

Campus Data Packet

for 2010-11 planning

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



ROBERT E. LEE

School Number 174

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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	42
KN	43
1	42
2	42
3	43
4	32
5	38
ALL	282

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	32	11.3	3	14.3
American Indian	3	1.1	*	*
Asian	6	2.1	*	*
Hispanic	205	72.7	7	33.3
White	36	12.8	11	52.4
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	220	78.0
Limited English proficient students	84	29.8
Special education students	36	12.8

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	31	1	3.2	0	0.0	0	0.0	27	87.1	3	9.7
	2009	34	5	14.7	0	0.0	0	0.0	25	73.5	4	11.8
	2010	42	9	21.4	0	0.0	1	2.4	27	64.3	5	11.9
KN	2008	41	2	4.9	0	0.0	2	4.9	29	70.7	8	19.5
	2009	45	3	6.7	0	0.0	1	2.2	32	71.1	9	20.0
	2010	43	7	16.3	0	0.0	2	4.7	26	60.5	8	18.6
1	2008	44	1	2.3	0	0.0	0	0.0	34	77.3	9	20.5
	2009	40	5	12.5	0	0.0	1	2.5	31	77.5	3	7.5
	2010	42	3	7.1	1	2.4	1	2.4	31	73.8	6	14.3
2	2008	38	4	10.5	0	0.0	1	2.6	30	78.9	3	7.9
	2009	46	3	6.5	0	0.0	0	0.0	37	80.4	6	13.0
	2010	42	5	11.9	0	0.0	1	2.4	31	73.8	5	11.9
3	2008	39	3	7.7	0	0.0	0	0.0	35	89.7	1	2.6
	2009	34	2	5.9	0	0.0	1	2.9	29	85.3	2	5.9
	2010	43	3	7.0	1	2.3	0	0.0	32	74.4	7	16.3
4	2008	33	1	3.0	0	0.0	0	0.0	30	90.9	2	6.1
	2009	42	4	9.5	0	0.0	0	0.0	36	85.7	2	4.8
	2010	32	1	3.1	0	0.0	1	3.1	27	84.4	3	9.4
5	2008	37	5	13.5	0	0.0	0	0.0	27	73.0	5	13.5
	2009	32	2	6.3	0	0.0	0	0.0	29	90.6	1	3.1
	2010	38	4	10.5	1	2.6	0	0.0	31	81.6	2	5.3
PK-5	2008	267	18	6.7	0	0.0	4	1.5	212	79.4	33	12.4
	2009	277	24	8.7	0	0.0	3	1.1	221	79.8	29	10.5
	2010	282	32	11.3	3	1.1	6	2.1	205	72.7	36	12.8

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	31	29	93.5	13	41.9	3	9.7	0	0.0	29	93.5	0.0
	2009	34	31	91.2	12	35.3	3	8.8	0	0.0	34	100.0	0.0
	2010	42	32	76.2	14	33.3	4	9.5	0	0.0	40	95.2	0.0
KN	2008	41	31	75.6	14	34.1	9	22.0	0	0.0	13	31.7	0.0
	2009	45	27	60.0	8	17.8	6	13.3	2	4.4	19	42.2	2.2
	2010	43	34	79.1	13	30.2	6	14.0	4	9.3	14	32.6	2.3
1	2008	44	30	68.2	9	20.5	4	9.1	2	4.5	3	6.8	4.5
	2009	40	34	85.0	14	35.0	5	12.5	2	5.0	5	12.5	2.5
	2010	42	30	71.4	11	26.2	8	19.0	3	7.1	2	4.8	4.8
2	2008	38	30	78.9	15	39.5	2	5.3	8	21.1	5	13.2	2.6
	2009	46	34	73.9	14	30.4	5	10.9	3	6.5	7	15.2	4.3
	2010	42	36	85.7	13	31.0	4	9.5	4	9.5	3	7.1	7.1
3	2008	39	32	82.1	19	48.7	4	10.3	7	17.9	3	7.7	0.0
	2009	34	28	82.4	15	44.1	4	11.8	7	20.6	2	5.9	8.8
	2010	43	31	72.1	11	25.6	5	11.6	5	11.6	3	7.0	0.0
4	2008	33	27	81.8	4	12.1	2	6.1	6	18.2	1	3.0	0.0
	2009	42	35	83.3	17	40.5	6	14.3	8	19.0	3	7.1	0.0
	2010	32	25	78.1	14	43.8	3	9.4	8	25.0	3	9.4	0.0
5	2008	37	27	73.0	3	8.1	7	18.9	8	21.6	1	2.7	0.0
	2009	32	27	84.4	5	15.6	3	9.4	7	21.9	3	9.4	0.0
	2010	38	32	84.2	8	21.1	6	15.8	9	23.7	3	7.9	0.0
PK-5	2008	267	208	77.9	77	28.8	35	13.1	31	11.6	58	21.7	1.5
	2009	277	219	79.1	85	30.7	36	13.0	29	10.5	76	27.4	2.9
	2010	282	220	78.0	84	29.8	36	12.8	33	11.7	68	24.1	2.1

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	41.6	13,568.1	40.2	96.7	13,004.4	95.8	9	21.6	23.5	33	11,618	79.3	85.6
	2009	47.7	13,515.0	45.6	95.5	12,939.1	95.7	6	12.6	22.5	41	11,501	85.9	85.1
	2010	40.0	13,234.2	38.0	95.1	12,616.4	95.3	12	30.0	21.6	34	11,233	85.0	84.9
1	2008	42.4	14,626.9	41.2	97.2	14,102.7	96.4	6	14.2	21.2	40	12,704	94.4	86.9
	2009	41.8	14,250.8	40.6	97.2	13,719.9	96.3	7	16.8	20.7	35	12,300	83.8	86.3
	2010	40.6	13,848.4	39.0	96.1	13,286.3	95.9	8	19.7	20.2	37	11,978	91.1	86.5
2	2008	37.3	13,708.6	36.6	97.9	13,269.8	96.8	5	13.4	19.7	36	12,043	96.4	87.9
	2009	45.3	13,950.1	44.1	97.3	13,499.0	96.8	9	19.9	18.6	38	12,231	84.0	87.7
	2010	41.9	13,440.8	40.7	97.1	12,947.4	96.3	5	11.9	19.0	39	11,794	93.0	87.7
3	2008	40.5	12,806.9	39.1	96.5	12,425.5	97.0	4	9.9	19.1	36	11,408	88.8	89.1
	2009	35.6	13,095.5	34.9	98.1	12,710.6	97.1	7	19.6	18.3	32	11,634	89.8	88.8
	2010	43.0	13,291.1	41.8	97.2	12,853.9	96.7	5	11.6	17.7	40	11,815	93.1	88.9
4	2008	33.6	12,329.8	32.6	97.0	11,960.3	97.0	6	17.9	19.7	31	10,924	92.3	88.6
	2009	41.1	12,156.4	39.8	96.9	11,789.9	97.0	6	14.6	18.1	36	10,731	87.6	88.3
	2010	31.6	12,299.7	30.9	97.6	11,900.0	96.8	4	12.7	17.2	29	10,987	91.8	89.3
5	2008	37.0	11,874.2	35.9	96.8	11,539.6	97.2	2	5.4	18.8	34	10,608	91.8	89.3
	2009	32.5	11,903.5	31.8	97.8	11,552.9	97.1	3	9.2	17.5	28	10,563	86.1	88.7
	2010	37.1	11,687.8	36.0	97.0	11,310.1	96.8	6	16.2	17.0	34	10,453	91.5	89.4
KN-5	2008	251.4	83,438.7	243.3	96.8	80,606.0	96.6	89	35.4	31.9	240	76,970	95.5	92.2
	2009	265.6	83,476.5	256.7	96.6	80,586.5	96.5	94	35.4	30.9	241	76,517	90.7	91.7
	2010	234.3	77,802.0	226.4	96.7	74,914.0	96.3	40	17.1	18.9	213	68,260	90.9	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	3	14.3
Hispanic	7	33.3
White	11	52.4
Other	0	0.0

Gender	Number	Percentage
Female	16	76.2
Male	5	23.8

TOTAL	21
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AVERAGE NUMBER OF ABSENCES

2008	7.1
2009	5.7
2010	7.1

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	*	*	96.4	95.8	*	92.3	93.3		100.0	94.7	96.8	86.2	31
	2009	*	*	93.8	93.3	*	*	91.7		100.0	88.9	95.2	87.1	21
	2010	71.4	*	83.3	81.0	*	*	68.4		86.4	72.7	81.8	85.4	33
4	2008	*	*	78.6	76.0		*	57.1		80.0	75.0	77.4	72.1	31
	2009	*	*	97.0	96.6	*	92.3	93.8		100.0	95.0	97.2	75.5	36
	2010	*	*	73.3	61.5	*	*	*		87.5	66.7	75.0	77.9	20
5	2008	*	*	91.3	90.9	*	*	81.8		85.7	100.0	93.5	82.9	31
	2009	*	*	100.0	100.0	*	*	100.0		100.0	100.0	100.0	82.2	29
	2010	*	*	100.0	96.2	*	100.0	85.7		100.0	95.0	97.0	86.1	33
3-5	2008	87.5	100.0	88.6	87.3	*	85.0	77.5		87.8	90.4	89.2	80.3	93
	2009	*	*	97.4	97.1	*	94.4	94.7		100.0	95.5	97.7	81.1	86
	2010	81.8	*	88.2	83.3	*	90.9	64.5		90.7	81.4	86.0	83.4	86

NUMBER TESTED IN GRADES 3-5													
2008	8	6	79	71	2	20	40	0	41	52	93	31,840	
2009	4	5	76	68	4	18	38	0	42	44	86	28,282	
2010	11	4	68	60	5	11	31	0	43	43	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	*	*	1	1	*	1	1		0	1	1	1,443	31
	2009	*	*	1	1	*	*	1		0	1	1	981	21
	2010	2	*	4	4	*	*	6		3	3	6	1,039	33
4	2008	*	*	6	6		*	6		3	4	7	2,996	31
	2009	*	*	1	1	*	1	1		0	1	1	2,489	36
	2010	*	*	4	5	*	*	*		1	4	5	1,640	20
5	2008	*	*	2	2	*	*	2		2	0	2	1,827	31
	2009	*	*	0	0	*	*	0		0	0	0	1,874	29
	2010	*	*	0	1	*	0	1		0	1	1	1,427	33
3-5	2008	1	0	9	9	*	3	9		5	5	10	6,266	93
	2009	*	*	2	2	*	1	2		0	2	2	5,344	86
	2010	2	*	8	10	*	1	11		4	8	12	4,106	86

NUMBER TESTED IN GRADES 3-5													
2008	8	6	79	71	2	20	40	0	41	52	93	31,840	
2009	4	5	76	68	4	18	38	0	42	44	86	28,282	
2010	11	4	68	60	5	11	31	0	43	43	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	84.3	84.8	88.7	75.0
	2009	83.5	85.0	88.1	87.5
	2010	82.0	77.5	74.7	75.4
4	2008	80.2	76.2	79.3	74.8
	2009	89.1	83.3	84.5	90.0
	2010	77.7	82.5	88.6	72.5
5	2008	81.1	87.9	77.0	76.2
	2009	83.8	87.9	87.5	77.7
	2010	89.5	84.8	86.4	85.1
3-5	2008	81.9	83.0	81.7	75.3
	2009	85.9	85.3	86.4	85.2
	2010	83.9	81.5	82.4	78.4

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	*	*	17.9	16.7	*	7.7	13.3		8.3	26.3	19.4	21.5	31
	2009	*	*	31.3	26.7	*	*	16.7		50.0	22.2	38.1	34.0	21
	2010	42.9	*	33.3	28.6	*	*	5.3		36.4	27.3	33.3	37.1	33
4	2008	*	*	17.9	12.0		*	0.0		20.0	12.5	16.1	14.4	31
	2009	*	*	27.3	20.7	*	23.1	18.8		25.0	35.0	30.6	18.3	36
	2010	*	*	13.3	7.7	*	*	*		37.5	0.0	15.0	19.4	20
5	2008	*	*	26.1	22.7	*	*	0.0		35.7	17.6	25.8	16.5	31
	2009	*	*	14.8	12.5	*	*	0.0		14.3	20.0	17.2	18.3	29
	2010	*	*	27.6	19.2	*	16.7	0.0		15.4	40.0	30.3	23.6	33
3-5	2008	37.5	0.0	20.3	16.9	*	5.0	5.0		22.0	19.2	20.4	17.4	93
	2009	*	*	23.7	19.1	*	22.2	13.2		28.6	27.3	27.9	22.5	86
	2010	45.5	*	26.5	20.0	*	18.2	3.2		30.2	25.6	27.9	26.2	86

NUMBER TESTED IN GRADES 3-5													
2008	8	6	79	71	2	20	40	0	41	52	93	31,840	
2009	4	5	76	68	4	18	38	0	42	44	86	28,282	
2010	11	4	68	60	5	11	31	0	43	43	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	*	*	78.8	73.3	*	64.7	65.0		80.0	76.2	77.8	76.6	36
	2009	*	*	78.6	81.5	*	78.6	79.2		80.0	84.6	81.8	76.8	33
	2010	100.0	*	78.1	72.4	*	80.0	73.7		83.3	76.5	80.5	78.2	41
4	2008	*	*	71.4	68.0		*	50.0		80.0	68.8	74.2	77.9	31
	2009	*	*	91.2	90.0	*	92.9	88.2		94.1	90.0	91.9	78.9	37
	2010	*	*	84.6	79.2	*	85.7	58.3		93.8	73.3	83.9	81.8	31
5	2008	*	*	87.0	82.6	*	*	72.7		92.9	82.4	87.1	84.0	31
	2009	*	*	92.9	92.3	*	*	81.8		100.0	88.2	93.5	86.2	31
	2010	*	*	89.7	84.6	*	100.0	57.1		84.6	90.0	87.9	87.7	33
3-5	2008	100.0	66.7	78.6	74.4	*	62.5	62.2		84.1	75.9	79.6	79.5	98
	2009	*	100.0	87.8	88.0	50.0	84.4	82.7		90.2	88.0	89.1	80.5	101
	2010	100.0	*	83.9	78.5	50.0	86.7	65.8		86.8	80.8	83.8	82.3	105

NUMBER TESTED IN GRADES 3-5													
2008	8	6	84	78	2	24	45	0	44	54	98	32,696	
2009	4	6	90	83	6	32	52	0	51	50	101	33,885	
2010	11	4	87	79	6	30	38	0	53	52	105	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	*	*	7	8	*	6	7		3	5	8	2,542	36
	2009	*	*	6	5	*	3	5		4	2	6	2,856	33
	2010	0	*	7	8	*	2	5		4	4	8	2,739	41
4	2008	*	*	8	8		*	7		3	5	8	2,436	31
	2009	*	*	3	3	*	1	2		1	2	3	2,263	37
	2010	*	*	4	5	*	2	5		1	4	5	2,101	31
5	2008	*	*	3	4	*	*	3		1	3	4	1,730	31
	2009	*	*	2	2	*	*	2		0	2	2	1,495	31
	2010	*	*	3	4	*	0	3		2	2	4	1,314	33
3-5	2008	0	2	18	20	*	9	17		7	13	20	6,708	98
	2009	*	0	11	10	3	5	9		5	6	11	6,614	101
	2010	0	*	14	17	3	4	13		7	10	17	6,154	105

NUMBER TESTED IN GRADES 3-5													
2008	8	6	84	78	2	24	45	0	44	54	98	32,696	
2009	4	6	90	83	6	32	52	0	51	50	101	33,885	
2010	11	4	87	79	6	30	38	0	53	52	105	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	83.3	88.0	81.5	81.5	84.7	64.2
	2009	83.9	82.8	91.4	84.8	84.1	72.0
	2010	82.0	75.2	78.9	75.6	76.2	66.8
4	2008	80.1	78.3	62.4	73.1	75.0	71.4
	2009	89.4	88.0	75.2	78.4	80.4	81.1
	2010	83.0	84.8	78.5	76.9	81.5	73.0
5	2008	76.0	72.8	84.3	79.3	80.6	80.2
	2009	78.6	83.9	93.1	81.6	90.3	83.1
	2010	81.0	86.1	85.3	78.4	84.8	77.3
3-5	2008	80.0	80.1	76.3	78.1	80.4	71.6
	2009	84.3	85.1	86.0	81.5	84.7	78.7
	2010	82.0	81.5	80.8	76.8	80.5	71.9

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	*	*	27.3	23.3	*	17.6	15.0		20.0	33.3	27.8	26.3	36
	2009	*	*	32.1	33.3	*	21.4	25.0		50.0	23.1	39.4	28.8	33
	2010	42.9	*	9.4	10.3	*	0.0	15.8		25.0	5.9	17.1	21.3	41
4	2008	*	*	10.7	8.0		*	0.0		13.3	6.3	9.7	23.8	31
	2009	*	*	20.6	13.3	*	14.3	11.8		11.8	30.0	21.6	31.4	37
	2010	*	*	26.9	33.3	*	21.4	16.7		43.8	13.3	29.0	29.1	31
5	2008	*	*	13.0	13.0	*	*	9.1		14.3	23.5	19.4	31.9	31
	2009	*	*	39.3	34.6	*	*	9.1		28.6	52.9	41.9	37.9	31
	2010	*	*	31.0	23.1	*	33.3	0.0		15.4	40.0	30.3	34.5	33
3-5	2008	50.0	0.0	17.9	15.4	*	16.7	8.9		15.9	22.2	19.4	27.3	98
	2009	*	33.3	30.0	26.5	0.0	18.8	17.3		31.4	36.0	33.7	32.5	101
	2010	54.5	*	21.8	21.5	0.0	16.7	13.2		28.3	21.2	24.8	27.9	105

NUMBER TESTED IN GRADES 3-5													
2008	8	6	84	78	2	24	45	0	44	54	98	32,696	
2009	4	6	90	83	6	32	52	0	51	50	101	33,885	
2010	11	4	87	79	6	30	38	0	53	52	105	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	*	*	85.7	84.0		*	78.6		93.3	81.3	87.1	87.4	31
	2009	*	*	93.9	93.1	*	92.3	87.5		87.5	100.0	94.4	87.4	36
	2010	*	*	100.0	100.0	*	*	*		100.0	100.0	100.0	89.8	20

NUMBER TESTED IN GRADE 4													
2008	2	1	28	25	0	4	14	0	15	16	31	10,658	
2009	1	2	33	29	1	13	16	0	16	20	36	10,032	
2010	3	1	15	13	1	3	5	0	8	12	20	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	4		*	3		1	3	4	1,348	31
	2009	*	*	2	2	*	1	2		2	0	2	1,264	36
	2010	*	*	0	0	*	*	*		0	0	0	744	20

NUMBER TESTED IN GRADE 4													
2008	2	1	28	25	0	4	14	0	15	16	31	10,658	
2009	1	2	33	29	1	13	16	0	16	20	36	10,032	
2010	3	1	15	13	1	3	5	0	8	12	20	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	2.1	76.6	82.7	81.0	80.6
	2009	2.1	87.5	88.9	91.0	92.7
	2010	2.4	75.0	83.8	79.4	83.8

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	*	*	14.3	16.0		*	0.0		0.0	31.3	16.1	21.4	31
	2009	*	*	15.2	17.2	*	7.7	6.3		0.0	30.0	16.7	21.0	36
	2010	*	*	20.0	23.1	*	*	*		25.0	25.0	25.0	23.8	20

NUMBER TESTED IN GRADE 4													
2008	2	1	28	25	0	4	14	0	15	16	31	10,658	
2009	1	2	33	29	1	13	16	0	16	20	36	10,032	
2010	3	1	15	13	1	3	5	0	8	12	20	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	*	*	81.8	68.2	*	*	45.5		71.4	81.3	76.7	71.9	30
	2009	*	*	88.9	88.0	*	*	70.0		92.9	87.5	90.0	75.1	30
	2010	*	*	89.3	88.5	*	66.7	71.4		92.3	94.4	90.6	81.4	32

NUMBER TESTED IN GRADE 5													
2008	5	3	22	22	1	3	11	0	14	16	30	10,686	
2009	1	2	27	25	2	3	10	0	14	16	30	10,675	
2010	1	2	28	26	1	6	7	0	13	18	32	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	*	*	4	7	*	*	6		4	3	7	3,005	30
	2009	*	*	3	3	*	*	3		1	2	3	2,656	30
	2010	*	*	3	3	*	2	2		1	1	3	1,965	32

NUMBER TESTED IN GRADE 5													
2008	5	3	22	22	1	3	11	0	14	16	30	10,686	
2009	1	2	27	25	2	3	10	0	14	16	30	10,675	
2010	1	2	28	26	1	6	7	0	13	18	32	10,576	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	85.9	88.5	90.7	70.0
	2009	92.8	93.7	88.1	67.8
	2010	87.0	87.2	85.4	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)
5	2008	*	*	22.7	22.7	*	*	9.1		28.6	25.0	26.7	24.8	30
	2009	*	*	44.4	40.0	*	*	20.0		42.9	43.8	43.3	28.7	30
	2010	*	*	25.0	15.4	*	33.3	28.6		23.1	33.3	28.1	32.8	32

NUMBER TESTED IN GRADES 5													
2008	5	3	22	22	1	3	11	0	14	16	30	10,686	
2009	1	2	27	25	2	3	10	0	14	16	30	10,675	
2010	1	2	28	26	1	6	7	0	13	18	32	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	5
	2009			91.7	91.7	*	91.7	91.7		87.5	*	91.7	89.4	12
	2010			75.0	75.0		75.0			*	83.3	75.0	84.5	8
4	2008												67.0	0
	2009			*	*		*	*		*		*	72.7	1
	2010			81.8	81.8	*	81.8	85.7		75.0	*	81.8	84.4	11
ALL	2008			*	*	*	*	*		*	*	*	—	5
	2009			92.3	92.3	*	92.3	92.3		88.9	*	92.3	—	13
	2010			78.9	78.9	*	78.9	85.7		70.0	88.9	78.9	—	19

NUMBER TESTED IN GRADES ALL													
2008	0	0	5	4	1	5	5	0	4	1	5	—	
2009	0	0	13	13	1	13	13	0	9	4	13	—	
2010	0	0	19	19	1	19	7	0	10	9	19	—	

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	5
	2009			1	1	*	1	1		1	*	1	514	12
	2010			2	2		2			*	1	2	863	8
4	2008												215	0
	2009			*	*		*	*		*		*	268	1
	2010			2	2	*	2	1		2	*	2	651	11
ALL	2008			*	*	*	*	*		*	*	*	—	5
	2009			1	1	*	1	1		1	*	1	—	13
	2010			4	4	*	4	1		3	1	4	—	19

NUMBER TESTED IN GRADES ALL													
2008	0	0	5	4	1	5	5	0	4	1	5	—	
2009	0	0	13	13	1	13	13	0	9	4	13	—	
2010	0	0	19	19	1	19	7	0	10	9	19	—	

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	76.1	82.1	72.2	63.5
	2010	69.2	76.8	75.0	76.6
4	2008				
	2009	*	*	*	*
	2010	77.0	75.0	70.1	72.7
ALL	2008	*	*	*	*
	2009	76.9	80.6	71.1	61.0
	2010	73.7	75.8	72.2	74.3

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	5
	2009			8.3	8.3	*	8.3	8.3		0.0	*	8.3	30.4	12
	2010			37.5	37.5		37.5			*	50.0	37.5	39.6	8
4	2008												13.5	0
	2009			*	*		*	*		*		*	19.9	1
	2010			18.2	18.2	*	18.2	14.3		0.0	*	18.2	34.4	11
ALL	2008			*	*	*	*	*		*	*	*	—	5
	2009			7.7	7.7	*	7.7	7.7		0.0	*	7.7	—	13
	2010			26.3	26.3	*	26.3	14.3		0.0	55.6	26.3	—	19


NUMBER TESTED IN ALL GRADES													
2008	0	0	5	4	1	5	5	0	4	1	5	—	
2009	0	0	13	13	1	13	13	0	9	4	13	—	
2010	0	0	19	19	1	19	7	0	10	9	19	—	

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	1
	2010			90.9	90.9	*	90.9	85.7		87.5	*	90.9	93.7	11

NUMBER TESTED IN GRADE 4														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	1	1	0	1	1	0	1	0	1	1	981	
2010	0	0	11	11	1	11	7	0	8	3	11	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	0
	2009			*	*		*	*		*		*	127	1
	2010			1	1	*	1	1		1	*	1	266	11

NUMBER TESTED IN GRADE 4													
2008	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	1	1	0	1	1	0	1	0	1	1	981
2010	0	0	11	11	1	11	7	0	8	3	11	11	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	2.2	84.1	88.6	85.2	77.3

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	1
	2010			18.2	18.2	*	18.2	14.3		12.5	*	18.2	30.4	11

NUMBER TESTED IN GRADE 4														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	667
2009	0	0	1	1	0	1	1	0	1	0	1	1	981	
2010	0	0	11	11	1	11	7	0	8	3	11	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	4
	2009			*	*	*		*			*	*	87.7	1
	2010		*		*	*	*	*			*	*	81.1	2
4	2008			*	*	*		*		*	*	*	70.7	2
	2009	*	*	*	*	*	*	*		*	*	*	71.8	5
	2010			*	*	*		*			*	*	75.8	1
5	2008		*	*	*	33.3		*		*	*	33.3	73.3	6
	2009			*	*	*	*	*			*	*	80.3	2
	2010	*	*	*	*	*	*	*		*	*	*	93.9	5
3-5	2008		*	55.6	30.0	41.7	*	50.0		42.9	*	41.7	73.7	12
	2009	*	*	*	28.6	25.0	*	33.3		*	28.6	25.0	79.2	8
	2010	*	*	*	75.0	75.0	*	*		*	66.7	75.0	84.8	8

NUMBER TESTED IN GRADES 3-5													
2008	0	3	9	10	12	1	10	0	7	5	12	1,807	
2009	1	2	5	7	8	3	6	0	1	7	8	1,867	
2010	1	4	3	8	8	3	4	0	2	6	8	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	4
	2009			*	*	*		*			*	*	60	1
	2010		*		*	*	*	*			*	*	96	2
4	2008			*	*	*		*		*	*	*	181	2
	2009	*	*	*	*	*	*	*		*	*	*	192	5
	2010			*	*	*		*			*	*	126	1
5	2008		*	*	*	4		*		*	*	4	179	6
	2009			*	*	*	*	*			*	*	137	2
	2010	*	*	*	*	*	*	*		*	*	*	44	5
3-5	2008		*	4	7	7	*	5		4	*	7	476	12
	2009	*	*	*	5	6	*	4		*	5	6	389	8
	2010	*	*	*	2	2	*	*		*	2	2	266	8

NUMBER TESTED IN GRADES 3-5													
2008	0	3	9	10	12	1	10	0	7	5	12	1,807	
2009	1	2	5	7	8	3	6	0	1	7	8	1,867	
2010	1	4	3	8	8	3	4	0	2	6	8	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	50.0	50.0	47.2	51.5
	2009	*	*	*	*
	2010	*	*	*	*
3-5	2008	46.2	48.6	45.6	48.7
	2009	44.6	39.6	42.1	42.9
	2010	48.8	70.8	57.5	48.2

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	4
	2009			*	*	*		*			*	*	16.2	1
	2010		*		*	*	*	*			*	*	19.1	2
4	2008			*	*	*		*		*	*	*	9.7	2
	2009	*	*	*	*	*	*	*		*	*	*	8.9	5
	2010			*	*	*		*			*	*	15.2	1
5	2008		*	*	*	0.0		*		*	*	0.0	14.9	6
	2009			*	*	*	*	*			*	*	14.1	2
	2010	*	*	*	*	*	*	*		*	*	*	15.4	5
3-5	2008		*	0.0	0.0	0.0	*	0.0		0.0	*	0.0	12.0	12
	2009	*	*	*	14.3	12.5	*	16.7		*	14.3	12.5	12.7	8
	2010	*	*	*	12.5	12.5	*	*		*	16.7	12.5	16.4	8

NUMBER TESTED IN GRADES 3-5													
2008	0	3	9	10	12	1	10	0	7	5	12	1,807	
2009	1	2	5	7	8	3	6	0	1	7	8	1,867	
2010	1	4	3	8	8	3	4	0	2	6	8	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	1
	2010		*		*	*	*	*			*	*	78.3	2
4	2008			*	*	*		*		*	*	*	69.1	2
	2009	*	*	*	*	*	*	*		*	*	*	75.8	5
	2010			*	*	*		*			*	*	80.6	1
5	2008		*	*	*	33.3		*		*	*	33.3	64.0	6
	2009			*	*	*		*			*	*	80.2	1
	2010	*	*	*	*	*	*	*		*	*	*	86.4	5
3-5	2008		*	62.5	33.3	45.5	*	55.6		33.3	60.0	45.5	69.4	11
	2009	*	*	*	16.7	14.3	*	*		*	16.7	14.3	78.8	7
	2010	*	*	*	50.0	50.0	*	*		*	50.0	50.0	82.4	8

NUMBER TESTED IN GRADES 3-5													
2008	0	3	8	9	11	1	9	0	6	5	11	1,730	
2009	1	2	4	6	7	2	5	0	1	6	7	1,743	
2010	1	4	3	8	8	3	4	0	2	6	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	3
	2009			*	*	*		*			*	*	85	1
	2010		*		*	*	*	*			*	*	102	2
4	2008			*	*	*		*		*	*	*	173	2
	2009	*	*	*	*	*	*	*		*	*	*	157	5
	2010			*	*	*		*			*	*	92	1
5	2008		*	*	*	4		*		*	*	4	227	6
	2009			*	*	*		*			*	*	127	1
	2010	*	*	*	*	*	*	*		*	*	*	91	5
3-5	2008		*	3	6	6	*	4		4	*	6	529	11
	2009	*	*	*	5	6	*	*		*	5	6	369	7
	2010	*	*	*	4	4	*	*		*	3	4	285	8

NUMBER TESTED IN GRADES 3-5													
2008	0	3	8	9	11	1	9	0	6	5	11	1,730	
2009	1	2	4	6	7	2	5	0	1	6	7	1,743	
2010	1	4	3	8	8	3	4	0	2	6	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	55.6	47.2	55.6	41.7	55.6	56.7
	2009	*	*	*	*	*	*
	2010	*	*	*	*	*	*
3-5	2008	56.2	57.9	61.2	51.8	54.5	44.5
	2009	34.9	39.5	44.8	27.6	33.3	41.4
	2010	50.3	45.4	65.0	50.8	58.3	57.1

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		*	*	*	*	*	*			*	*	16.1	3
	2009			*	*	*		*			*	*	22.3	1
	2010		*		*	*	*	*			*	*	13.4	2
4	2008			*	*	*		*		*	*	*	14.3	2
	2009	*	*	*	*	*	*	*		*	*	*	14.0	5
	2010			*	*	*		*			*	*	20.2	1
5	2008		*	*	*	16.7		*		*	*	16.7	14.0	6
	2009			*	*	*		*			*	*	17.2	1
	2010	*	*	*	*	*	*	*		*	*	*	18.9	5
3-5	2008		*	25.0	11.1	18.2	*	22.2		33.3	*	18.2	14.7	11
	2009	*	*	*	0.0	0.0	*	*		*	0.0	0.0	17.3	7
	2010	*	*	*	25.0	25.0	*	*		*	16.7	25.0	17.7	8

NUMBER TESTED IN GRADES 3-5													
2008	0	3	8	9	11	1	9	0	6	5	11	1,730	
2009	1	2	4	6	7	2	5	0	1	6	7	1,743	
2010	1	4	3	8	8	3	4	0	2	6	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	*	60.9	60.7	57.6	28
	2009	42.9	73.7	60.6	41.9	33
	2010	0.0	41.7	32.3	40.0	31
1	2008	*	46.9	47.1	50.2	34
	2009	8.3	66.7	40.7	54.2	27
	2010	35.3	68.8	51.5	55.2	33
2	2008	28.6	65.0	55.6	50.2	27
	2009	10.5	68.8	37.1	47.9	35
	2010	16.7	100.0	48.3	48.6	29
1-2	2008	33.3	53.8	50.8	50.2	61
	2009	9.7	67.7	38.7	51.0	62
	2010	25.7	81.5	50.0	51.9	62

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	35.7	58.3	50.0	44.9	38
	2009	28.6	84.2	55.0	52.8	40
	2010	43.8	66.7	57.5	51.2	40
1	2008	55.6	54.8	55.0	55.5	40
	2009	8.3	73.3	44.4	50.4	27
	2010	46.2	56.3	50.0	48.8	42
2	2008	27.8	50.0	39.5	57.5	38
	2009	36.8	62.5	48.6	53.2	35
	2010	43.3	90.9	56.1	54.6	41
K-2	2008	36.6	54.7	48.3	52.7	116
	2009	26.9	74.0	50.0	52.3	102
	2010	44.4	68.6	54.5	51.5	123

Number Tested	2008	14	75	89	21,817	
	2009	45	50	95	21,148	
	2010	42	51	93	20,804	

Number Tested	2008	41	75	116	41,070	
	2009	52	50	102	30,563	
	2010	72	51	123	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	71.4	*	52.9	63.2	*	*	*		60.0	61.5	60.7	57.6	28
	2009	75.0	*	59.1	43.8	*	*	42.9		56.3	64.7	60.6	41.9	33
	2010	62.5	0.0	31.3	21.7	*	*	0.0		41.7	26.3	32.3	40.0	31
1	2008	22.2		56.0	47.6	*	*	*		47.6	46.2	47.1	50.2	34
	2009	*	*	27.8	33.3	*	*	8.3		27.3	50.0	40.7	54.2	27
	2010	*	*	54.2	47.8	0.0	*	35.3		57.1	47.4	51.5	55.2	33
2	2008	*	*	47.4	55.0	*	*	28.6		69.2	42.9	55.6	50.2	27
	2009	16.7	*	44.4	30.4	*	*	10.5		47.8	16.7	37.1	47.9	35
	2010	*	*	33.3	39.1	*	*	16.7		30.0	57.9	48.3	48.6	29
1-2	2008	33.3	*	52.3	51.2	*	*	33.3		55.9	44.4	50.8	50.2	61
	2009	44.4	42.9	37.8	31.8	*	14.3	9.7		41.2	35.7	38.7	51.0	62
	2010	66.7	50.0	45.2	43.5	0.0	14.3	25.7		45.8	52.6	50.0	51.9	62

Number Tested	2008	19	7	61	60	9	8	14	0	49	40	89	21,817
	2009	17	10	67	60	6	8	45	0	50	45	95	21,148
	2010	17	14	58	69	11	11	42	0	36	57	93	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	3	*	5	6	*	*	*		6	3	9	1,687	28
	2009	1	*	1	0	*	*	0		2	0	2	771	33
	2010	3	0	0	1	*	*	0		2	1	3	758	31
1	2008	2		7	6	*	*	*		8	1	9	1,555	34
	2009	*	*	0	0	*	*	0		0	1	1	1,659	27
	2010	*	*	7	5	0	*	1		3	5	8	1,729	33
2	2008	*	*	4	3	*	*	0		4	2	6	1,065	27
	2009	1	*	2	1	*	*	0		3	0	3	1,027	35
	2010	*	*	0	2	*	*	1		0	5	5	954	29
1-2	2008	3	*	11	9	*	*	0		12	3	15	2,620	61
	2009	2	0	2	1	*	0	0		3	1	4	2,688	62
	2010	4	1	7	7	0	1	2		3	10	13	2,683	62

Number Tested	2008	19	7	61	60	9	8	14	0	49	40	89	21,817
	2009	17	10	67	60	6	8	45	0	50	45	95	21,148
	2010	17	14	58	69	11	11	42	0	36	57	93	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	57.1	*	48.1	48.3	*	33.3	35.7		37.5	59.1	50.0	44.9	38
	2009	75.0	*	51.7	39.1	*	25.0	28.6		61.1	50.0	55.0	52.8	40
	2010	75.0	16.7	60.0	53.1	*	53.8	43.8		52.9	60.9	57.5	51.2	40
1	2008	37.5		59.4	51.9	*	50.0	55.6		57.1	52.6	55.0	55.5	40
	2009	*	*	38.9	38.1	*	*	8.3		27.3	56.3	44.4	50.4	27
	2010	50.0	*	51.6	50.0	12.5	45.5	46.2		61.1	41.7	50.0	48.8	42
2	2008	*	*	33.3	33.3	*	26.7	27.8		50.0	27.8	39.5	57.5	38
	2009	50.0	*	48.1	43.5	*	*	36.8		52.2	41.7	48.6	53.2	35
	2010	*	*	46.7	51.4	*	53.8	43.3		36.4	63.3	56.1	54.6	41
K-2	2008	44.4	71.4	47.2	44.2	0.0	34.3	36.6		49.1	47.5	48.3	52.7	116
	2009	64.7	50.0	47.3	40.3	16.7	33.3	26.9		50.0	50.0	50.0	52.3	102
	2010	73.7	35.7	52.3	51.5	20.0	51.4	44.4		52.2	55.8	54.5	51.5	123

Number Tested	2008	18	7	89	86	10	35	41	0	57	59	116	41,070
	2009	17	10	74	67	6	15	52	0	52	50	102	30,563
	2010	19	14	86	97	15	37	72	0	46	77	123	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	2	*	5	7	*	0	1		5	4	9	2,788	38
	2009	2	*	4	3	*	1	1		4	3	7	2,455	40
	2010	4	0	1	3	*	0	0		2	3	5	2,358	40
1	2008	2		6	6	*	0	1		8	0	8	2,800	40
	2009	*	*	3	2	*	*	0		1	4	5	1,577	27
	2010	1	*	9	7	0	1	4		6	4	10	2,266	42
2	2008	*	*	3	3	*	0	0		4	0	4	2,912	38
	2009	2	*	5	4	*	*	1		7	0	7	1,686	35
	2010	*	*	5	5	*	3	4		2	7	9	2,484	41
K-2	2008	4	3	14	16	0	0	2		17	4	21	8,500	116
	2009	5	2	12	9	0	1	2		12	7	19	5,718	102
	2010	8	1	15	15	1	4	8		10	14	24	7,108	123

Number Tested	2008	18	7	89	86	10	35	41	0	57	59	116	41,070
	2009	17	10	74	67	6	15	52	0	52	50	102	30,563
	2010	19	14	86	97	15	37	72	0	46	77	123	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	37.5		65.6	59.3	*	62.5	66.7		66.7	52.6	60.0	65.7	40
	2009	*	*	57.1	56.7	*	61.5	53.3		45.5	60.9	60.5	66.0	38
	2010	*	*	64.5	60.0	14.3	54.5	54.2		75.0	54.2	62.5	63.5	40
2	2008	*	*	53.3	50.0	*	40.0	38.9		60.0	38.9	50.0	64.0	38
	2009	*	*	63.6	65.5	*	69.2	69.2		63.6	58.8	60.0	60.9	45
	2010	*	*	56.7	60.0	*	69.2	53.3		54.5	63.3	61.0	61.4	41
1-2	2008	27.3	*	59.7	54.4	*	47.8	48.1		63.4	45.9	55.1	64.9	78
	2009	42.9	*	60.7	61.0	33.3	65.4	60.7		57.6	60.0	60.2	63.5	83
	2010	77.8	62.5	60.7	60.0	10.0	62.5	53.7		66.7	59.3	61.7	62.5	81

Number Tested	2008	11	4	62	57	5	23	27	0	41	37	78	27,631
	2009	7	4	61	59	6	26	28	0	33	40	83	27,480
	2010	9	8	61	65	10	24	54	0	27	54	81	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	1		10	6	*	1	2		8	3	11	4,546	40
	2009	*	*	9	8	*	4	4		2	7	11	4,597	38
	2010	*	*	8	8	0	2	4		7	4	11	4,129	40
2	2008	*	*	2	2	*	1	1		2	1	3	2,557	38
	2009	*	*	8	7	*	5	5		5	4	9	3,822	45
	2010	*	*	9	10	*	6	9		3	9	12	3,776	41
1-2	2008	1	*	12	8	*	2	3		10	4	14	7,103	78
	2009	1	*	17	15	0	9	9		7	11	20	8,419	83
	2010	3	2	17	18	0	8	13		10	13	23	7,905	81

Number Tested	2008	11	4	62	57	5	23	27	0	41	37	78	27,631
	2009	7	4	61	59	6	26	28	0	33	40	83	27,480
	2010	9	8	61	65	10	24	54	0	27	54	81	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			75.0	75.0		75.0	75.0			75.0	75.0	87.0	8
	2009			85.7	85.7		85.7	85.7		*	*	85.7	88.6	7
	2010			100.0	100.0		100.0	100.0		*	*	100.0	89.3	8
1	2008			77.8	75.0	*	75.0	75.0		*	100.0	77.8	88.0	9
	2009			90.9	90.9	*	90.9	90.9		*	90.0	90.9	88.6	11
	2010			85.7	85.7		85.7	85.7		*	*	85.7	89.1	7
2	2008			81.8	80.0		81.8	81.8		71.4	*	81.8	93.4	11
	2009			70.0	70.0	*	70.0	70.0		*	85.7	70.0	94.0	10
	2010			90.0	90.0	*	90.0	90.0			90.0	90.0	93.8	10
K-2	2008			78.6	76.9	*	77.8	77.8		60.0	88.9	78.6	89.3	28
	2009			82.1	82.1	*	82.1	82.1		66.7	86.4	82.1	90.4	28
	2010			92.0	92.0	*	92.0	92.0		100.0	89.5	92.0	90.7	25

Number Tested	2008	0	0	28	26	1	27	27	0	10	18	28	18,257
	2009	0	0	28	28	2	28	28	0	6	22	28	19,076
	2010	0	0	25	25	1	25	25	0	6	19	25	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			1	1		1	1			1	1	3,280	8
	2009			1	1		1	1		*	*	1	3,525	7
	2010			5	5		5	5		*	*	5	3,523	8
1	2008			3	2	*	2	2		*	3	3	2,412	9
	2009			3	3	*	3	3		*	3	3	2,523	11
	2010			1	1		1	1		*	*	1	2,529	7
2	2008			3	3		3	3		2	*	3	2,596	11
	2009			4	4	*	4	4		*	4	4	2,909	10
	2010			2	2	*	2	2			2	2	3,040	10
K-2	2008			7	6	*	6	6		2	5	7	8,288	28
	2009			8	8	*	8	8		1	7	8	8,957	28
	2010			8	8	*	8	8		4	4	8	9,092	25

Number Tested	2008	0	0	28	26	1	27	27	0	10	18	28	18,257
	2009	0	0	28	28	2	28	28	0	6	22	28	19,076
	2010	0	0	25	25	1	25	25	0	6	19	25	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
5	2	100.0	0	-	0	-	2	100.0
ALL	2	100.0	0	-	0	-	2	100.0

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (12)	Beginning	1	8.3	2	16.7	6	50.0	5	41.7	5	41.7
	Intermediate	2	16.7	2	16.7	4	33.3	4	33.3	4	33.3
	Advanced	8	66.7	7	58.3	2	16.7	3	25.0	3	25.0
	Advanced High	1	8.3	1	8.3	0	0.0	0	0.0	0	0.0
1 (10)	Beginning	3	30.0	2	20.0	6	60.0	4	40.0	4	40.0
	Intermediate	5	50.0	5	50.0	1	10.0	3	30.0	3	30.0
	Advanced	1	10.0	2	20.0	3	30.0	2	20.0	2	20.0
	Advanced High	1	10.0	1	10.0	0	0.0	1	10.0	1	10.0
2 (13)	Beginning	2	15.4	3	23.1	6	46.2	1	8.3	1	8.3
	Intermediate	2	15.4	3	23.1	5	38.5	5	41.7	5	41.7
	Advanced	7	53.8	5	38.5	2	15.4	4	33.3	4	33.3
	Advanced High	2	15.4	2	15.4	0	0.0	2	16.7	2	16.7
3 (12)	Beginning	2	16.7	3	25.0	3	25.0	1	9.1	1	9.1
	Intermediate	6	50.0	7	58.3	8	66.7	3	27.3	3	27.3
	Advanced	3	25.0	1	8.3	0	0.0	1	9.1	4	36.4
	Advanced High	1	8.3	1	8.3	1	8.3	6	54.5	3	27.3
4 (14)	Beginning	0	0.0	0	0.0	2	14.3	1	7.7	1	7.7
	Intermediate	4	28.6	7	50.0	3	21.4	1	7.7	1	7.7
	Advanced	5	35.7	4	28.6	8	57.1	4	30.8	6	46.2
	Advanced High	5	35.7	3	21.4	1	7.1	7	53.8	5	38.5

**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	-	-	-	
10 6 (60.0%)	Beginning	4			
	Intermediate	3	0		
	Advanced	2	0	0	
	Advanced High	0	1	0	
11 8 (72.7%)	Beginning	1			
	Intermediate	3	1		
	Advanced	3	0	1	
	Advanced High	2	0	0	
10 7 (70.0%)	Beginning	1			
	Intermediate	2	0		
	Advanced	0	2	2	
	Advanced High	0	0	3	
13 8 (61.5%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	3	3	
	Advanced High	0	1	4	

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
5 (8)	Beginning	0	0.0	0	0.0	2	25.0	1	12.5	1	12.5
	Intermediate	0	0.0	1	12.5	1	12.5	2	25.0	2	25.0
	Advanced	2	25.0	2	25.0	0	0.0	0	0.0	0	0.0
	Advanced High	6	75.0	5	62.5	5	62.5	5	62.5	5	62.5
ALL (69)	Beginning	8	11.6	10	14.5	25	36.2	13	19.7	13	19.7
	Intermediate	19	27.5	25	36.2	22	31.9	18	27.3	18	27.3
	Advanced	26	37.7	21	30.4	15	21.7	14	21.2	19	28.8
	Advanced High	16	23.2	13	18.8	7	10.1	21	31.8	16	24.2

**PROGRESSION FROM
2009 TO 2010**

Number Rated Both Years N (%) Progressed	2010 Level	2009 Level			
		Beg	Int	Adv	Adv High
7 5 (71.4%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	0	0	
	Advanced High	0	0	5	
51 34 (66.7%)	Beginning	8			
	Intermediate	8	3		
	Advanced	5	5	6	
	Advanced High	2	2	12	

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