

Campus Data Packet

for 2010-11 planning

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



ARTHUR KRAMER

School Number 169

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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	43
KN	84
1	101
2	99
3	87
4	80
5	79
ALL	573

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	103	18.0	10	27.8
American Indian	1	0.2	*	*
Asian	11	1.9	*	*
Hispanic	386	67.4	15	41.7
White	72	12.6	11	30.6
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	461	80.5
Limited English proficient students	289	50.4
Special education students	49	8.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	44	3	6.8	0	0.0	1	2.3	40	90.9	0	0.0
	2009	44	1	2.3	0	0.0	0	0.0	42	95.5	1	2.3
	2010	43	2	4.7	0	0.0	2	4.7	38	88.4	1	2.3
KN	2008	101	21	20.8	0	0.0	2	2.0	66	65.3	12	11.9
	2009	91	12	13.2	0	0.0	1	1.1	62	68.1	16	17.6
	2010	84	11	13.1	0	0.0	4	4.8	61	72.6	8	9.5
1	2008	79	11	13.9	0	0.0	1	1.3	56	70.9	11	13.9
	2009	99	18	18.2	0	0.0	3	3.0	67	67.7	11	11.1
	2010	101	12	11.9	0	0.0	1	1.0	70	69.3	18	17.8
2	2008	102	21	20.6	0	0.0	0	0.0	62	60.8	19	18.6
	2009	80	19	23.8	1	1.3	1	1.3	51	63.8	8	10.0
	2010	99	20	20.2	0	0.0	2	2.0	64	64.6	13	13.1
3	2008	83	20	24.1	0	0.0	1	1.2	53	63.9	9	10.8
	2009	89	18	20.2	0	0.0	0	0.0	54	60.7	17	19.1
	2010	87	21	24.1	1	1.1	0	0.0	55	63.2	10	11.5
4	2008	87	10	11.5	0	0.0	0	0.0	59	67.8	18	20.7
	2009	75	20	26.7	0	0.0	1	1.3	46	61.3	8	10.7
	2010	80	18	22.5	0	0.0	1	1.3	52	65.0	9	11.3
5	2008	74	10	13.5	2	2.7	1	1.4	47	63.5	14	18.9
	2009	80	14	17.5	0	0.0	0	0.0	52	65.0	14	17.5
	2010	79	19	24.1	0	0.0	1	1.3	46	58.2	13	16.5
PK-5	2008	570	96	16.8	2	0.4	6	1.1	383	67.2	83	14.6
	2009	558	102	18.3	1	0.2	6	1.1	374	67.0	75	13.4
	2010	573	103	18.0	1	0.2	11	1.9	386	67.4	72	12.6

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	44	41	93.2	38	86.4	0	0.0	0	0.0	44	100.0	0.0
	2009	44	42	95.5	40	90.9	1	2.3	0	0.0	44	100.0	0.0
	2010	43	39	90.7	30	69.8	0	0.0	0	0.0	43	100.0	0.0
KN	2008	101	77	76.2	52	51.5	4	4.0	7	6.9	44	43.6	2.0
	2009	91	64	70.3	49	53.8	7	7.7	6	6.6	54	59.3	2.2
	2010	84	68	81.0	48	57.1	7	8.3	0	0.0	44	52.4	1.2
1	2008	79	60	75.9	43	54.4	3	3.8	14	17.7	14	17.7	8.9
	2009	99	77	77.8	56	56.6	4	4.0	10	10.1	9	9.1	8.1
	2010	101	77	76.2	55	54.5	7	6.9	9	8.9	13	12.9	4.0
2	2008	102	79	77.5	53	52.0	7	6.9	17	16.7	14	13.7	5.9
	2009	80	68	85.0	39	48.8	4	5.0	19	23.8	7	8.8	11.3
	2010	99	78	78.8	55	55.6	7	7.1	14	14.1	12	12.1	0.0
3	2008	83	62	74.7	35	42.2	8	9.6	13	15.7	8	9.6	7.2
	2009	89	67	75.3	46	51.7	7	7.9	24	27.0	7	7.9	2.2
	2010	87	73	83.9	43	49.4	10	11.5	21	24.1	10	11.5	2.3
4	2008	87	61	70.1	23	26.4	2	2.3	21	24.1	9	10.3	2.3
	2009	75	59	78.7	24	32.0	9	12.0	14	18.7	5	6.7	2.7
	2010	80	66	82.5	44	55.0	8	10.0	24	30.0	4	5.0	0.0
5	2008	74	54	73.0	14	18.9	7	9.5	20	27.0	5	6.8	5.4
	2009	80	58	72.5	16	20.0	3	3.8	22	27.5	4	5.0	0.0
	2010	79	60	75.9	14	17.7	10	12.7	16	20.3	13	16.5	0.0
PK-5	2008	570	434	76.1	258	45.3	31	5.4	92	16.1	138	24.2	4.7
	2009	558	435	78.0	270	48.4	35	6.3	95	17.0	130	23.3	4.1
	2010	573	461	80.5	289	50.4	49	8.6	84	14.7	139	24.3	1.2

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	99.2	13,568.1	95.1	95.9	13,004.4	95.8	15	15.1	23.5	88	11,618	88.7	85.6
	2009	91.9	13,515.0	87.7	95.4	12,939.1	95.7	17	18.5	22.5	75	11,501	81.6	85.1
	2010	80.5	13,234.2	76.5	95.0	12,616.4	95.3	21	26.1	21.6	68	11,233	84.5	84.9
1	2008	80.1	14,626.9	77.6	97.0	14,102.7	96.4	13	16.2	21.2	72	12,704	89.9	86.9
	2009	99.9	14,250.8	97.0	97.1	13,719.9	96.3	17	17.0	20.7	89	12,300	89.1	86.3
	2010	100.6	13,848.4	97.0	96.4	13,286.3	95.9	17	16.9	20.2	90	11,978	89.4	86.5
2	2008	99.2	13,708.6	96.5	97.3	13,269.8	96.8	17	17.1	19.7	90	12,043	90.8	87.9
	2009	80.2	13,950.1	77.9	97.2	13,499.0	96.8	15	18.7	18.6	70	12,231	87.3	87.7
	2010	99.4	13,440.8	95.7	96.3	12,947.4	96.3	12	12.1	19.0	91	11,794	91.6	87.7
3	2008	82.3	12,806.9	80.6	97.9	12,425.5	97.0	11	13.4	19.1	78	11,408	94.8	89.1
	2009	90.3	13,095.5	87.7	97.2	12,710.6	97.1	14	15.5	18.3	80	11,634	88.6	88.8
	2010	84.3	13,291.1	81.9	97.1	12,853.9	96.7	13	15.4	17.7	77	11,815	91.3	88.9
4	2008	87.5	12,329.8	85.3	97.5	11,960.3	97.0	8	9.1	19.7	83	10,924	94.9	88.6
	2009	77.4	12,156.4	75.4	97.5	11,789.9	97.0	14	18.1	18.1	71	10,731	91.8	88.3
	2010	81.4	12,299.7	79.2	97.3	11,900.0	96.8	9	11.1	17.2	71	10,987	87.3	89.3
5	2008	73.5	11,874.2	71.5	97.3	11,539.6	97.2	8	10.9	18.8	69	10,608	93.9	89.3
	2009	79.3	11,903.5	77.4	97.6	11,552.9	97.1	13	16.4	17.5	75	10,563	94.6	88.7
	2010	79.8	11,687.8	77.9	97.6	11,310.1	96.8	13	16.3	17.0	73	10,453	91.4	89.4
KN-5	2008	543.0	83,438.7	527.7	97.2	80,606.0	96.6	117	21.5	31.9	523	76,970	96.3	92.2
	2009	540.3	83,476.5	524.0	97.0	80,586.5	96.5	138	25.5	30.9	501	76,517	92.7	91.7
	2010	526.1	77,802.0	508.2	96.6	74,914.0	96.3	85	16.2	18.9	470	68,260	89.3	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	10	27.8
Hispanic	15	41.7
White	11	30.6
Other	0	0.0

Gender	Number	Percentage
Female	29	80.6
Male	7	19.4

TOTAL	36
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AVERAGE NUMBER OF ABSENCES

2008	4.7
2009	7.0
2010	8.2

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	95.9	96.6	100.0	93.5	95.9		96.9	97.9	97.5	86.2	79
	2009	100.0	94.1	95.2	93.8	*	92.3	90.9		91.3	100.0	96.2	87.1	53
	2010	100.0	94.1	100.0	97.1	*	100.0	100.0		93.8	100.0	97.6	85.4	42
4	2008	94.4	90.0	84.6	81.8	*	61.1	65.4		82.1	92.7	87.5	72.1	80
	2009	87.5	100.0	92.7	92.5	87.5	94.7	89.3		92.9	95.2	94.3	75.5	70
	2010	100.0	93.3	95.8	94.3	*	93.8	83.3		94.4	96.6	95.7	77.9	47
5	2008	100.0	87.5	92.7	91.8	*	80.0	82.6		95.1	92.0	93.9	82.9	66
	2009	100.0	91.7	93.6	92.2		83.3	78.9		93.5	95.2	94.5	82.2	73
	2010	100.0	100.0	95.2	96.3	87.5	90.0	88.9		96.4	97.8	97.3	86.1	73
3-5	2008	97.6	94.7	90.8	90.2	84.6	81.4	84.7		91.1	94.7	92.9	80.3	225
	2009	97.3	95.9	93.6	92.6	92.3	90.9	87.0		92.7	96.5	94.9	81.1	196
	2010	100.0	96.1	96.4	95.9	92.9	93.8	91.7		95.2	98.0	96.9	83.4	162

NUMBER TESTED IN GRADES 3-5													
2008	41	38	142	163	13	59	98	0	112	113	225	31,840	
2009	37	49	109	136	13	44	69	0	82	114	196	28,282	
2010	26	51	84	123	14	32	48	0	62	100	162	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	0	0	2	2	0	2	2		1	1	2	1,443	79
	2009	0	1	1	2	*	1	2		2	0	2	981	53
	2010	0	1	0	1	*	0	0		1	0	1	1,039	42
4	2008	1	1	8	10	*	7	9		7	3	10	2,996	80
	2009	1	0	3	4	1	1	3		2	2	4	2,489	70
	2010	0	1	1	2	*	1	2		1	1	2	1,640	47
5	2008	0	1	3	4	*	2	4		2	2	4	1,827	66
	2009	0	1	3	4		2	4		2	2	4	1,874	73
	2010	0	0	2	2	1	1	2		1	1	2	1,427	73
3-5	2008	1	2	13	16	2	11	15		10	6	16	6,266	225
	2009	1	2	7	10	1	4	9		6	4	10	5,344	196
	2010	0	2	3	5	1	2	4		3	2	5	4,106	162

NUMBER TESTED IN GRADES 3-5													
2008	41	38	142	163	13	59	98	0	112	113	225	31,840	
2009	37	49	109	136	13	44	69	0	82	114	196	28,282	
2010	26	51	84	123	14	32	48	0	62	100	162	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	87.3	88.1	88.6	82.0
	2009	87.5	86.3	92.8	89.9
	2010	90.3	86.7	78.6	85.4
4	2008	85.5	83.1	82.7	80.6
	2009	90.2	88.9	82.9	88.4
	2010	86.0	92.0	90.0	86.6
5	2008	83.7	85.4	83.3	82.4
	2009	83.4	82.2	90.1	85.6
	2010	90.0	89.6	88.4	85.2
3-5	2008	85.6	85.5	85.0	81.6
	2009	86.9	85.7	88.2	87.7
	2010	88.9	89.5	86.3	85.7

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	55.6	45.0	22.4	23.7	12.5	12.9	22.4		21.9	38.3	31.6	21.5	79
	2009	93.3	52.9	47.6	40.6	*	38.5	27.3		60.9	63.3	62.3	34.0	53
	2010	50.0	35.3	66.7	52.9	*	100.0	33.3		50.0	53.8	52.4	37.1	42
4	2008	50.0	20.0	15.4	16.4	*	5.6	7.7		17.9	29.3	23.8	14.4	80
	2009	37.5	40.0	26.8	26.4	0.0	15.8	14.3		28.6	33.3	31.4	18.3	70
	2010	75.0	33.3	37.5	28.6	*	25.0	0.0		55.6	34.5	42.6	19.4	47
5	2008	71.4	12.5	22.0	20.4	*	0.0	8.7		31.7	36.0	33.3	16.5	66
	2009	85.7	25.0	27.7	27.5		0.0	10.5		19.4	52.4	38.4	18.3	73
	2010	75.0	42.1	35.7	35.2	12.5	10.0	22.2		42.9	44.4	43.8	23.6	73
3-5	2008	58.5	31.6	19.7	20.2	15.4	8.5	15.3		24.1	34.5	29.3	17.4	225
	2009	78.4	40.8	31.2	30.1	23.1	18.2	17.4		34.1	48.2	42.3	22.5	196
	2010	69.2	37.3	42.9	38.2	21.4	34.4	20.8		48.4	44.0	45.7	26.2	162

NUMBER TESTED IN GRADES 3-5													
2008	41	38	142	163	13	59	98	0	112	113	225	31,840	
2009	37	49	109	136	13	44	69	0	82	114	196	28,282	
2010	26	51	84	123	14	32	48	0	62	100	162	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	100.0	100.0	93.9	94.8	100.0	90.3	93.9		100.0	93.5	96.2	76.6	78
	2009	100.0	82.4	94.4	90.8	*	91.3	89.1		92.1	93.8	93.0	76.8	86
	2010	100.0	88.2	79.6	81.4	66.7	75.0	74.2		80.0	86.0	83.3	78.2	78
4	2008	94.4	100.0	90.7	89.5	*	75.0	78.6		90.0	95.2	92.7	77.9	82
	2009	100.0	100.0	95.2	96.3	100.0	95.0	96.4		96.4	97.7	97.2	78.9	71
	2010	100.0	100.0	87.8	89.8	*	87.8	80.0		93.1	90.7	91.7	81.8	72
5	2008	100.0	87.5	97.5	95.8	*	100.0	95.5		97.5	96.0	96.9	84.0	65
	2009	100.0	92.3	93.8	92.5		83.3	81.0		93.8	95.3	94.7	86.2	75
	2010	100.0	100.0	93.5	94.8	77.8	85.7	85.7		93.3	97.9	96.1	87.7	77
3-5	2008	97.6	97.3	93.7	93.3	91.7	86.7	89.9		95.5	94.7	95.1	79.5	225
	2009	100.0	92.0	94.4	93.0	100.0	91.0	89.4		93.9	95.5	94.8	80.5	232
	2010	100.0	96.1	86.6	88.2	76.5	82.1	79.2		88.3	91.7	90.3	82.3	227

NUMBER TESTED IN GRADES 3-5													
2008	41	37	143	163	12	60	99	0	112	113	225	32,696	
2009	37	50	144	172	12	78	104	0	98	134	232	33,885	
2010	26	51	149	187	17	95	72	0	94	133	227	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	0	0	3	3	0	3	3		0	3	3	2,542	78
	2009	0	3	3	6	*	4	6		3	3	6	2,856	86
	2010	0	2	11	13	2	10	8		7	6	13	2,739	78
4	2008	1	0	5	6	*	5	6		4	2	6	2,436	82
	2009	0	0	2	2	0	1	1		1	1	2	2,263	71
	2010	0	0	6	6	*	5	4		2	4	6	2,101	72
5	2008	0	1	1	2	*	0	1		1	1	2	1,730	65
	2009	0	1	3	4		2	4		2	2	4	1,495	75
	2010	0	0	3	3	2	2	3		2	1	3	1,314	77
3-5	2008	1	1	9	11	1	8	10		5	6	11	6,708	225
	2009	0	4	8	12	0	7	11		6	6	12	6,614	232
	2010	0	2	20	22	4	17	15		11	11	22	6,154	227

NUMBER TESTED IN GRADES 3-5													
2008	41	37	143	163	12	60	99	0	112	113	225	32,696	
2009	37	50	144	172	12	78	104	0	98	134	232	33,885	
2010	26	51	149	187	17	95	72	0	94	133	227	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	92.9	91.5	91.0	85.7	91.0	74.5
	2009	88.0	85.7	92.4	86.2	88.1	79.4
	2010	82.3	80.6	82.3	80.3	86.5	69.1
4	2008	89.7	90.9	83.7	75.4	84.5	78.4
	2009	91.8	87.7	84.0	87.6	91.2	87.3
	2010	90.5	87.5	85.9	84.5	90.3	74.0
5	2008	88.8	85.9	93.2	85.3	90.4	87.1
	2009	90.4	88.2	90.7	85.0	84.7	89.2
	2010	88.8	88.7	90.5	86.8	88.6	84.1
3-5	2008	90.6	89.7	89.0	81.8	88.4	79.6
	2009	90.0	87.1	89.3	86.2	87.9	85.0
	2010	87.1	85.5	86.2	83.9	88.4	75.7

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	55.6	42.1	40.8	41.4	37.5	35.5	40.8		59.4	32.6	43.6	26.3	78
	2009	73.3	29.4	33.3	30.8	*	30.4	29.1		44.7	35.4	39.5	28.8	86
	2010	66.7	11.8	29.6	27.1	33.3	25.0	16.1		34.3	25.6	29.5	21.3	78
4	2008	55.6	10.0	29.6	24.6	*	15.0	14.3		27.5	38.1	32.9	23.8	82
	2009	37.5	55.0	47.6	48.1	50.0	45.0	42.9		46.4	51.2	49.3	31.4	71
	2010	87.5	40.0	34.7	32.2	*	34.1	15.0		55.2	32.6	41.7	29.1	72
5	2008	92.9	25.0	47.5	43.8	*	11.1	22.7		65.0	36.0	53.8	31.9	65
	2009	78.6	15.4	68.8	52.8		50.0	38.1		59.4	62.8	61.3	37.9	75
	2010	91.7	68.4	37.0	46.6	33.3	14.3	23.8		53.3	53.2	53.2	34.5	77
3-5	2008	68.3	29.7	38.5	36.2	33.3	25.0	29.3		50.0	35.4	42.7	27.3	225
	2009	67.6	36.0	49.3	43.0	58.3	37.2	34.6		50.0	49.3	49.6	32.5	232
	2010	84.6	41.2	33.6	34.8	35.3	27.4	18.1		46.8	37.6	41.4	27.9	227


NUMBER TESTED IN GRADES 3-5													
2008	41	37	143	163	12	60	99	0	112	113	225	32,696	
2009	37	50	144	172	12	78	104	0	98	134	232	33,885	
2010	26	51	149	187	17	95	72	0	94	133	227	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	94.4	100.0	88.7	87.5	*	73.7	77.8		85.0	97.6	91.4	87.4	81
	2009	100.0	100.0	97.6	98.1	85.7	94.7	96.3		96.3	100.0	98.6	87.4	69
	2010	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	89.8	46

NUMBER TESTED IN GRADE 4													
2008	18	10	53	56	2	19	27	0	40	41	81	10,658	
2009	7	20	41	52	7	19	27	0	27	42	69	10,032	
2010	8	15	23	34	2	15	12	0	17	29	46	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	1	0	6	7	*	5	6		6	1	7	1,348	81
	2009	0	0	1	1	1	1	1		1	0	1	1,264	69
	2010	0	0	0	0	*	0	0		0	0	0	744	46

NUMBER TESTED IN GRADE 4													
2008	18	10	53	56	2	19	27	0	40	41	81	10,658	
2009	7	20	41	52	7	19	27	0	27	42	69	10,032	
2010	8	15	23	34	2	15	12	0	17	29	46	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	2.3	88.6	84.1	88.3	90.7
	2009	2.5	90.9	89.5	91.1	95.7
	2010	2.5	86.4	88.9	90.2	90.5

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	61.1	20.0	28.3	26.8	*	5.3	3.7		20.0	48.8	34.6	21.4	81
	2009	57.1	50.0	31.7	38.5	42.9	15.8	29.6		44.4	38.1	40.6	21.0	69
	2010	50.0	33.3	39.1	35.3	*	33.3	0.0		41.2	37.9	39.1	23.8	46

NUMBER TESTED IN GRADE 4													
2008	18	10	53	56	2	19	27	0	40	41	81	10,658	
2009	7	20	41	52	7	19	27	0	27	42	69	10,032	
2010	8	15	23	34	2	15	12	0	17	29	46	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	100.0	75.0	92.5	89.6	*	66.7	81.8		95.0	88.0	92.3	71.9	65
	2009	100.0	76.9	89.6	84.9		83.3	66.7		87.5	90.7	89.3	75.1	75
	2010	100.0	94.7	84.1	85.7	87.5	66.7	68.4		86.2	91.3	89.3	81.4	75

NUMBER TESTED IN GRADE 5													
2008	14	8	40	48	2	9	22	0	40	25	65	10,686	
2009	14	13	48	53	0	12	21	0	32	43	75	10,675	
2010	12	19	44	56	8	12	19	0	29	46	75	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	0	2	3	5	*	3	4		2	3	5	3,005	65
	2009	0	3	5	8		2	7		4	4	8	2,656	75
	2010	0	1	7	8	1	4	6		4	4	8	1,965	75

NUMBER TESTED IN GRADE 5													
2008	14	8	40	48	2	9	22	0	40	25	65	10,686	
2009	14	13	48	53	0	12	21	0	32	43	75	10,675	
2010	12	19	44	56	8	12	19	0	29	46	75	10,576	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	91.0	92.0	89.4	80.0
	2009	90.1	91.6	88.3	71.7
	2010	89.3	89.8	87.4	80.7

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	92.9	25.0	42.5	39.6	*	11.1	27.3		65.0	28.0	50.8	24.8	65
	2009	71.4	23.1	33.3	26.4		8.3	19.0		40.6	37.2	38.7	28.7	75
	2010	66.7	42.1	38.6	37.5	37.5	16.7	10.5		41.4	45.7	44.0	32.8	75

NUMBER TESTED IN GRADES 5													
2008	14	8	40	48	2	9	22	0	40	25	65	10,686	
2009	14	13	48	53	0	12	21	0	32	43	75	10,675	
2010	12	19	44	56	8	12	19	0	29	46	75	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			100.0	100.0		100.0	100.0		100.0	100.0	100.0	89.4	32
	2010			85.3	85.3		84.8	63.6		77.8	93.8	85.3	84.5	34
4	2008			*	*		*	*			*	*	67.0	1
	2009			*	*		*	*		*	*	*	72.7	3
	2010			96.2	96.0		96.2	87.5		100.0	93.3	96.2	84.4	26
5	2008												70.6	0
	2009			*	*		*	*			*	*	79.7	1
	2010			*	*		*	*		*	*	*	80.3	2
ALL	2008			*	*		*	*			*	*	—	1
	2009			97.2	97.2		97.2	97.1		94.1	100.0	97.2	—	36
	2010			90.3	90.2		90.2	75.0		86.7	93.8	90.3	—	62

NUMBER TESTED IN GRADES ALL													
2008	0	0	1	1	0	1	1	0	0	1	1	—	
2009	0	0	36	36	0	36	35	0	17	19	36	—	
2010	0	0	62	61	0	61	20	0	30	32	62	—	

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			0	0		0	0		0	0	0	514	32
	2010			5	5		5	4		4	1	5	863	34
4	2008			*	*		*	*			*	*	215	1
	2009			*	*		*	*		*	*	*	268	3
	2010			1	1		1	1		0	1	1	651	26
5	2008												65	0
	2009			*	*		*	*			*	*	86	1
	2010			*	*		*	*		*	*	*	120	2
ALL	2008			*	*		*	*			*	*	—	1
	2009			1	1		1	1		1	0	1	—	36
	2010			6	6		6	5		4	2	6	—	62

NUMBER TESTED IN GRADES ALL													
2008	0	0	1	1	0	1	1	0	0	1	1	—	
2009	0	0	36	36	0	36	35	0	17	19	36	—	
2010	0	0	62	61	0	61	20	0	30	32	62	—	

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	81.9	95.1	88.0	81.6
	2010	78.2	84.0	79.9	77.6
4	2008	*	*	*	*
	2009	*	*	*	*
	2010	78.5	84.1	82.4	85.0
5	2008				
	2009	*	*	*	*
	2010	*	*	*	*
ALL	2008	*	*	*	*
	2009	81.6	93.6	86.2	79.8
	2010	78.2	84.4	81.0	80.4

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			40.6	40.6		40.6	40.6		43.8	37.5	40.6	30.4	32
	2010			41.2	41.2		39.4	18.2		44.4	37.5	41.2	39.6	34
4	2008			*	*		*	*			*	*	13.5	1
	2009			*	*		*	*		*	*	*	19.9	3
	2010			30.8	28.0		30.8	12.5		45.5	20.0	30.8	34.4	26
5	2008												19.9	0
	2009			*	*		*	*			*	*	14.1	1
	2010			*	*		*	*		*	*	*	21.2	2
ALL	2008			*	*		*	*			*	*	—	1
	2009			38.9	38.9		38.9	37.1		41.2	36.8	38.9	—	36
	2010			35.5	34.4		34.4	15.0		43.3	28.1	35.5	—	62


NUMBER TESTED IN ALL GRADES													
2008	0	0	1	1	0	1	1	0	0	0	1	1	—
2009	0	0	36	36	0	36	35	0	17	19	36	—	
2010	0	0	62	61	0	61	20	0	30	32	62	—	

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	1
	2009			*	*		*				*	*	87.1	1
	2010			96.2	96.0		96.2	87.5		100.0	92.9	96.2	93.7	26

NUMBER TESTED IN GRADE 4													
2008	0	0	1	1	0	1	1	0	0	0	1	1	667
2009	0	0	1	1	0	1	0	0	0	0	1	1	981
2010	0	0	26	25	0	26	8	0	12	14	26	26	4,216

 Shaded cells indicate percentages below 70 percent, the 2011 AELS 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	1
	2009			*	*		*				*	*	127	1
	2010			1	1		1	1		0	1	1	266	26

NUMBER TESTED IN GRADE 4													
2008	0	0	1	1	0	1	1	0	0	0	1	1	667
2009	0	0	1	1	0	1	0	0	0	0	1	1	981
2010	0	0	26	25	0	26	8	0	12	14	26	26	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	2.5	84.6	87.0	90.4	82.2

¹Average rating on w ritten 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	1
	2009			*	*		*				*	*	20.4	1
	2010			34.6	32.0		34.6	12.5		41.7	28.6	34.6	30.4	26

NUMBER TESTED IN GRADE 4													
2008	0	0	1	1	0	1	1	0	0	0	1	1	667
2009	0	0	1	1	0	1	0	0	0	0	1	1	981
2010	0	0	26	25	0	26	8	0	12	14	26	26	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	1
	2009	*	*	*	*	*		*		*		*	87.7	4
	2010	*	*	*	*	83.3	*	*		*	*	83.3	81.1	6
4	2008			*	*	*	*	*		*		*	70.7	1
	2009			*	*	*	*	*		*		*	71.8	1
	2010	*	*	*	*	*	*	*		*		*	75.8	3
5	2008		*	*	*	*	*	*		*	*	*	73.3	4
	2009		*	*	*	*	*	*		*		*	80.3	3
	2010	*		*	*	*	*	*		*	*	*	93.9	2
3-5	2008		*	*	*	33.3	*	*		*	*	33.3	73.7	6
	2009	*	*	*	33.3	37.5	*	*		37.5		37.5	79.2	8
	2010	*	*	*	100.0	90.9	*	85.7		87.5	*	90.9	84.8	11

NUMBER TESTED IN GRADES 3-5													
2008	0	2	4	3	6	3	5	0	5	1	6	1,807	
2009	2	2	4	6	8	3	4	0	8	0	8	1,867	
2010	4	3	4	7	11	3	7	0	8	3	11	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	1
	2009	*	*	*	*	*		*		*		*	60	4
	2010	*	*	*	*	1	*	*		*	*	1	96	6
4	2008			*	*	*	*	*		*		*	181	1
	2009			*	*	*	*	*		*		*	192	1
	2010	*	*	*	*	*	*	*		*		*	126	3
5	2008		*	*	*	*	*	*		*	*	*	179	4
	2009		*	*	*	*	*	*		*		*	137	3
	2010	*		*	*	*	*	*		*	*	*	44	2
3-5	2008		*	*	*	4	*	*		*	*	4	476	6
	2009	*	*	*	4	5	*	*		5		5	389	8
	2010	*	*	*	0	1	*	1		1	*	1	266	11

NUMBER TESTED IN GRADES 3-5													
2008	0	2	4	3	6	3	5	0	5	1	6	1,807	
2009	2	2	4	6	8	3	4	0	8	0	8	1,867	
2010	4	3	4	7	11	3	7	0	8	3	11	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	56.4	72.2	60.0	69.4
4	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
5	2008	*	*	*	*
	2009	*	*	*	*
	2010	*	*	*	*
3-5	2008	37.4	47.2	41.7	40.0
	2009	48.6	56.3	47.1	51.7
	2010	64.4	74.2	61.5	66.2

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			*	*	*	*	*		*		*	10.8	1
	2009	*	*	*	*	*		*		*		*	16.2	4
	2010	*	*	*	*	0.0	*	*		*	*	0.0	19.1	6
4	2008			*	*	*	*	*		*		*	9.7	1
	2009			*	*	*	*	*		*		*	8.9	1
	2010	*	*	*	*	*	*	*		*		*	15.2	3
5	2008		*	*	*	*	*	*		*	*	*	14.9	4
	2009		*	*	*	*	*	*		*		*	14.1	3
	2010	*		*	*	*	*	*		*	*	*	15.4	2
3-5	2008		*	*	*	0.0	*	*		*	*	0.0	12.0	6
	2009	*	*	*	0.0	0.0	*	*		0.0		0.0	12.7	8
	2010	*	*	*	0.0	0.0	*	0.0		0.0	*	0.0	16.4	11

NUMBER TESTED IN GRADES 3-5													
2008	0	2	4	3	6	3	5	0	5	1	6	1,807	
2009	2	2	4	6	8	3	4	0	8	0	8	1,867	
2010	4	3	4	7	11	3	7	0	8	3	11	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	1
	2009	*				*				*		*	81.2	1
	2010	*	*		*	*		*		*	*	*	78.3	4
4	2008			*	*	*	*	*		*		*	69.1	1
	2009			*	*	*	*	*		*		*	75.8	1
	2010	*	*	*	*	*	*	*		*		*	80.6	3
5	2008		*	*	*	*	*	*		*	*	*	64.0	5
	2009		*	*	*	*	*	*		*		*	80.2	3
	2010	*			*	*		*		*		*	86.4	1
3-5	2008		*	*	*	14.3	*	16.7		16.7	*	14.3	69.4	7
	2009	*	*	*	*	*	*	*		*		*	78.8	5
	2010	*	*	*	*	75.0	*	*		85.7	*	75.0	82.4	8

NUMBER TESTED IN GRADES 3-5													
2008	0	2	5	4	7	4	6	0	6	1	7	1,730	
2009	1	1	3	4	5	3	3	0	5	0	5	1,743	
2010	4	3	1	4	8	1	4	0	7	1	8	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	1
	2009	*				*				*		*	85	1
	2010	*	*		*	*		*		*	*	*	102	4
4	2008			*	*	*	*	*		*		*	173	1
	2009			*	*	*	*	*		*		*	157	1
	2010	*	*	*	*	*	*	*		*		*	92	3
5	2008		*	*	*	*	*	*		*	*	*	227	5
	2009		*	*	*	*	*	*		*		*	127	3
	2010	*			*	*		*		*		*	91	1
3-5	2008		*	*	*	6	*	5		5	*	6	529	7
	2009	*	*	*	*	*	*	*		*		*	369	5
	2010	*	*	*	*	2	*	*		1	*	2	285	8

NUMBER TESTED IN GRADES 3-5													
2008	0	2	5	4	7	4	6	0	6	1	7	7	1,730
2009	1	1	3	4	5	3	3	0	5	0	5	5	1,743
2010	4	3	1	4	8	1	4	0	7	1	8	8	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	41.7	39.0	24.8	42.9	38.1	35.7
	2009	*	*	*	*	*	*
	2010	76.0	59.6	65.8	67.9	66.7	60.0

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	1
	2009	*				*				*		*	22.3	1
	2010	*	*		*	*		*		*	*	*	13.4	4
4	2008			*	*	*	*	*		*		*	14.3	1
	2009			*	*	*	*	*		*		*	14.0	1
	2010	*	*	*	*	*	*	*		*		*	20.2	3
5	2008		*	*	*	*	*	*		*	*	*	14.0	5
	2009		*	*	*	*	*	*		*		*	17.2	3
	2010	*			*	*		*		*		*	18.9	1
3-5	2008		*	*	*	0.0	*	0.0		0.0	*	0.0	14.7	7
	2009	*	*	*	*	*	*	*		*		*	17.3	5
	2010	*	*	*	*	25.0	*	*		28.6	*	25.0	17.7	8

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

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	15.4	69.4	58.1	57.6	62
	2009	22.2	68.8	58.5	41.9	41
	2010	8.3	64.0	45.9	40.0	37
1	2008	50.0	74.2	69.2	50.2	39
	2009	46.7	84.2	73.6	54.2	53
	2010	16.7	70.6	56.5	55.2	46
2	2008	53.6	93.1	73.7	50.2	57
	2009	43.5	75.0	59.6	47.9	47
	2010	40.9	90.3	69.8	48.6	53
1-2	2008	52.8	83.3	71.9	50.2	96
	2009	44.7	80.6	67.0	51.0	100
	2010	32.4	80.0	63.6	51.9	99

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	31.4	58.8	45.1	44.9	102
	2009	47.2	69.4	56.2	52.8	89
	2010	42.9	72.4	52.9	51.2	85
1	2008	64.3	69.7	66.7	55.5	75
	2009	40.0	84.2	71.7	50.4	53
	2010	41.5	71.4	52.0	48.8	100
2	2008	50.7	87.5	62.6	57.5	99
	2009	52.2	70.8	61.7	53.2	47
	2010	38.2	90.6	55.0	54.6	100
K-2	2008	48.1	69.8	57.2	52.7	276
	2009	47.3	75.5	61.9	52.3	189
	2010	40.7	78.1	53.3	51.5	285

Number Tested	2008	49	109	158	21,817	
	2009	47	94	141	21,148	
	2010	46	90	136	20,804	

Number Tested	2008	160	116	276	41,070	
	2009	91	98	189	30,563	
	2010	189	96	285	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	83.3	57.1	48.1	52.6	*	23.1	15.4		53.1	63.3	58.1	57.6	62
	2009	82.4	40.0	46.2	27.8	*	*	22.2		52.4	65.0	58.5	41.9	41
	2010	75.0	30.0	33.3	21.7	*	*	8.3		27.8	63.2	45.9	40.0	37
1	2008	87.5	72.7	57.9	64.0	*	50.0	50.0		53.8	76.9	69.2	50.2	39
	2009	81.8	61.1	76.2	68.8	*	60.0	46.7		67.9	80.0	73.6	54.2	53
	2010	76.5	41.7	43.8	39.1	*	*	16.7		63.2	51.9	56.5	55.2	46
2	2008	100.0	61.9	61.1	60.0	*	46.2	53.6		76.9	71.0	73.7	50.2	57
	2009	71.4	38.9	70.0	51.4	*	62.5	43.5		50.0	65.5	59.6	47.9	47
	2010	84.6	57.9	73.7	60.6	*	33.3	40.9		64.3	76.0	69.8	48.6	53
1-2	2008	96.2	65.6	59.5	61.7	33.3	47.6	52.8		69.2	73.7	71.9	50.2	96
	2009	77.8	50.0	73.2	59.4	*	61.1	44.7		60.9	72.2	67.0	51.0	100
	2010	80.0	51.6	60.0	51.8	14.3	30.8	32.4		63.8	63.5	63.6	51.9	99

Number Tested	2008	38	53	64	98	9	34	49	0	71	87	158	21,817
	2009	35	46	54	87	7	19	47	0	67	74	141	21,148
	2010	38	41	50	79	11	17	46	0	65	71	136	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	6	5	1	6	*	0	0		9	3	12	1,687	62
	2009	5	0	2	2	*	*	0		4	3	7	771	41
	2010	2	1	1	2	*	*	0		1	4	5	758	37
1	2008	6	4	5	6	*	0	0		4	11	15	1,555	39
	2009	6	4	8	9	*	1	3		7	13	20	1,659	53
	2010	12	5	2	5	*	*	0		10	10	20	1,729	46
2	2008	10	6	3	6	*	1	1		9	10	19	1,065	57
	2009	4	2	2	4	*	0	2		2	7	9	1,027	47
	2010	4	3	4	3	*	0	1		5	6	11	954	53
1-2	2008	16	10	8	12	1	1	1		13	21	34	2,620	96
	2009	10	6	10	13	*	1	5		9	20	29	2,688	100
	2010	16	8	6	8	1	0	1		15	16	31	2,683	99

Number Tested	2008	38	53	64	98	9	34	49	0	71	87	158	21,817
	2009	35	46	54	87	7	19	47	0	67	74	141	21,148
	2010	38	41	50	79	11	17	46	0	65	71	136	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	91.7	38.1	37.3	38.5	*	30.2	31.4		42.9	47.8	45.1	44.9	102
	2009	88.2	36.4	51.7	46.0	0.0	51.1	47.2		51.0	62.5	56.2	52.8	89
	2010	87.5	36.4	51.6	44.9	42.9	39.6	42.9		53.8	52.2	52.9	51.2	85
1	2008	87.5	63.6	63.6	63.8	*	64.3	64.3		72.4	63.0	66.7	55.5	75
	2009	100.0	50.0	71.4	56.3	*	40.0	40.0		64.3	80.0	71.7	50.4	53
	2010	77.8	50.0	44.9	44.7	28.6	43.6	41.5		52.0	52.0	52.0	48.8	100
2	2008	94.4	81.0	46.7	53.2	*	43.4	50.7	*	64.6	60.8	62.6	57.5	99
	2009	85.7	38.9	75.0	59.5	*	75.0	52.2		50.0	69.0	61.7	53.2	47
	2010	84.6	60.0	47.7	46.8	0.0	36.4	38.2		50.9	59.6	55.0	54.6	100
K-2	2008	92.1	60.4	48.4	50.7	45.5	44.6	48.1	*	57.1	57.3	57.2	52.7	276
	2009	91.4	42.6	60.4	52.3	11.1	52.3	47.3		54.7	69.1	61.9	52.3	189
	2010	82.1	51.2	48.0	45.5	23.8	39.9	40.7		52.1	54.5	53.3	51.5	285

Number Tested	2008	38	53	182	213	11	148	160	1	133	143	276	41,070
	2009	35	47	101	132	9	65	91	0	95	94	189	30,563
	2010	39	43	196	224	21	158	189	0	142	143	285	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	7	3	12	15	*	9	9		13	10	23	2,788	102
	2009	8	1	8	7	0	5	5		7	10	17	2,455	89
	2010	4	2	7	6	1	4	5		5	8	13	2,358	85
1	2008	5	3	17	19	*	14	14		9	16	25	2,800	75
	2009	7	4	8	9	*	0	2		10	10	20	1,577	53
	2010	11	3	6	9	2	5	6		11	10	21	2,266	100
2	2008	16	8	10	15	*	8	14	*	20	14	34	2,912	99
	2009	3	3	5	8	*	1	2		4	8	12	1,686	47
	2010	6	3	9	7	0	3	4		8	10	18	2,484	100
K-2	2008	28	14	39	49	1	31	37	*	42	40	82	8,500	276
	2009	18	8	21	24	1	6	9		21	28	49	5,718	189
	2010	21	8	22	22	3	12	15		24	28	52	7,108	285

Number Tested	2008	38	53	182	213	11	148	160	1	133	143	276	41,070
	2009	35	47	101	132	9	65	91	0	95	94	189	30,563
	2010	39	43	196	224	21	158	189	0	142	143	285	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	87.5	66.7	78.2	78.0	*	76.2	76.2		82.8	74.5	77.6	65.7	76
	2009	66.7	62.5	82.0	80.6	*	82.4	81.3		75.6	79.5	76.3	66.0	97
	2010	88.2	58.3	57.1	57.1	33.3	58.2	54.7		65.3	60.8	63.0	63.5	100
2	2008	94.4	81.0	61.7	64.9	*	60.4	67.2	*	72.9	70.6	71.7	64.0	99
	2009	*	50.0	63.3	62.1	*	60.5	61.0		56.7	64.3	60.3	60.9	78
	2010	69.2	55.0	60.0	54.4	0.0	52.7	48.5		50.9	70.2	60.0	61.4	100
1-2	2008	92.3	75.8	69.6	70.6	42.9	67.4	70.6	*	76.6	72.4	74.3	64.9	175
	2009	71.4	56.3	73.6	72.0	*	73.0	71.9		68.0	72.1	69.1	63.5	175
	2010	80.0	56.3	58.5	55.8	15.4	55.5	51.5		57.8	65.3	61.5	62.5	200

Number Tested	2008	26	33	115	136	7	95	109	1	77	98	175	27,631
	2009	14	32	110	125	5	89	89	0	75	86	175	27,480
	2010	30	32	135	156	13	110	132	0	102	98	200	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	7	23	28	*	18	18		15	20	35	4,546	76
	2009	5	5	26	29	*	20	20		16	22	40	4,597	97
	2010	9	3	18	21	2	15	17		22	9	31	4,129	100
2	2008	10	9	8	13	*	8	14	*	16	11	27	2,557	99
	2009	*	3	17	18	*	12	12		4	19	23	3,822	78
	2010	6	4	17	15	0	9	11		13	14	27	3,776	100
1-2	2008	15	16	31	41	1	26	32	*	31	31	62	7,103	175
	2009	8	8	43	47	*	32	32		20	41	63	8,419	175
	2010	15	7	35	36	2	24	28		35	23	58	7,905	200

Number Tested	2008	26	33	115	136	7	95	109	1	77	98	175	27,631
	2009	14	32	110	125	5	89	89	0	75	86	175	27,480
	2010	30	32	135	156	13	110	132	0	102	98	200	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			94.4	94.4	*	94.4	94.1		90.5	100.0	94.4	87.0	36
	2009		*	91.3	88.6	*	88.9	88.4		85.2	95.0	89.4	88.6	47
	2010		*	76.6	73.9	*	75.0	75.0		66.7	81.5	75.0	89.3	48
1	2008			86.1	87.9		85.7	87.9		93.3	81.0	86.1	88.0	36
	2009			81.8	83.7	*	81.8	82.9		76.2	87.0	81.8	88.6	44
	2010			77.3	77.3	*	78.0	78.6		75.0	80.0	77.3	89.1	44
2	2008			95.2	95.2	*	95.0	94.9	*	95.5	95.0	95.2	93.4	42
	2009			96.8	96.8		96.8	96.8		93.8	100.0	96.8	94.0	31
	2010			89.1	88.9	*	88.9	88.9		79.2	100.0	89.1	93.8	46
K-2	2008			92.1	92.8	*	91.9	92.5	*	93.1	91.1	92.1	89.3	114
	2009		*	89.3	89.0	*	88.3	88.7		84.4	93.1	88.5	90.4	122
	2010		*	81.0	80.0	22.2	80.8	80.9		73.9	87.0	80.4	90.7	138

Number Tested	2008	0	0	114	111	2	111	106	1	58	56	114	18,257
	2009	0	1	121	118	3	120	115	0	64	58	122	19,076
	2010	0	1	137	135	9	130	131	0	69	69	138	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			17	17	*	17	17		9	8	17	3,280	36
	2009		*	24	22	*	22	21		11	13	24	3,525	47
	2010		*	17	15	*	15	15		8	9	17	3,523	48
1	2008			13	11		12	12		7	6	13	2,412	36
	2009			9	9	*	9	9		4	5	9	2,523	44
	2010			18	18	*	16	17		7	11	18	2,529	44
2	2008			14	14	*	13	12	*	10	4	14	2,596	42
	2009			13	13		13	13		6	7	13	2,909	31
	2010			16	15	*	16	16		8	8	16	3,040	46
K-2	2008			44	42	*	42	41	*	26	18	44	8,288	114
	2009		*	46	44	*	44	43		21	25	46	8,957	122
	2010		*	51	48	1	47	48		23	28	51	9,092	138

Number Tested	2008	0	0	114	111	2	111	106	1	58	56	114	18,257
	2009	0	1	121	118	3	120	115	0	64	58	122	19,076
	2010	0	1	137	135	9	130	131	0	69	69	138	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	2	100.0	2	0.0	0	-	4	50.0
ALL	3	66.7	2	0.0	0	-	5	40.0

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (48)	Beginning	19	39.6	16	33.3	28	58.3	33	68.8	33	68.8
	Intermediate	18	37.5	22	45.8	14	29.2	9	18.8	10	20.8
	Advanced	5	10.4	6	12.5	1	2.1	2	4.2	1	2.1
	Advanced High	6	12.5	4	8.3	5	10.4	4	8.3	4	8.3
1 (54)	Beginning	21	38.9	33	61.1	35	64.8	34	63.0	34	63.0
	Intermediate	24	44.4	10	18.5	13	24.1	13	24.1	13	24.1
	Advanced	3	5.6	7	13.0	5	9.3	6	11.1	6	11.1
	Advanced High	6	11.1	4	7.4	1	1.9	1	1.9	1	1.9
2 (55)	Beginning	6	10.9	10	18.2	13	23.6	5	9.1	5	9.1
	Intermediate	18	32.7	18	32.7	19	34.5	14	25.5	15	27.3
	Advanced	21	38.2	21	38.2	20	36.4	24	43.6	23	41.8
	Advanced High	10	18.2	6	10.9	3	5.5	12	21.8	12	21.8
3 (44)	Beginning	5	11.4	9	20.5	13	29.5	1	2.3	1	2.3
	Intermediate	20	45.5	18	40.9	17	38.6	9	20.5	10	22.7
	Advanced	14	31.8	14	31.8	7	15.9	11	25.0	16	36.4
	Advanced High	5	11.4	3	6.8	7	15.9	23	52.3	17	38.6
4 (45)	Beginning	2	4.4	2	4.4	2	4.4	1	2.2	1	2.2
	Intermediate	2	4.4	2	4.4	6	13.3	5	11.1	5	11.1
	Advanced	23	51.1	23	51.1	25	55.6	15	33.3	15	33.3
	Advanced High	18	40.0	18	40.0	12	26.7	24	53.3	24	53.3

**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	-	-	-	
51 13 (25.5%)	Beginning	33			
	Intermediate	9	3		
	Advanced	2	1	2	
	Advanced High	0	1	0	
50 31 (62.0%)	Beginning	3			
	Intermediate	10	5		
	Advanced	2	8	11	
	Advanced High	1	5	5	
36 29 (80.6%)	Beginning	1			
	Intermediate	7	3		
	Advanced	0	7	3	
	Advanced High	0	1	14	
41 27 (65.9%)	Beginning	0			
	Intermediate	1	3		
	Advanced	0	3	11	
	Advanced High	0	0	23	

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
5 (15)	Beginning	2	13.3	2	13.3	3	20.0	3	20.0	3	20.0
	Intermediate	1	6.7	3	20.0	3	20.0	1	6.7	1	6.7
	Advanced	3	20.0	5	33.3	6	40.0	1	6.7	1	6.7
	Advanced High	9	60.0	5	33.3	3	20.0	10	66.7	10	66.7
ALL (261)	Beginning	55	21.1	72	27.6	94	36.0	77	29.5	77	29.5
	Intermediate	83	31.8	73	28.0	72	27.6	51	19.5	54	20.7
	Advanced	69	26.4	76	29.1	64	24.5	59	22.6	62	23.8
	Advanced High	54	20.7	40	15.3	31	11.9	74	28.4	68	26.1

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
13 11 (84.6%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	1	0	
	Advanced High	1	1	8	
192 111 (57.8%)	Beginning	39			
	Intermediate	27	15		
	Advanced	4	20	27	
	Advanced High	2	8	50	

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