.4	6	10.3	11	19.0	4	6.9	8.6
	2010	49	48	98.0	22	44.9	1	2.0	5	10.2	4	8.2	4.1
4	2008	48	45	93.8	8	16.7	9	18.8	9	18.8	3	6.3	2.1
	2009	41	40	97.6	14	34.1	4	9.8	7	17.1	3	7.3	0.0
	2010	50	48	96.0	28	56.0	4	8.0	10	20.0	3	6.0	2.0
5	2008	74	71	95.9	19	25.7	8	10.8	16	21.6	3	4.1	1.4
	2009	47	44	93.6	9	19.1	9	19.1	10	21.3	5	10.6	2.1
	2010	37	36	97.3	12	32.4	4	10.8	6	16.2	3	8.1	5.4
PK-5	2008	376	365	97.1	137	36.4	29	7.7	56	14.9	81	21.5	3.7
	2009	320	313	97.8	139	43.4	26	8.1	43	13.4	64	20.0	4.4
	2010	295	287	97.3	148	50.2	17	5.8	31	10.5	64	21.7	4.1

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	52.2	13,568.1	49.4	94.7	13,004.4	95.8	14	26.8	23.5	44	11,618	84.3	85.6
	2009	41.0	13,515.0	39.4	96.0	12,939.1	95.7	6	14.6	22.5	37	11,501	90.3	85.1
	2010	33.9	13,234.2	32.7	96.2	12,616.4	95.3	8	23.6	21.6	29	11,233	85.4	84.9
1	2008	46.3	14,626.9	44.4	95.8	14,102.7	96.4	12	25.9	21.2	38	12,704	82.0	86.9
	2009	50.0	14,250.8	48.3	96.5	13,719.9	96.3	5	10.0	20.7	44	12,300	88.0	86.3
	2010	43.9	13,848.4	42.0	95.6	13,286.3	95.9	7	15.9	20.2	39	11,978	88.8	86.5
2	2008	60.4	13,708.6	58.8	97.5	13,269.8	96.8	13	21.5	19.7	54	12,043	89.5	87.9
	2009	45.3	13,950.1	43.9	96.9	13,499.0	96.8	4	8.8	18.6	43	12,231	95.0	87.7
	2010	45.6	13,440.8	44.3	97.2	12,947.4	96.3	5	11.0	19.0	41	11,794	89.9	87.7
3	2008	51.5	12,806.9	50.2	97.5	12,425.5	97.0	11	21.4	19.1	47	11,408	91.3	89.1
	2009	57.7	13,095.5	56.3	97.6	12,710.6	97.1	7	12.1	18.3	54	11,634	93.5	88.8
	2010	47.8	13,291.1	46.1	96.3	12,853.9	96.7	7	14.6	17.7	41	11,815	85.7	88.9
4	2008	47.1	12,329.8	45.3	96.2	11,960.3	97.0	12	25.5	19.7	42	10,924	89.2	88.6
	2009	40.5	12,156.4	39.0	96.3	11,789.9	97.0	3	7.4	18.1	36	10,731	88.8	88.3
	2010	49.2	12,299.7	48.3	98.1	11,900.0	96.8	3	6.1	17.2	48	10,987	97.5	89.3
5	2008	73.1	11,874.2	70.7	96.8	11,539.6	97.2	9	12.3	18.8	68	10,608	93.1	89.3
	2009	45.3	11,903.5	44.0	97.0	11,552.9	97.1	10	22.1	17.5	41	10,563	90.4	88.7
	2010	36.8	11,687.8	35.5	96.6	11,310.1	96.8	5	13.6	17.0	33	10,453	89.7	89.4
KN-5	2008	349.7	83,438.7	336.9	96.3	80,606.0	96.6	117	33.5	31.9	329	76,970	94.1	92.2
	2009	298.6	83,476.5	288.7	96.7	80,586.5	96.5	82	27.5	30.9	288	76,517	96.4	91.7
	2010	257.3	77,802.0	248.8	96.7	74,914.0	96.3	35	13.6	18.9	231	68,260	89.8	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	16	59.3
Hispanic	8	29.6
White	3	11.1
Other	0	0.0

Gender	Number	Percentage
Female	21	77.8
Male	6	22.2

TOTAL	27
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AVERAGE NUMBER OF ABSENCES

2008	9.0
2009	8.4
2010	7.6

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		74.1	77.3	75.5		72.2	73.7		69.6	80.8	75.5	86.2	49
	2009		89.5	77.8	85.2		*	84.2		73.3	100.0	85.7	87.1	28
	2010	*	55.6	87.5	65.4		*	55.6		66.7	66.7	66.7	85.4	27
4	2008		60.0	50.0	52.8	*	33.3	30.0		52.9	56.5	55.0	72.1	40
	2009	*	72.2	72.2	72.2		61.5	50.0		85.7	65.2	73.0	75.5	37
	2010		64.3	72.7	68.0		*	40.0		58.3	76.9	68.0	77.9	25
5	2008		78.1	70.6	73.8	*	41.2	54.1		69.7	78.8	74.2	82.9	66
	2009		56.3	65.2	58.3	*	37.5	33.3		62.5	60.9	61.5	82.2	39
	2010	*	100.0	76.5	87.9	*	72.7	77.8		88.2	88.2	88.2	86.1	34
3-5	2008		72.2	67.1	69.3	*	53.7	56.8		65.8	73.2	69.7	80.3	155
	2009	*	73.6	70.0	70.7	*	54.2	55.2		73.3	71.2	72.1	81.1	104
	2010	*	72.9	77.8	75.0	*	62.5	60.9		73.2	77.8	75.6	83.4	86

	NUMBER TESTED IN GRADES 3-5											
2008	0	79	76	150	3	41	95	0	73	82	155	31,840
2009	1	53	50	99	1	24	58	0	45	59	104	28,282
2010	2	48	36	84	1	16	46	0	41	45	86	24,751

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		7	5	12		5	10		7	5	12	1,443	49
	2009		2	2	4		*	3		4	0	4	981	28
	2010	*	8	1	9		*	8		4	5	9	1,039	27
4	2008		8	10	17	*	4	14		8	10	18	2,996	40
	2009	*	5	5	10		5	9		2	8	10	2,489	37
	2010		5	3	8		*	6		5	3	8	1,640	25
5	2008		7	10	17	*	10	17		10	7	17	1,827	66
	2009		7	8	15	*	5	14		6	9	15	1,874	39
	2010	*	0	4	4	*	3	4		2	2	4	1,427	34
3-5	2008		22	25	46	*	19	41		25	22	47	6,266	155
	2009	*	14	15	29	*	11	26		12	17	29	5,344	104
	2010	*	13	8	21	*	6	18		11	10	21	4,106	86

NUMBER TESTED IN GRADES 3-5													
2008	0	79	76	150	3	41	95	0	73	82	155	31,840	
2009	1	53	50	99	1	24	58	0	45	59	104	28,282	
2010	2	48	36	84	1	16	46	0	41	45	86	24,751	

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	73.5	74.9	71.1	67.1
	2009	77.4	82.7	70.8	77.2
	2010	73.3	67.2	67.9	68.1
4	2008	71.0	69.7	70.0	67.5
	2009	78.6	72.6	66.0	75.4
	2010	70.4	77.0	77.7	66.8
5	2008	71.9	74.8	75.9	71.9
	2009	69.8	71.8	76.0	68.6
	2010	80.5	82.0	80.9	76.2
3-5	2008	72.2	73.5	72.9	69.2
	2009	75.0	75.0	71.0	73.4
	2010	75.3	75.9	75.9	70.9

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		11.1	0.0	6.1		0.0	5.3		0.0	11.5	6.1	21.5	49
	2009		10.5	33.3	18.5		*	0.0		13.3	23.1	17.9	34.0	28
	2010	*	27.8	50.0	30.8		*	11.1		16.7	46.7	33.3	37.1	27
4	2008		5.0	5.0	2.8	*	0.0	0.0		5.9	4.3	5.0	14.4	40
	2009	*	11.1	5.6	8.3		0.0	0.0		0.0	13.0	8.1	18.3	37
	2010		14.3	9.1	12.0		*	0.0		8.3	15.4	12.0	19.4	25
5	2008		3.1	8.8	6.2	*	5.9	2.7		6.1	6.1	6.1	16.5	66
	2009		12.5	8.7	5.6	*	0.0	0.0		0.0	17.4	10.3	18.3	39
	2010	*	25.0	17.6	18.2	*	9.1	16.7		23.5	17.6	20.6	23.6	34
3-5	2008		6.3	5.3	5.3	*	2.4	3.2		4.1	7.3	5.8	17.4	155
	2009	*	11.3	12.0	10.1	*	0.0	0.0		4.4	16.9	11.5	22.5	104
	2010	*	22.9	22.2	20.2	*	6.3	10.9		17.1	26.7	22.1	26.2	86

	NUMBER TESTED IN GRADES 3-5											
2008	0	79	76	150	3	41	95	0	73	82	155	31,840
2009	1	53	50	99	1	24	58	0	45	59	104	28,282
2010	2	48	36	84	1	16	46	0	41	45	86	24,751

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		48.1	76.2	60.4		70.6	54.1		72.7	50.0	60.4	76.6	48
	2009		68.4	76.5	72.5	*	77.8	74.4		79.3	66.7	73.6	76.8	53
	2010	*	47.4	75.0	63.8		76.2	41.7		59.1	69.2	64.6	78.2	48
4	2008		85.0	95.0	91.7	*	100.0	80.0		88.2	91.3	90.0	77.9	40
	2009	*	83.3	83.3	83.3		76.9	66.7		100.0	73.9	83.8	78.9	37
	2010		42.9	81.3	68.9		83.3	50.0		76.0	61.9	69.6	81.8	46
5	2008		71.9	79.4	75.4	*	58.8	56.8		72.7	78.8	75.8	84.0	66
	2009		75.0	87.0	80.6	*	62.5	71.4		81.3	82.6	82.1	86.2	39
	2010	*	93.8	94.1	93.9	*	90.9	88.9		100.0	88.2	94.1	87.7	34
3-5	2008		67.1	82.7	74.5	*	70.0	60.6		76.4	73.2	74.7	79.5	154
	2009	*	75.5	81.3	78.0	*	75.0	72.0		84.7	74.3	79.1	80.5	129
	2010	*	61.2	81.8	73.6	*	82.1	58.1		76.6	71.9	74.2	82.3	128

	NUMBER TESTED IN GRADES 3-5											
2008	0	79	75	149	3	40	94	0	72	82	154	32,696
2009	1	53	75	123	4	48	82	0	59	70	129	33,885
2010	2	49	77	125	1	56	62	0	64	64	128	34,834

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		14	5	19		5	17		6	13	19	2,542	48
	2009		6	8	14	*	6	11		6	8	14	2,856	53
	2010	*	10	7	17		5	14		9	8	17	2,739	48
4	2008		3	1	3	*	0	4		2	2	4	2,436	40
	2009	*	3	3	6		3	6		0	6	6	2,263	37
	2010		8	6	14		4	10		6	8	14	2,101	46
5	2008		9	7	16	*	7	16		9	7	16	1,730	66
	2009		4	3	7	*	3	6		3	4	7	1,495	39
	2010	*	1	1	2	*	1	2		0	2	2	1,314	34
3-5	2008		26	13	38	*	12	37		17	22	39	6,708	154
	2009	*	13	14	27	*	12	23		9	18	27	6,614	129
	2010	*	19	14	33	*	10	26		15	18	33	6,154	128

NUMBER TESTED IN GRADES 3-5													
2008	0	79	75	149	3	40	94	0	72	82	154	32,696	
2009	1	53	75	123	4	48	82	0	59	70	129	33,885	
2010	2	49	77	125	1	56	62	0	64	64	128	34,834	

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	69.4	72.9	77.1	64.9	74.5	56.0
	2009	77.9	80.8	86.2	81.1	77.8	67.7
	2010	74.0	68.4	77.1	68.4	75.0	58.9
4	2008	84.8	83.2	85.4	77.1	75.6	68.1
	2009	88.2	85.3	80.2	86.5	89.2	73.3
	2010	77.5	72.4	73.6	70.7	65.8	68.8
5	2008	79.8	79.7	77.3	73.4	71.2	75.0
	2009	81.1	79.1	83.5	76.9	67.3	73.7
	2010	86.6	82.4	84.5	90.3	86.0	72.8
3-5	2008	77.8	78.5	79.3	71.7	73.4	67.3
	2009	81.8	81.6	83.6	81.4	77.9	71.1
	2010	78.6	73.5	77.8	75.0	74.6	66.1

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		11.1	9.5	10.4		5.9	5.4		4.5	15.4	10.4	26.3	48
	2009		15.8	32.4	27.5	*	25.9	16.3		20.7	33.3	26.4	28.8	53
	2010	*	10.5	10.7	8.5		9.5	0.0		4.5	15.4	10.4	21.3	48
4	2008		20.0	20.0	16.7	*	16.7	15.0		23.5	17.4	20.0	23.8	40
	2009	*	50.0	27.8	38.9		15.4	16.7		28.6	43.5	37.8	31.4	37
	2010		21.4	28.1	24.4		25.0	5.0		24.0	28.6	26.1	29.1	46
5	2008		15.6	41.2	27.7	*	23.5	10.8		24.2	33.3	28.8	31.9	66
	2009		18.8	26.1	19.4	*	12.5	14.3		25.0	21.7	23.1	37.9	39
	2010	*	37.5	35.3	33.3	*	18.2	16.7		29.4	41.2	35.3	34.5	34
3-5	2008		15.2	26.7	19.5	*	15.0	9.6		18.1	23.2	20.8	27.3	154
	2009	*	28.3	29.3	28.5	*	20.8	15.9		23.7	32.9	28.7	32.5	129
	2010	*	22.4	23.4	20.8	*	17.9	6.5		18.8	26.6	22.7	27.9	128

	NUMBER TESTED IN GRADES 3-5											
2008	0	79	75	149	3	40	94	0	72	82	154	32,696
2009	1	53	75	123	4	48	82	0	59	70	129	33,885
2010	2	49	77	125	1	56	62	0	64	64	128	34,834

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)
4	2008		80.0	70.0	72.2	*	50.0	50.0		76.5	73.9	75.0	87.4	40
	2009	*	76.5	82.4	80.0		76.9	76.5		85.7	76.2	80.0	87.4	35
	2010		92.3	72.7	83.3		*	70.0		75.0	91.7	83.3	89.8	24

	NUMBER TESTED IN GRADE 4											
2008	0	20	20	36	2	6	20	0	17	23	40	10,658
2009	1	17	17	35	0	13	17	0	14	21	35	10,032
2010	0	13	11	24	0	3	10	0	12	12	24	7,294

Shaded cells indicate percentages below 70 percent, the 2011 AEIS writing minimum for an Academically Acceptable rating.

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)
4	2008		4	6	10	*	3	10		4	6	10	1,348	40
	2009	*	4	3	7		3	4		2	5	7	1,264	35
	2010		1	3	4		*	3		3	1	4	744	24

	NUMBER TESTED IN GRADE 4											
2008	0	20	20	36	2	6	20	0	17	23	40	10,658
2009	1	17	17	35	0	13	17	0	14	21	35	10,032
2010	0	13	11	24	0	3	10	0	12	12	24	7,294

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition: Effectiveness / Command of Conventions ¹	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2008	2.0	79.4	67.8	73.4	75.6
	2009	1.9	82.9	59.3	82.5	86.4
	2010	2.0	82.3	79.2	81.8	78.1

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

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)
4	2008		10.0	5.0	5.6	*	0.0	5.0		0.0	13.0	7.5	21.4	40
	2009	*	11.8	5.9	8.6		0.0	0.0		0.0	14.3	8.6	21.0	35
	2010		15.4	9.1	12.5		*	0.0		16.7	8.3	12.5	23.8	24

	NUMBER TESTED IN GRADE 4											
2008	0	20	20	36	2	6	20	0	17	23	40	10,658
2009	1	17	17	35	0	13	17	0	14	21	35	10,032
2010	0	13	11	24	0	3	10	0	12	12	24	7,294

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)
5	2008		50.0	68.6	58.5	*	50.0	35.1		60.6	58.8	59.7	71.9	67
	2009		37.5	47.8	41.7	*	37.5	23.8		50.0	39.1	43.6	75.1	39
	2010	*	76.5	88.2	82.4	*	81.8	72.2		82.4	83.3	82.9	81.4	35

	NUMBER TESTED IN GRADE 5											
2008	0	32	35	65	1	18	37	0	33	34	67	10,686
2009	0	16	23	36	1	8	21	0	16	23	39	10,675
2010	1	17	17	34	1	11	18	0	17	18	35	10,576

Shaded cells indicate percentages below 55 percent, the 2011 AEIS science minimum for an Academically Acceptable rating.

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)
5	2008		16	11	27	*	9	24		13	14	27	3,005	67
	2009		10	12	21	*	5	16		8	14	22	2,656	39
	2010	*	4	2	6	*	2	5		3	3	6	1,965	35

NUMBER TESTED IN GRADE 5													
2008	0	32	35	65	1	18	37	0	33	34	67	10,686	
2009	0	16	23	36	1	8	21	0	16	23	39	10,675	
2010	1	17	17	34	1	11	18	0	17	18	35	10,576	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	77.0	77.1	77.3	56.6
	2009	81.5	78.9	70.7	51.6
	2010	84.8	87.3	84.4	78.1

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)
5	2008		3.1	14.3	9.2	*	5.6	5.4		6.1	11.8	9.0	24.8	67
	2009		6.3	4.3	0.0	*	0.0	0.0		0.0	8.7	5.1	28.7	39
	2010	*	29.4	47.1	38.2	*	36.4	22.2		35.3	44.4	40.0	32.8	35

	NUMBER TESTED IN GRADES 5											
2008	0	32	35	65	1	18	37	0	33	34	67	10,686
2009	0	16	23	36	1	8	21	0	16	23	39	10,675
2010	1	17	17	34	1	11	18	0	17	18	35	10,576

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												85.4	0
	2009			95.8	95.8	*	95.8	95.8		92.9	100.0	95.8	89.4	24
	2010		*	100.0	100.0		100.0	100.0		100.0	100.0	100.0	84.5	21
4	2008												67.0	0
	2009												72.7	0
	2010			86.4	85.7		86.4	80.0		84.6	88.9	86.4	84.4	22
ALL	2008												—	0
	2009			95.8	95.8	*	95.8	95.8		92.9	100.0	95.8	—	24
	2010		*	92.9	92.9		92.7	87.5		91.3	95.0	93.0	—	43

NUMBER TESTED IN GRADES ALL													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	24	24	2	24	24	0	14	10	24	—	
2010	0	1	42	42	0	41	16	0	23	20	43	—	

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												239	0
	2009			1	1	*	1	1		1	0	1	514	24
	2010		*	0	0		0	0		0	0	0	863	21
4	2008												215	0
	2009												268	0
	2010			3	3		3	2		2	1	3	651	22
ALL	2008												—	0
	2009			1	1	*	1	1		1	0	1	—	24
	2010		*	3	3		3	2		2	1	3	—	43

NUMBER TESTED IN GRADES ALL													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	24	24	2	24	24	0	14	10	24	—	
2010	0	1	42	42	0	41	16	0	23	20	43	—	

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				
	2009	73.9	86.9	81.3	74.0
	2010	73.3	88.4	74.6	73.2
4	2008				
	2009				
	2010	79.4	85.2	79.9	81.4
ALL	2008				
	2009	73.9	86.9	81.3	74.0
	2010	76.4	86.8	77.3	77.4

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												17.2	0
	2009			29.2	29.2	*	29.2	29.2		21.4	40.0	29.2	30.4	24
	2010		*	15.0	14.3		10.5	0.0		20.0	9.1	14.3	39.6	21
4	2008												13.5	0
	2009												19.9	0
	2010			27.3	23.8		27.3	10.0		23.1	33.3	27.3	34.4	22
ALL	2008												—	0
	2009			29.2	29.2	*	29.2	29.2		21.4	40.0	29.2	—	24
	2010		*	21.4	19.0		19.5	6.3		21.7	20.0	20.9	—	43

NUMBER TESTED IN ALL GRADES													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	24	24	2	24	24	0	14	10	24	—	
2010	0	1	42	42	0	41	16	0	23	20	43	—	

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)
4	2008												81.9	0
	2009												87.1	0
	2010			77.3	76.2		77.3	80.0		69.2	88.9	77.3	93.7	22

NUMBER TESTED IN GRADE 4													
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	22	21	0	22	10	0	13	9	22	22	4,216



Shaded cells indicate percentages below 70 percent, the 2011 AEIS writing minimum for an Academically Acceptable rating.

NUMBER NOT MEETING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Spec Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2008												121	0
	2009												127	0
	2010			5	5		5	2		4	1	5	266	22

NUMBER TESTED IN GRADE 4													
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	22	21	0	22	10	0	13	9	22	22	4,216

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE				
		Written Composition ¹ : Effectiveness / Command of Conventions	Appropriate Organization of Ideas	Correct and Effective Sentence Construction	Standard Usage and Appropriate Word Choice	Proofreading for Punctuation, Capitalization, and Spelling
4	2008					
	2009					
	2010	1.9	90.9	88.6	90.3	85.2

¹Average rating on written composition. TAKS compositions are rated on a scale of 1 to 4.

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)
4	2008												14.2	0
	2009												20.4	0
	2010			13.6	9.5		13.6	20.0		7.7	22.2	13.6	30.4	22

NUMBER TESTED IN GRADE 4													
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	0	0	0	0	0	0	0	0	0	0	981
2010	0	0	22	21	0	22	10	0	13	9	22	22	4,216

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		*		*	*		*		*	*	*	77.7	3
	2009		*	*	*	*	*	*		*		*	87.7	3
	2010			*	*	*		*		*		*	81.1	1
4	2008		*	*	*	*	*	*		*		*	70.7	4
	2009		*	*	*	*	*	*		*	*	*	71.8	3
	2010		*	*	*	*	*	*		*		*	75.8	3
5	2008		*	*	*	*	*	*		*	*	*	73.3	4
	2009		*	*	*	*	*	*		*		*	80.3	3
	2010		*	*	*	*	*	*		*	*	*	93.9	2
3-5	2008		33.3	*	27.3	27.3	*	12.5		22.2	*	27.3	73.7	11
	2009		*	*	50.0	55.6	*	50.0		62.5	*	55.6	79.2	9
	2010		*	*	*	83.3	*	*		*	*	83.3	84.8	6

	NUMBER TESTED IN GRADES 3-5											
2008	0	9	2	11	11	2	8	0	9	2	11	1,807
2009	0	5	4	8	9	4	6	0	8	1	9	1,867
2010	0	2	4	5	6	3	3	0	5	1	6	1,749

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		*		*	*		*		*	*	*	116	3
	2009		*	*	*	*	*	*		*		*	60	3
	2010			*	*	*		*		*		*	96	1
4	2008		*	*	*	*	*	*		*		*	181	4
	2009		*	*	*	*	*	*		*	*	*	192	3
	2010		*	*	*	*	*	*		*		*	126	3
5	2008		*	*	*	*	*	*		*	*	*	179	4
	2009		*	*	*	*	*	*		*		*	137	3
	2010		*	*	*	*	*	*		*	*	*	44	2
3-5	2008		6	*	8	8	*	7		7	*	8	476	11
	2009		*	*	4	4	*	3		3	*	4	389	9
	2010		*	*	*	1	*	*		*	*	1	266	6

	NUMBER TESTED IN GRADES 3-5											
2008	0	9	2	11	11	2	8	0	9	2	11	1,807
2009	0	5	4	8	9	4	6	0	8	1	9	1,867
2010	0	2	4	5	6	3	3	0	5	1	6	1,749

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	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
4	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
5	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
3-5	2008	43.7	48.5	36.7	41.7
	2009	50.0	63.0	52.6	43.6
	2010	68.3	58.3	54.4	65.4

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		*		*	*		*		*	*	*	10.8	3
	2009		*	*	*	*	*	*		*		*	16.2	3
	2010			*	*	*		*		*		*	19.1	1
4	2008		*	*	*	*	*	*		*		*	9.7	4
	2009		*	*	*	*	*	*		*	*	*	8.9	3
	2010		*	*	*	*	*	*		*		*	15.2	3
5	2008		*	*	*	*	*	*		*	*	*	14.9	4
	2009		*	*	*	*	*	*		*		*	14.1	3
	2010		*	*	*	*	*	*		*	*	*	15.4	2
3-5	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	12.0	11
	2009		*	*	0.0	0.0	*	0.0		0.0	*	0.0	12.7	9
	2010		*	*	*	33.3	*	*		*	*	33.3	16.4	6

	NUMBER TESTED IN GRADES 3-5											
2008	0	9	2	11	11	2	8	0	9	2	11	1,807
2009	0	5	4	8	9	4	6	0	8	1	9	1,867
2010	0	2	4	5	6	3	3	0	5	1	6	1,749

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		*		*	*		*		*	*	*	76.1	3
	2009		*	*	*	*	*	*		*		*	81.2	2
	2010			*	*	*		*		*		*	78.3	1
4	2008		*	*	*	*	*	*		*		*	69.1	4
	2009		*	*	*	*	*	*		*	*	*	75.8	3
	2010		*	*	*	*	*	*		*		*	80.6	3
5	2008		*	*	*	*	*	*		*	*	*	64.0	4
	2009		*		*	*		*		*		*	80.2	2
	2010		*	*	*	*	*	*		*	*	*	86.4	2
3-5	2008		33.3	*	27.3	27.3	*	25.0		33.3	*	27.3	69.4	11
	2009		*	*	85.7	85.7	*	*		83.3	*	85.7	78.8	7
	2010		*	*	*	66.7	*	*		*	*	66.7	82.4	6

	NUMBER TESTED IN GRADES 3-5											
2008	0	9	2	11	11	2	8	0	9	2	11	1,730
2009	0	5	2	7	7	2	4	0	6	1	7	1,743
2010	0	2	4	5	6	3	3	0	5	1	6	1,615

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		*		*	*		*		*	*	*	129	3
	2009		*	*	*	*	*	*		*		*	85	2
	2010			*	*	*		*		*		*	102	1
4	2008		*	*	*	*	*	*		*		*	173	4
	2009		*	*	*	*	*	*		*	*	*	157	3
	2010		*	*	*	*	*	*		*		*	92	3
5	2008		*	*	*	*	*	*		*	*	*	227	4
	2009		*		*	*		*		*		*	127	2
	2010		*	*	*	*	*	*		*	*	*	91	2
3-5	2008		6	*	8	8	*	6		6	*	8	529	11
	2009		*	*	1	1	*	*		1	*	1	369	7
	2010		*	*	*	2	*	*		*	*	2	285	6

	NUMBER TESTED IN GRADES 3-5											
2008	0	9	2	11	11	2	8	0	9	2	11	1,730
2009	0	5	2	7	7	2	4	0	6	1	7	1,743
2010	0	2	4	5	6	3	3	0	5	1	6	1,615

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	*	*	*	*	*	*
	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
4	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
5	2008	*	*	*	*	*	*
	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
3-5	2008	37.1	44.5	44.2	30.3	39.4	38.5
	2009	47.6	60.5	61.9	48.6	52.4	46.2
	2010	56.7	52.2	61.7	51.7	55.6	62.2

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		*		*	*		*		*	*	*	16.1	3
	2009		*	*	*	*	*	*		*		*	22.3	2
	2010			*	*	*		*		*		*	13.4	1
4	2008		*	*	*	*	*	*		*		*	14.3	4
	2009		*	*	*	*	*	*		*	*	*	14.0	3
	2010		*	*	*	*	*	*		*		*	20.2	3
5	2008		*	*	*	*	*	*		*	*	*	14.0	4
	2009		*		*	*		*		*		*	17.2	2
	2010		*	*	*	*	*	*		*	*	*	18.9	2
3-5	2008		0.0	*	0.0	0.0	*	0.0		0.0	*	0.0	14.7	11
	2009		*	*	0.0	0.0	*	*		0.0	*	0.0	17.3	7
	2010		*	*	*	0.0	*	*		*	*	0.0	17.7	6

	NUMBER TESTED IN GRADES 3-5											
2008	0	9	2	11	11	2	8	0	9	2	11	1,730
2009	0	5	2	7	7	2	4	0	6	1	7	1,743
2010	0	2	4	5	6	3	3	0	5	1	6	1,615

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the ITBS

Grade	Year	READING TOTAL (**LANGUAGE)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008		66.7	66.7	57.6	27
	2009	66.7	88.9	77.8	41.9	18
	2010	50.0	75.0	62.5	40.0	16
1	2008	*	52.2	52.0	50.2	25
	2009	18.2	57.1	40.0	54.2	25
	2010	*	50.0	54.5	55.2	22
2	2008	0.0	40.0	22.9	50.2	35
	2009	12.5	66.7	32.0	47.9	25
	2010	18.8	100.0	45.8	48.6	24
1-2	2008	5.9	46.5	35.0	50.2	60
	2009	14.8	60.9	36.0	51.0	50
	2010	30.0	65.4	50.0	51.9	46

Number Tested	2008	17	70	87	21,817	
	2009	36	32	68	21,148	
	2010	28	34	62	20,804	

Grade	Year	MATHEMATICS TOTAL (**MATHEMATICS)				
		At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	57.1	64.3	61.2	44.9	49
	2009	65.4	81.8	70.3	52.8	37
	2010	60.0	87.5	66.7	51.2	33
1	2008	15.8	46.4	34.0	55.5	47
	2009	33.3	71.4	56.5	50.4	23
	2010	46.2	52.6	48.9	48.8	45
2	2008	46.2	91.3	62.9	57.5	62
	2009	6.3	77.8	32.0	53.2	25
	2010	37.8	70.0	44.7	54.6	47
K-2	2008	41.8	65.8	53.8	52.7	158
	2009	41.2	76.5	55.3	52.3	85
	2010	46.6	64.9	52.0	51.5	125

Number Tested	2008	79	79	158	41,070	
	2009	51	34	85	30,563	
	2010	88	37	125	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		72.7	*	66.7					58.3	73.3	66.7	57.6	27
	2009		76.9	*	82.4	*	*	66.7		55.6	100.0	77.8	41.9	18
	2010		60.0	*	57.1	*	*	50.0		50.0	83.3	62.5	40.0	16
1	2008		41.2	75.0	50.0	*	*	*		42.9	63.6	52.0	50.2	25
	2009		35.0	*	40.0	*		18.2		45.5	35.7	40.0	54.2	25
	2010		57.1	50.0	54.5	*	*	*		36.4	72.7	54.5	55.2	22
2	2008		20.0	30.0	21.2		*	0.0		16.7	29.4	22.9	50.2	35
	2009		14.3	54.5	32.0	*	*	12.5		18.2	42.9	32.0	47.9	25
	2010	*	37.5	57.1	45.8	*	*	18.8		50.0	42.9	45.8	48.6	24
1-2	2008		28.6	50.0	33.3	*	*	5.9		28.1	42.9	35.0	50.2	60
	2009		26.5	56.3	36.0	*	*	14.8		31.8	39.3	36.0	51.0	50
	2010	*	46.7	53.3	50.0	*	*	30.0		42.9	56.0	50.0	51.9	46

Number Tested	2008	0	64	23	84	3	5	17	0	44	43	87	21,817
	2009	0	47	21	67	3	4	36	0	31	37	68	21,148
	2010	1	40	20	60	3	4	28	0	31	31	62	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		9	*	10					3	7	10	1,687	27
	2009		4	*	4	*	*	1		1	3	4	771	18
	2010		1	*	2	*	*	1		1	1	2	758	16
1	2008		6	4	9	*	*	*		3	7	10	1,555	25
	2009		2	*	4	*		0		0	4	4	1,659	25
	2010		4	1	5	*	*	*		2	3	5	1,729	22
2	2008		3	0	2		*	0		0	3	3	1,065	35
	2009		0	2	2	*	*	0		0	2	2	1,027	25
	2010	*	0	2	2	*	*	0		1	1	2	954	24
1-2	2008		9	4	11	*	*	0		3	10	13	2,620	60
	2009		2	4	6	*	*	0		0	6	6	2,688	50
	2010	*	4	3	7	*	*	0		3	4	7	2,683	46

Number Tested	2008	0	64	23	84	3	5	17	0	44	43	87	21,817
	2009	0	47	21	67	3	4	36	0	31	37	68	21,148
	2010	1	40	20	60	3	4	28	0	31	31	62	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		72.7	51.9	61.2		59.1	57.1		66.7	57.1	61.2	44.9	49
	2009		69.2	70.8	72.2	*	65.0	65.4		55.6	84.2	70.3	52.8	37
	2010		70.0	63.6	64.5	*	61.1	60.0		55.0	84.6	66.7	51.2	33
1	2008		36.4	32.0	33.3	*	16.7	15.8		32.0	36.4	34.0	55.5	47
	2009		55.6	*	56.5	*		33.3		44.4	64.3	56.5	50.4	23
	2010		60.0	43.3	48.9	*	47.8	46.2		33.3	62.5	48.9	48.8	45
2	2008		88.9	42.9	61.0	*	29.6	46.2		57.1	70.4	62.9	57.5	62
	2009		21.4	45.5	32.0	*	*	6.3		18.2	42.9	32.0	53.2	25
	2010	*	35.3	51.7	44.7	*	47.8	37.8		39.1	50.0	44.7	54.6	47
K-2	2008		67.6	42.5	52.9	12.5	35.8	41.8		51.9	55.8	53.8	52.7	158
	2009		48.9	62.5	56.0	*	59.1	41.2		42.1	66.0	55.3	52.3	85
	2010	*	52.4	51.9	51.2	0.0	51.6	46.6		42.2	62.3	52.0	51.5	125

Number Tested	2008	0	71	87	153	8	67	79	0	81	77	158	41,070
	2009	0	45	40	84	3	22	51	0	38	47	85	30,563
	2010	1	42	81	123	7	64	88	0	64	61	125	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		12	5	17		4	4		7	10	17	2,788	49
	2009		5	1	6	*	1	2		3	3	6	2,455	37
	2010		5	4	7	*	3	4		4	5	9	2,358	33
1	2008		6	3	9	*	0	0		3	6	9	2,800	47
	2009		2	*	4	*		0		0	4	4	1,577	23
	2010		2	3	5	*	2	2		4	1	5	2,266	45
2	2008		21	8	26	*	2	8		16	13	29	2,912	62
	2009		1	1	2	*	*	0		1	1	2	1,686	25
	2010	*	0	5	5	*	2	3		1	4	5	2,484	47
K-2	2008		39	16	52	0	6	12		26	29	55	8,500	158
	2009		8	4	12	*	1	2		4	8	12	5,718	85
	2010	*	7	12	17	0	7	9		9	10	19	7,108	125

Number Tested	2008	0	71	87	153	8	67	79	0	81	77	158	41,070
	2009	0	45	40	84	3	22	51	0	38	47	85	30,563
	2010	1	42	81	123	7	64	88	0	64	61	125	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		40.9	54.2	47.7	*	47.1	50.0		48.0	47.6	47.8	65.7	46
	2009		55.6	64.0	60.5	*	70.0	68.4		52.6	66.7	59.1	66.0	44
	2010		64.3	69.0	67.4	*	73.9	76.0		57.9	75.0	67.4	63.5	43
2	2008		88.5	50.0	64.9	*	38.5	51.4		63.6	70.4	66.7	64.0	60
	2009		28.6	55.6	45.0	*	60.0	48.0		38.9	52.2	47.7	60.9	44
	2010	*	37.5	75.9	63.0	*	78.3	61.1		59.1	66.7	63.0	61.4	46
1-2	2008		66.7	51.7	57.4	16.7	41.9	50.9		56.9	60.4	58.5	64.9	106
	2009		43.8	59.6	53.0	*	65.0	56.8		45.9	59.6	53.4	63.5	88
	2010	*	50.0	72.4	65.2	*	76.1	67.2		58.5	70.8	65.2	62.5	89

Number Tested	2008	0	48	58	101	6	43	55	0	58	48	106	27,631
	2009	0	32	52	83	3	40	44	0	37	47	88	27,480
	2010	1	30	58	89	3	46	61	0	41	48	89	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		5	3	8	*	1	1		4	4	8	4,546	46
	2009		6	8	14	*	6	6		4	10	14	4,597	44
	2010		2	7	9	*	6	6		3	6	9	4,129	43
2	2008		14	9	21	*	3	6		13	10	23	2,557	60
	2009		2	5	7	*	5	5		1	6	8	3,822	44
	2010	*	2	14	16	*	11	13		7	9	16	3,776	46
1-2	2008		19	12	29	1	4	7		17	14	31	7,103	106
	2009		8	13	21	*	11	11		5	16	22	8,419	88
	2010	*	4	21	25	*	17	19		10	15	25	7,905	89

Number Tested	2008	0	48	58	101	6	43	55	0	58	48	106	27,631
	2009	0	32	52	83	3	40	44	0	37	47	88	27,480
	2010	1	30	58	89	3	46	61	0	41	48	89	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			79.2	79.2		79.2	78.3		72.7	84.6	79.2	87.0	24
	2009			84.2	84.2		83.3	82.4		77.8	90.0	84.2	88.6	19
	2010			88.2	88.2		88.2	88.2		80.0	100.0	88.2	89.3	17
1	2008		*	70.6	70.6		70.6	70.6		66.7	77.8	72.2	88.0	18
	2009			90.9	90.9		90.9	90.9		100.0	81.8	90.9	88.6	22
	2010			71.4	71.4		71.4	71.4		75.0	69.2	71.4	89.1	21
2	2008			87.5	87.5	*	87.5	86.4		80.0	100.0	87.5	93.4	24
	2009		*	93.8	94.1	*	94.1	94.1		83.3	100.0	94.1	94.0	17
	2010			84.6	84.6	*	84.6	81.8		77.8	*	84.6	93.8	13
K-2	2008		*	80.0	80.0	*	80.0	79.0		74.3	87.1	80.3	89.3	66
	2009		*	89.5	89.7	*	89.5	89.3		88.5	90.6	89.7	90.4	58
	2010			80.4	80.4	*	80.4	79.6		77.8	83.3	80.4	90.7	51

Number Tested	2008	0	1	65	65	3	65	62	0	35	31	66	18,257
	2009	0	1	57	58	2	57	56	0	26	32	58	19,076
	2010	0	0	51	51	1	51	49	0	27	24	51	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			7	7		7	6		3	4	7	3,280	24
	2009			11	11		10	9		5	6	11	3,525	19
	2010			9	9		9	9		5	4	9	3,523	17
1	2008		*	1	1		0	0		1	0	1	2,412	18
	2009			9	9		9	9		4	5	9	2,523	22
	2010			2	2		2	2		0	2	2	2,529	21
2	2008			6	6	*	6	6		2	4	6	2,596	24
	2009		*	2	3	*	3	3		1	2	3	2,909	17
	2010			3	3	*	3	2		3	*	3	3,040	13
K-2	2008		*	14	14	*	13	12		6	8	14	8,288	66
	2009		*	22	23	*	22	21		10	13	23	8,957	58
	2010			14	14	*	14	13		8	6	14	9,092	51

Number Tested	2008	0	1	65	65	3	65	62	0	35	31	66	18,257
	2009	0	1	57	58	2	57	56	0	26	32	58	19,076
	2010	0	0	51	51	1	51	49	0	27	24	51	19,041

PERCENTAGE DEMONSTRATING IMPROVEMENT

Grade	Level 1 in 2009		Level 2 in 2009		Level 3 in 2009		Levels 1-3 in 2009	
	Number Tested Both Years	Percentage Improved in 2010	Number Tested Both Years	Percentage Improved in 2010	Number Tested Both Years	Percentage Improved in 2010	Number Tested Both Years	Percentage Improved in 2010
4	1	0.0	0	-	0	-	1	0.0
5	1	0.0	0	-	0	-	1	0.0
ALL	2	0.0	0	-	0	-	2	0.0

PERFORMANCE IN 2010

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (18)	Beginning	3	16.7	11	61.1	16	88.9	15	83.3	15	83.3
	Intermediate	10	55.6	6	33.3	2	11.1	2	11.1	2	11.1
	Advanced	5	27.8	1	5.6	0	0.0	1	5.6	1	5.6
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (23)	Beginning	6	26.1	11	47.8	21	91.3	22	95.7	22	95.7
	Intermediate	16	69.6	11	47.8	2	8.7	1	4.3	1	4.3
	Advanced	1	4.3	1	4.3	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (24)	Beginning	2	8.3	2	8.3	6	25.0	1	4.2	1	4.2
	Intermediate	2	8.3	5	20.8	13	54.2	7	29.2	7	29.2
	Advanced	9	37.5	13	54.2	3	12.5	8	33.3	9	37.5
	Advanced High	11	45.8	4	16.7	2	8.3	8	33.3	7	29.2
3 (23)	Beginning	0	0.0	0	0.0	3	13.0	0	0.0	0	0.0
	Intermediate	3	13.0	6	26.1	10	43.5	9	39.1	9	39.1
	Advanced	17	73.9	14	60.9	8	34.8	7	30.4	7	30.4
	Advanced High	3	13.0	3	13.0	2	8.7	7	30.4	7	30.4
4 (27)	Beginning	3	11.1	3	11.1	6	22.2	3	11.1	3	11.1
	Intermediate	8	29.6	7	25.9	9	33.3	10	37.0	10	37.0
	Advanced	12	44.4	12	44.4	8	29.6	4	14.8	4	14.8
	Advanced High	4	14.8	5	18.5	4	14.8	10	37.0	10	37.0

PROGRESSION FROM
2009 TO 2010

Number Rated Both Years		2009 Level			
N (%) Progressed	2010 Level	Beg	Int	Adv	Adv High
— — —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High	—	—	—	
23 — 0 (0.0%)	Beginning	22			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	0	
22 — 19 (86.4%)	Beginning	1			
	Intermediate	5	2		
	Advanced	5	2	0	
	Advanced High	3	1	3	
23 — 14 (60.9%)	Beginning	0			
	Intermediate	3	6		
	Advanced	0	4	3	
	Advanced High	1	2	4	
23 — 9 (39.1%)	Beginning	1			
	Intermediate	0	10		
	Advanced	0	1	3	
	Advanced High	0	1	7	

PERFORMANCE IN 2010

Grade	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2010 Level	N	%	N	%	N	%	N	%	N	%
5 (12)	Beginning	1	8.3	0	0.0	1	8.3	1	8.3	1	8.3
	Intermediate	0	0.0	1	8.3	8	66.7	1	8.3	1	8.3
	Advanced	9	75.0	9	75.0	3	25.0	3	25.0	3	25.0
	Advanced High	2	16.7	2	16.7	0	0.0	7	58.3	7	58.3
ALL (127)	Beginning	15	11.8	27	21.3	53	41.7	42	33.1	42	33.1
	Intermediate	39	30.7	36	28.3	44	34.6	30	23.6	30	23.6
	Advanced	53	41.7	50	39.4	22	17.3	23	18.1	24	18.9
	Advanced High	20	15.7	14	11.0	8	6.3	32	25.2	31	24.4

PROGRESSION FROM
2009 TO 2010

Number Rated Both Years		2009 Level			
N (%) Progressed	2010 Level	Beg	Int	Adv	Adv High
<div>12</div> <div>8 (66.7%)</div>	Beginning	1			
	Intermediate	1	0		
	Advanced	0	0	3	
	Advanced High	0	0	7	
<div>103</div> <div>50 (48.5%)</div>	Beginning	25			
	Intermediate	9	19		
	Advanced	5	7	9	
	Advanced High	4	4	21	

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