

Campus Data Packet

for 2010-11 planning

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



H. I. HOLLAND AT LISBON

School Number 178

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

STUDENTS AND STAFF

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

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

10.... TAKS Read (1)..... TAKS Reading: Percentage Meeting Standard
 12.... TAKS Read (3)..... TAKS Reading: Performance by Objective
 14.... TAKS Math (1)..... TAKS Mathematics: % Meeting Standard
 16.... TAKS Math (3)..... TAKS Mathematics: % by Objective
 18.... TAKS Write (1)..... TAKS Writing: Percentage Meeting Standard
 20.... TAKS Write (3)..... TAKS Writing: Performance by Objective
 22.... TAKS Science (1)..... TAKS Science: Percentage Meeting Standard
 24.... TAKS Science (3)..... TAKS Science: Performance by Objective
 26.... SPTAKS Read (1)..... Spanish TAKS Reading: % Meeting Standard
 28.... SPTAKS Read (3)..... Spanish TAKS Reading: Performance by Objective
 30.... SPTAKS Write (1)..... Spanish TAKS Writing: % Meeting Standard
 32.... SPTAKS Write (3)..... Spanish TAKS Writing: Performance by Objective

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (MOD)

34.... TAKS-M Read (1)..... TAKS-M Reading: % Meeting Standard
 36.... TAKS-M Read (3)..... TAKS-M Reading: Performance by Objective
 38.... TAKS-M Math (1)..... TAKS-M Math: % Meeting Standard
 40.... TAKS-M Math (3)..... TAKS-M Math: Performance by Objective

ITBS / ITED / LOGRAMOS

42.... Compliance..... SCE Compliance for At-Risk Students
 44.... ITBS Read (2)..... ITBS Reading Total: # At or Above the 80th %-ile
 46.... ITBS Math (2)..... ITBS Math Total: # At or Above the 80th %-ile
 48.... ITBS Math (4)..... ITBS Math Computation: # At or Above the 80th %-ile
 50.... Logramos Read (2)..... Logramos Reading Total: # At or Above the 80th %-ile

MEASURES OF ENGLISH PROFICIENCY

51.... WMLS..... Woodcock-Muñoz Language Survey

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

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

11.... TAKS Read (2)..... TAKS Reading: Number Not Meeting Standard
 13.... TAKS Read (4)..... TAKS Reading: Percentage Commended
 15.... TAKS Math (2)..... TAKS Mathematics: # Not Meeting Standard
 17.... TAKS Math (4)..... TAKS Mathematics: % Commended
 19.... TAKS Write (2)..... TAKS Writing: Number Not Meeting Standard
 21.... TAKS Write (4)..... TAKS Writing: Percentage Commended
 23.... TAKS Science (2)..... TAKS Science: Number Not Meeting Standard
 25.... TAKS Science (4)..... TAKS Science: Percentage Commended
 27.... SPTAKS Read (2)..... Spanish TAKS Reading: # Not Meeting Standard
 29.... SPTAKS Read (4)..... Spanish TAKS Reading: % Commended
 31.... SPTAKS Write (2)..... Spanish TAKS Writing: # Not Meeting Standard
 33.... SPTAKS Write (4)..... Spanish TAKS Writing: % Commended

35.... TAKS-M Read (2)..... TAKS-M Reading: # Not Meeting Standard
 37.... TAKS-M Read (4)..... TAKS-M Reading: Percentage Commended
 39.... TAKS-M Math (2)..... TAKS-M Math: # Not Meeting Standard
 41.... TAKS-M Math (4)..... TAKS-M Math: Percentage Commended

43.... ITBS Read (1)..... ITBS Reading Total: % At or Above the 40th %-ile
 45.... ITBS Math (1)..... ITBS Math Total: % At or Above the 40th %-ile
 47.... ITBS Math (3)..... ITBS Math Computation: % At or Above the 40th %-ile
 49.... Logramos Read (1)..... Logramos Reading Total: % At or Above the 40th %-ile

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

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	57
1	75
2	70
3	61
4	56
5	53
ALL	415

STUDENT AND TEACHER ETHNICITY

Ethnicity	Students		Teachers	
	Number	Percentage	Number	Percentage
African American	284	68.4	21	70.0
American Indian	0	0.0	*	*
Asian	0	0.0	*	*
Hispanic	131	31.6	3	10.0
White	0	0.0	6	20.0
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	404	97.3
Limited English proficient students	98	23.6
Special education students	18	4.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White	
			N	%	N	%	N	%	N	%	N	%
PK	2008	43	29	67.4	0	0.0	0	0.0	14	32.6	0	0.0
	2009	44	29	65.9	0	0.0	0	0.0	14	31.8	1	2.3
	2010	43	24	55.8	0	0.0	0	0.0	19	44.2	0	0.0
KN	2008	65	51	78.5	0	0.0	0	0.0	13	20.0	1	1.5
	2009	71	50	70.4	0	0.0	0	0.0	21	29.6	0	0.0
	2010	57	43	75.4	0	0.0	0	0.0	14	24.6	0	0.0
1	2008	69	53	76.8	0	0.0	0	0.0	15	21.7	1	1.4
	2009	80	61	76.3	0	0.0	0	0.0	19	23.8	0	0.0
	2010	75	52	69.3	0	0.0	0	0.0	23	30.7	0	0.0
2	2008	59	45	76.3	0	0.0	0	0.0	14	23.7	0	0.0
	2009	68	51	75.0	0	0.0	0	0.0	17	25.0	0	0.0
	2010	70	48	68.6	0	0.0	0	0.0	22	31.4	0	0.0
3	2008	56	37	66.1	0	0.0	0	0.0	19	33.9	0	0.0
	2009	60	42	70.0	0	0.0	0	0.0	17	28.3	1	1.7
	2010	61	44	72.1	0	0.0	0	0.0	17	27.9	0	0.0
4	2008	41	27	65.9	0	0.0	0	0.0	14	34.1	0	0.0
	2009	59	40	67.8	0	0.0	0	0.0	19	32.2	0	0.0
	2010	56	39	69.6	0	0.0	0	0.0	17	30.4	0	0.0
5	2008	64	47	73.4	0	0.0	0	0.0	17	26.6	0	0.0
	2009	45	29	64.4	0	0.0	0	0.0	16	35.6	0	0.0
	2010	53	34	64.2	0	0.0	0	0.0	19	35.8	0	0.0
PK-5	2008	397	289	72.8	0	0.0	0	0.0	106	26.7	2	0.5
	2009	427	302	70.7	0	0.0	0	0.0	123	28.8	2	0.5
	2010	415	284	68.4	0	0.0	0	0.0	131	31.6	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		TAG		New (to District)		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	
PK	2008	43	42	97.7	12	27.9	1	2.3	0	0.0	43	100.0	0.0
	2009	44	44	100.0	9	20.5	0	0.0	0	0.0	44	100.0	0.0
	2010	43	43	100.0	15	34.9	1	2.3	0	0.0	43	100.0	0.0
KN	2008	65	62	95.4	11	16.9	1	1.5	0	0.0	22	33.8	0.0
	2009	71	69	97.2	17	23.9	1	1.4	0	0.0	30	42.3	0.0
	2010	57	57	100.0	9	15.8	1	1.8	0	0.0	24	42.1	0.0
1	2008	69	64	92.8	14	20.3	0	0.0	0	0.0	13	18.8	13.0
	2009	80	74	92.5	16	20.0	3	3.8	3	3.8	12	15.0	13.8
	2010	75	74	98.7	18	24.0	3	4.0	1	1.3	8	10.7	8.0
2	2008	59	58	98.3	14	23.7	3	5.1	2	3.4	6	10.2	10.2
	2009	68	66	97.1	15	22.1	1	1.5	1	1.5	6	8.8	8.8
	2010	70	66	94.3	19	27.1	2	2.9	3	4.3	5	7.1	5.7
3	2008	56	52	92.9	11	19.6	4	7.1	5	8.9	6	10.7	10.7
	2009	60	60	100.0	16	26.7	4	6.7	0	0.0	5	8.3	6.7
	2010	61	60	98.4	15	24.6	1	1.6	1	1.6	3	4.9	1.6
4	2008	41	38	92.7	11	26.8	3	7.3	6	14.6	5	12.2	4.9
	2009	59	56	94.9	10	16.9	4	6.8	6	10.2	6	10.2	1.7
	2010	56	54	96.4	15	26.8	5	8.9	4	7.1	4	7.1	3.6
5	2008	64	60	93.8	7	10.9	6	9.4	8	12.5	4	6.3	0.0
	2009	45	42	93.3	9	20.0	6	13.3	6	13.3	4	8.9	2.2
	2010	53	50	94.3	7	13.2	5	9.4	8	15.1	0	0.0	1.9
PK-5	2008	397	376	94.7	80	20.2	18	4.5	21	5.3	99	24.9	5.8
	2009	427	411	96.3	92	21.5	19	4.4	16	3.7	107	25.1	5.4
	2010	415	404	97.3	98	23.6	18	4.3	17	4.1	87	21.0	3.4

Grade	Year	Average Daily Membership (N)		Average Daily Attendance				Yearly Transactions			Continuously Enrolled (N)		Stability Rate (%)	
		Campus	District	Campus (N)	Campus (%)	District (N)	District (%)	Campus (N)	Campus (%)	District (%)	Campus	District	Campus	District
KN	2008	63.4	13,568.1	60.7	95.7	13,004.4	95.8	16	25.2	23.5	54	11,618	85.2	85.6
	2009	70.5	13,515.0	66.8	94.8	12,939.1	95.7	16	22.7	22.5	58	11,501	82.3	85.1
	2010	55.9	13,234.2	52.8	94.4	12,616.4	95.3	11	19.7	21.6	52	11,233	93.0	84.9
1	2008	64.7	14,626.9	62.3	96.2	14,102.7	96.4	22	34.0	21.2	54	12,704	83.4	86.9
	2009	74.1	14,250.8	70.4	95.0	13,719.9	96.3	25	33.7	20.7	57	12,300	76.9	86.3
	2010	70.9	13,848.4	67.3	94.9	13,286.3	95.9	19	26.8	20.2	63	11,978	88.9	86.5
2	2008	56.1	13,708.6	54.1	96.4	13,269.8	96.8	21	37.4	19.7	48	12,043	85.5	87.9
	2009	66.5	13,950.1	64.1	96.4	13,499.0	96.8	18	27.1	18.6	55	12,231	82.7	87.7
	2010	70.4	13,440.8	67.7	96.2	12,947.4	96.3	12	17.1	19.0	62	11,794	88.1	87.7
3	2008	53.8	12,806.9	52.0	96.6	12,425.5	97.0	11	20.4	19.1	49	11,408	91.1	89.1
	2009	59.1	13,095.5	57.2	96.8	12,710.6	97.1	13	22.0	18.3	54	11,634	91.4	88.8
	2010	61.2	13,291.1	59.0	96.4	12,853.9	96.7	10	16.3	17.7	55	11,815	89.9	88.9
4	2008	39.8	12,329.8	38.2	96.0	11,960.3	97.0	12	30.2	19.7	33	10,924	83.0	88.6
	2009	56.8	12,156.4	54.1	95.4	11,789.9	97.0	14	24.7	18.1	46	10,731	81.0	88.3
	2010	54.8	12,299.7	52.6	96.1	11,900.0	96.8	12	21.9	17.2	48	10,987	87.7	89.3
5	2008	64.1	11,874.2	62.5	97.6	11,539.6	97.2	12	18.7	18.8	57	10,608	89.0	89.3
	2009	43.9	11,903.5	41.9	95.4	11,552.9	97.1	7	15.9	17.5	38	10,563	86.5	88.7
	2010	54.1	11,687.8	51.6	95.3	11,310.1	96.8	8	14.8	17.0	47	10,453	86.9	89.4
KN-5	2008	363.0	83,438.7	349.8	96.3	80,606.0	96.6	143	39.4	31.9	335	76,970	92.3	92.2
	2009	392.0	83,476.5	374.4	95.5	80,586.5	96.5	145	37.0	30.9	344	76,517	87.7	91.7
	2010	367.1	77,802.0	350.9	95.6	74,914.0	96.3	72	19.6	18.9	327	68,260	89.1	87.7

DISTRIBUTION OF TEACHERS

Ethnicity	Number	Percentage
African American	21	70.0
Hispanic	3	10.0
White	6	20.0
Other	0	0.0

Gender	Number	Percentage
Female	21	70.0
Male	9	30.0

TOTAL	30
--------------	-----------

AVERAGE NUMBER OF ABSENCES

2008	10.3
2009	10.3
2010	7.9

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		94.3	83.3	89.8	*	80.0	86.1	*	88.9	92.3	90.6	86.2	53
	2009	*	79.5	62.5	77.1	*	71.4	71.9		73.7	79.3	77.1	87.1	48
	2010		65.9	*	66.7		*	56.3		72.7	62.5	67.4	85.4	46
4	2008		64.0	61.5	61.1		60.0	52.0	*	50.0	77.8	63.2	72.1	38
	2009		66.7	84.2	71.2	*	70.0	47.8		70.0	74.3	72.7	75.5	55
	2010		65.7	50.0	62.5	*	*	44.0		50.0	70.4	63.4	77.9	41
5	2008		76.7	72.2	75.4	*	37.5	56.3	*	66.7	85.7	75.4	82.9	61
	2009		92.0	62.5	78.9	*	50.0	69.6		81.0	80.0	80.5	82.2	41
	2010		86.7	84.2	84.8	*	57.1	63.2		81.0	89.3	85.7	86.1	49
3-5	2008		79.6	73.5	76.8	*	60.7	66.7	50.0	70.0	86.1	77.6	80.3	152
	2009	*	78.0	72.1	75.4	*	63.0	64.1		75.0	77.4	76.4	81.1	144
	2010		71.6	77.8	71.8	*	58.3	53.9		70.2	74.7	72.8	83.4	136

NUMBER TESTED IN GRADES 3-5													
2008	0	103	49	142	3	28	93	6	80	72	152	31,840	
2009	1	100	43	138	4	27	78	0	60	84	144	28,282	
2010	0	109	27	131	2	12	76	0	57	79	136	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		2	3	5	*	2	5	*	3	2	5	1,443	53
	2009	*	8	3	11	*	2	9		5	6	11	981	48
	2010		15	*	15		*	14		6	9	15	1,039	46
4	2008		9	5	14		4	12	*	10	4	14	2,996	38
	2009		12	3	15	*	3	12		6	9	15	2,489	55
	2010		12	3	15	*	*	14		7	8	15	1,640	41
5	2008		10	5	14	*	5	14	*	11	4	15	1,827	61
	2009		2	6	8	*	5	7		4	4	8	1,874	41
	2010		4	3	7	*	3	7		4	3	7	1,427	49
3-5	2008		21	13	33	*	11	31	3	24	10	34	6,266	152
	2009	*	22	12	34	*	10	28		15	19	34	5,344	144
	2010		31	6	37	*	5	35		17	20	37	4,106	136

NUMBER TESTED IN GRADES 3-5													
2008	0	103	49	142	3	28	93	6	80	72	152	31,840	
2009	1	100	43	138	4	27	78	0	60	84	144	28,282	
2010	0	109	27	131	2	12	76	0	57	79	136	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	77.0	82.7	79.6	76.9
	2009	71.0	70.8	74.7	75.8
	2010	71.4	70.2	67.8	67.9
4	2008	77.7	70.4	69.2	71.8
	2009	84.2	75.9	74.3	80.4
	2010	72.5	73.5	77.4	70.7
5	2008	75.2	78.3	74.4	72.8
	2009	74.9	74.7	79.6	72.8
	2010	82.6	76.3	82.9	78.0
3-5	2008	76.4	77.9	74.9	74.0
	2009	77.1	73.9	75.9	76.7
	2010	75.8	73.4	76.1	72.4

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		14.3	16.7	10.2	*	0.0	8.3	*	18.5	11.5	15.1	21.5	53
	2009	*	20.5	0.0	18.8	*	0.0	6.3		15.8	20.7	18.8	34.0	48
	2010		18.2	*	17.8		*	9.4		22.7	16.7	19.6	37.1	46
4	2008		16.0	7.7	11.1		10.0	4.0	*	15.0	11.1	13.2	14.4	38
	2009		19.4	15.8	17.3	*	0.0	4.3		15.0	20.0	18.2	18.3	55
	2010		8.6	0.0	7.5	*	*	0.0		14.3	3.7	7.3	19.4	41
5	2008		7.0	16.7	8.8	*	0.0	3.1	*	9.1	10.7	9.8	16.5	61
	2009		12.0	25.0	15.8	*	0.0	0.0		23.8	10.0	17.1	18.3	41
	2010		23.3	21.1	21.7	*	14.3	5.3		14.3	28.6	22.4	23.6	49
3-5	2008		11.7	14.3	9.9	*	3.6	5.4	0.0	13.8	11.1	12.5	17.4	152
	2009	*	18.0	16.3	17.4	*	0.0	3.8		18.3	17.9	18.1	22.5	144
	2010		16.5	18.5	16.0	*	8.3	5.3		17.5	16.5	16.9	26.2	136

NUMBER TESTED IN GRADES 3-5													
2008	0	103	49	142	3	28	93	6	80	72	152	31,840	
2009	1	100	43	138	4	27	78	0	60	84	144	28,282	
2010	0	109	27	131	2	12	76	0	57	79	136	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		61.1	77.8	66.0	*	70.0	59.5	*	60.7	73.1	66.7	76.6	54
	2009	*	35.0	64.7	44.8	*	62.5	33.3		46.2	43.8	44.8	76.8	58
	2010		64.4	81.3	68.3		78.6	48.6		75.9	62.5	68.9	78.2	61
4	2008		64.0	46.2	55.6		40.0	44.0	*	60.0	55.6	57.9	77.9	38
	2009		69.4	94.7	76.9	*	90.0	52.2		80.0	77.1	78.2	78.9	55
	2010		60.0	75.0	64.0	*	71.4	39.3		60.0	67.7	64.7	81.8	51
5	2008		86.0	94.4	89.5	*	87.5	83.9	*	85.3	92.6	88.5	84.0	61
	2009		84.0	87.5	84.2	*	88.9	81.8		85.7	85.0	85.4	86.2	41
	2010		76.7	89.5	80.4	*	71.4	52.6		76.2	85.7	81.6	87.7	49
3-5	2008		72.1	75.5	72.7	*	64.3	63.4	50.0	70.7	76.1	73.2	79.5	153
	2009	*	59.4	82.7	66.2	*	77.1	50.6		68.7	66.7	67.5	80.5	154
	2010		66.4	82.4	70.5	*	74.3	46.3		71.4	71.4	71.4	82.3	161

NUMBER TESTED IN GRADES 3-5													
2008	0	104	49	143	5	28	93	6	82	71	153	32,696	
2009	1	101	52	148	4	35	87	0	67	87	154	33,885	
2010	0	110	51	156	2	35	82	0	70	91	161	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	4	17	*	3	15	*	11	7	18	2,542	54
	2009	*	26	6	32	*	6	28		14	18	32	2,856	58
	2010		16	3	19		3	18		7	12	19	2,739	61
4	2008		9	7	16		6	14	*	8	8	16	2,436	38
	2009		11	1	12	*	1	11		4	8	12	2,263	55
	2010		14	4	18	*	4	17		8	10	18	2,101	51
5	2008		6	1	6	*	1	5	*	5	2	7	1,730	61
	2009		4	2	6	*	1	4		3	3	6	1,495	41
	2010		7	2	9	*	2	9		5	4	9	1,314	49
3-5	2008		29	12	39	*	10	34	3	24	17	41	6,708	153
	2009	*	41	9	50	*	8	43		21	29	50	6,614	154
	2010		37	9	46	*	9	44		20	26	46	6,154	161

NUMBER TESTED IN GRADES 3-5													
2008	0	104	49	143	5	28	93	6	82	71	153	32,696	
2009	1	101	52	148	4	35	87	0	67	87	154	33,885	
2010	0	110	51	156	2	35	82	0	70	91	161	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	73.5	79.6	83.6	69.4	77.3	63.0
	2009	58.3	70.4	71.6	63.2	71.6	49.4
	2010	76.2	72.1	80.3	70.5	73.4	59.6
4	2008	73.2	75.9	65.8	75.4	60.5	58.6
	2009	83.6	81.8	75.5	80.3	80.9	73.4
	2010	75.6	74.8	72.2	67.3	70.1	63.7
5	2008	84.9	76.1	72.8	77.0	75.8	74.6
	2009	80.9	81.2	75.6	72.5	68.3	80.8
	2010	77.9	79.6	77.3	75.8	71.9	80.6
3-5	2008	78.0	77.3	74.9	74.0	72.5	66.5
	2009	73.4	77.4	74.0	71.8	74.0	66.3
	2010	76.5	75.2	76.8	71.1	71.9	67.3

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		25.0	33.3	24.0	*	10.0	16.2	*	25.0	30.8	27.8	26.3	54
	2009	*	10.0	5.9	8.6	*	6.3	4.8		11.5	6.3	8.6	28.8	58
	2010		4.4	25.0	10.0		28.6	0.0		17.2	3.1	9.8	21.3	61
4	2008		8.0	23.1	11.1		10.0	4.0	*	15.0	11.1	13.2	23.8	38
	2009		16.7	47.4	26.9	*	40.0	17.4		30.0	25.7	27.3	31.4	55
	2010		20.0	18.8	18.0	*	21.4	0.0		25.0	16.1	19.6	29.1	51
5	2008		18.6	27.8	19.3	*	12.5	6.5	*	20.6	22.2	21.3	31.9	61
	2009		24.0	43.8	28.9	*	22.2	9.1		33.3	30.0	31.7	37.9	41
	2010		23.3	31.6	23.9	*	14.3	5.3		23.8	28.6	26.5	34.5	49
3-5	2008		18.3	28.6	18.9	*	10.7	9.7	16.7	20.7	22.5	21.6	27.3	153
	2009	*	15.8	32.7	20.3	*	20.0	9.2		23.9	19.5	21.4	32.5	154
	2010		14.5	25.5	16.7	*	22.9	1.2		21.4	15.4	18.0	27.9	161


NUMBER TESTED IN GRADES 3-5													
2008	0	104	49	143	5	28	93	6	82	71	153	32,696	
2009	1	101	52	148	4	35	87	0	67	87	154	33,885	
2010	0	110	51	156	2	35	82	0	70	91	161	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		88.5	75.0	83.3	*	66.7	76.0	*	71.4	100.0	84.2	87.4	38
	2009		89.2	88.2	88.2		77.8	71.4		85.7	90.9	88.9	87.4	54
	2010		94.1	*	89.5	*	*	87.5		76.9	96.2	89.7	89.8	39

NUMBER TESTED IN GRADE 4													
2008	0	26	12	36	1	9	25	2	21	17	38	10,658	
2009	0	37	17	51	0	9	21	0	21	33	54	10,032	
2010	0	34	5	38	1	4	24	0	13	26	39	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		3	3	6	*	3	6	*	6	0	6	1,348	38
	2009		4	2	6		2	6		3	3	6	1,264	54
	2010		2	*	4	*	*	3		3	1	4	744	39

NUMBER TESTED IN GRADE 4													
2008	0	26	12	36	1	9	25	2	21	17	38	10,658	
2009	0	37	17	51	0	9	21	0	21	33	54	10,032	
2010	0	34	5	38	1	4	24	0	13	26	39	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	2.2	74.3	74.0	77.6	79.3
	2009	2.3	88.0	78.7	86.3	91.2
	2010	2.2	76.3	73.4	82.1	82.1

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		19.2	33.3	22.2	*	22.2	12.0	*	19.0	29.4	23.7	21.4	38
	2009		21.6	17.6	19.6		22.2	9.5		14.3	24.2	20.4	21.0	54
	2010		20.6	*	18.4	*	*	4.2		15.4	19.2	17.9	23.8	39

NUMBER TESTED IN GRADE 4													
2008	0	26	12	36	1	9	25	2	21	17	38	10,658	
2009	0	37	17	51	0	9	21	0	21	33	54	10,032	
2010	0	34	5	38	1	4	24	0	13	26	39	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		74.4	77.8	75.4	*	50.0	67.7	*	67.6	85.2	75.4	71.9	61
	2009		79.2	68.8	75.7	*	66.7	71.4		75.0	75.0	75.0	75.1	40
	2010		78.6	89.5	81.8	*	71.4	55.6		76.2	88.5	83.0	81.4	47

NUMBER TESTED IN GRADE 5													
2008	0	43	18	57	2	8	31	2	34	27	61	10,686	
2009	0	24	16	37	3	9	21	0	20	20	40	10,675	
2010	0	28	19	44	1	7	18	0	21	26	47	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		11	4	14	*	4	10	*	11	4	15	3,005	61
	2009		5	5	9	*	3	6		5	5	10	2,656	40
	2010		6	2	8	*	2	8		5	3	8	1,965	47

NUMBER TESTED IN GRADE 5													
2008	0	43	18	57	2	8	31	2	34	27	61	10,686	
2009	0	24	16	37	3	9	21	0	20	20	40	10,675	
2010	0	28	19	44	1	7	18	0	21	26	47	10,576	


AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

Grade	Year	OBJECTIVE			
		Nature of Science	Life Sciences	Physical Sciences	Earth Sciences
5	2008	84.2	87.2	81.8	65.4
	2009	87.5	87.5	79.4	67.8
	2010	85.4	90.3	87.5	68.1

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		16.3	27.8	19.3	*	12.5	16.1	*	23.5	14.8	19.7	24.8	61
	2009		20.8	43.8	29.7	*	22.2	9.5		40.0	20.0	30.0	28.7	40
	2010		21.4	47.4	31.8	*	28.6	11.1		33.3	30.8	31.9	32.8	47

NUMBER TESTED IN GRADES 5													
2008	0	43	18	57	2	8	31	2	34	27	61	10,686	
2009	0	24	16	37	3	9	21	0	20	20	40	10,675	
2010	0	28	19	44	1	7	18	0	21	26	47	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			88.9	88.9		88.9	88.9		100.0	*	88.9	89.4	9
	2010			80.0	80.0	*	85.7	*		100.0	66.7	80.0	84.5	15
4	2008												67.0	0
	2009												72.7	0
	2010			90.0	90.0		90.0	*		100.0	*	90.0	84.4	10
ALL	2008												—	0
	2009			88.9	88.9		88.9	88.9		100.0	*	88.9	—	9
	2010			84.0	84.0	*	87.5	57.1		100.0	69.2	84.0	—	25

NUMBER TESTED IN GRADES ALL													
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	9	9	0	9	9	0	6	3	9	—	
2010	0	0	25	25	1	24	7	0	12	13	25	—	

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		0	*	1	514	9
	2010			3	3	*	2	*		0	3	3	863	15
4	2008												215	0
	2009												268	0
	2010			1	1		1	*		0	*	1	651	10
ALL	2008												—	0
	2009			1	1		1	1		0	*	1	—	9
	2010			4	4	*	3	3		0	4	4	—	25

NUMBER TESTED IN GRADES ALL														
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	9	9	0	9	9	0	6	3	9	9	—	
2010	0	0	25	25	1	24	7	0	12	13	25	25	—	

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	69.6	90.5	83.3	79.2
	2010	71.6	82.9	67.8	72.5
4	2008				
	2009				
	2010	77.3	85.0	85.7	78.0
ALL	2008				
	2009	69.6	90.5	83.3	79.2
	2010	73.9	83.7	75.0	74.7

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												17.2	0
	2009			11.1	11.1		11.1	11.1		16.7	*	11.1	30.4	9
	2010			20.0	20.0	*	21.4	*		33.3	11.1	20.0	39.6	15
4	2008												13.5	0
	2009												19.9	0
	2010			20.0	20.0		20.0	*		33.3	*	20.0	34.4	10
ALL	2008												—	0
	2009			11.1	11.1		11.1	11.1		16.7	*	11.1	—	9
	2010			20.0	20.0	*	20.8	14.3		33.3	7.7	20.0	—	25


	NUMBER TESTED IN ALL GRADES												
2008	0	0	0	0	0	0	0	0	0	0	0	0	—
2009	0	0	9	9	0	9	9	0	6	3	9	—	
2010	0	0	25	25	1	24	7	0	12	13	25	—	

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			100.0	100.0		100.0	*		100.0	*	100.0	93.7	10

NUMBER TESTED IN GRADE 4														
2008	0	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	0	981
2010	0	0	10	10	0	10	3	0	6	4	10	10	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	0
	2010			0	0		0	*		0	*	0	266	10

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	10	10	0	10	3	0	6	4	10	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	3.2	90.0	91.3	92.5	85.0

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			90.0	90.0		90.0	*		83.3	*	90.0	30.4	10

NUMBER TESTED IN GRADE 4														
2008	0	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	0	981
2010	0	0	10	10	0	10	3	0	6	4	10	10	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	2
	2009		*		*	*		*		*	*	*	87.7	3
	2010												81.1	0
4	2008		*		*	*		*		*		*	70.7	3
	2009		*		*	*		*		*		*	71.8	3
	2010		*	*	*	*	*	*		*	*	*	75.8	5
5	2008		*		*	*		*		*	*	*	73.3	5
	2009		*	*	*	*		*		*		*	80.3	4
	2010		*		*	*		*		*		*	93.9	4
3-5	2008		60.0		60.0	60.0		*		75.0	*	60.0	73.7	10
	2009		66.7	*	70.0	70.0		57.1		66.7	*	70.0	79.2	10
	2010		87.5	*	88.9	88.9	*	*		83.3	*	88.9	84.8	9

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

NUMBER TESTED IN GRADES 3-5													
2008	0	10	0	10	10	0	5	0	8	2	10	1,807	
2009	0	9	1	10	10	0	7	0	9	1	10	1,867	
2010	0	8	1	9	9	1	5	0	6	3	9	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	54.4	63.3	51.0	46.3
	2009	42.3	61.7	61.0	57.6
	2010	57.7	74.1	55.6	71.3

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		*		*	*		*		*	*	*	10.8	2
	2009		*		*	*		*		*	*	*	16.2	3
	2010												19.1	0
4	2008		*		*	*		*		*		*	9.7	3
	2009		*		*	*		*		*		*	8.9	3
	2010		*	*	*	*	*	*		*	*	*	15.2	5
5	2008		*		*	*		*		*	*	*	14.9	5
	2009		*	*	*	*		*		*		*	14.1	4
	2010		*		*	*		*		*		*	15.4	4
3-5	2008		0.0		0.0	0.0		*		0.0	*	0.0	12.0	10
	2009		0.0	*	0.0	0.0		0.0		0.0	*	0.0	12.7	10
	2010		0.0	*	0.0	0.0	*	*		0.0	*	0.0	16.4	9

NUMBER TESTED IN GRADES 3-5													
2008	0	10	0	10	10	0	5	0	8	2	10	1,807	
2009	0	9	1	10	10	0	7	0	9	1	10	1,867	
2010	0	8	1	9	9	1	5	0	6	3	9	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	3
	2010			*	*	*	*	*			*	*	78.3	1
4	2008		*		*	*		*		*		*	69.1	3
	2009		*		*	*		*		*		*	75.8	3
	2010		*	*	*	*	*	*		*	*	*	80.6	5
5	2008		*		*	*		*		*	*	*	64.0	4
	2009		*		*	*		*		*		*	80.2	2
	2010		*		*	*		*		*		*	86.4	4
3-5	2008		37.5		37.5	37.5		*		50.0	*	37.5	69.4	8
	2009		75.0		75.0	75.0		66.7		71.4	*	75.0	78.8	8
	2010		62.5	*	70.0	70.0	*	83.3		50.0	*	70.0	82.4	10

NUMBER TESTED IN GRADES 3-5													
2008	0	8	0	8	8	0	4	0	6	2	8	8	1,730
2009	0	8	0	8	8	0	6	0	7	1	8	8	1,743
2010	0	8	2	10	10	2	6	0	6	4	10	10	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	3
	2010			*	*	*	*	*			*	*	102	1
4	2008		*		*	*		*		*		*	173	3
	2009		*		*	*		*		*		*	157	3
	2010		*	*	*	*	*	*		*	*	*	92	5
5	2008		*		*	*		*		*	*	*	227	4
	2009		*		*	*		*		*		*	127	2
	2010		*		*	*		*		*		*	91	4
3-5	2008		5		5	5		*		3	*	5	529	8
	2009		2		2	2		2		2	*	2	369	8
	2010		3	*	3	3	*	1		3	*	3	285	10

NUMBER TESTED IN GRADES 3-5													
2008	0	8	0	8	8	0	4	0	6	2	8	1,730	
2009	0	8	0	8	8	0	6	0	7	1	8	1,743	
2010	0	8	2	10	10	2	6	0	6	4	10	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	26.9	51.7	49.6	36.3	33.3	36.3
	2009	46.5	53.8	53.8	59.2	41.7	43.8
	2010	56.7	49.7	54.0	45.3	63.3	62.0

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	3
	2010			*	*	*	*	*			*	*	13.4	1
4	2008		*		*	*		*		*		*	14.3	3
	2009		*		*	*		*		*		*	14.0	3
	2010		*	*	*	*	*	*		*	*	*	20.2	5
5	2008		*		*	*		*		*	*	*	14.0	4
	2009		*		*	*		*		*		*	17.2	2
	2010		*		*	*		*		*		*	18.9	4
3-5	2008		0.0		0.0	0.0		*		0.0	*	0.0	14.7	8
	2009		0.0		0.0	0.0		0.0		0.0	*	0.0	17.3	8
	2010		0.0	*	10.0	10.0	*	16.7		0.0	*	10.0	17.7	10

NUMBER TESTED IN GRADES 3-5													
2008	0	8	0	8	8	0	4	0	6	2	8	1,730	
2009	0	8	0	8	8	0	6	0	7	1	8	1,743	
2010	0	8	2	10	10	2	6	0	6	4	10	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	*	71.7	72.2	57.6	54
	2009	19.0	40.6	32.1	41.9	53
	2010	13.6	53.6	36.0	40.0	50
1	2008	22.2	25.5	25.0	50.2	56
	2009	7.3	45.5	20.6	54.2	63
	2010	26.5	45.8	34.5	55.2	58
2	2008	25.0	52.4	37.8	50.2	45
	2009	13.5	93.8	37.7	47.9	53
	2010	25.0	72.7	34.5	48.6	55
1-2	2008	24.2	33.8	30.7	50.2	101
	2009	10.3	65.8	28.4	51.0	116
	2010	25.6	54.3	34.5	51.9	113

		MATHEMATICS TOTAL (**MATHEMATICS)				
Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
K**	2008	9.1	60.4	51.6	44.9	64
	2009	36.8	53.1	44.3	52.8	70
	2010	51.7	82.8	67.2	51.2	58
1	2008	45.0	28.3	33.3	55.5	66
	2009	30.8	32.0	31.2	50.4	77
	2010	40.0	34.6	38.2	48.8	76
2	2008	37.8	60.9	46.7	57.5	60
	2009	42.9	66.7	49.3	53.2	67
	2010	33.3	50.0	36.1	54.6	72
K-2	2008	35.3	48.4	43.7	52.7	190
	2009	36.7	49.3	41.1	52.3	214
	2010	39.6	58.2	45.6	51.5	206

Number Tested	2008	34	121	155	21,817	
	2009	99	70	169	21,148	
	2010	100	63	163	20,804	

Number Tested	2008	68	122	190	41,070	
	2009	139	75	214	30,563	
	2010	139	67	206	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		71.2	*	72.0	*		*		67.9	76.9	72.2	57.6	54
	2009		30.6	*	31.4	*		19.0		22.7	38.7	32.1	41.9	53
	2010		34.9	33.3	36.0	*	*	13.6		35.0	36.7	36.0	40.0	50
1	2008		24.5	*	23.5		*	22.2		31.0	18.5	25.0	50.2	56
	2009		20.3	*	20.7	*	*	7.3		14.3	28.6	20.6	54.2	63
	2010		32.1	*	33.3	*		26.5		31.0	37.9	34.5	55.2	58
2	2008		38.6	*	38.6	*	*	25.0		31.8	43.5	37.8	50.2	45
	2009		36.0	*	36.5	*	*	13.5		44.4	30.8	37.7	47.9	53
	2010		34.7	*	29.4	*	*	25.0	*	27.6	42.3	34.5	48.6	55
1-2	2008		30.9	*	30.5	*	*	24.2		31.4	30.0	30.7	50.2	101
	2009		27.5	42.9	28.2	*	*	10.3		27.4	29.6	28.4	51.0	116
	2010		33.3	44.4	31.5	*	*	25.6	*	29.3	40.0	34.5	51.9	113
Number Tested	2008	0	149	6	145	2	3	34	0	79	76	155	21,817	
	2009	0	158	11	161	3	3	99	0	84	85	169	21,148	
	2010	0	145	15	158	4	4	100	1	78	85	163	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		23	*	21	*		*		12	12	24	1,687	54
	2009		1	*	1	*		0		0	1	1	771	53
	2010		3	0	3	*	*	0		2	1	3	758	50
1	2008		4	*	3		*	0		2	2	4	1,555	56
	2009		3	*	3	*	*	0		0	3	3	1,659	63
	2010		5	*	4	*		1		3	2	5	1,729	58
2	2008		1	*	1	*	*	0		1	0	1	1,065	45
	2009		1	*	1	*	*	0		0	1	1	1,027	53
	2010		2	*	1	*	*	0	*	0	2	2	954	55
1-2	2008		5	*	4	*	*	0		3	2	5	2,620	101
	2009		4	0	4	*	*	0		0	4	4	2,688	116
	2010		7	0	5	*	*	1	*	3	4	7	2,683	113

Number Tested	2008	0	149	6	145	2	3	34	0	79	76	155	21,817
	2009	0	158	11	161	3	3	99	0	84	85	169	21,148
	2010	0	145	15	158	4	4	100	1	78	85	163	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		60.8	15.4	51.7		0.0	9.1	*	40.6	62.5	51.6	44.9	64
	2009		44.9	42.9	44.1	*	41.2	36.8		36.7	50.0	44.3	52.8	70
	2010		62.8	78.6	67.2	*	66.7	51.7		62.5	70.6	67.2	51.2	58
1	2008		27.5	53.3	32.8		50.0	45.0		46.7	22.2	33.3	55.5	66
	2009		21.7	64.7	31.0	*	64.3	30.8		26.2	37.1	31.2	50.4	77
	2010		28.3	63.6	37.3	*	72.2	40.0		33.3	43.2	38.2	48.8	76
2	2008		45.7	50.0	47.5	*	50.0	37.8	*	46.9	46.4	46.7	57.5	60
	2009		48.0	52.9	48.5	*	46.7	42.9		65.6	34.3	49.3	53.2	67
	2010		28.6	54.5	33.8	*	52.6	33.3	*	28.6	43.2	36.1	54.6	72
K-2	2008		44.6	40.5	43.9	*	35.9	35.3	*	44.7	42.7	43.7	52.7	190
	2009		37.1	52.7	41.0	*	50.0	36.7		41.3	40.9	41.1	52.3	214
	2010		38.6	63.8	44.8	16.7	63.0	39.6	*	38.8	51.9	45.6	51.5	206

Number Tested	2008	0	148	42	180	3	39	68	2	94	96	190	41,070
	2009	0	159	55	205	5	46	139	0	104	110	214	30,563
	2010	0	145	58	201	6	46	139	1	98	108	206	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		27	2	27		0	1	*	12	17	29	2,788	64
	2009		2	4	6	*	3	3		2	4	6	2,455	70
	2010		11	3	14	*	0	2		6	8	14	2,358	58
1	2008		5	2	6		2	2		5	2	7	2,800	66
	2009		4	1	5	*	1	2		2	3	5	1,577	77
	2010		5	2	7	*	2	5		4	3	7	2,266	76
2	2008		2	1	3	*	1	2	*	1	2	3	2,912	60
	2009		2	2	4	*	2	2		4	0	4	1,686	67
	2010		1	4	5	*	4	4	*	2	3	5	2,484	72
K-2	2008		34	5	36	*	3	5	*	18	21	39	8,500	190
	2009		8	7	15	*	6	7		8	7	15	5,718	214
	2010		17	9	26	0	6	11	*	12	14	26	7,108	206

Number Tested	2008	0	148	42	180	3	39	68	2	94	96	190	41,070
	2009	0	159	55	205	5	46	139	0	104	110	214	30,563
	2010	0	145	58	201	6	46	139	1	98	108	206	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		33.3	60.0	36.1		57.1	45.0		50.0	30.6	39.4	65.7	66
	2009		35.2	78.6	43.5	*	76.9	76.9	*	38.9	50.0	42.1	66.0	76
	2010		41.5	95.5	56.0	*	100.0	60.0		53.8	59.5	56.6	63.5	76
2	2008		86.4	92.9	89.5	*	92.9	88.9	*	80.6	96.3	87.9	64.0	58
	2009		44.4	62.5	45.5		64.3	50.0		63.0	38.2	44.8	60.9	67
	2010		26.5	90.9	45.6	*	89.5	46.7	*	28.6	62.2	45.8	61.4	72
1-2	2008		57.9	75.9	61.9	*	75.0	73.2	*	65.6	58.7	62.1	64.9	124
	2009		39.4	70.0	44.4	*	70.4	60.0	*	49.2	43.9	43.4	63.5	143
	2010		34.3	93.2	51.0	*	94.6	52.7	*	41.9	60.8	51.4	62.5	148

Number Tested	2008	0	95	29	118	1	28	56	1	61	63	124	27,631
	2009	0	99	30	117	1	27	35	1	63	66	143	27,480
	2010	0	102	44	143	5	37	110	1	74	74	148	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		6	3	7		3	3		7	2	9	4,546	66
	2009		6	8	14	*	7	6	*	7	7	14	4,597	76
	2010		6	8	14	*	7	9		8	6	14	4,129	76
2	2008		9	4	13	*	4	7	*	6	7	13	2,557	58
	2009		5	3	5		3	3		6	2	8	3,822	67
	2010		1	11	11	*	9	11	*	5	7	12	3,776	72
1-2	2008		15	7	20	*	7	10	*	13	9	22	7,103	124
	2009		11	11	19	*	10	9	*	13	9	22	8,419	143
	2010		7	19	25	*	16	20	*	13	13	26	7,905	148

Number Tested	2008	0	95	29	118	1	28	56	1	61	63	124	27,631
	2009	0	99	30	117	1	27	35	1	63	66	143	27,480
	2010	0	102	44	143	5	37	110	1	74	74	148	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			90.9	90.9		90.9	90.0	*	*	83.3	90.9	87.0	11
	2009			100.0	100.0		100.0	100.0		100.0	100.0	100.0	88.6	17
	2010			100.0	100.0		100.0	100.0		*	*	100.0	89.3	8
1	2008			83.3	81.8		83.3	90.9		*	77.8	83.3	88.0	12
	2009			76.9	76.9		76.9	90.9		*	100.0	76.9	88.6	13
	2010			94.4	94.4	*	94.4	93.8		100.0	87.5	94.4	89.1	18
2	2008			61.5	61.5		61.5	58.3	*	77.8	*	61.5	93.4	13
	2009			92.9	92.9	*	92.3	91.7		*	88.9	92.9	94.0	14
	2010			94.1	94.1	*	94.1	93.8		83.3	100.0	94.1	93.8	17
K-2	2008			77.8	77.1		77.8	78.8	*	88.2	68.4	77.8	89.3	36
	2009			90.9	90.9	*	90.7	95.0		83.3	96.2	90.9	90.4	44
	2010			95.3	95.3	*	95.2	94.9		95.0	95.7	95.3	90.7	43

Number Tested	2008	0	0	36	35	0	36	33	2	17	19	36	18,257
	2009	0	0	44	44	1	43	40	0	18	26	44	19,076
	2010	0	0	43	43	2	42	39	0	20	23	43	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			5	5		5	5	*	*	3	5	3,280	11
	2009			15	15		15	15		8	7	15	3,525	17
	2010			8	8		7	7		*	*	8	3,523	8
1	2008			5	4		5	5		*	3	5	2,412	12
	2009			6	6		6	6		*	5	6	2,523	13
	2010			6	6	*	6	6		2	4	6	2,529	18
2	2008			2	2		2	2	*	2	*	2	2,596	13
	2009			5	5	*	5	5		*	2	5	2,909	14
	2010			8	8	*	8	8		1	7	8	3,040	17
K-2	2008			12	11		12	12	*	6	6	12	8,288	36
	2009			26	26	*	26	26		12	14	26	8,957	44
	2010			22	22	*	21	21		7	15	22	9,092	43

Number Tested	2008	0	0	36	35	0	36	33	2	17	19	36	18,257
	2009	0	0	44	44	1	43	40	0	18	26	44	19,076
	2010	0	0	43	43	2	42	39	0	20	23	43	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	0	-	0	-	1	0.0	1	0.0
5	1	0.0	0	-	0	-	1	0.0
ALL	1	0.0	0	-	1	0.0	2	0.0

PERFORMANCE IN 2010

Grade (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2010 Level	N	%	N	%	N	%	N	%	N	%
KN (9)	Beginning	1	11.1	4	44.4	5	55.6	4	44.4	4	44.4
	Intermediate	5	55.6	5	55.6	4	44.4	5	55.6	5	55.6
	Advanced	3	33.3	0	0.0	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
1 (18)	Beginning	6	33.3	7	38.9	16	88.9	12	66.7	12	66.7
	Intermediate	12	66.7	11	61.1	2	11.1	6	33.3	6	33.3
	Advanced	0	0.0	0	0.0	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 (19)	Beginning	0	0.0	1	5.3	1	5.3	0	0.0	0	0.0
	Intermediate	2	10.5	5	26.3	12	63.2	7	36.8	7	36.8
	Advanced	13	68.4	11	57.9	5	26.3	8	42.1	8	42.1
	Advanced High	4	21.1	2	10.5	1	5.3	4	21.1	4	21.1
3 (15)	Beginning	2	13.3	0	0.0	2	13.3	1	6.7	1	6.7
	Intermediate	8	53.3	5	33.3	5	33.3	3	20.0	3	20.0
	Advanced	5	33.3	7	46.7	7	46.7	4	26.7	4	26.7
	Advanced High	0	0.0	3	20.0	1	6.7	7	46.7	7	46.7
4 (15)	Beginning	0	0.0	0	0.0	2	13.3	1	6.7	1	6.7
	Intermediate	1	6.7	4	26.7	6	40.0	4	26.7	4	26.7
	Advanced	7	46.7	5	33.3	7	46.7	5	33.3	5	33.3
	Advanced High	7	46.7	6	40.0	0	0.0	5	33.3	5	33.3

**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	-	-	-	
18 1 (5.6%)	Beginning	12			
	Intermediate	1	5		
	Advanced	0	0	0	
	Advanced High	0	0	0	
19 14 (73.7%)	Beginning	0			
	Intermediate	2	5		
	Advanced	3	5	0	
	Advanced High	1	3	0	
15 9 (60.0%)	Beginning	1			
	Intermediate	1	2		
	Advanced	0	1	3	
	Advanced High	0	0	7	
14 7 (50.0%)	Beginning	1			
	Intermediate	0	4		
	Advanced	0	2	2	
	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 (7)	Beginning	1	14.3	1	14.3	1	14.3	1	14.3	1	14.3
	Intermediate	0	0.0	0	0.0	5	71.4	0	0.0	0	0.0
	Advanced	2	28.6	4	57.1	1	14.3	3	42.9	3	42.9
	Advanced High	4	57.1	2	28.6	0	0.0	3	42.9	3	42.9
ALL (83)	Beginning	10	12.0	13	15.7	27	32.5	19	22.9	19	22.9
	Intermediate	28	33.7	30	36.1	34	41.0	25	30.1	25	30.1
	Advanced	30	36.1	27	32.5	20	24.1	20	24.1	20	24.1
	Advanced High	15	18.1	13	15.7	2	2.4	19	22.9	19	22.9

**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	0		
	Advanced	1	1	1	
	Advanced High	0	0	3	
73 36 (49.3%)	Beginning	15			
	Intermediate	4	16		
	Advanced	4	9	6	
	Advanced High	1	4	14	

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